

# IF3280 Socio Informatika & Profesionalisme

Self Concept

Perception

Assertiveness

Listening

Non Verbal Communication

Sumber: IF3094 Komunikasi Antar Personal (Kurikulum 2008)

Self Concept  
Self Esteem  
Self Talk

# **SELF and SELF CONCEPT**

- **SELF**
  - your being separate and distinguished from others
- **SELF CONCEPT**
  - beliefs and attitude held about self
- **SELF IMAGE**
  - perceptions about your physical and body image

# Self-Concept: Who Are You?

- Define self-concept
  - refers to your subjective description of who you think you are... subjective meaning particular to a given person.
- Describe what self-image means.

# TUGAS 1 – KELAS (5 menit)

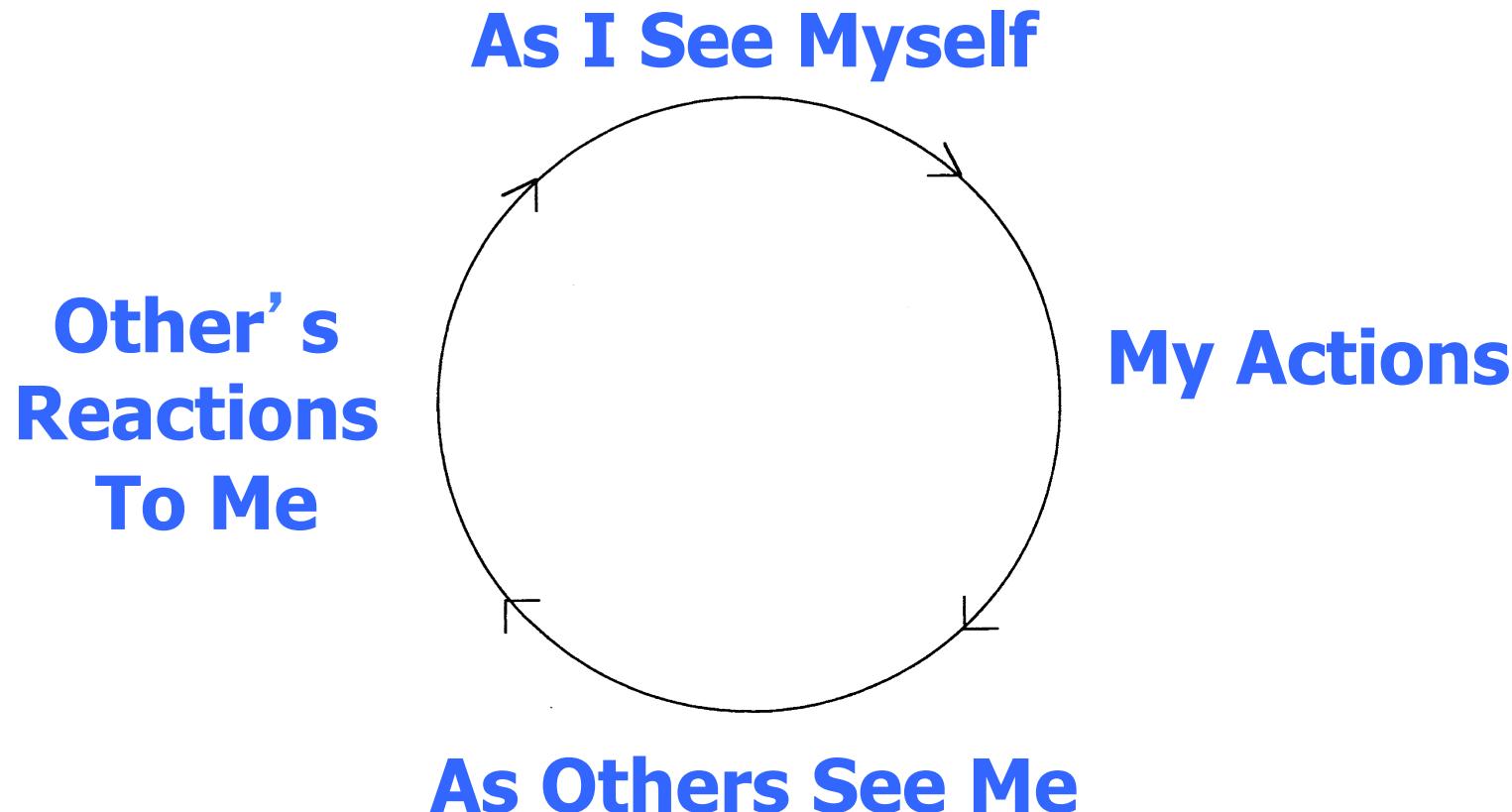
- Deskripsikan tentang konsep diri ANDA
  - Metafora tokoh / figure / idola yang menjadi referensi Anda
  - Karakter Konsep Diri yang diharapkan bagi diri ANDA

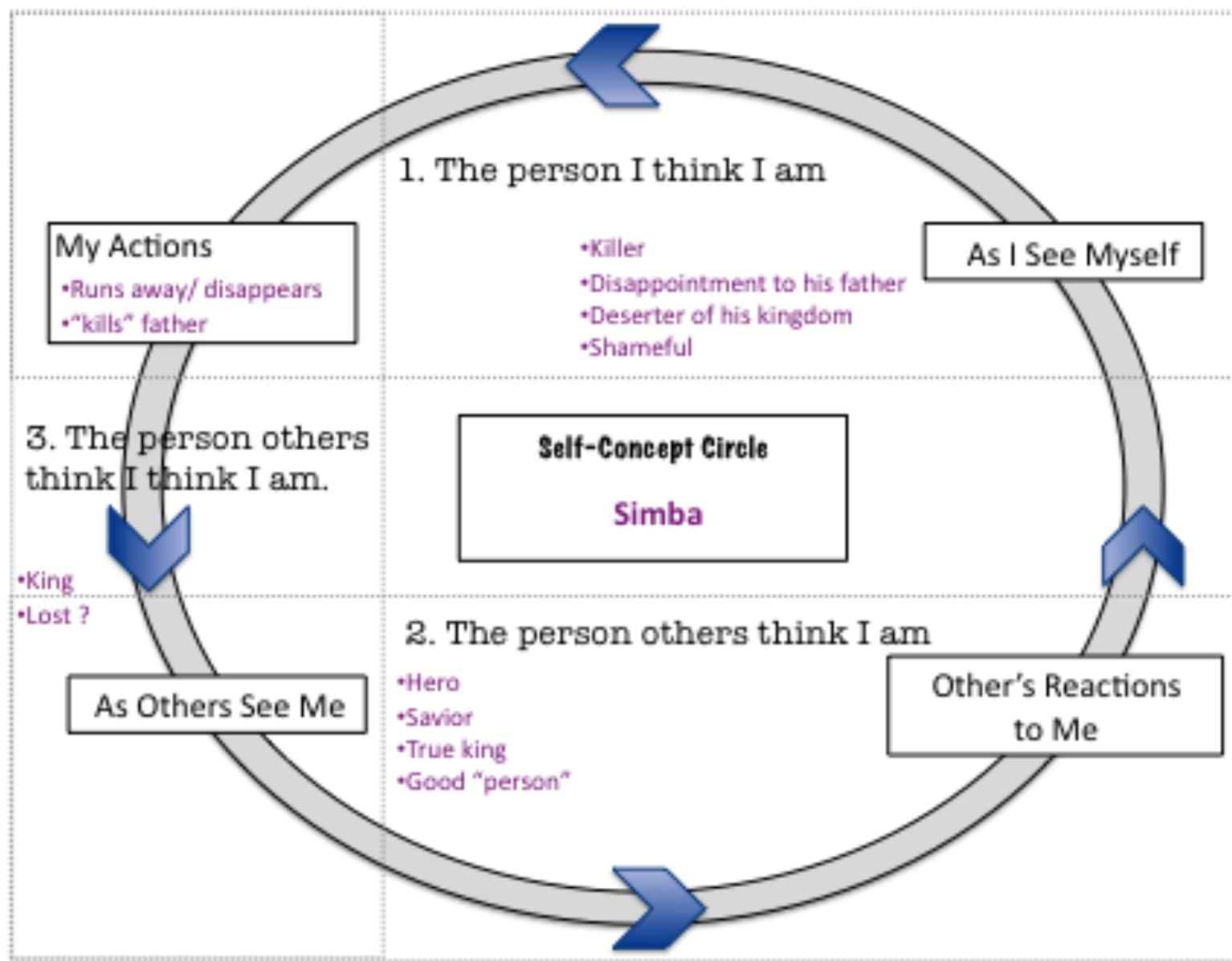
# SELF ESTEEM

- SELF ESTEEM
  - the evaluative component (how you feel about your self-concept), confidence, impressions of your skill, talent etc.
- PRESENTATION OF SELF
  - regular performance of a person for others. The self is a 'front' others help support that role or 'face'. Is there is a different self in 'front' and 'back' there are multiple selves

