Com201

Chapter 1: introduction human communication

- **Essentials(benefits - advantages) of studying communication:**

1. **improves the way you see yourself**
    a. Begin to develop self-awareness
    b. Self-confidence will increase
2. **Improves the way others see you**
    a. Smooth interactions lead to positive outcomes and managing the impressions others make
    b. People enjoy communicating with others who can communicate well
3. **Improves your relationships with others**
4. **Teaches you important life skills**
    a. Such as critical thinking, problem solving, decision making, conflict resolution, team-building- media literacy, and public speaking
5. **Helps you recognize how communication affects your community, nation, and world**
    a. Mass communication and communication technology affects the political processes
    b. Polarization : the division of people that have conflicting views, perspectives, and very little common ground
6. **Helps you succeed professionally**
7. **Helps you navigate a diverse world**

- **Defining communication:**

1. **Communication:** the process of using messages to generate shared meaning
2. **Process:** an activity, an exchange, or a set of behaviors that occurs over time
3. **Meaning**: the intent of a message by the sender, and the interpretation of a message by the receiver
4. The word communication comes from the Latin communicare, which means “to make common”

- **Components of communication:**

1. **People**
    a. **Source:** message initiator

   b. **Receiver:** message target
   c. Individuals are sources and receivers of messages simultaneously and continually(dependant)
2. **Message:** the verbal and nonverbal form of the idea,thought, or feeling that one person(the source) wishes to communicate to another person or group of people(the receivers)
3. **Channel**: the means by which a message moves from the source to the receiver of the message (the channel used can influence the meaning of the message)
4. **Code:** a systematic arrangement of symbols used to create meanings in the mind of another person or persons. Types of codes:
   a. **Verbal:** symbols and their grammatical arrangements (language)
   b. Nonverbal: all symbols that are not words, including bodily movements, the use of space and time, clothing and adornments, and sounds other than words
   c. Note: all nonoral codes, such as bodily movements. are nonverbal code. However, nonverbal codes also include oral codes such as pitch, duration, rate of speech, and sounds such as "eh" and "ah"
5. **Encoding and Decoding:**
   a. Encoding: the process of translating an idea or thought into a code
   b. Decoding: the process of assigning meaning to the idea or thought in a code
6. **Feedback:** verbal and nonverbal response to the source's message
   a. Examples; a raised eyebrow, thumbs up, enthusiastic exclamation, and silence
7. **Noise:** any interference in the encoding and decoding processes that reduces message clarity
   a. **Physical noise:** loud sounds; distracting sights (piece of food between someone's teeth); unusual behavior(someone standing too close for comfort)
   b. **Mental:** daydreams
   c. **Psychological:** inside the mind; worry about the bills, **Physiological**: inside the body: pain, stomach ache, headache
   d. **semantic:** uncertainty about what the other person's words mean
8. **Situation:** the location where communication takes place

- **Principles of communication:**

1. **Communication begins with self**
   a. How you perceive yourself will influence how you communicate with others
   b. Self-perception grows because of you interactions with others over time
   c. Communication is participatory; we are actively involved and relationally responsive in our use of communication

2. **Communication involves others**
    a. Through verbal and nonverbal symbols, people learn to accept roles in response to the expectations of others
    b. Our sense of self is developed in and through communication(ex: a supportive friend group will result in a higher self-esteem)
    c. Communication is a dialogic process (**dialogue**: act of taking part in a conversation, discussion, or negotiation)
    d. Competent communicators consider other people's needs and expectations when selecting messages to share
3. **Communication has both a content and a relational dimension**
    a. content dimension: what is in the message, the information - relational dimension: the relationship between the sender and the receiver
    b. Messages describe the behavior that is expected and suggests how it should be interpreted
    c. **Example from the Textbook:** In a workplace setting, saying "One of us needs to take the returned items back to the shelves" has a clear content dimension (the task). However, the relational dimension might vary depending on the tone and phrasing: (if said as "One of us," it might suggest equality or teamwork. - If phrased as "You need to do this," it might imply authority or dominance.)
4. **Communication involves choices**
    a. Communication involves choices about the multiple aspects of the message:
        i. Verbal, nonverbal, and behavioral aspects
        ii. Channels used
        iii. Characteristics of the speaker and audience
        iv. Relationship between the speaker and audience
        v. Situation where communication takes place
5. **Communication quantity does not increase communication quality**
    a. More communication increases conflict
    b. Other times people have poor listening or empathy skills and misunderstand vast quantities of information
6. **Communication is pervasive**
    a. Communication occurs every minute of your life. If you are not communicating with yourself, you are observing others and drawing conclusions about their behaviors(ex: if people yawn you believe that they are bored)
    b. Calibrating your message: changing it to suit your audience
7. **Communication can not be reversed**

Communication contexts

- **Context:** a recurring pattern of behaviors and actions that typically take place in similar settings

context	Number of people	Degree of formality or intimacy	Opportunities for feedback	Need for pre restructuring messages	Degree of stability of roles of speaker and listener
Intrapersonal communication: the process of using messages to generate meaning within the self - the basis for all communication: ● Solving problems internally ● Resolving internal conflict ● Planning for the future ● Evaluating yourself and your relationship with others	1	Most intimate	Complete feedback	None	Highly unstable; the individual as both the speaker and listener

Interpersonal communication: the process of using messages to generate meaning between at least two people in a situation that allows mutual opportunities for both speaking and listening **Subsets of interpersonal communication:** ● Dyadic communication ● small -group communication					
Dyadic communication: Two-person communication	2	Generally intimate; interview is formal	A great deal of feedback	some	Unstable; speaker and listener alternate
Small-group communication: the interaction among three to ten people working together to achieve an interdependent goal	Usually 3 to 10; may be more	Intimate or formal	Less than intrapersonal communication but more than public speaking	Some	Unstable; speakers and listeners alternate
Public speaking: the process of using messages to generate meaning in a situation in which a single speaker transmits a message to a number of receivers, who give	Usually more than 10	Generally Formal	Less than small-group communication but more than	A great deal	Highly stable; one speaker with many listeners

nonverbal and sometimes question-and-answer feedback - the speaker adapts the message to audience to reach maximum understanding			mass communication		
Mass communication: The process of using messages to generate meanings in a mediated system, between a source and a large number of unseen receivers Ex: youtube videos,radio and television **Media convergence:** the unification of separate channels of communication through new communication technology (ex: using your phone to check for social media - Having a local newspaper start placing videos about news events on its website)	Usually thousands	Generally formal	Usually more	Almost totally scripted	Stable; on-air speakers, invisible listeners
Online communication: use of internet, particularly social media, and other networking			None to a		

resources to carry out communication with others Characteristics: ● Versatility ● Can be used vertically anywhere ● Can facilitate all types of communication ● Has the potential to go viral ● **Synchronous communication:** the instantaneous sending and receiving of messages, as occurs in face-to-face or snapchat interactions. **Asynchronous communication:** Interactions in which there is a small or substantial delay, as occurs with email or discussion board posts. **Technological convergence:** the consolidation of voice, data, video, audio, and other channels of communication through	2 to billions	Intimate or formal	great deal	None to totally -scripted	Unstable to highly stable

smartphones and other devices					

Goals of Studying Communication:

- **Practicing communication competence:** the ability to effectively exchange meaning through a common system of symbols and behaviors
- **Communicating ethically:** a set of moral principles or values guided by the belief that people should be open, honest, and reasonable
    - National communication association (NCA) has created a set of ethics guidelines
- **Understanding communication theory and research:** clear narratives of how things work in order to understand the causes, processes, and effects of communication

Chapter 2: perception, self, and communication

- **Defining Perception**
    - **Perception:** the use of the senses to process information about the external environment
        - **Active perception:** your mind selects, organizes, and interprets what you sense
        - **Subjective Perception:** your uniquely constructed meaning attributed to sensed stimuli
- **Differences in perception:**
- **Identity Factors:** People differ from each other in terms of biological sex assigned at birth, gender, height, weight, body types, senses, ableness, and ethnicity
    - **Gender Identity:** how you feel about and express your gender
- **Temporary Conditions:**
    - Headache, fatigue, or a pulled muscle can cause you to perceive a critical comment when a friendly one is being offered
    - You may not see a stop sign if you are walking while texting
- **Past experiences and roles**
    - **Perceptual constancy:** the idea that you past experiences lead you to see the world in way that is difficult to change; your initial perceptions persist
    - **Role:** the part you play in various social contexts(roles tend to change with context)
- **Present feelings and circumstances**
- **Current social and political events**
    - **Ex:** Being invested in animal rights will shape how you perceive opposing opinions

- **The Perceptual Process:**
- **Selection**
    - **Selective Exposure:** you expose yourself to information that reinforces, rather than contradicts your beliefs or opinions
        - Ex: talking to people who share your thoughts
    - **Selective Attention:** even when you expose yourself to information, you focus on certain cues and ignore others

        - Ex: you're travelling on a bus and are focusing on someone talking about their holiday in spain, while ignoring the bus driver saying " this is the last stop"
    - **Selective perception**: the tendency to see, hear, and believe only what you want to see hear and believe
        - Imagine a classmate who everyone says is not a nice person, but because they are your best friend, you believe that they are good despite everyone saying the opposite
    - **Selective Retention**: the tendency to remember the things that reinforces you beliefs rather than those That oppose them
        - It's like when you leave home to go to college. Maybe in the past, when you were a small child, your parents would tell you off for doing something wrong, but as an adult, when people ask you about your family, you only remember the good things that your parents did, because you genuinely believe they are good people
- **Organization:** grouping of stimuli into meaningful units or wholes
    - ***Figure and ground:*** how we organize things when we use <u>selective attention</u>
        - Figure: the focal point of your attention
        - Ground: the background against which your focused attention occurs
        - Ex: In class, imagine you're looking at a powerpoint presentation on the board. The presentation is the "figure". The wall, windows, or desks are the "ground"
    - ***Closure:*** the tendency to fill in missing information to complete an otherwise incomplete figure or statement
        - Ex: Imagine you are on a phone call which cuts out at the end. Closure is like guessing the missing ending
    - ***Proximity***: people or objects that are close to each other other in time or space are seen as meaningfully related
        - Ex: a man and woman coming out of a car together= man&wife?
    - ***Similarity:*** elements are grouped together because they resemble each other in size, color, shape, or other attributes
        - Because our perceptions are egocentric, we choose to interact with people who are similar
        - **Intergroup perspective:** one theory that guides research on how people identify themselves or others in terms of social group memberships, such as race and ethnicity, and how those categories shape perception
        - **In-group:** a group that people belong to that gives them a source of pride, self-esteem, and belonging to a social world
        - **Out-group:** the group marginalized by the dominant culture
- **Interpretation:** assigning meaning to stimuli

- **Interpretive Perception:** perception that involves a blend of internal states and external stimuli