# Self-Concept Circle

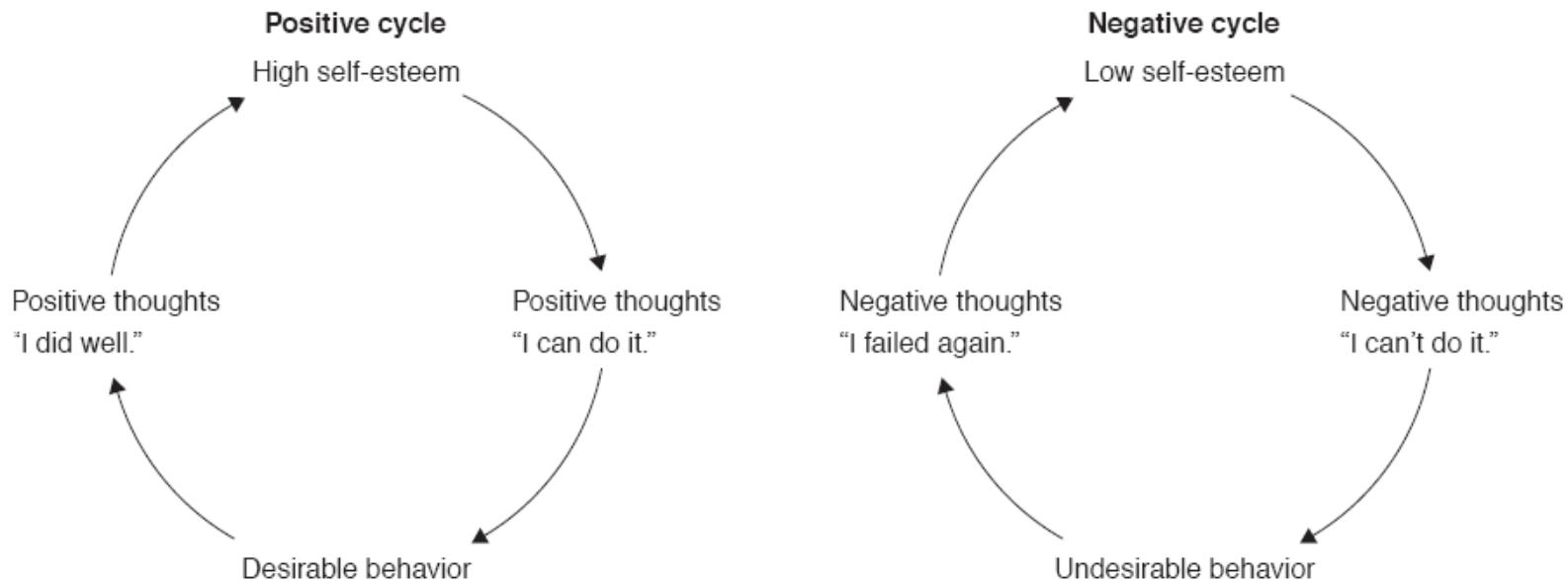
- The person I think I am.
- The person others think I am.
- The person others think I think I am.





# Communication and the Self-Concept

People who feel good about themselves will have positive expectations about how they communicate.



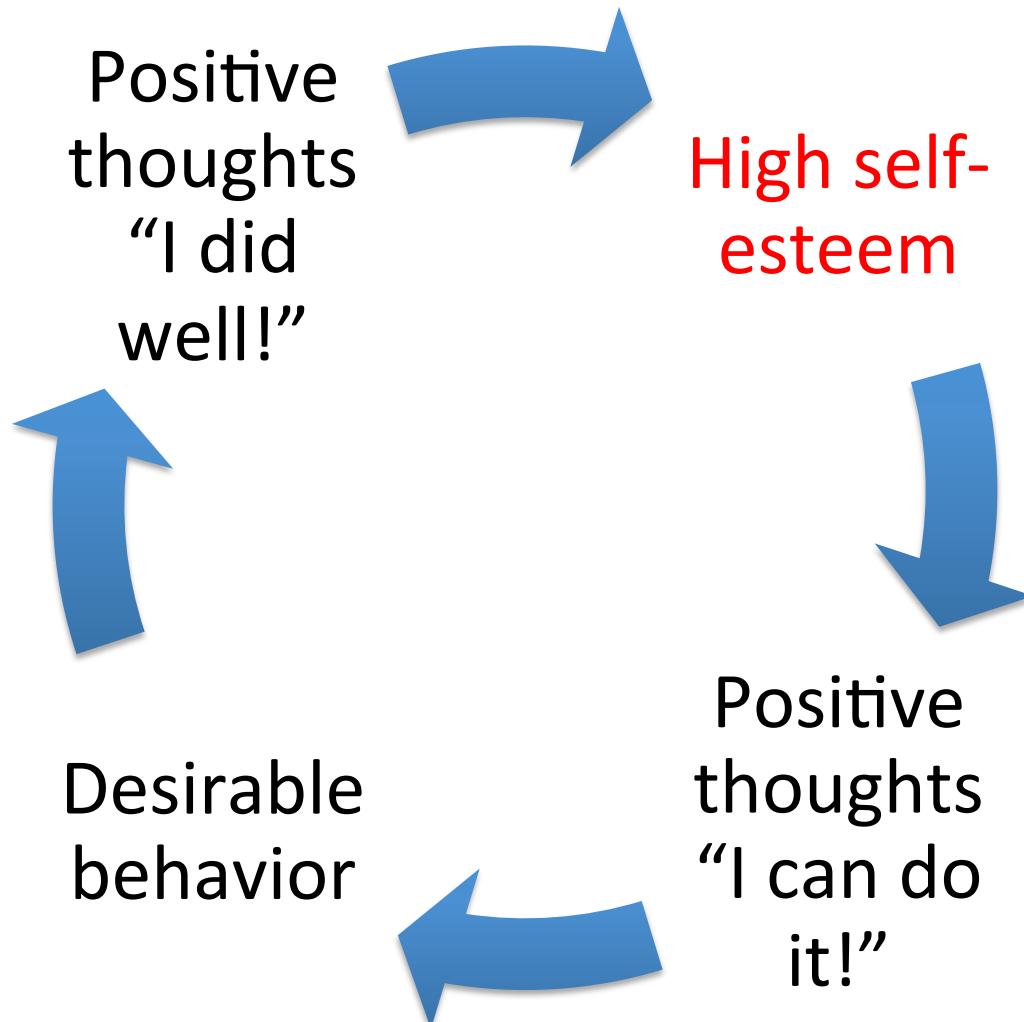
**FIGURE 2.1**

The Relationship between Self-Esteem and Communication Behavior  
Page 43

# Building Self Esteem

- Associate with people who build.
- Build others, sincere compliments.
- Set and achieve goals.
- Eat correctly, look your best.
- Observe self-confident people.
- Ask for help.
- Improve yourself, learn something new.
- Do not say negative things about yourself.  
Think positively.

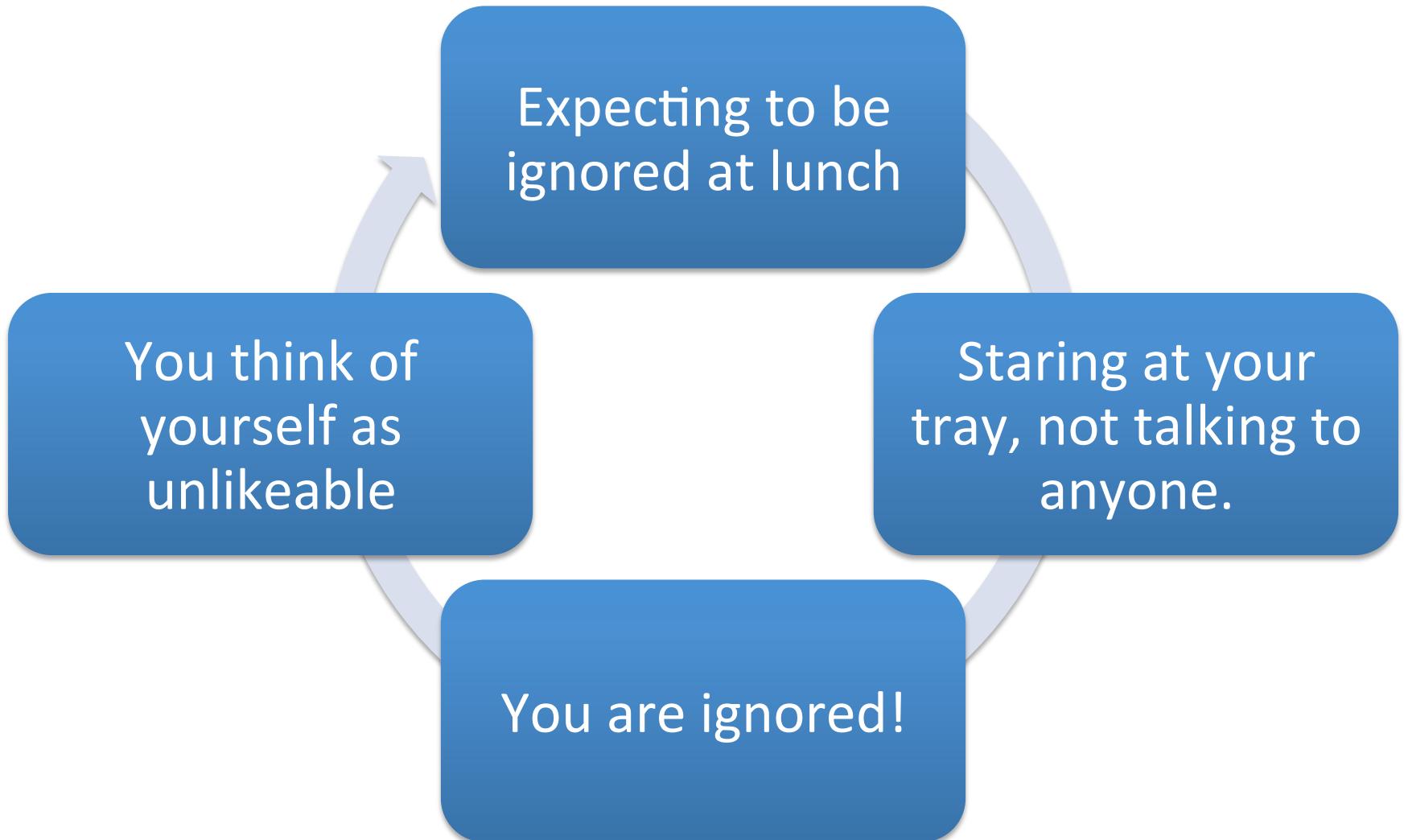
# Positive-Negative cycles of self-esteem (evaluations of self worth)



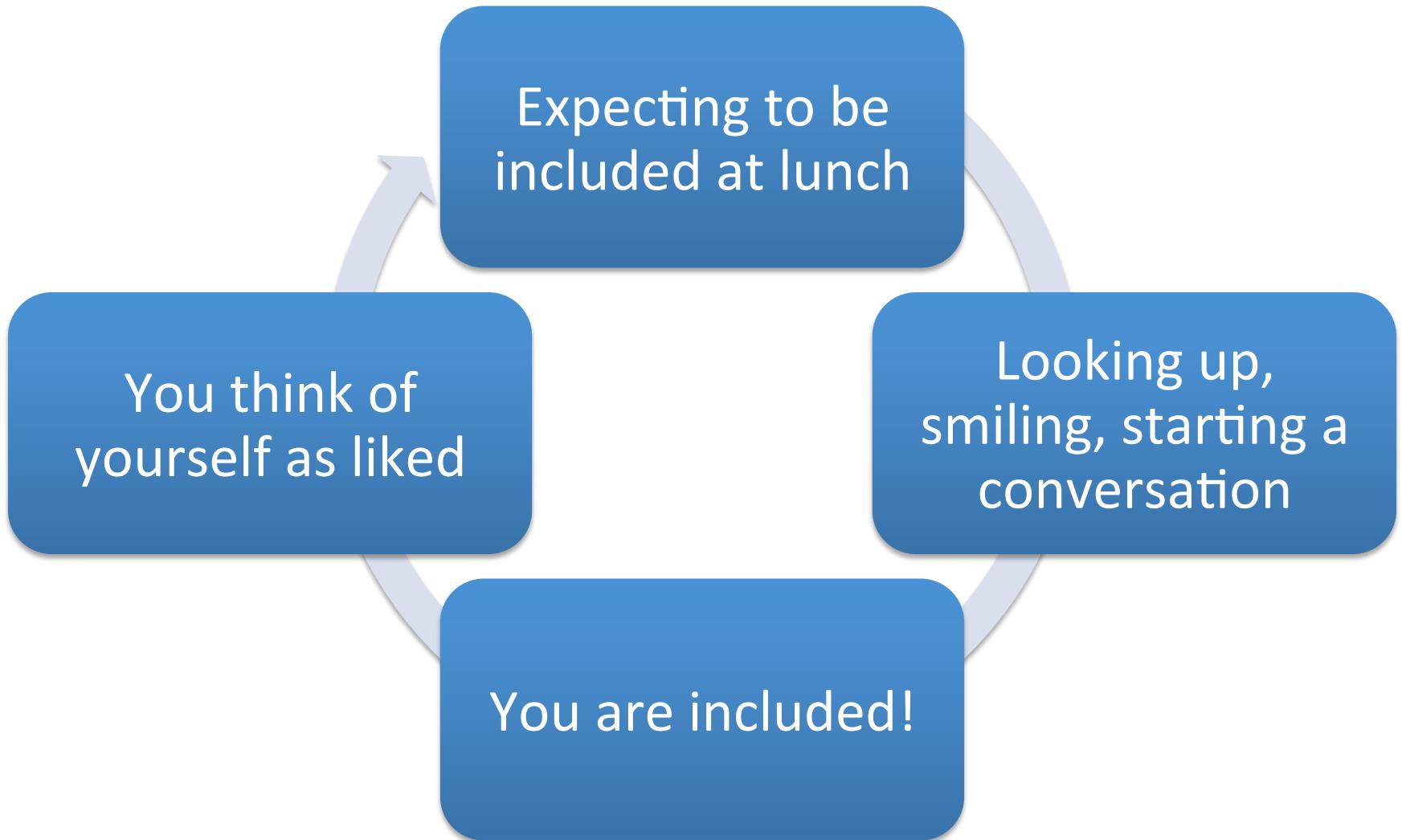
# Self-fulfilling Prophecy and Communication

- Any positive or negative expectations about circumstances, events or people that may affect a person's behavior toward them in a manner that causes those expectations to be fulfilled.

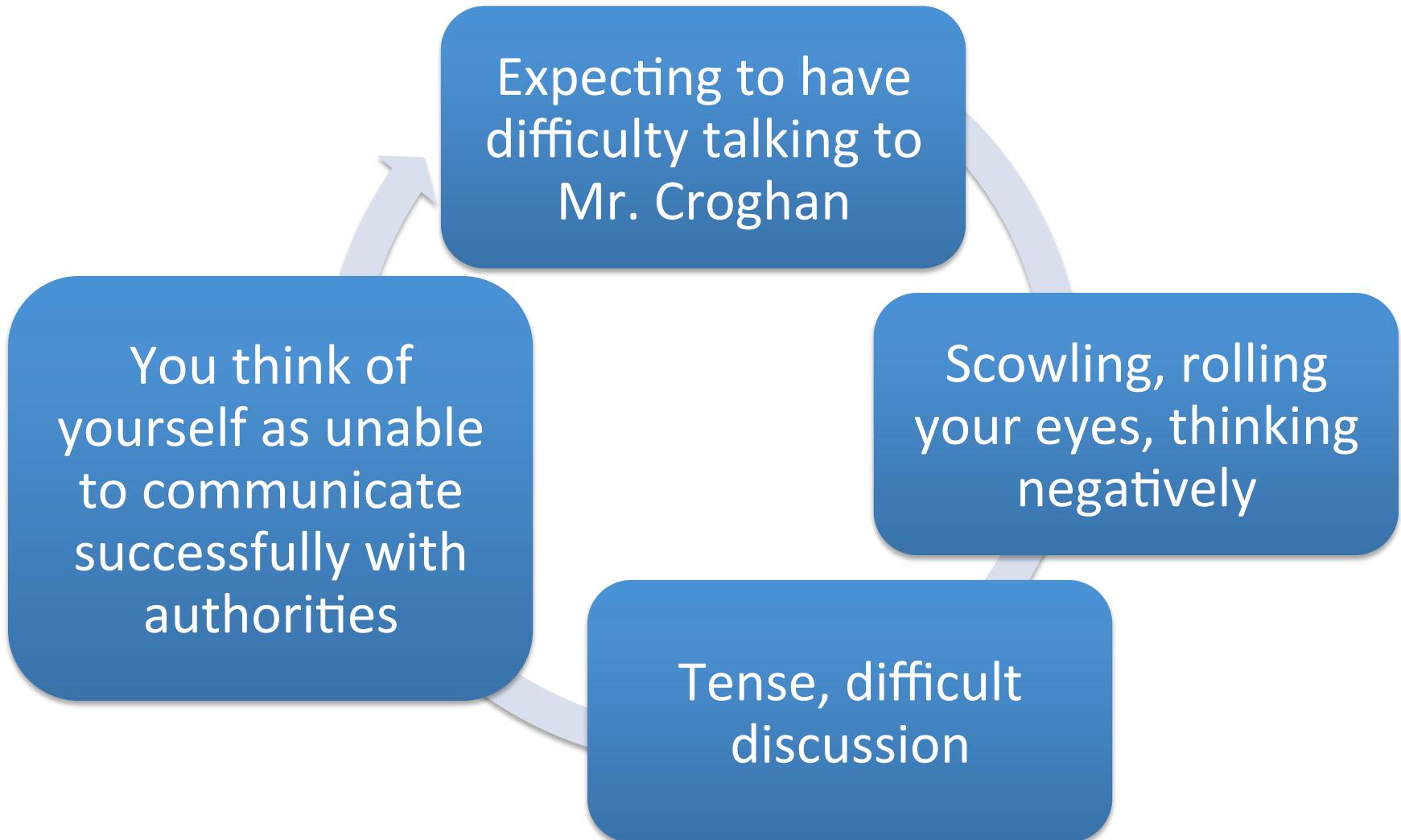
# Self-fulfilling Prophecy and Communication