- **Errors in our perception:**
  - **Stereotyping:** making a hasty generalization about a group based on a judgment about an individual from that group
    - **Prejudice:** unfavorable predisposition about an individual because of that person's membership in a stereotyped group.
  - **Relying on first impressions:**
    - **First impression:** an initial opinion about people upon meeting (frequently based on people's appearance - formed as little as three seconds)
  - One way to reduce perception errors is through ***perception checking:*** the process of describing the other person's behavior and your feeling towards it, suggesting interpretations, verifying through asking questions or observing for clarification
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- **Who are you? How did you become who you are?**
- **Personal identity:** perception of what makes an individual unique with regards to various personality characteristics, interests, and values
- **Symbolic interactionism**: the development of the self through messages and feedback received from others
- **Impression management:** sharing personal details in order to present an idealized self
  - Three types of communication are used to manage impressions:
    - **Manner:** verbal and nonverbal codes
    - **Appearance :** a role you are playing - a value you hold - personality
    - **Setting:** the immediate environment - other public displays of who you are (the kind of home you live in)

Chapter 3: Language and meaning

- **Defining Language**
  - **Language**: a collection of symbols, letters, and words with arbitrary meanings that are governed by rules and used to communicate (imperfect process that requires corrections)
  - **Decode:** the process of assigning meaning to others' words in order to translate them into thoughts of your own
  - **Encode:** translating your thoughts into words

- **Characteristics of Language**

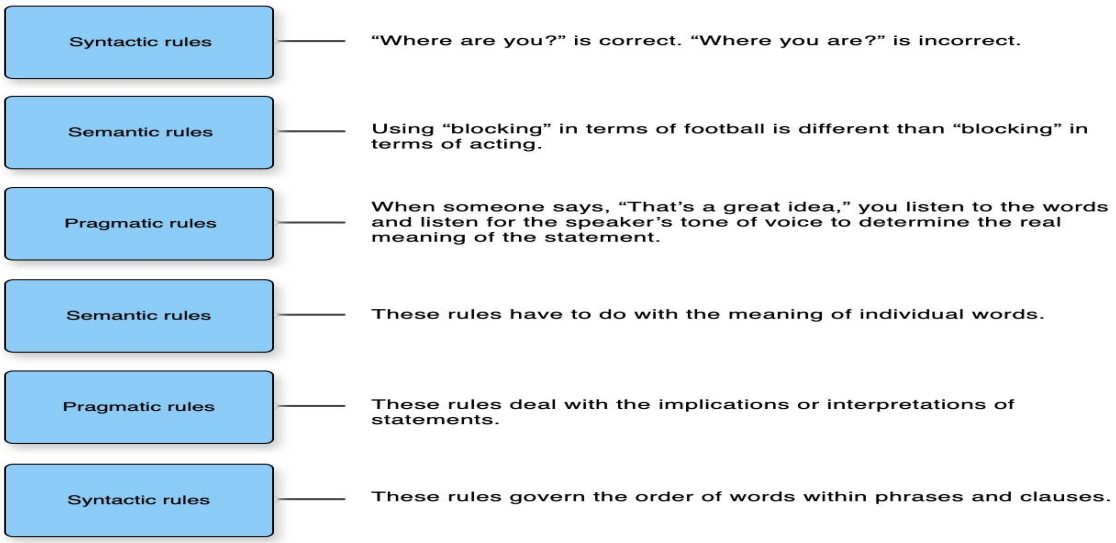
  - **Language has rules:**

    Semantics: the study of the way humans use language to evoke meaning in others (ex: how language and its meaning change over time)

    Syntax: the way in which words are arranged to form phrases and sentences

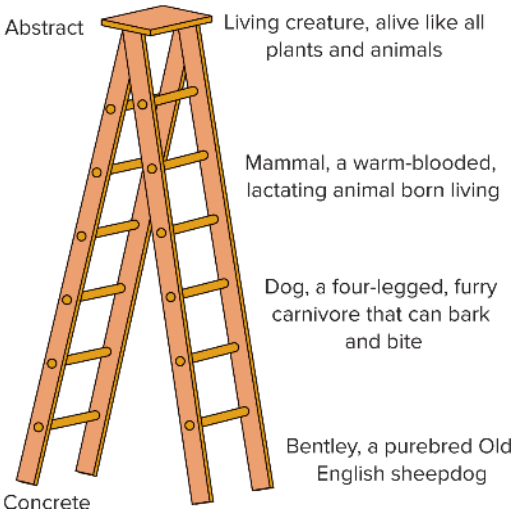
    Pragmatics: the study of language as it is used in social context, including its effects on the communicators

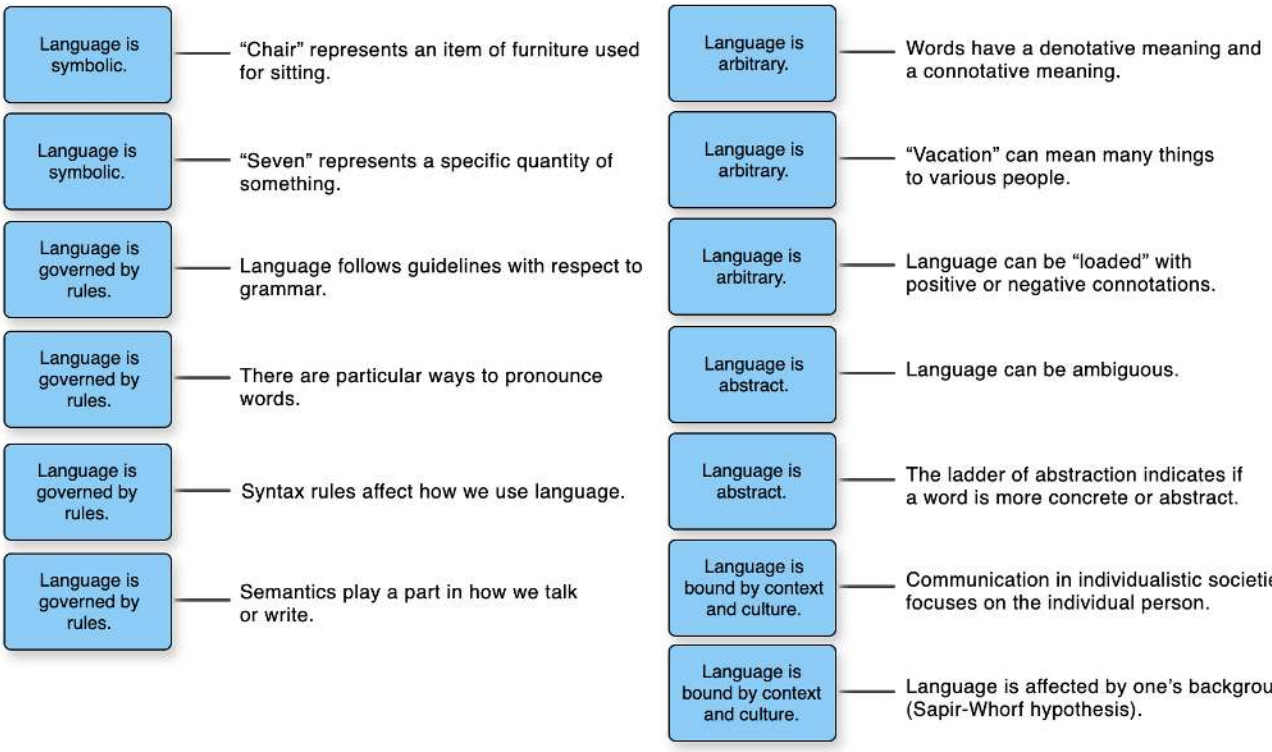
    - **Phatic communication:** small-talk communication



- **Language and Culture are intertwined:**
  Culture: all of the socially transmitted behavior patterns, beliefs, attitudes, and values of a particular period, class, community, or population
    - Transmission of culture occurs through language
    - Culture creates a lens through which we perceive the world and create shared meaning (***relationship between language and perception → Sapir-Whorf Hypothesis:*** *a theory that our perception of reality is determined by our thought processes, our thought processes are limited by our language, and therefore language shapes our reality and behaviors)*
- **Language organizes reality:** Language would help you organize the process of identifying someone in a crowd
- **Language is arbitrary:** it has no inherent meanings; it has only the meaning people give them
  - **Denotative meaning:** dictionary meaning of a word
  - **Connotative meaning:** an individualized or personalized meaning of a word that may be emotionally laden
  - **Language is symbolic:** words are symbols that represent ideas or object
  - Calling a close family friend "aunt" or "Grandma" even if they are not biologically related shows how language can symbolize emotional closeness. Researchers call this kind of relationship **Voluntary Kin.**
  - **Language is Personal:** Language is shaped by culture, jobs, friends, age, experiences, and other factors, making it individually unique
  - **Language changes with context:** The word "glasses" could mean drinking glasses in the kitchen or eyeglasses in the optometrist

- **Language is abstract:** words are abstractions, or simplifications for what they stand for
  "When we say that "the word is not the thing," we mean that the word is an abstraction, a simplification, a symbol of that for which it stands"
  - ***Hayakawa ladder of abstraction:***





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- **Errors To Avoid When speaking**
  - **Grammatical Errors:**
    - Oral communication does not require the same attention to grammar as written communication
    - Grammatical errors may result in negative perceptions about your credibility as a speaker
  - **Slang:** informal, casual, language used among equals with words typically unsuitable for more formal contexts
    - You're so extra → you're overly drama
  - **Cliche:** an expression that has lost originality and force through overuse
    - No pain, no gain
  - **Euphemism:** socially acceptable synonym used to avoid language that would be offensive in a formal setting
  - **Profanity:** a type of swearing that uses indecent words or phrases
  - **Jargon:** language particular to a specific profession, work group, or cultured and it is not meant to be understood by outsiders

- **Regionalism:** words and phrases specific to a particular region

- **Prejudicial Language to Avoid**
  - **Gender-biased Language:** language that privileges one gender over another
    - Using " fireman" instead of " firefighter" implies that only men can do that job
    - Saying "hey guys" to a mixed gender group
  - **Racist Language:** language that insults a group because of race and ethnicity
  - **Ageist Language:** language that denigrates people for being young or old

- **Improving Language Skills**
  - **Use Descriptiveness:** the practice of describing observed behavior or phenomena instead of offering personal reactions or judgements. ***You can be descriptive in many ways:***
    - **Check your perceptions:** describing the other person's behavior and your feeling towards it, suggesting interpretations, verifying through asking questions or observing for clarification
    - **Paraphrase:** restating another person's message by rephrasing the ***content*** and the ***intent*** of the message and the ***feelings*** of the speaker
    - **Use operational definitions:** definitions that identify something by revealing how it works, how it is made, or what it consists of
    - **Define your terms**
  - **Use concrete language** (words and statements that are specific rather than abstract or vague)
    - **Dating:** specifying when you made an observation, since everything changes overtime
      - **Frozen evaluation:** an assessment of a concept that does not change overtime.
    - **Indexing:** identifying the uniqueness of objects, events and people (prevents stereotyping)
  - **Differentiate between observations(*description of what is sensed)* and inferences*(conclusions drawn from observations)***