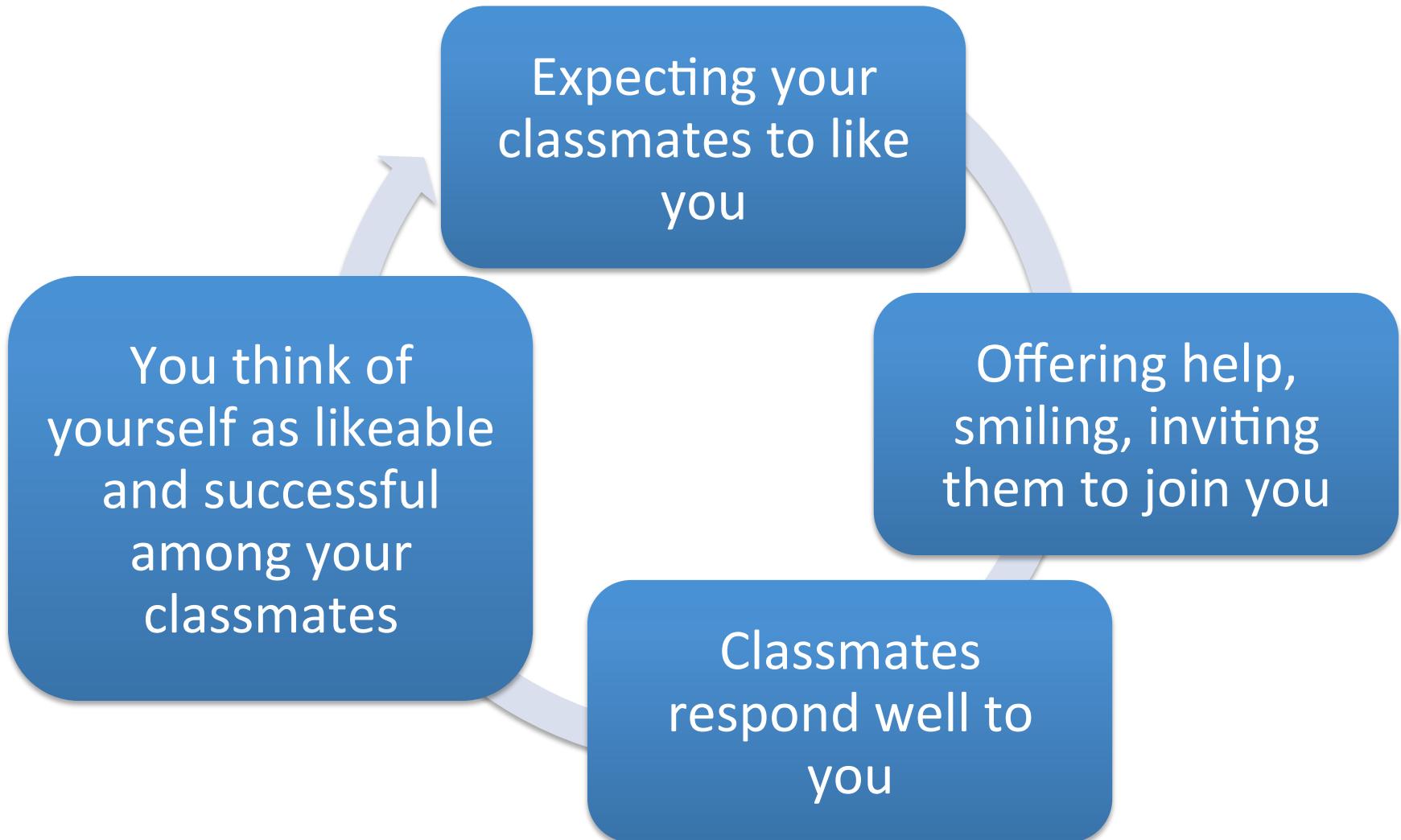
# Self-fulfilling Prophecy and Communication



# Self-fulfilling Prophecy and Communication



# Self-fulfilling Prophecy and Communication



# CHANGING YOUR SELF-CONCEPT!

- 1) Have REALISTIC PERCEPTION
- 2) Have REALISTIC EXPECTATIONS
- 3) Have the WILL to change!
- 4) Have the SKILL to change!

# Self Talk

- What is self-talk
  - The steady stream of on-going thoughts or internal dialogue that goes on in our minds constantly
  - Your self talk influences your moods, emotions, and ultimately your behavior

# THREE CHARACTERISTICS OF SELF TALK...

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- **rationality**
  - Trained minds learn to think more positively, logically, and systematically.
- **specificity**
  - Self talk becomes conditioned to success and failure events, changing dramatically based on the mindset created in particular situations.
- **automaticity**
  - Extensive repetition creates highly automatic thoughts, called beliefs.
  - Automaticity of self talk is a two-edged sword when examining its impact on performance.

# SELF TALK ABC'S...

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- **A = Activating Event**
  - No Inherently stressful situations or events
    - “We are not disturbed by things, but by the views of which we take of them” – Epictetus
- **B = Belief about the Event**
  - Athletes attach positive or negative meanings to neutral events based on their highly automatic belief system
- **C = Consequences**
  - Our beliefs about the event lead to positive or negative consequences, both emotionally and behaviorally
- **Thus, the meaning that we attach to events can positively or negatively impact our emotions, behaviors, and ultimately our performance**

# DOES SELF TALK WORK?

- Self talk patterns have been shown to be important predictors of sport success
- Positive self talk predominates in more effective performances, while negative thoughts more frequently accompany poorer performances
  - Hardy et al. (2005) Self Talk review
- Mental training packages that include self talk training as part of the intervention promote enhanced performance over 80% of the time

# REPROGRAMMING SELF TALK...

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- Reactive versus proactive approaches to enhancing athletes' self talk
  - Most athletes prefer proactive approaches to self talk reprogramming, rather than “old school” reactive approaches
- The key to the proactive approach is to identify and create positive, facilitating thoughts (e.g., reprogramming) that can enhance athletes' emotions and performance
  - Self talk scripts are effective thought reprogramming tools

# TYPES OF SELF TALK...

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- **Positive Affirmations**
  - thoughts that focus on your desirable characteristics and qualities
- **Goals**
  - thoughts that keep your mind positively focused on the task-at-hand, promote high effort, and enhance persistence
- **Appraisals**
  - thoughts that determine the degree to which a situation is perceived as *threatening* or *challenging*
  - Self talk reprogramming promotes appraising problems as challenges or opportunities to learn and grow rather than threats and opportunities to fail

# TYPES OF SELF TALK...

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- **Attributions**
  - Reasons or explanations of success and failure
  - Self talk reprogramming encourages performers to attribute success and failure to factors they can *control* and change, such as effort, ability, and degree of preparedness
- **Cue Words**
  - Quick reminders used during practice and competition
  - Keep the mind positively focused on process-oriented, present-focused reminders that should facilitate performance

# USES OF SELF TALK...

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- **Elevate Motivation**
  - Intrinsic motivation occurs when athletes feel *competent* and *in control*. Self talk reprogramming should emphasize these factors
- **Enhance Focus/Concentration**
  - Self talk helps athletes focus on their priorities and goals, rather than on distractions
- **Manage Stress**
  - Controlling self talk, particularly limiting negative or self-defeating thoughts, helps to minimize the amount of stress athletes experience

# USES OF SELF TALK...

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- **Boost Self-Confidence**
  - Persuasive self talk can convince athletes that they possess the *competence* and *preparation* to be successful
- **Maximize Skill Development and Performance**
  - *Cues and goals* can help athletes remain focused on performance-relevant cues while disregarding and avoiding irrelevant distracter cues during skill development and performance

# “SMART TALK” COMMANDMENTS

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1. Be an optimist, not a pessimist
  - ◆ Self talk is a choice. Choose the “half full” option. See situations as challenges rather than threats.
2. Remain realistic and objective
  - ◆ Think constructively, not just positively
3. Focus on the present -- “Here-n-now” self talk
  - ◆ Avoid “woulda, coulda, shoulda’ s,” and “what if’ s”
4. Appraise problems as challenges rather than threats
  - See problems as opportunities to learn

# “SMART TALK” COMMANDMENTS

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5. **View successes as replicable and failures as surmountable**
  - See success as due to ability and effort not luck
6. **Concentrate on process not product**
  - Process is controllable and product is not
7. **Concentrate self talk on “controllables”**
  - Possibly the single most important factor
  - Make a list of what you can control in sport.
  - Make a list of what you can't control
8. **Separate performance from self-worth**
  - We are not our performance

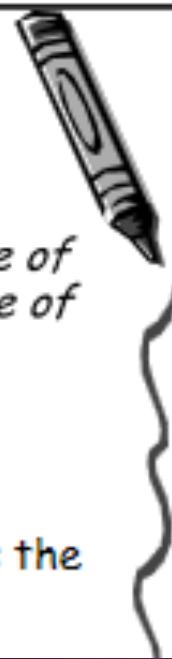
# PERCEPTION

*I know what I saw, what I heard, what I felt .....*

*The facts are the facts.*

## What is it?

- *The process by which we become aware of objects, people, and events through use of our senses.*
- It is an active process—not passive.
- Why is it important to Interpersonal Communication? It influences your communication choices. Some feel it is the heart of our communication.