Chapter 4: Nonverbal communication

- **Defining Nonverbal Communication:**
  - **Nonverbal Communication:** the process of using messages other than words to create meaning with others
- **How verbal and nonverbal communication are related**
  - **Repeating:** the same message is sent verbally and nonverbally
    - You say that you are "excited" while also displaying a big smile and using animated hand gestures
    - Saying " I love you" while giving a kiss on the cheek
  - **Emphasizing:** the use of nonverbal cues to strengthen verbal messages
    - Hugging a friend while saying " I miss you"
    - Patting a friend on the back while saying "Great Job"
  - **Complementing:** verbal and nonverbal codes add meaning to each other and expand the meaning of either message alone

        - Holding up your hand to signal “stop” while having a conversation on the phone
    - **Contradicting:** when your verbal and nonverbal messages conflict
        - Saying “I’m not upset” with crossed arms
        - Saying “ I love broccoli” with disgusted facial expression
    - **Substituting:** nonverbal codes are used instead of verbal codes
        - Instead of saying “ I don’t believe you” you might shake your head to mean “NO”
        - Ruining your eyes, stick out your tongue,gesture thumbs down
    - **Regulating:** using nonverbal codes to monitor and control interactions with others.
        - Nodding and maintaining eye contact to encourage someone to continue speaking
- **Nonverbal codes:** messages consisting of symbols that are not words, including nonwords vocalizations (bodily movement, facial expression, physical attractiveness, the use of space and time, touch, vocal cues, clothing and artifacts)
- **Bodily Movement and Facial Expressions:**
    - **Kinesics:** the study of bodily movements including posture, gesture, and facial expressions.
    - *Three Experts: Albert Mehrabian, Paul Ekman, and Wallace Friesen*
- ***Albert Mehrebian*** studied nonverbal communication by considering its connection to how we display ***liking, status, and responsiveness***:
    - Liking:
        - Forward leaning
        - Direct body orientation
        - Close proximity
        - Increased touching
        - Relaxed posture
        - Open arms and body
        - Positive facial expressions
        - Direct eye contact
    - Status:
        - Large gestures
        - Relaxed posture
        - Infrequent eye contact
    - Responsiveness:
        - Movement toward the other person
        - Spontaneous gestures
        - Shift in posture and position
        - Facial expressiveness

- ***Ekman*** categorized movement on the basis of its function, origin, and meaning
    - Emblems: nonverbal movements that substitute for words and phrases
        - An open hand held up to mean "STOP"
    - Illustrators: nonverbal movements that accompany or reinforces verbal messages
        - Nodding your head when you say yes
        - Stroking your stomach when you say you are hungary
    - Affect displays: nonverbal movements of the face and body to show emotions
        - The door slam when someone angry leaves the room
        - Clenching the fist as a threatening move when you're really upset with someone, but you don't want to fisfight
    - Regulators: nonverbal movements that control the flow move or pace of communication
        - nodding your head and maintaining eye contact to encourage someone to continue speaking
    - Adaptors: nonverbal movements that usually involve the unintended touching of the body that serves some psychological and physical needs
        - The habit of playing with the hair, or adjusting glasses
        - Shaking the leg when studying
- **Paul Ekman & Wallace Friesen categorization of facial expressions**
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smiling	**Rated as most positive**
Neutral Expression	**Not rated as highly as people who smile**
Angry Expression	**People pay more attention to someone with an angry expression and even children have this bias too**

- **Physical Attractiveness:**
    - *Perceived desirability of another person's outward physical appearance*
    - Subjective - dictated by social norms
    - It is not something we can control, however research suggests that good personalities induce people to perceive that as physically attractive
    - Example: certain female body types like the hourglass figure have been perceived as more desirable.
    - Heather Widdows argued that beauty standards have been heightened to an ethical ideal that allows others to be judged as good or bad based on their physical appearance

- Evolutionary perspectives on physical attractiveness assert that fitness in both males and females is desirable and, thus, is perceived as more attractive.

- **Space**
  - Edward T. Hall introduced the of concept of ***proxemics:*** the study of the way humans use space and distance → two concepts
    - **Territoriality:** the need to establish and maintain certain spaces as your own (ownership)
      - example : placing your stuff in the right side of the desk, while your roommate in the left side
    - **Personal space:** the distance you maintain between yourself and others
  - ***Hall defined four distances:***
    - **Intimate distance:** 18 inches or less (people who are relationally close)
    - **Personal distance:** 18 inches to 4 feet (conversations and other non intimate exchanges)
    - **Social distance:** 4 to 12 feet (carry out business in the workplace)
    - **Public distance:** exceeds 12 feet (public speaking such as courtrooms and lectures)
  - Determiners of how people use personal space:
    - **Gender** → women tend to stand closer than men
    - **Relationship to other people**
    - **Physical setting** → people tend to stand closer in large rooms and farther in small rooms - connecting online is similar to taking a step closer to someone in a face-to-face situation
    - **Cultural background**

- **Time**
  - **Chronemics:** temporal communication; the way people organize and use time and the messages that are created because of their organization and Use of that time
  -

Monochronic	Polychronic
View time as very serious, and they complete one task at a time (seen as isolated)	Time is important, but it is not revered. Work on several tasks at a time
Work is more important than interpersonal communication	Interpersonal communication is more important than work
Tend to work independently, they rarely borrow or lend money	Highly engaged with people

United states, canada, Germany, and Switzerland	Egypt, Saudi Arabia, Mexico, and the phyliphenes

- **Touch**
  - ***Tactile communication:*** the use of touch in communication

Men are more likely to initiate touch
Women are more likely to perceive touch from an opposite gender stranger as unpleasant
When women perceive touch as sexual from a male stranger, they are less likely to perceive touch as friendly
When men perceive touch as sexual from a male stranger, they are more likely to perceive touch as friendly

- **Vocal cues:** *all of the oral aspects of sound except words themselves*
  - ***Paralinguistic features: the nonwords sounds and nonwords characteristics of language***
    → **pitch:** the highness or lowness of your voice
    → **rate:** how rapidly or slowly yu speak
    → **inflection:** the variety or changes in pitch
    → **volume:** the loudness or softness of your voice
    → **quality:** the unique resonance of your voice, such as huskiness, nasality, raspiness, and whininess
    → **nonwords sounds:** “mmh”, “huh”, and “ahh”, as well as pauses or the lack of sound used for effect in speaking
    → **pronunciation:** whether or not you say a word correctly
    → **articulation:** whether or not your mouth, tongue, and teeth coordinate to make a word understandable to others(ex: without producing a lisp)
    → **Enunciation:** whether or not you combine pronunciation and articulation to produce a word with clarity -> a person who mumbles has an enunciation problem)
    → **Silence:** the lack of sound

These ***vocal cues are important*** because they are linked in our mind with speaker’s ***physical appearance, emotional state, personality characteristics, gender characteristics, and credibility***

- **Clothing and Artifacts:**
  - ***Objectics:*** the study of the human use of clothing and artifacts as nonverbal codes
  - **Artifacts:** ornaments you display that hold communicative potential, including jewelry, hairstyles, shoes..
  - Your clothing and artifacts communicate your age, gender, status, role, socioeconomic class, group memberships, and personality → they satisfy your need for creative self expression
  - Conforming to current styles is related to the person's desire to be accepted and liked
  - People seem to base their acceptance of others on their clothing and artifacts (women)
- **The Ambiguity of nonverbal codes:**
  - **One code communicates a variety of meaning**
    - Ex: raising your hand may mean that you want to answer a question in class, or you want a taxi to stop for you
  - **A variety of codes communicate the same meaning**
    - Ex: Adults communicate love by standing closely, or speaking softly

- **Improving nonverbal communication**

1. Establish eye contact
2. Recognize that others use time differently than you do
3. Manage your time to maximize success
4. Manage your time in your interactions with others
5. Be aware of professional norms that guide nonverbal communication behaviors
6. Dress appropriately for the situation
7. Avoid using overly dramatic nonverbal behaviors

- **Understanding differences in nonverbal communication**
  - Americans tend to expect consistent use of space
  - A greater emphasis is placed on verbal messages
  - Use of emblems is for less formal messages
  - Eye contact is expected
  - For vocal characteristics, bigger tends to be better

- **You can solve some of the difficulties in interpreting nonverbal codes if you..**

1. Consider all of the variables in each communication context
2. Adapt your message to your audience
3. Consider all of the available verbal and nonverbal codes

4. Use descriptive feedback to minimize misunderstandings

Chapter 5: listening and critical thinking

- **The importance of listening in our lives**
  - People spend the greatest amount of their time listening
  - Listening helps us build and maintain relationships
  - An essential skill for business success
  - ***Social Media listening:*** *The active monitoring of and response to messages on social media platforms by businesses or other types of organizations.* → By actively listening to messages on social media, organizations are able to track what consumers are saying about their products or services and use that information to make improvements
- **Defining Listening**
  - ***Hearing***: the act of receiving sound
  - ***Listening:*** the active process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. It involves the ability to retain information, as well as react emphatically and/or appreciatively to spoken and/or nonverbal messages.
  - ***Active Listening:*** Involved listening with a purpose → includes

1. Listening carefully by using all available senses
2. Paraphrasing what we hear both mentally and verbally
3. Checking our understanding to ensure accuracy
4. Providing feedback

➢ **Active listening** can occur in different forms, including ***empathic listening*** and ***critical listening***
- **Empathic Listening:** listening with a purpose and attempting to understand another person's perspective.
- You engage in empathic listening by
  - Maintaining awareness
  - Being mindful in the moment
  - Reducing distractions
  - Responding with empathy with the person with whom you are talking
- **Critical Listening:** listening that challenges the speaker's message by evaluating its accuracy, meaningfulness, and utility
- Critical listening and critical thinking go hand in hand
- Skills in critical listening are especially important because we are constantly bombarded with commercials, telemarketing calls, and other persuasive messages.

➢ **Listening for enjoyment:** listening that occurs in situations involving relaxing, fun, or emotionally stimulating information

The Process of Listening

➔ **Stage 1:** we receive stimuli in the ear, where the the smallest bones in the body translate vibrations into sensations registered by the brain

➔ **Stage 2:** stimuli enters our sensory memory

!!**STOP!!** If you don't pay attention to sensory stimuli it will be forgotten. Your brain will not retrieve it later as a memory.

■ **Attention:**
- Paying attention means controlling your ***selective attention*** and ***automatic attention***
- ***Selective Attention:*** *the tendency, when you expose yourself to information, to focus on certain cues and ignore others.*
- ***Automatic attention:*** *instinctive focus we give to important things we experience in our surroundings. A siren, a loud noise, your name shouted from across the room, or a new person walking across the room can capture your automatic attention.*

➔ **Stage 3:** If you pay attention to this sensory stimuli, the ***working memory*** *begins to function as it is* ***the part of our short-term memory that interprets and assigns meaning to stimuli we pay attention to.***

- The working memory retrieves patterns of sounds from the longer memory - this is how we use language.

!!**Short-term memory:**

- Once interpreted in working memory, information is sent to the short-term memory or long-term memory
- **Short-term memory:** A temporary storage place for information
- **Length:** the short-term memory has a 20 seconds limit. **Quantity:** 5 to 9 “bits(any organized unit of information”)
- If you do not exercise “ maintenance” & “ rehearsal” of this stimuli, it is forgotten. Your short term memory will not retain nor retrieve it later as a memory.
- We retain 50% of the information immediately after listening and only 25% after a short delay.