### definition:



**Perception is ...**  
**... an active process of creating meaning by selecting, organizing, and interpreting people, objects, events, situations, and activities.**



## *Selection/Stimulation*

- We are stimulated by many elements in our environment (music, T.V. ads, smell of perfume, a friend's touch).
- We are exposed to more input than we can manage—therefore we select which stimuli we will take in.



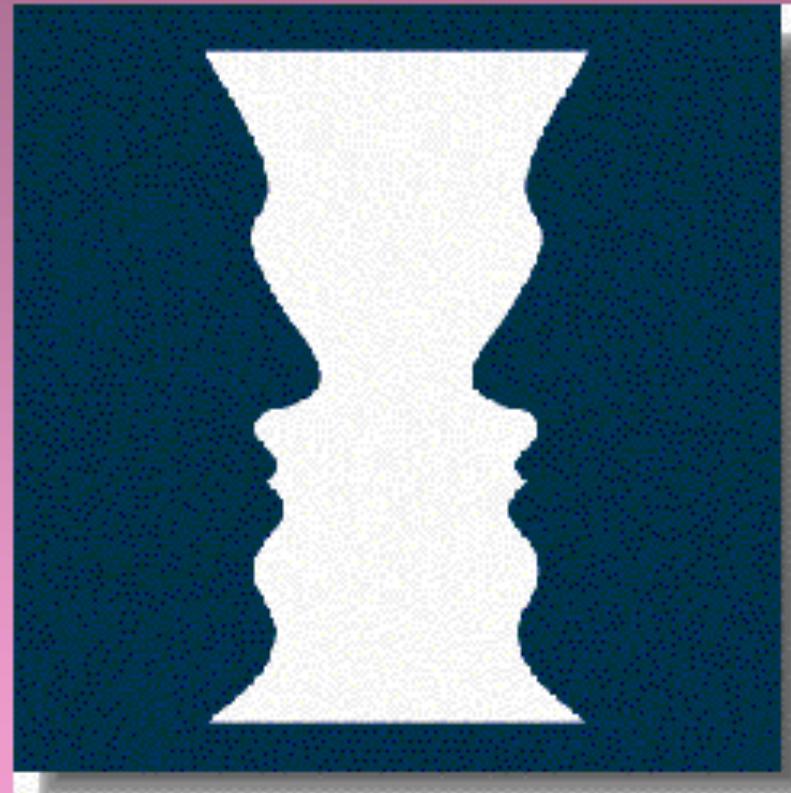
# What influences our selection?

- Intense messages (loud, large, bright).
- Repetitious messages (commercials we hear over and over).
- Past experiences
- Communication with others



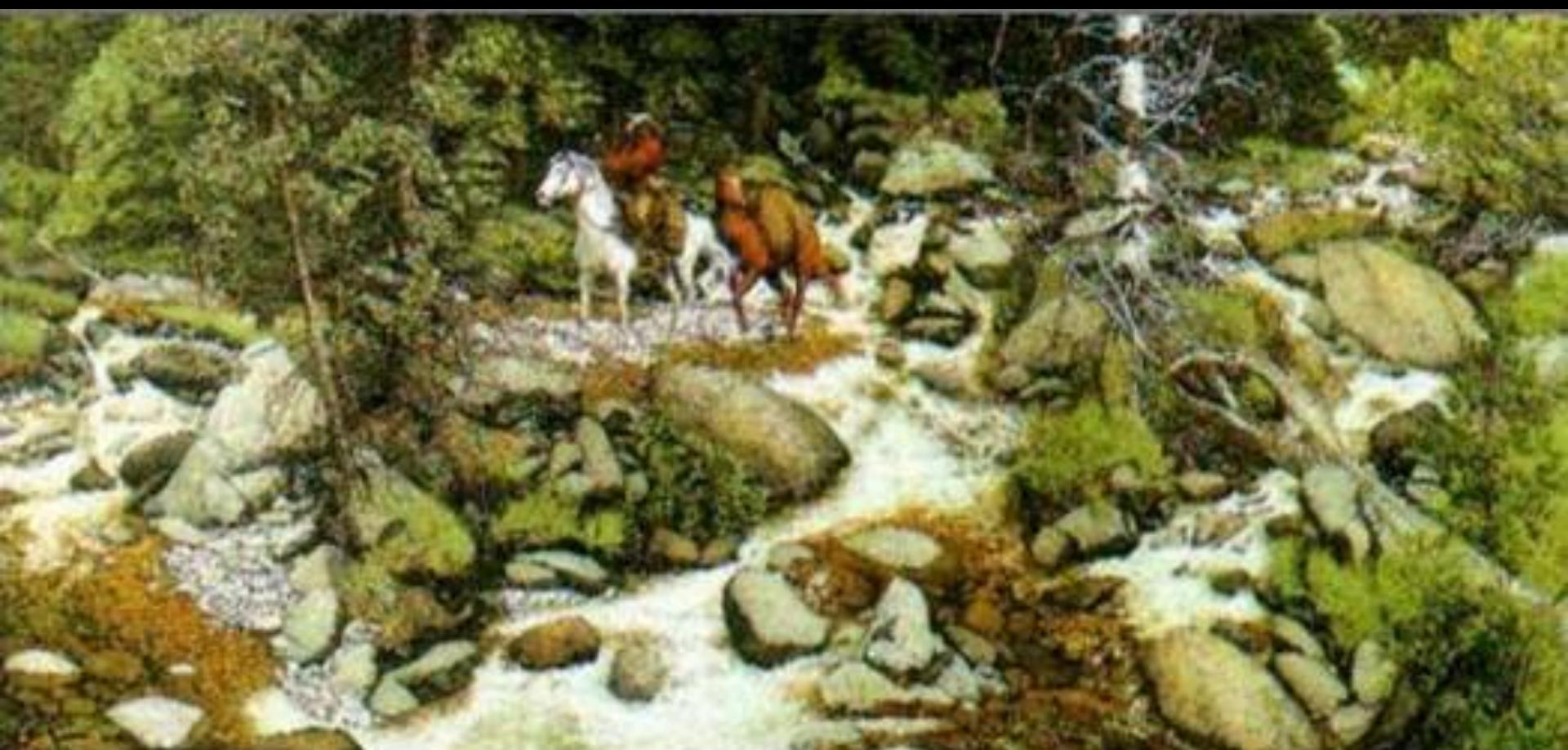
## *Selection*

*What do you  
see?*















<http://www.indianchild.com>

## *Organization*

- After selecting, we must then arrange the stimuli in a way that is meaningful to us—so that we can understand it.
- Place stimuli in Groups by generalizing. ( Proximity, Similarity, Closure)



## Stereotyping

- When we OVER generalize to save time or energy or thinking about it
- We assume that our perceptions always correct
- We do not take the time to hear, see, feel the individual—just the group.



## What are some forms of Stereotyping

- According to:
- Gender
- Race
- Roles
- Religion



## *Interpretation*

- After selecting and organizing, we begin to interpret the perceptions in a way that makes sense to us.
- What did the message really mean?

(Examples: "Call any time!" or A simple wink—what does it mean?)



## What influences our perceptions?

- Physiological (hunger/fatigue)
- Psychological (mood)
- Cultural (how we differ culturally)
- Social (gender/occupational roles)



## How can it help us?

- Know that there is very little reality in our communication--
- Do not have to have your perceptions always be right-check for accuracy
- Develop your senses--sight, touch, smell, hearing to interpret perceptions--be aware



## **7 Guidelines for Improvement**

perceptions are partial & subjective

    avoid mindreading

check perceptions with others

facts = inferences (not!)

    self-serving bias

fundamental attribution error

    monitor labels



# Kasus 1

- Pernahkah anda salah menilai seseorang?
- Apa akibatnya?
- Menurut anda, apa yang perlu dilakukan agar kita tidak salah menilai seseorang?

## Kasus 2

- Pernahkah anda menilai orang berdasarkan stereotipe tertentu? Apakah penilaian anda memang benar? Atau ternyata salah?
- Apa pendapat anda jika kita menggunakan stereotipe umum saat menilai seseorang?