➔ **Stage 4:**

- **Long term memory:** permanent storage place for information, including but not limited to past experiences; language; values; knowledge; images of people; memories of sights, sounds, and smells; and even fantasies
- **Schemas:** organizational “filing systems” for thoughts held in long-term memory
- Our ability to remember information in long-term memory is **depending on finding connections to the correct schema containing the particular memory**
- Sometimes we forget things because the clues we get aren’t clear enough to link to the correct schema in our long-term memory. It is like trying to remember someone’s name but only having a small hint(their face)
- Rehearsal helps keep the long-term memory

Table 5.1 Barriers to Listening

Type of Barrier	Explanation and Example
NOISE	
Physical distractions	All the stimuli in the environment that keep you from focusing on the message. Example: loud music playing at a party
Mental distractions	The wandering of the mind when it is supposed to be focusing on something. Example: thinking about a lunch date while listening to a teacher
Multitasking	Trying to do two or more tasks simultaneously. Example: reading an article while carrying on a conversation with family
Factual distractions	Focusing so intently on details that you miss the main point. Example: listening to all the details of a conversation but forgetting the main idea
Semantic distractions	Overresponding to an emotion-laden word or concept. Example: not listening when someone claims to be "conservative" or "progressive"
PERCEPTION OF OTHERS	
Status	Devoting attention based on the social standing, rank, or perceived value of another. Example: not listening to a freshman in a group activity
Stereotypes	Treating individuals as if they were the same as others in a given category. Example: making assumptions about how to interpret the words of another based on race or ethnicity
Sights and sounds	Letting appearances or voice qualities affect your listening. Example: assuming that a person with long hair and tattoos will make poor arguments
YOURSELF	
Egocentrism	Excessive self-focus, or seeing yourself as the central concern in every conversation. Example: redirecting group conversations to your own interests
Defensiveness	Acting threatened and feeling as though you must defend what you have said or done. Example: assuming others' comments are veiled criticisms of you
Experiential superiority	Looking down on others as if their life experiences were not as good as yours. Example: not listening to a coworker who is new
Personal bias	Letting your own predispositions, or strongly held beliefs, interfere with your ability to interpret information correctly. Example: assuming that people are generally truthful (or deceitful)
Pseudolistening	Pretending to listen but letting your mind or attention wander to something else. Example: texting while your professor is lecturing

- **Ways to become a better listener**
  - **Recognize differences in listening**
    - Listening habits are influenced by our ***family life***, ***early language development***, and our ***gender***
    -

Characteristics of language	Women	Men
Purpose	Listen to understand others emotions	Listen to take actions and solve problems
Preferences	Like complex informations that needs careful evaluation	Like short, concise, error-free, clear communication
Awareness	Highly perceptive if others understand or not	Often fail to recognize if others understand or not
Non-verbal behaviors	More attentive, uses sustained eye-contact	Less attentive, uses glances and eye-contact to indicate liking
Interruptive behaviors	Interrupts less often with interruptions signaling agreement and support	Interrupts more often with interruptions to switch the topic

  - **Listen and think critically**
    - **Critical Thinking:** analyzing the ***speaker***, the ***situation***, and the ***speaker's ideas*** to make critical judgements about the message being presented
    - **Source Credibility:** the extent to which you perceive the speaker as competent and trustworthy
      - ***The following questions can guide you to analyze source credibility:***
      - Is the person presenting observations or inferences?
      - If presenting observations, are they ***first person observations*** *(observations based on something that you have personally sensed)* or ***second person observation*** *(a report of what another person observed)*

- ***Stephan Toulmin's concept of analyzing the speaker's ideas:***

Data: factual or agreed upon evidence ➡️ **Claim:** overall point or conclusion of the argument

⬆️

Warrant: what is the reasoning used by the speaker to move from the data to the claim

- **Use nonverbal communication effectively (majority of your active listening ability is shown through nonverbal communication)**

1. Demonstrate bodily responsiveness (shaking your head in disbelief)
2. Lean forward to show interest
3. Use direct body orientation
4. Maintain relaxed but alert posture
5. Establish an open body position
6. Use positive facial expressions
7. Establish direct eye contact
8. Sit or stand close to the speaker
9. Be vocally responsive
10. Provide supportive utterance

- **Use Verbal communication Effectively**

1. Invite additional comments
2. Ask questions
3. Identify areas of agreement or common experience
4. Vary verbal responses
5. Provide clear verbal responses
6. Use descriptive, non evaluative responses
7. Provide affirming statements
8. Avoid complete silence
9. Allow other people the opportunity of complete hearing

- **Check Your Understanding**

1. Ask questions for clarification
2. Paraphrase the speaker's message

3. Paraphrase the speaker's intent
4. Identify areas of confusion
5. Invite clarification and correction
6. Go back to the begging

- Take good notes

1. Narrative Method (complete sentences and paragraph structure)
2. Matrix method (rows and columns → similar to a spreadsheet)
3. Outline method(indicate main points and subordinate points respectively)
4. Mind Map (diagrams)
5. Cornellc (columns to organize information)

- **Listening in the workplace**
    - Pay attention to others who are talking
    - Use nonverbal feedback
    - Don't interrupt others
    - Understand what others are saying before providing verbal reaction
    - Summarize key points that were discussed in meetings
- Listening in the classroom
    - ***Lecture Listening:*** the ability to listen to, mentally process, and recall lecture information
    - Find areas of interest
    - Remain open
    - Don't let distractions distract
    - Work at listening
    - Listen for and note main ideas
    - ***Lecture cues:*** verbal and nonverbal signals that stress points and indicate transition between ideas during a lecture

Table 5.3 Common Lecture Cues Teachers Use

Type of Cue	Example	Main Uses
Written outlines	Points of lecture on transparency or PowerPoint slide	Indicate main and subordinate ideas
Words/phrases	Term written on the whiteboard	Stress important terms and accompanying definitions
Verbal importance cues	"Now, *and this will be on the exam next week,* we will explore . . ."	Stress important concepts deemed essential for recall/understanding
Semantic cues	"Here is an *example [definition, explanation, conclusion, implication,* or *illustration]* of uncertainty reduction theory in action . . ."	Signal common types of details that make up the lecture content
Organizational cues	"The *third thing* I want to discuss today is . . ."	Orally provide indications of main and subordinate points in a lecture
Nonverbal cues	Holding up two fingers when saying, "I will discuss two concepts today . . ."	Can serve any of the functions of nonverbal behaviors discussed in **Chapter 4**, on nonverbal communication

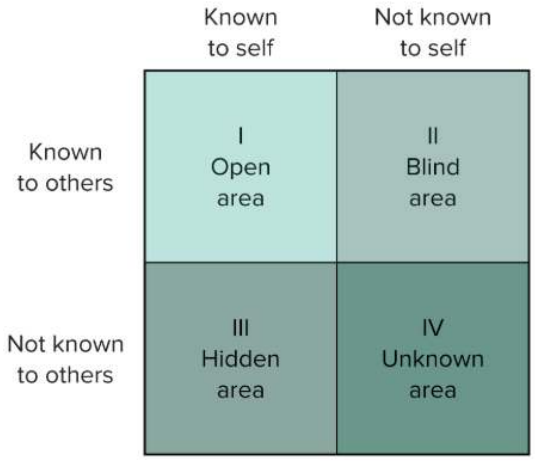
- Listening to media
    - Be a critical consumer
    - ***Information literacy:*** the ability to recognize when information is needed, and to locate, evaluate, and effectively use the needed information
    - Check your perceptions of electronic messages
- Listening in a second language
    - **Vocabulary comprehension:** recognizing the sounds of words and associating those sounds with their meaning.
    - **Metacognitive skills:** your ability to use mental strategies to assist quickly determining the meaning of words
- **Ways to be an ethical listener**
    - Recognize the sources of your own conversational habits
    - Monitor your communication to recognize when you are engaging in poor listening behaviors
    - Apply general ethical principles to respond
    - Adapt to others

Chapter 6: Interpersonal Communication

- **Defining Interpersonal Communication:** the process of using messages to generate meaning between at least two people in a situation that allows mutual opportunities for both speaking and listening.
- **Defining Interpersonal Relationships:** associations between at least two people who are interdependent, use some consistent patterns of interactions, and have interacted for an extended period of time.
    - **Interdependence:** people being mutually dependent on each other and having an impact on each other.
- **The importance of interpersonal relationships:**
    - **The need for inclusion:** feeling a part of a group or community, being involved and accepted by others.
    - **The need for affection:** experiencing love, care, and positive emotions in relationships with others.
    - **The need for control:** having a sense of influence or authority over one's environment or decisions
- **Difference between Interdependent relationships as being complementary and symmetrical**
    - **Complementary relationships:** relationships in which each person supplies something the other person or persons lack.
    - **Symmetrical relationships:** participants mirror each other or are highly similar.
    - **Conflict is inevitable and normal in interpersonal relationships**
        - **It can be constructive, creative, and healthy** → when it is used to resolve differences and " clear the air ".
        - **It can be dysfunctional** → when you avoid talking about problems or become withdrawn, take any criticism or suggestion as a personal attack, store up many complaints about a person then attack the person with all of them.
- **The dark side of interpersonal relationships**
    - Obsession → intense feelings and jealousy
    - Misunderstandings
    - Conflict
    - Codependency
    - Gossip
    - abuse
- **Self-disclosure in the development of interpersonal relationships:**

- **Self-disclosure:** the process of making intentional revelations about yourself that others would be unlikely to know and that generally constitute private, sensitive, or confidential information.
- **Self-disclosure → voluntary, confession → forced or coerced information, revelation → unintentional or inadvertent information.**
- **Communication privacy management (CPM)** theory provides a useful framework for helping people think about the rules they create regarding when they will and will not share private information and how they manage privacy boundaries once they have shared private information.

- **The importance of self-disclosure:**
  - **It allows us to develop a greater understanding of ourselves, JOHARI**



WINDOW:

a. **Open area:** information *known to you and to other people*, such as your approximate height and weight, and information you freely disclose, such as your hometown, major, or age.
b. **Blind area:** information known to others but unknown to you, such as your personality characteristics that others perceive but you do not recognize or acknowledge.
c. **Hidden area:** information you know about yourself but others do not, such as lying about getting a degree in Medicine
d. **Unknown area:** information unknown to you and to other people, such as being good at playing the piano but never trying.

  - **It allows us to develop a positive attitude about ourselves and others, as well as more meaningful relationships.**
  - **Self-disclosure is one way relationships grown in depth and meaning**

- **The factors affecting appropriate self-disclosure:**
  - *Disclosure increases with relational intimacy.* **Example:** sharing general likes and dislikes early on and then later sharing deep personal experiences.
  - *Disclosure is reciprocal.* **Example:** if a friend shares a personal story, you are likely to share one in return,
  - *Negative disclosure increases with intimacy, positive disclose does not necassirily* . **Example:** discussing personal struggles and past mistakes with a close friend.
  - *Disclosure may be avoided for a variety of reasons,* such as self-protection, relationship protection, partner unresponsiveness, and social appropriateness.
  - *Disclosure varies across cultures.* **Example:** Americans may disclose more personal information verbally, while Koreans may use photos.
  - *Relational Satisfaction and disclosure.* Satisfaction is highest with moderate levels of disclosure avoiding both extremes. Don't disclose too much and don't be too guarded.
- **Guidelines for self-disclosure**
  - Gradually increase self-disclosure as your relationship develops
  - Reveal information to others as they reveal information to you
  - Do not disclose negative personal information until your relationship is establishes
  - Do not disclose information that will cause you personal harm
  - Be sensitive to cultural differences in your self-disclosure
  - Be aware of non-dominant cultural differences in your self-disclosure.
  - Be willing to self-disclose in interpersonal relationships.
- **Friendships**
  - Young adolescents report that their friendships are based on shared activities, whereas for emerging adults it is based on self-disclosure
  - The quality of friendships is affected by psychological predispositions, such as attachment styles.
  - **Bill Rawlins six stage model of how friendships develop:**
    - **Stage one, role-limited interaction:** includes an encounter in which individuals are careful and polite in their disclosures.
    - **Stage two, friendly relations:** when the two people determine that they have mutual interests or other common ground.
    - **Stage three, moving towards friendship:** it allows them to introduce a personal topic or set up times to get together.
    - **Stage four, nascent friendship:** they think of themselves as friends and begin to establish their own private ways of interacting.

        - **Stage five, stabilized friendship:** the friends feel established in each other's life.
        - **Stage six, waning stage (not all friendships reach to this stage),** when the relationship diminishes.
- **Cross-Cultural relationships**
    - One difference from other types of relationships is that *we may feel tentative in initiating a dialogue with a person from another culture*. Perhaps we are afraid of language barriers or of accidentally saying something wrong.
    - **Four ways you can have good cross-cultural relationships:**
        - Have meaningful personal interactions instead of talking about safe topics.
        - Maintain equal status - don't try to be the dominant leader in the relationship.
        - Find ways to build interdependence
        - Respect individual differences

- **Motivations for Initiating, maintaining، and terminating relationships**
    - Most relationships go through definable stages of relational development: the initials state in a relationship that moves a couple from meeting to maiting, relational maintenance :the stage in a relationship after a couple has bonded in which they engage in the process of keeping the relationship together), and relational deterioration: the state in relationship in which the prior bond disintegrate
    - **Motivations for initiating relationships:**
        - **Proximity:** the location, distance, or range between persons or things. The principle that people or objects that are close to each other in space or time are seen as meaningfully related. **Example**: attending the same school.
        - **Attractiveness:** a concept that includes physical attractiveness, how desirable is the person to work with, and how much " Social Value" the other person has for others. **Example:** differs from culture to culture and person to person.
        - **Responsiveness:** the idea that we tend to select our friends and loved ones from people who demonstrate positive interest in us. **Example**: people who think our jokes are funny..
        - **Similarity:** the idea that our friends and loved ones are usually people who like and dislike the same things we do. **Example:** liking the same football team.
        - **Complementary:** the idea that we sometimes bond with people whose strengths are our weaknesses**. Example:** Your friend who hates math bonds with you because you are great at it.
    - **Motivations for maintaining relationships**

- **Gender** *(women use more maintenance behaviors as part of their everyday communication, while men solve problems to maintain relationships)* **and cultural differences** *(western people tend to value fairness - Japanese people reported using fewer maintenance strategies than Chinese people)*
- **Satisfying relationships** *(people satisfied with their relationships are probably those who worked hardest at maintaining them)*
- **Empathy and care** ex: ask how your friend is feeling and really listen to their answer.
- **Respect boundaries** ex: understand when your friend needs some space or alone time
- **Show appreciation** ex thank your partner for making dinner or helping with chores
- **Resolve Conflict calmly** ex: discuss any disagreement openly without raising you voice or blaming
- **Communicate regularly** ex: send a quick message to just check in and say hello

- **Motivations for terminating relationships:**
  - **Hurtful messages and events:** things that partners say or do that create emotional pain or upset
  - **Deceptive communication:** the practice of making somebody believe things that are untrue - can also lead to relational dissatisfaction and termination.
  - **Aggressiveness:** the assertion of one's one right at the expense of others and caring about one's own need but no one else's,
  - **Argumentative:** contentious or combative
  - **Defensiveness:** the response that occurs when a person feels attacked.
    -

Jack Gibb's contribution to reducing defensiveness	
Behaviors that create defensiveness	Behaviors that reduce defensiveness
Evaluation: making judgements	**Description:** reporting observations
Control: speaker does not allow the second person to join the discussion of how a problem should be solved	**Problem-orientation:** do not act as though they have the solution but are eager to discuss multiple ideas
Neutrality: speaker does not	**Empathy:** implies concerns

show concern for the second person	for others, as shown through careful listening for both the content and the intent of the message
Superiority: the first person treats the second person as a person of a lower status	**Equality:** feeling neither superior nor inferior to the second person
Certainty: lack of openness to alternative ideas	**Provisionalism:** the communicator does not communicate certainty but is open to other ideas
Strategy: the employment of manipulative or premeditative behavior.	**Spontaneity:** naturalness and lack of premeditation.

- **Essential Interpersonal communication behaviors**
  - **Using affectionate and supportive communication**
    - **Affection:** holding fond or tender feelings toward another person
    - You express your affectionate feeling for others in a variety of ways:
      - Nonverbally such as touch and hugs
      - Verbal statements of affection such as " I care about you "
    - **Affection exchange theory (AET) :** people vary in terms of how affectionate they are and that some of this is determined by inherited rather than learned behaviors.
    - Support includes giving advice, expressing concern, and offering assistance, and can vary as a result of the receiver's age and the support provider's goals.
  - **Influencing others**
    - **Compliance gaining:** attempts made by a source of messages to influence a target to perform some desired behaviors that the target otherwise might not perform
    - **Compliance resisting:** the refusal of targets of influence messages to comply with requests.i
  - **Developing a unique relationship**
    - **Personal idioms:** unique forms of expression and language understood only by individual couples.
    - **Rituals:** formalized patterns of actions and words followed regularly
    - **Types of rituals:**

couple -time	Exercising together
Idiosyncratic/ symbolic ritual	Calling each other by a special name or celebrating the anniversary of their first date
Daily routines and tasks	One partner cooks and the other cleans
Communicatio n rituals	Saying " I Love you" before going to sleep
Intimacy rituals	When apart, talking on the phone before going to bed
Patterns, habits, and mannerisms	Meeting one partners need to be complemented before going out for a fancy evening and the others need to be reassured before family events
Spiritual rituals	Praying together or doing yoga

- **Possibilities for improvement**
  - **Bargaining:** the process in which two or more parties attempt to reach an agreement on what each should give and receive in a transaction between them.
  - **Features of bargaining:**
    - All parties perceive the possibility of reaching an agreement in which each party would be better off, or no worse off, than if no agreement were reached.
    - All parties perceive more than one such agreement could be reached.
    - Each party perceives the others as having conflicting preferences or opposed interests.
  - **Maintaining behavioral flexibility:** the ability to alter behavior to adapt to new situations and to relate in new ways when necessary.

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- **Dialectic:** the tension that exists between two conflicting or interacting forces, elements, or ideas.
- **Contradictions:** in dialectic theory, the idea that each person in the relationship might have two opposing desires for maintaining the relationship.

Chapter 7: INCLUSIVE COMMUNICATION

Inclusive communication: reducing barriers so that everyone is included, valued, and has access to the communication situation.

- **The importance of studying inclusive communication**
  - Improves your ability to communicate effectively with diverse audiences and **social identities:** *the social group you believe you belong to, such as gender, race, or religion*
  - It impacts the messages you say and hear and who gets included or excluded in those messages
  - It is important for your professional career because a workplace is going to be more creative and innovative when it is more diverse with people of different skills and backgrounds.

- **The value of silence across cultures**
  - The dominant European American culture fears silence; they perceive silence as unintended or even embarrassing.
  - Asian cultures, Amish, and Native American cultures view silence as an important way to know and understand another person through intuition. Some Sayings that illustrate the idea:
    - It is what people say the gets them into trouble (Japanese)
    - A loud voice shows an empty head (Finnish)
    - To be always talking is against nature (Taoist)
    - One who speaks does not know (Taoist)
    - The cat that does not mew catches rats (Japanese)
  - North America tends to emphasize talking more than listening or being silent
- **Principles of inclusive communication**
  - **Diversity and Equity**
    - **Diversity:** aspects of identity, such as race, ethnicity, gender, economic status, and ability, that are brought together in some way.
    - **Equity** providing equal opportunities for all people without discriminating on the basis of identity

        - **EX:** A manager leading a team in a diverse workplace with employees from different cultural backgrounds, genders, and abilities. To practice inclusive communication, the manager applies the principle of diversity and equity by recognizing differences, encouraging different perspectives, and providing equal opportunities.
    - **Cultural Identity**
        - **Culture:** a unique combination of rituals, religious beliefs, ways of thinking, and ways of behaving that unify a group of people.
        - **Dominant identity:** a cultural identity that gets its power and influence from traditional social structures like politics, religious institutions , schools, and businesses; in the United States the dominant identity is white, male, married, and employed.
        - **Non Dominant Identity (marginalized groups) :** a group that exists within a larger, dominant culture and differs from the dominant identities in one or more significant characteristics.
    - **Intersectionality**
        - **Intersectionality: (kimberle williams Crenshaw)** the ways our social identities intersect and overlap, as well as how those with multiple marginalized identities experience systems of oppression and discrimination in multiple ways,
        - **EX:** a woman with color and disability may face barriers due to sexism, racism, and ableism combined.
- **Theories Related to inclusive communication**
    - **Social Identity Theory (SIT):** a theoretical framework that explains how individuals form a sense of self and how they categorize themselves and others into social groups.
        - This theory proposes that individuals derive their self-esteem not only from personal characteristics but also from the collective status of the groups to which they belong. **EX:** A student at PSU may feel proud, not just because of their own intelligence, but also because the university is well respected.
        - **Understanding cultural identity through SIT;** people tend to have a sense of pride and solidarity with people who have the same cultural background.
        - Cultural allegiance leads to misperceptions; you may assume that people from different cultures are more different from you.
    - **Communication Accommodation Theory (CAT):** a framework that explains how people adjust their communication styles to match the styles of others.
        - The theory suggests that individuals alter their communication to fit in with the norms and expectations of a particular social group, to establish relationships, and to show respect.
        - **EX:** in Japan, people bow instead of shaking hands.
    - **Contact Theory:** credited to psychologist Gordon Allport, a theory that explores the conditions under which positive attitudes and behaviors can develop between different social groups.
        - The theory suggests that close proximity is not enough to produce positive intergroup outcomes. Instead, equal status, common goals, and the presence of a supportive authority figure must be present.

        - EX: **Community policing** – a strategy where law enforcement officers actively engage with local communities instead of just enforcing laws from a distance.