# ASSERTIVENESS

# Assertiveness 1

- Assertiveness can be viewed as a defence system against the negative communication styles of others
- It can also be understood as a way of analysing your own communication styles, and as a system to increase your personal effectiveness

# Assertiveness 2

- A good definition of assertiveness is:

**Getting what you want  
from others without  
infringing on  
their rights**

# Assertiveness 3

- Four behavioural styles
  - Assertiveness
  - Aggression
  - Passivity
  - Manipulativeness
- All are effective in some situations, but assertiveness may be
  - Most effective
  - Most ethical
  - Least stressful

# Assertiveness 4

## BEHAVIOUR PATTERNS

- Giving and receiving compliments
- Making requests
- Expressing liking, love, affection
- Initiating and maintaining conversation
- Standing up for your rights
- Refusing requests
- Expressing personal opinions, including disagreement
- Expressing justified displeasure and anger

# Assertiveness 5 : Making requests

WORDS	APPROACH	STYLE
'If you don't mind ...', 'If it's not too much trouble ...'	Beating about the bush, using a series of qualifying phrases	<b>Passive</b>
'See here, do you think you could get around to ...'	Blustering, making statements that sound more like threats than requests	<b>Aggressive</b>
'Oh, by the way ...', 'Oh, just one more trifling thing ...'	Beating about the bush, then slyly slipping in what we really want	<b>Manipulative</b>
'Excuse me, could you help?'	Direct, confident, polite	<b>Assertive</b>

# Assertiveness 6: Some verbal skills

- Saying No
- Dismissing and redirecting
- Questioning to prompt awareness
- Fogging
- Forcing a choice
- Using the Broken Record technique
- Asking for specifics
- Finding workable compromises
- Making threats

# Assertiveness 7: Some verbal skills

## Dismiss and redirect

*The fact that the homework is due tomorrow is not relevant right now. [DISMISS] What is important is that this is the third time in two weeks that you've announced you have homework due tomorrow, and that you need someone to drop everything and rescue you by driving you to the library.*

**[REDIRECT]** Let's talk about this, and see whether in fact you need to face the consequences of not handing it in on time.

# Assertiveness 8: Some verbal skills

## Fogging

**MARIA:** You've mucked it up again? Are you completely useless?

**FREDDY:** Yes, *you're right. I do appear to have got it wrong.* **[FOGGING]**

# Assertiveness 9: Some verbal skills

## Forcing a choice

**BOSS:** Tom, can you get me these figures ASAP? I need them for my 2 o'clock meeting

**JOAN:** You wanted me to finish drafting the proposal so that the meeting could look at it. *Which would you like me to finish first?* **[FORCING A CHOICE]**

**JOAN:** Oh, I'm running late again! Could you ring them and tell them I'll be there as soon as I can, and that I'm on my way?

**BRIAN:** I've almost finished this stew you wanted to take, but it takes some watching. *Do you want me to turn it off to make the call?* **[FORCING A CHOICE]**

# Assertiveness 10: Some verbal skills

## Broken record

**CUSTOMER:** Good morning. I bought this here last week, and it broke yesterday. I would like a refund, please.

**SALESPERSON:** Ah, well, I'm sure that we could repair that for you, or give you a replacement.

**CUSTOMER:** I'm sure that's possible, but I'm not happy with this model, and *I would like a refund, please ... [BROKEN RECORD]*

# Assertiveness 11: Limitations of assertiveness

- Skills such as fogging and broken record should not be tried in certain situations
- Assertiveness is no good to anyone if it simply makes us more skilled in aggression
- Gender-specific training for women in assertiveness may confuse individual skill acquisition with the necessity for more systematic change

# Assertiveness 12: Limitations of assertiveness

- Assertiveness is culturally specific — that is, in some cultures what we might consider assertive could be interpreted as rude and overbearing
- It may not always be possible to communicate assertively with extremely aggressive, manipulative or passive people

# Assertiveness 13: Assertiveness skills

- To be applied when necessary
- An effective communicator need not exercise them always
- A strategy, not a restricting role or a religion

*'If you know how to act assertively you are free to choose whether or not you will. If you are unable to act assertively, you have no choices; you will be governed by others, and your well-being will suffer.'*

Alberti and

Emmons (2001)

# Kasus 1

- Apa yang akan anda lakukan saat dosen mengumumkan memberikan tugas dengan deadline waktu yang sama dengan tugas dari matakuliah lain?

## Kasus 2

- Apa yang akan anda katakan kepada teman dekat anda yang minta waktu untuk ‘curhat’, padahal anda harus belajar untuk ujian besok?

# Kasus 3

- Apakah yang akan anda katakan pada orang tua anda yang ‘protes’ karena anda sering pulang malam dengan alasan mengerjakan tugas?

## Kasus 4

- Apakah yang akan anda katakan kepada asisten/dosen yang mengurangi nilai anda karena tugas yang anda kerjakan sama dengan tugas yang dibuat teman anda, sehingga dianggap menyontek?

# **Interpersonal Skills: Listening, Questioning, Reframing, Feedback**

Sumber:

Chapter 10: Interpersonal Skills 2  
*Communicating in the 21st Century*  
*2nd Edition*  
*Baden Eunson*

# We need to LISTEN because.....

- Allow us to get the full picture
- Lets us learn and survive
- Lets us discover the truth
- Lets people solve their own problems
- Allow us to cope with distractions & de-stress
- Mean that people will listen to us
- Can give us an unfair disadvantage over others

# Listening & Non verbal communication

- “Listen with our eyes as much as with our ears”
  - Means ???
- Listening responsiveness is associated with non-verbal communication such as:
  - Head nods
  - Forward –leaning posture
  - Direct eye contact
  - etc

# The right to remain silent....

- Intrepreting silences as agreement or disagreement
- **Listening fallacy 1:**  
‘You’re not interrupting me, therefore you must be agreeing with me.’
- **Corollary to fallacy 1:**  
If I am listening to you, and I find myself in disagreement with what you are saying, I must interrupt you; otherwise you will think that I am agreeing with you.

- **Listening fallacy 2:**  
‘When you listen to me without interrupting, that must mean that you are agreeing with me.’
- **Corollary to fallacy 2:**  
If after listening to me you mistakenly express disagreement with me, I will accuse you of just not listening. If I do this long enough, you will agree with me

# Active and Effective Listening

- It is not ‘passive state’
    - → simply receiving message
  - It involves: concentration, attention, and comprehension, responding
    - → actively participating
- Be Aware of “Barriers to effective listening”.

# Some Example...

- ‘As I understand it, the problem is ...  
[restatement]. Am I hearing you correctly?’
- ‘What I think you are saying is ...’
- ‘You feel that you didn’t get the proper treatment.’
- ‘I sense that you like the job but aren’t sure how to go about it.’

# Effective questioning...

- knowing the different types of questions that can be asked,
- and matching them to the situations we find ourselves in and the personalities with whom we interact.

# Effective Questioning.....

- “asking questions is a more powerful approach than it first appears.
  - Interviewing, presentation
- Allow you to know what unsaid by others
  - → more important than what is said

QUESTION TYPE	EXAMPLE
<b>Straightforward probe</b>	<p><b>'What do you want?'</b></p> <p><b>'What's this really about?'</b></p>
<b>Open</b>	<p><b>'What is it that you dislike about her?'</b></p> <p><b>'How can we improve the situation?'</b></p>
<b>Closed</b>	<p><b>'Is it her personality that irritates you?'</b></p> <p><b>'Will this improve the situation?'</b></p>

# Reframing 1

- **REFRAMING**
  - a set of techniques used to create new perspectives on issues and eliminate counterproductive toxic language
- Reframing can
  - create new and neutral perspectives on problems
  - open up new resources and ways of solving problems

# Reframing 2

- shift attention away from positions and towards interests
- Shift attention away from individual and mutually exclusive goals and towards superordinate or shared goals
- eliminate or neutralise unproductive and counterproductive rhetoric, inflammatory language, partisanship and bias (Livingwood 2003)

# Reframing 3: Strategy examples

Reframe type	Initial statement	Reframed version
Rephrasing the other's remarks, removing toxic or abusive language	'You're a low-down creep!'	'I can see that I irritate you, and I'm sorry about that. Is there something I could do in the next 24 hours that might make me less creep-like?'
Rephrasing, ignoring abuse and drawing out implications	'He can't be trusted with the money! He'd let his own children starve!'	'So you'd like to see a firm commitment on paper from Peter about maintenance, right?'