- **Challenges to inclusive communication**
    - **Ethnocentrism:** the belief that your own group or culture is superior to other groups or cultures.
        - **Ex:** thinking that everyone should speak your language because it is superior.
        - **Cultural relativism:** the belief that another culture should be judged by its own context rather than measured against your culture
        - Instead of saying "bowing is strange", a cultural relativist person would say " bowing is a sign of respect in many Asian countries"
    - **Stereotyping:** a generalization about some group of people that oversimplifies their culture.
        - In contact theory, Allport observed that people are more likely to stereotype individuals and groups with whom they have little contact.
        - Sometimes stereotyping occurs because people have had a negative or positive experience with a person from another culture.
        - Confronting the stereotyper helps
    - **Prejudice:** unfavorable predisposition about an individual because of that person's membership in a stereotyped group.
        - Sometimes the group facing prejudice is LARGER than the group showing prejudice. **EX:** women are the majority in the U.S. but still face discrimination from men in power.
    - **Unconscious bias:** unconscious cognitions that engage stereotypes and biases that unknowingly impact our behavior.
        - **Confirmation bias:** when we pay attention to beliefs and ideas that reinforces our existing beliefs structures. **EX:** you think your friend Sara is ignoring you because she hasn't texted you back within a week. Then, you hear from someone that Sara usually replied quickly. You take this as proof that Sara is avoiding you, even though it may not be true.
        - **Attribution bias:** when we positively evaluate behaviors and situations from people in our In-group and judge those from an Out-group more harshly. **Ex:** if you are in a rush for a class and cut someone off in a highway, you will likely explain this as a good person running late; however, if someone else does this to you, you will think they are an impatient and reckless driver.
        - **Affinity bias:** the tendency to build relationships with people that share similar interests and backgrounds. **Ex:** if an instructor asks to form groups for a project, you will likely pick people with the same major as you.
        - **Steps to manage unconscious bias:**
            1. Personal Awareness
            2. Acknowledgement
            3. Empathy

4. Education

- **Microaggression:** talk that can send insulting messages that devalue people from marginalized communities – can be intentional or unintentional.
  - EX: " you are too smart for someone that has gone to a public school"
  - Addressing microaggression according to professor Kevin Nadal
    1. Educate yourself
    2. Set realistic conversation expectations
    3. Be aware of your mental health

(B) Activity – Different cultures, meet, greet and eat differently. Learning about these differences and accepting these difference can help you to avoid miscommunication and ethnocentric behaviours. Use the country flags to complete the information below.



1. Meeting & Greeting: American and European (nationality?) people shake hands whereas a large number of Japanese (nationality?) people bow.



2. Meeting & Greeting: chinese (nationality?) hosts and guests exchange small, nicely wrapped presents especially in formal visits.



3. Meeting & Greeting: Men and women in Russia & italy and France (nationality?) give each other a cheek-to-cheek hug and even a kiss on the cheek when greeting.



4. Greeting: Muslim men in Malaysia (nationality?) and in some other countries touch their heart after shaking hands as if to say their greeting is "from the heart".



5. Eating: chinese (nationality?) people and other Asians eat with chopsticks, whereas people in many countries influenced by the British (nationality?) customarily eat with the fork in the left hand and the knife in the right hand.

Ways to improve inclusive communication:

1. **Conduct a personal self-assessment**
2. **Practice supportive communication behaviors**
3. **Develop sensitivity towards diversity**
4. **Avoid stereotypes**
5. **Avoid ethnocentrism**
6. **Develop code sensitivity:** the ability to use verbal and nonverbal language appropriate to the cultural norms with the person with whom you are communicating
7. **Use and encourage descriptive feedback**

8. **Manage conflicting beliefs and practices**
9. **Practice reflexivity:** being self aware and learning from interactions with the intent of improving future interactions.

Chapter 8: small group communication.

- **The importance of learning about small groups (4 reasons):**
  - Working in groups is an aspect of nearly every human activity.
  - Because group work is the norm in the business industry, knowing how groups function and having the ability to operate effectively in them will be highly valued skills.
  - Being an effective group or team member is a skill you can learn about, develop, and master.
  - Groups are a great way to learn how to articulate your opinion

- **Different relationship types shape how information spread on "X"**
  - **Cliques:** groups that frequently interact or are mentioned together.
  - **Degree:** number of connections through retweets or mentions.
  - **Betweenness:** influence in connecting different users in a network.
  - **Authority:** trusted sources frequently retweeted or mentioned.

- **Defining small-group communication**
  - **Small group communication:** interactions among three to nine people working together to achieve an interdependent goal. (may be larger if members perceive the group as an entity)
  - This definition implies several things:
    - Groups must be small enough that members are mutually aware that the group is a collective entity.
    - The substance that creates and holds the group together is the interaction between members
    - Group members are interdependent
  - Communication creates a group, shapes each group in unique ways, and allows the group to function.

- **The types and functions of small-groups**
  - **There are two types of groups:**
    - **Assigned groups:** groups that evolve out of a hierarchy whereby individuals are assigned membership to the group. **EX:** a student union advisory board.

        - **Emergent groups:** groups resulting from environmental conditions leading to the formation of a cohesive group of individuals. **EX:** a group of friends who meet at college.
    - **Classifying groups according to the function they serve;**
        - **Task-oriented:** Also called secondary groups; groups formed for the purpose of completing tasks, such as solving a problem or making a decision. Ex: study groups.!
        - **Relationship oriented:** are usually long-term and exist to meet our need for inclusion and affection. **EX:** family.
- **Establishing culture in small groups**
    1. **The development of group norms**
    - **Norms:** informal rules for interaction created and sustained through communication
    - The initial pattern of behavior tends to set the tone for subsequent meetings and to establish the general norms that members will follow
    - Norms can be told implicitly and explicitly
        - **Implicitly**:
            - If Ali arrives late to meetings and no one addresses it, members might assume that punctuality is unimportant.
            - If members sit in the same seat repeatedly, it can be an unspoken rule.
        - **Explicitly**:
            - If members text during a meeting, another member might remind them “we need to put our phones away and focus”.
    2. **The development of roles for group members (role: the part you play in various social contexts) → a consistent pattern of interaction or behavior exhibited over time**
    - **The types of group roles:**
        - **Formal role:** also called positional role; an assigned role based on an individual's position or title within a group.
        - **EX:** a person assigned to be the head of finance in a company
        - Formal roles bring expectations, and your job is to understand and meet those expectations.
        - **Informal role:** also called behavioral role; a role that is developed spontaneously within a group.
        - **EX:** a quiet person may take on a behind the scenes role such as managing documents.
        - Informal roles strongly reflect members’ personality characteristics, habits, and typical ways of interacting within a group.
    - **Behaviors that define roles**
        - **Task functions:** behaviors that are directly relevant to the group’s purpose and that affects the group’s productivity.
        - **Maintenance function:** behaviors that focus on the interpersonal relationships among group members.

- **Self-centered functions:** behaviors that serve the needs of the individual at the expense of the group.

Table 8.1 Examples of Task, Maintenance, and Self-Centered Statements	
TASK FUNCTIONS AND STATEMENTS	
Initiating and Orienting	"Let's make a list of what we still need to do."
Information Giving	"Last year, the club spent $150 on publicity."
Information Seeking	"Omar, how many donations did the Child and Family Advocacy Center report last year?"
Opinion Giving	"I don't think the cost of parking stickers is the worst parking problem students have."
Clarifying	"Martina, are you saying that you couldn't support a proposal that increased student fees?"
Extending	"Another thing that Toby's proposal would let us do is allow us to have a wider outreach."
Evaluating	"One problem I see with Amara's idea is that the budget may not cover it."
Summarizing	"So we've decided that we'll add two sections to the report, and Jim and Aisha will write them."
Coordinating	"If Xixi gets everyone's sources by Monday, then Terrell and I can prepare the references page for Tuesday's meeting."
Consensus Testing	"We seem to be agreed that we prefer the second option."
Recording	"I think we decided at our last meeting. Let me check the minutes."
MAINTENANCE (RELATIONSHIP-ORIENTED) FUNCTIONS AND STATEMENTS	
Establishing Norms	"It doesn't help to talk about other group members when they aren't here. Let's stick to the issues."
Gatekeeping	"Pat, you look like you want to say something about the proposal."
Supporting	"I think Keisha's point is well made, and we should look at it more closely."
Harmonizing	"Jin and Sally, I think there are areas where you are in agreement, and I would like to suggest a compromise that might work for you both."
Tension Relieving	"We're getting tired and cranky. Let's take a 10-minute break."
Dramatizing	"Let me tell you about this one time five years ago when we had something similar happen in this company."
Showing Solidarity	"We've really done great work here!"
SELF-CENTERED FUNCTIONS AND STATEMENTS	
Withdrawing	"Do whatever you want. I don't care."
Blocking	"I don't care if we've already voted. I want to discuss it again!"
Status and Recognition Seeking	"I have a lot more experience fundraising than any of you, and I think we should do it the way I know works."

3. Group Cohesiveness

- **Group climate:** the emotional tone or atmosphere members create within the group.
  - **Example:** you have probably attended a meeting where the tension silenced everyone.
  - **Three factors contribute to group climate:**
    - Trust: members believe they can rely on each other.
      - Task trust: when you have confidence that others will get their jobs done in support of the group's goals.

        - Interpersonal trust: when you perceive that others are working in support of the group rather than trying to achieve personal gains or to accomplish hidden agendas.
- Supportiveness: atmosphere of openness in which members care about each other and create cohesiveness.
- Cohesiveness: attachment members feel toward each other and the group
- Highly cohesive groups are more open, handle disagreement more effectively, and typically perform better.

Table 8.2 Examples of Defensive and Supportive Statements

Behavior	Description	Sample Statement
DEFENSIVE BEHAVIORS AND STATEMENTS		
Evaluation	Judging another person	"That's a completely ridiculous idea."
Control	Dominating or insisting on your own way	"I've decided what we need to do."
Manipulation	Trying to verbally push compliance	"Don't you think you should try it my way?"
Neutrality	Not caring about how others feel	"It doesn't matter to me what you decide."
Superiority	Pulling rank, maximizing status differences	"As group leader, I think we should . . ."
Certainty	Being a "know-it-all"	"You guys are completely off base. I know exactly how to handle this."
SUPPORTIVE BEHAVIORS AND STATEMENTS		
Description	Describing your own feelings without making those of others wrong	"I prefer the first option because . . ."
Problem Orientation	Searching for the best solution without predetermining what that should be	"We want to produce the best results, and that may mean some extra time from all of us."
Spontaneity	Reacting honestly and openly	"Wow, that sounds like a great idea!"
Empathy	Showing you care about the other members	"Jan, originally you were skeptical. How comfortable will you be if the group favors that option?"
Equality	Minimizing status differences by treating members as equals	"I don't have all the answers. What do the rest of you think?"
Provisionalism	Expressing opinions tentatively and being open to others' suggestions	"Maybe we should try a different approach . . ."

-
- **Group think:** occurs when the desire for cohesion and agreement take precedence over critical analysis and discussion.
    - Signs of groupthink:
        - An illusion of invulnerability
        - An unquestioned belief in the morality of the group
        - Collective efforts by the group members to rationalize faulty decisions
        - Stereotypic views of enemy leaders as evil, weak, or ineffective

        - Self-censorship of alternative viewpoints
        - A shared illusion that all group members think the same thing
        - Direct pressure on group members expressing different opinions
        - The emergence of "mind guards" to screen the group from information contradictory to the current opinion
    - To prevent groupthink:
        - Seek all relevant information
        - Check credibility of information
        - Assign members to present counter arguments
        - Maintain a commitment to finding the best possible outcome as supported by the available evidence

4. Diversity and group culture

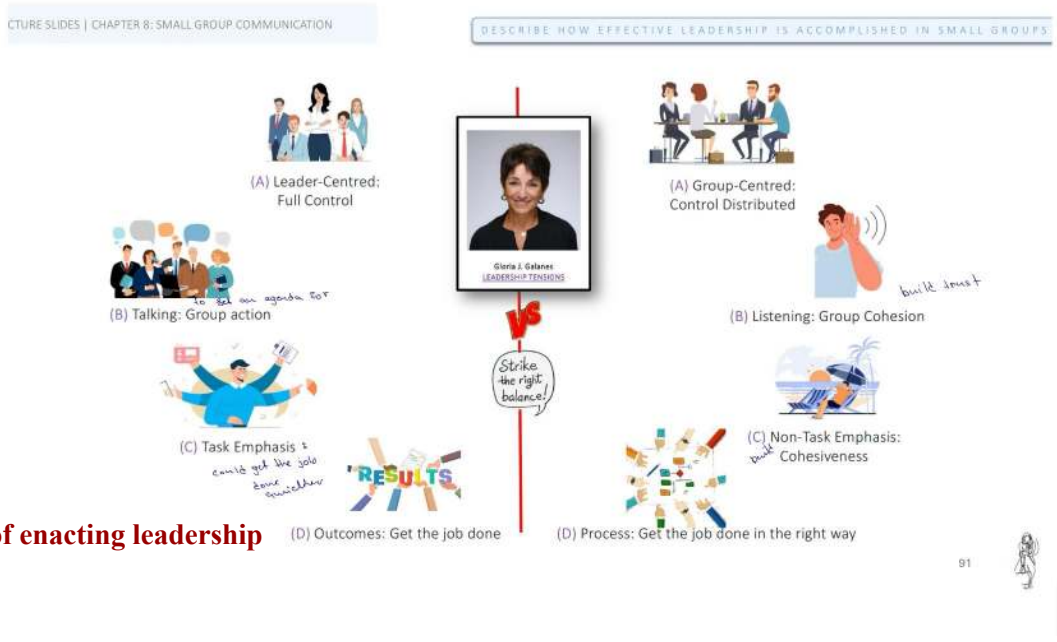
- **Group culture:** the socially negotiated system of rules that guide group behavior
- Group culture differs from national and ethnic cultures in that group culture are relatively unstable and short-term phenomena
- **Within-group diversity:** the presence of observable and implicit differences among group members.
- **Table 8.3** Observable and Implicit Within-Group Diversity

Differences	Definition	Example
Observable	Within-group diversity based on physical characteristics that can be seen	Visible aspects of able and non-able-bodiedness, perceived gender, height, eye color
Implicit	Within-group diversity based on individuals' worldviews, perspectives, and other personality characteristics	Religious orientation, educational background, political affiliation

- Differences between group members can have an impact on how they interact with one another and how effectively the group functions. To illustrate the effects of group diversity on group members' behaviors, here are several research findings on differences between how self-identified men and women may interact in groups:
    - In online discussion groups and other forms of digitally mediated communication, women tend to use more exclamation points as markers of friendliness–thus emphasizing the relational aspects of group communication.[22]
    - Although men are typically more influential in standard communication contexts, this difference diminishes in groups, especially when more than one woman is present. In such situations, the influence of women is roughly equal to that of men.[23]
    - Research has observed no differences in perceived leadership ability regardless of whether the group is primarily task or relationship oriented; earlier research had shown that women were better leaders in relationship-oriented groups.[24]

- **The role of leadership in small groups**
    - Group communication scholar Gloria Galanes noted that group leaders must attend to **four issues:**
        1. Identifying the task at hand
        2. Creating cohesiveness among the group members
        3. Monitoring and adapting the behaviors of the group members as needed to accomplish tasks
        4. Keeping the group focused on the task at hand
- **Defining leadership**
    - **Leadership:** the process of using communication to influence the behaviors and attitudes of others to meet group goals.
    - In small groups, there are two types of leaders:
        - Designated leader: someone who has been appointed or elected to a leadership position.

        - Emergent leader: someone who becomes an informal leader by exerting influence toward achievement of a group's goal but does not hold the formal position or role of leader.
    - **Power:** interpersonal influence that forms the basis for group leadership, to guide actions of the group and behaviors of group members.
    - **William Wilmot** and **Joyce Hocker** explained that power is tied to the type of roles people have in a group:
        - **Distributive power** occurs when the leader exerts influence over others. **EX:** a government enforces laws through fines, arrests or other legal penalties.
        - **Integrative power** highlights interdependence with another person or persons to achieve mutually agreed upon goals. **EX:** a sports team working together with each person contributing their skills.
        - **Designated power** reflects the importance of relationships between people. Marriages, families, and groups often hold such power for us. EX: a child listens to their parents because of their parental authority.
    - **French & Raven** describes different **tactics** through which group members enact power:
        - **Reward power:** the ability to give followers what they want and need. **EX:** a professor gives extra credit to students who participate actively.
        - **Punishment power:** the ability to withhold from followers what they want and need. An extreme form of punishment is **coercion**, in which compliance is forced through hostile acts. **EX:** a boss threatens to fire employees for poor performance.
        - **Referent power:** power based on other's admiration and respect. EX: a charismatic speaker earns followers because they inspire and motivate.
        - **Expert power:** power that arises when the other members value a person's knowledge or expertise. EX: Alber Einstein.
        - **Legitimate power:** power given to a person because of a title, position, or role. Used among designated leaders. EX: police officers, the minister Adel AL jubair .



- **Ways of enacting leadership**

- **Leadership style**
  - **Democratic leaders:** leaders who encourage members to participate in group discussions. "What suggestions do you have for solving our problem?".
  - **Laissez-faire leaders:** leaders who almost take no initiative in structuring group discussions. " I don't care, whatever you want to do is fine with me."
  - **Autocratic leaders:** leaders who maintain strict control over their group. " Here's how we will solve this problem. First, you will…. "
- **Communication competences and leadership → concept of group leadership assumes that interpersonal influence is the primary skill needed by an effective group leader**
  - Effective leaders are able to clearly and appropriately communicate ideas to the group without dominating the conversation.
  - Effective leaders communicate a clear grasp of the task facing the group.
  - Effective leaders are skilled at facilitating discussion.
  - Effective leaders encourage open dialogue and do not force their own ideas on the group.
  - Effective leaders place group needs over personal concerns.
  - Effective leaders display respect for others during interaction
  - Effective leaders share in the successes and failures of the group.

- **Leadership and planning**
  - Know the task at hand
  - Know the people
  - Collect information
  - Distribute leadership
  - Organize the discussion

- **Problem solving and decision making**
  - **Effective group problem solving**
    1. Determining the discussion question
       a. Questions of fact ask whether something is true or can be verified
       b. Questions of value ask whether something is good or bad, better or worse.
       c. Questions of policy ask what action should be taken.
    2. Identifying criteria
       a. Criteria: the standards by which a group must judge potential solutions
       b. Absolute criteria are those that must be met.
       c. Important criteria are those that should be met, but the group has some flexibility.
    3. Identifying potential solutions
    4. Evaluating potential solutions

  - **Other work to accomplish in groups:**
    1. Make decisions
    2. Effect change

3. Negotiate conflict
4. Foster creativity
5. Maintain ties between **stakeholders:** group of people who are interested in the actions of an organization→ parents and teachers meeting

- **Technology and group communication processes**
  - **Content curation:** the collection and storage of documents and other multimedia from the web, covering a specific topic.
- **How to communicate in small groups**
  1. Relate your statements to preceding remarks
  2. Use conventional word arrangements
  3. Speak concisely
  4. State one point at a time
- **Being an ethical group member**
  1. Group members must be willing to share their unique perspectives
  2. Group members must be honest and truthful
  3. Group members must be thorough and unbiased when they evaluate information
  4. Group members must behave with integrity
  5. group members must learn to manage **group conflict**: an expressed struggle between two or more members of the group.

Chapter 9: Workplace Communication

- **Defining Workplace Communication**
  - **Organization:** Social Collectives, or group of people, in which activities are coordinated to achieve both individual and collective goals.
  - **Organizational Communication:** the way in which groups of people both maintain structure and order through their symbolic interactions and allow individual actors the freedom to accomplish their goals.
- **Types of Organizations**
  - Sociologist **Talcott Parsons** classified organizations into four primary types: **economic**, **political**, **integration**, and **pattern maintenance**.
    - **Economic Orientation:** manufacture products and/or services for consumers.
    - **Political Orientation:** generate and distribute power within society.
    - **Integration Orientation:** help mediate and resolve discord among members of society.
    - **Pattern Maintenance:** promote cultural and educational regularity and development within society
- **Communication Networks:** patterns of relationships through which information flows in an organization. We typically classify these networks as **formal** or **informal**.
  - **Formal Communication:** messages that follow prescribed channels of communication throughout the organization.
  - When communication occurs in **formal networks**, information typically flows in three ways.
    1. **Downward communication** occurs when superiors initiate messages to subordinates.
    2. **Upward communication** occurs when messages flow from subordinates to superiors.
    3. **Horizontal communication** flows between people who are at the same level of the organizational hierarchy.
  - **Informal communication:** interactions that do not follow the formal upward and downward structures of the organization, but emerge out of less formal interactions among organizational members.
  - **These informal networks**, sometimes referred to as “grapevine communication”, are typically very accurate, with 80% to 90% of the information being correct.
  - **Organizational Communities:** groups of similar businesses or clubs that have common interests and work together to provide mutual support and resources. **EX:** a farm grows good foods, they talk to restaurants and grocery stores to sell their fruits and vegetables together.
  - **Boundary Spanner:** an individual that shares information between groups and establishes a strategic vision for collaboration.

- **Communication and Organizational Assimilation**

- **Organizational Assimilation:** using formal and informal communication with others to learn work roles, become accustomed to standard practices, and enact core values of the organization.
- **Communication researchers break the process down into three elements:**

1. **Anticipatory Socialization:** communicative process through which one intentionally and unintentionally learns about occupational choices and set career expectations. Ex: career day at school.
2. **Organizational Encounter:** formally entering an organization, involves formal training, mentorship, and experiences to become familiar with a role within the organization.
3. **Metamorphosis:** the process of moving beyond the entry phase, gaining skills and confidence in role, embracing the values of the organization, and begging to (re)define a role in an organization.