# Feedback 1

- Feedback is the advice, support and critique provided in response by one person to another
- Can be
  - Formal or informal
  - Brief or lengthy
  - Negative or positive

# Feedback 2

- Feedback can occur as
  - A spoken communication in private
  - A spoken communication in a public situation, such as a meeting
  - A written communication
  - An objective response, e.g. an award for achievement
  - Non-verbal communication, e.g. a frown, pat on the back or verbal inflection that reinforces or contradicts the words spoken

# Exercise...

- Pilih salah satu skenario ini :
  1. Menceritakan liburan yang baru dilalui
  2. Menceritakan apa yang akan dilakukan setelah di wisuda
- Bicarakan dengan partner anda:
  - a. Seorang bicara dan lainnya menulis apa yang dikatakan (vice versa)
  - b. Ceritakan kembali
  - c. Sharing di depan kelas

# Non-verbal communication

IF3094

**Komunikasi Antar Personal**

# Learning Objectives

- Explain the difference between body language and non-verbal communication
- Explain the importance of clustering and congruence for understanding — and avoiding misunderstanding — non-verbal communication

# Learning Objectives

- Use a visual model to explain different aspects of non-verbal communication such as gesture, posture, body movement, touch, eye contact, paralinguistics, environment and time
- Apply the concepts to better understand yourself

# Non-verbal Communication

## Lecture Topics

- Basic concepts
- Body structure and deep behaviour
- Head movements, facial expressions, eyes, voice, smell
- Gesture, posture
- Body movement, touching
- Clothing and adornment, personal space/territoriality
- Environment, time and cultural context

# NVC: basic concepts 1

- Non-verbal communication (NVC) can be very ambiguous: we should not presume that we can ‘read other people’s minds’ because of what we think they are ‘saying’ non-verbally
- We should not seize upon one gesture or posture in isolation — we need to recognise entire groups or **clusters** of non-verbal behaviour that suggest the same internal state of mind

# NVC: basic concepts 2



Source: Adapted from  
Eunson (1987).

# NVC basic concepts 3

## CONGRUENCE 1

- The extent to which verbal and non-verbal messages reinforce or contradict each other
- It is a false dichotomy to separate verbal and non-verbal communication
- Truly effective communication occurs when the two aspects are in harmony or congruent

# NVC basic concepts 4

## CONGRUENCE 2

- When they are not congruent with each other – when, for example, a friend says 'I'm okay, really', but her mournful expression, slumped posture and teary eyes indicate otherwise – then we need to pay attention to the imbalance between the two channels of communication

# NVC basic concepts 5

## CONGRUENCE 2

- In such circumstances, it sometimes makes sense to give more credence to the non-verbal than to the verbal message



**Perfect**



**Thumbs up**



**Stop**



**The 'fig'**

Commonly – everything's all right perfect  
France – worthless  
Japan – money  
Germany – rude  
Malta, Greece, Brazil – obscene

Commonly – all OK  
Australia, Iran – rude  
Nigeria – very offensive  
Japan – five  
Turkey – political rightist party

Commonly – stop, enough (person, car, action)  
Turkey – You get nothing from me  
W Africa – You have 5 fathers!

Turkey, Greece, Tunisia, Holland – obscene  
Russia – you get nothing from me  
Yugoslavia – you can't have it  
Brazil – good luck

# Body structure and deep behaviour: the medium is the message?

- Evolutionary psychology
  - conventional physical attractiveness and symmetry may be adaptive
  - that is, associated with physical robustness and thus more likely to lead to genetic survival and reproduction

# Body structure and deep behaviour: the medium is the message?

- Body type theory
  - Sheldon (1940s): body type (ectomorphic, endomorphic, mesomorphic) linked to temperament
  - Indian *Ayurvedic* system of healing also relates behaviour to three body types (*vata*, *pitta*, *kapha*)

# Head movements 1

- The ‘yes’ gesture (nodding the head up and down) and the ‘no’ gesture (moving the head side to side) are not universal
- Reverse meanings prevail in different parts of the world:
  - In parts of Bulgaria and Greece, for example, nodding means ‘no’, while in parts of the former Yugoslavia and southern India, shaking the head signifies ‘yes’

# Head movements 2

- We need to be aware that NVC can vary considerably from culture to culture

# Head movements 3

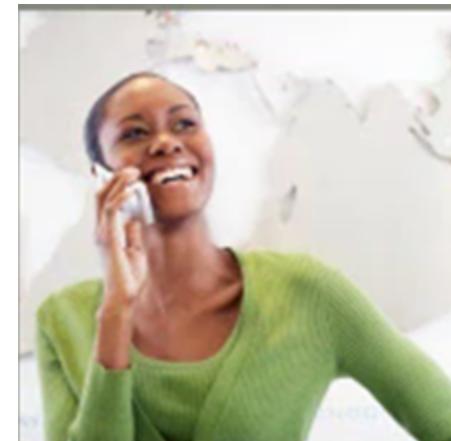
- In conversation, when people agree with the speaker, they tend to nod as the other speaks
- If a person doesn't nod, we may deduce that he or she disagrees with the speaker, and that impression will be borne out if this immobility is followed by a head shake

# Head movements 4

- When we are listening effectively, we indulge in **backchanneling** — that is, we give non-verbal and paraverbal feedback by nodding, smiling and emitting ‘friendly grunts’ ('Uh huh...', 'mmm...hmm...')

# Facial expressions 1

- The face reveals much of our emotional disposition, and there are strong cultural and social messages involved in suppressing or expressing those emotions
  - In Japanese culture, and to a lesser extent British culture, great value is placed on not revealing emotions, thereby demonstrating the desired characteristics of self-control



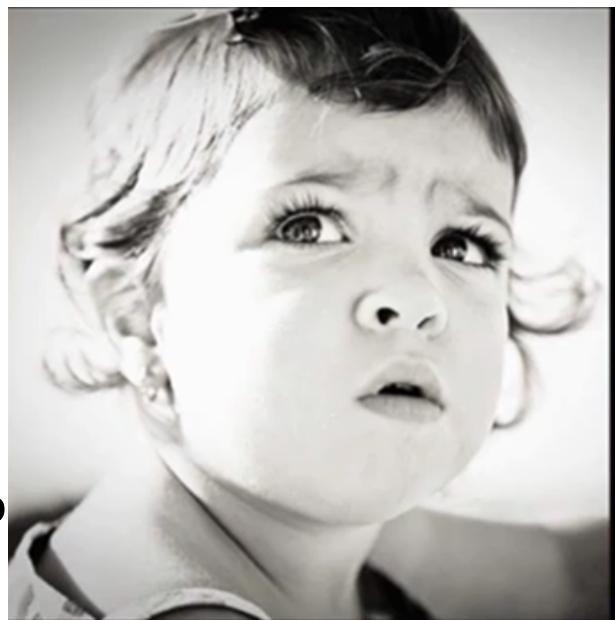
# Facial expressions 2

- High-status people
  - May smile less often, but are smiled at more by subordinates
- Smiling in many situations is a positive and spontaneous response
  - In the workplace, however, there is increasing pressure on staff to smile at customers and clients, whether or not they like those customers or clients — **emotional labour**



# Eyes 1

- Eye contact, or direct gaze, means different things to different people
  - Euro-American, Saudi Arabian, Korean and Thai people tend to regard a direct gaze as a desirable characteristic indicating openness and honesty
- In other cultures, an averted gaze indicates respect
  - Japanese, Mexican, West African and Puerto Rican cultures
- There is potential for misunderstanding here



# Eyes 2



GAZE BEHAVIOUR MAY INCREASE WHEN	GAZE BEHAVIOUR MAY DECREASE WHEN
<ul style="list-style-type: none"><li>• People are discussing easy, interpersonal topics</li><li>• At least one person likes or loves the other</li><li>• At least one person is an extrovert</li><li>• At least one person is listening rather than talking</li><li>• At least one person belongs to a culture that emphasises direct eye contact during interaction.</li></ul>	<ul style="list-style-type: none"><li>• People are discussing difficult, intimate topics</li><li>• At least one person dislikes the other</li><li>• At least one person present is an introvert</li><li>• At least one person is talking, not listening</li><li>• At least one person belongs to a culture that imposes sanctions on direct eye contact during interaction</li></ul>

# Voice 1

## Paralinguistic changes

- The properties of voices, separate from the words being spoken, that can convey meanings
- Can substantially modify the meaning of the words we use
  - differences in emphasis, volume, pitch, inflection, nasality and articulation
- Can also give indications of geographical origins and socioeconomic class

# Voice 2

## Pitch

- We tend to pitch our voices higher when we are dealing with people we know
- Deception may be suggested in heightened pitch and in the use of non-word interjections and partial words
- Generally, males pitch their voices lower than do females

# Voice 3

## Inflection

- Voice inflection is related to pitch. Upward inflection, or high-rising tone, is used conventionally when we ask questions: we are trying to cue a response
- We may upwardly inflect or downwardly inflect when we are ready to stop talking and yield the floor to another person (this cue is often accompanied by eye contact)
- Continual high-rising tone tends to be associated with immaturity or lack of confidence

# Smell

- Chemicals known as pheromones appear to be key signals in sexual behaviour, although the exact workings of such communication in humans is still not well understood
- In western societies, smell is virtually a taboo topic, because it is bound up with norms of cleanliness, health and attractiveness
- Because it is often difficult to get feedback on our own body smell, many of us are persuaded to assume the worst and take corrective action