- **Anticipatory Socialization**
  - **Career:** specific professions in which you are trained to earn income.
  - **Vocations**: more general activities that are fulfilling and important to you
  - **The process of Anticipatory Socialization:**

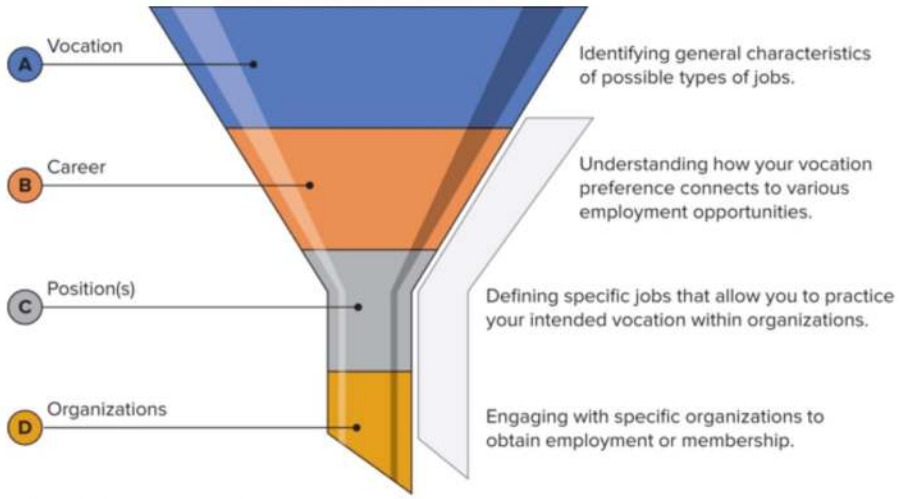


Figure 9.2 Anticipatory Socialization

  - **The following *strategies* can be used to clarify potential employment opportunities that match your preferred vocation:**
    - **Conduct a self-inventory (SWOT analysis):**
      - **Strengths**, *the skills or characteristics that will make you distinctive.*
      - **Weaknesses**, *the areas in which you have small or substantial opportunities for improvement and characteristics that might disadvantage you in the job market.*
      - **Opportunities,** external forces that could benefit you if you are able to act decisively and take advantage.
      - **Threats,** external forces that negatively impact you as you enter the job market.
    - **Creating a personal network**

- The key to finding a great job is connecting with others, and that requires having a great *personal network*.
- **Personal Network:** a web of contact and relationships that can help you gain job leads and provide job referrals.
- **Strategies you can use to develop your network:**

1. Create an inventory of your network
2. Cultivate your social media network
3. Contact the career service office on your campus
4. Join professional student organization on your campus
5. Consider an internship
6. Volunteer
7. Practice good interpersonal skills

- **Organizational Entry**
  - **The following approaches can help you develop strategies for effective communication as you progress through the organizational entry phase:**
    1. **Preparing for an interview**
       a. Your initial step in preparing for a job interview is to ***research*** the organization; your research efforts can be focused around three general goals:
          i. Understand the job through a ***job description:*** the responsibilities and scope of a position within a company.
          ii. Understand the organization
          iii. Understand the field by demonstrating awareness of new trends, market forces, and other matters.
    2. **Answering questions effectively**
       a. Offer relevant answers
       b. Support claims with evidence
       c. Provide accurate answers
       d. Be positive
    3. **Asking questions effectively**
       a. Your questions make indirect statements about your priorities, ambitions, and level of commitment.
       b. Avoid questions that focus on financial issues such as salary, vacation time, and benefits.
       c. Devise questions that elicit information about the company and job that you were unable to obtain through your research.
       d. Arrange questions so that important ones come first because you may not get a chance to ask all of your prepared questions.
    4. **Preparing for illegal questions**
       a. Legally employers must approach the hiring process with reference to laws that govern employment. These laws are known as **Equal Employment Opportunity (EEO). such as:**
          i. Race, colour, sex, religion, national origin (US LAW: CIVIL RIGHTS ACT 1964)

ii. Equal pay for men and women (US LAW: EQUAL PAY ACT 1963)
iii. Refusal to employ someone over 40 years old (US LAW: AGE DISCRIMINATION ACT 1978)
iv. Disability (US LAW: AMERICANS WITH DISABILITIES ACT 1990)

b. To comply with these laws employers should:
i. Describe the qualities and skills needed for the position they hope to fill
ii. Construct questions that relate to those attributes
iii. Ask the same questions of all candidates for the position

c. These questions are known as bona fide occupational qualifications (BFOQ). BFOQ questions should be about skills, training, work experience, physical attributes.

d. Interviewers may ask inappropriate questions intentionally or unintentionally. **Here's how can you respond:**
i. Weigh the violation's seriousness
ii. Ask for clarification
iii. Be assertive
iv. Report the violation.

5. Transitioning to employee

a. Here are tips for conducting negotiations with your potential employer and making a final decision:
i. ***Wait for the appropriate time*** once a company makes an offer, you are in demand and have a better chance of negotiation.
ii. ***Know what you want in advance*** (salary and benefits)
iii. ***Understand the implications of taking the job*** if the job requires moving, you may want to investigate the living expenses
iv. ***Get it in writing***
v. ***Be tactful in your response regardless whether you are accepting the job or not.***

b. Onboarding & communication tips for new employees
i. Be ethical
ii. Be humble
iii. Be assertive
iv. Be proactive

- **Metamorphosis**
  - **Five areas of competences that can help you settle into an organization and strive for continued success:**
    1. **Use socialization tactics,** find a role model you can learn from to understand how to socialize with others at your new place of work.
    2. **Address Unmet expectations,** negotiate or compromise about the things that did not meet your expectations

3. **Interpret Messages**, listen to stories that might have underlying messages about the company's values or culture
4. **Seek Information,** ask direct and indirect questions to understand company rules, observe without speaking, ask third parties – clients who have dealt with your company.
5. **Learn the organizational culture,** are you working for a bureaucratic company or a laid back vibrant one?

- **Communication Skills needed on the job**
  - **WorkPlace Communication Competence**
    - **Communication Competence:** the extent to which you are able to be effective at a broad range of verbal and nonverbal communication skills in particular settings.

Table 9.2 Workplace Communication Competence Categories

Category	Definition	Representative Behaviors
Information sharing	Effectively sending and receiving job-related content to and from others	Giving and receiving feedback, asking others for opinions, asking and answering questions, showing respect, engaging in discussion
Relationship maintenance	Creating and continuing positive workplace connections with others	Creating relationships, engaging in small talk, using humor appropriately
Avoiding negative emotion	Reducing continual outward displays of negativity surrounding your job or the organization	Avoiding displays of frustration and anger, reducing complaints about your job or coworkers
Organizing	Using communication to promote coherent work flow	Discussing schedules, making decisions, resolving problems, planning, managing others effectively

Source: Adapted from Keyton, J., Caputo, J. M., Fore, E. A., Fu, R., Leibowitz, S. A., Liu, T., Polasik, S. S., Gosh, P., & Wu, C. (2013). Investigating verbal workplace communication behaviors. *Journal of Business Communication, 50*, 152–169.

- **Specific Workplace communication skills**
  - **Immediacy:** communication behaviors intended to create perceptions of psychological closeness with others.
    - Nonverbal immediacy behaviors: smiling, reducing physical distance, and using animated gestures and facial expressions.
    - Verbal immediacy behaviors: calling people by their first names, using "we" language, and telling stories.
  - **Supportive Communication:** listening with empathy, acknowledging others feelings, and engaging in dialogue to help others maintain a sense of personal control.
    - To enhance your supportive communication skills, consider the following strategies:

1. Listen without judging
2. Validate feelings
3. Provide both informational and relational messages
4. Be confidential

- **Strategic Ambiguity:** the purposeful use of symbols to allow multiple interpretations of messages.
- **Interaction Management:** establishing a smooth pattern of interaction that allows a clear flow between topics and ideas. It's also important to adjust how you talk depending on who you're talking to, whether they prefer technical talk or casual chat.
- **Conflict Management Skills:**
  - **Avoidance:** deny the existence of conflict, continued avoidance allows the conflict to simmer and flare up with more intensity.
  - **Competition:** you view conflict as a battle and advance your own interests over those of others. Although competition can be necessary when quick decisions must be made, or when you are strongly committed to a position, it can be detrimental to your relationships with your coworkers.
  - **Compromise:** you are willing to negotiate away some of your position as long as the other party in the conflict is willing to do the same. Conflict can be an effective strategy because it is a win-win, but when used too often, it can be a sophisticated form of conflict avoidance.
  - **Accommodation:** set aside your views and accept those of others. Accommodation can maintain harmony in relationships, but the acceptance of others views can prevent creative dialogue and decision making.
  - Collaboration: working together to find the best shared solution. Remember, this approach is time consuming but results in the best possible outcome.
- **Customer Service Skills**
  - **Customer service encounter:** the moment of interaction between the customer and the firm.

Compliance-Gaining Strategies used by customer service representatives	
Strategy	**Example**
Promise: promising a reward for compliance .	"If you purchase this car, i'll give you tickets to a football game"
Threat: threatening to punish for noncompliance	"If you don't buy the car before the end of the week, I can't guarantee the 1% interest rate."
Pre-giving: rewarding the customer before requesting compliance	" I'll give you 50$ just for test driving this new car."
Moral Appeal: implying that it is immoral not to comply	"Since you have small children, you should be looking at our crossover utility model with more safety features."
Liking: being friendly and helpful to get the customer in a good frame of mind to ensure compliance	"Good Afternoon. Thank you for taking the time to come into our store today. How can I help you?"

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        - **Emotional Labor**
            - Arlie Hochscild was the first scholar to deal with this phenomenon in her book, ***The Managed Heart.***
            - She uses the term emotional labour to refer to jobs in which employees are expected to display certain types of feelings to satisfy organizational role expectations.
            - Research has indicated that, although emotional labour can be rewarding for the organization and the client, it can be dangerous for the service provider and lead to negative consequences, such as burnout, job dissatisfaction, and high turnover.
- **Ethical Dimensions in the workplace**
    - **Aggressive Communication**
        - **Abusive Supervision** occurs when a supervisor engages in sustained behaviors via hostile verbal and nonverbal messages but does not rise to the level of physical aggression.
        - **Bullying** occurs when one person is subjected to ridicule, offensive statements, teasing, social isolation, or other abuse.
        - **Incivility** is frequent rude behavior that may or may not have the intent of being harmful.
        - **Socially undermining action** meant to socially isolate another person from a larger group.
    - **Dishonesty**
    - **Sexual Harassment:** unwelcome, unsolicited, repeated behavior od a sexual nature.
    - Two types of sexual harassment
        - Two types of sexual harassment:

1. Quid Pro: a situation in which an employee is offered a reward or is threatened with punishment based on his or her participation in a sexual activity.
    a. Example: " I'll give you a Friday off if you meet me at my place tonight."
2. Hostile work environment: conditions in the workplace that are sexually offensive, intimidating, or hostile and that affects an individual ability to perform his or her job.
    a. Example: two male friends are talking explicitly about the physical features of a female colleague in her presence.