# Gesture 1

- Gestures are movements of the body, especially the hands or arms, that express an idea or emotion
- Some cultures are physically more expressive, while others are more subdued
- An innocent gesture in one culture might be seen as insulting in another



# Gesture 2

- **Apathy:** shrugging the shoulders, restricting movement and gestures, hands in pockets
- **Disapproval:** picking lint off clothing, moving items away, refusing eye contact, lowering the voice
- **Approval:** thumbs up, ‘A-OK’ finger gestures, ‘you’re the man’ finger-pointing



# Gesture 3

- ***Confidence***: hands on hips, thumbs in belt or pockets, swaggering gait, erect posture
- ***Arrogance***: steepling of hands, feet up on desk, dismissive waving

# Posture 1

- Posture relates to body movements and disposition
- To lower the body towards someone else (bowing) is a universal sign of respect, and sometimes even defeat
- Aggression can be shown by a rigid body, with shoulders raised, both signals of readiness for physical combat
- Defeat or depression are indicated by a slumped posture

# Posture 2

## Mirroring/postural echo

- Admiration for or empathy with another person can be manifested in a postural echo, or a mirroring of the admired person's posture
  - Other aspects of the admired person's non-verbal communication may also be knowingly or unknowingly copied

# Posture 3

You can create empathy with another person by mirroring, but you can also create disquiet and even anger if the person perceives that you are mimicking or attempting to manipulate them

# Body movement 1

## Orientation

- Orientation, or the attitude, inclination or body angle we adopt in relation to others can send powerful non-verbal messages
- If we are interested in someone, we tend to face him or her squarely
- The less interested we are, whether through hostility or indifference, the more we tend to orientate ourselves away from the person

# Body movement 2

## Synchronisation

- Synchronisation is an interactive process that helps define relationships between individuals
  - the greater the rapport between them, the greater their synchronisation
- Interpersonal conflicts can ensue when individuals are out of synchrony with one another

# Touching 1

- Touch is recognised as a basic human need, but the degree to which individuals touch one another varies considerably from culture to culture, as well as within cultures
- High-contact cultures
  - Arab peoples, Latin Americans, Russians, most South-East Asians and southern Europeans

# Touching 2

- Low-contact cultures
  - People of Anglo-Saxon origin, Scandinavians, Japanese, Koreans and Chinese

# Touching 3

- Touch can be usefully classified into five types:
  1. Functional / professional
  2. Social / polite
  3. Friendship / warmth
  4. Love / intimacy
  5. Sexual / arousal



(Johnson 1998)

# Clothing and adornment 1

- Clothes and bodily adornment are used primarily to protect us from the elements and to send social and sexual messages
- ‘Adornment’ in this sense includes both
  - physical decoration
  - body modification



# Clothing and adornment 2

- All of these are social inventions of different cultures whose broad purpose is to emit messages of attractiveness, submission or dominance

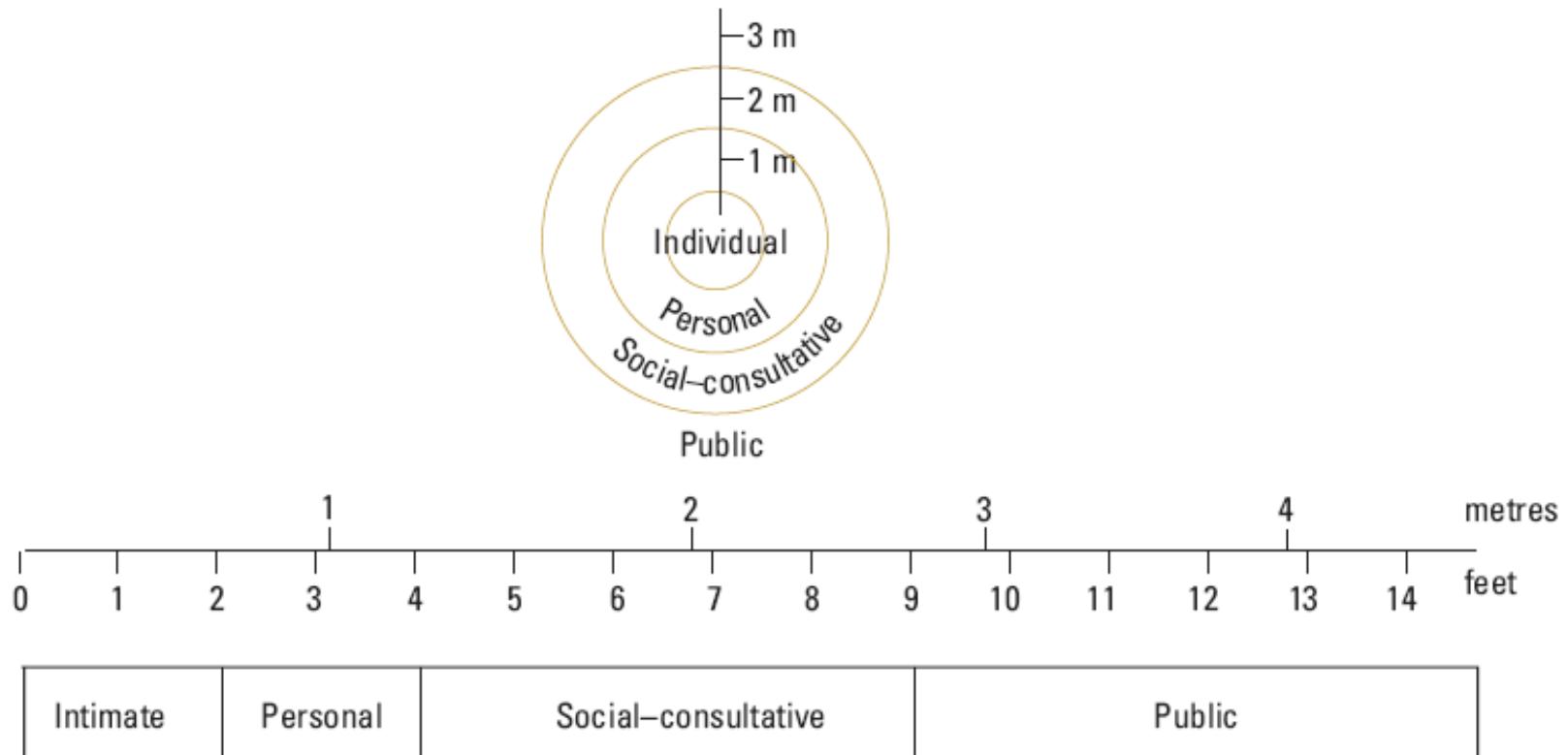
# Clothing and adornment 3

- *Indication of leisurely life (without need to work)*: delicate, light-coloured fabrics; long fingernails; suntan; tracksuits
- *Display of group identification*: uniforms; common clothing styles or bodily adornments; judges' gowns and wigs; sporting team insignia

# Clothing and adornment 4

- *Display of wealth/status*: brand-name clothes, watches, jewellery; expensive accessories; rank insignia
- *Displays of dominance/threat*: shoulder pads, body piercing, tattoos, leather clothing, tight clothing, sunglasses, heavy boots

# Personal space / territoriality 1



Source: Adapted from Hall (1966).

# Personal space / territoriality 2

- Personal space varies considerably between cultures and classes, and even between the sexes
  - Many males demand more personal space than many females
  - People from rural areas may have higher personal space needs than people from city areas
  - Intercultural conflict can arise if norms about space and touch are not understood

# Environment

- The physical environment in which we find ourselves can itself be a powerful mode of communication
  - ‘We shape our buildings; thereafter they shape us’ – Winston Churchill
- Building architecture, room size and shape, furniture, interior decoration and climate can all communicate strong messages to those who use or visit them

# Time and cultural context 1

	High context	Low context
Identification	Group	Individual
Sensory involvement	High (low personal space needs, high-contact touch behaviour)	Low (high personal space needs, low-contact touch behaviour)
Messages	Implicit: embedded in social context: ritual, personal relationships, personal word as guarantee	Explicit: words carry most information (emphasis on legal documents etc.)
Time sense/chronicity	Polychronic: multiple times. Time is circular. Events proceed at their own pace. Multiple events occur simultaneously (e.g. different people in room working on different tasks)	Monochronic. One time only. Time is linear. Events happen sequentially. Punctuality, scheduling, planning very important

Source: Adapted from Hall (1977).

# Time and cultural context 2

**It may be useful to distinguish between**

- *Monochrons* (people who prefer work to be structured in linear flows, with a minimum of interruptions)
- *Polychrons* (people who are happy to work on multiple projects at the same time, and who don't get thrown by interruptions)

# Summary

- Basic concepts
- Body structure and deep behaviour
- Head movements, facial expressions, eyes, voice, smell
- Gesture, posture
- Body movement, touching
- Clothing and adornment, personal space/territoriality
- Environment, time and cultural context