

RISK AND RESILIENCE BOOTCAMP



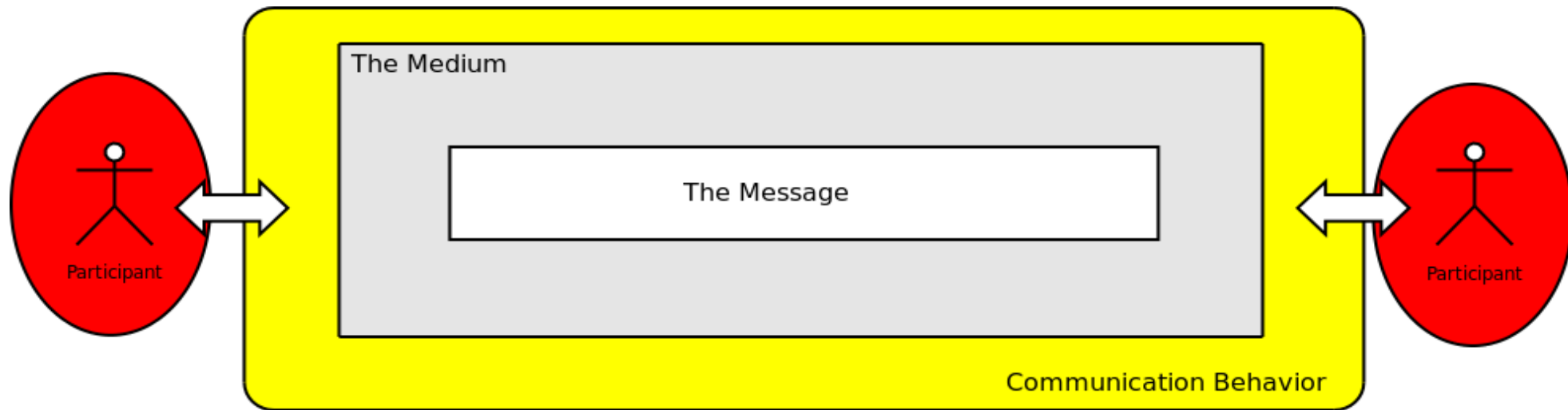


COMMUNICATION SKILLS

This module introduces and explores dimensions of communications skills



THE MODEL



THE MODEL

- In this first section, we are going to focus on the roles of the participants in communication
- The fundamental theme of this section is that different kinds of people tend to communicate differently
- The first step to being an effective communicator is to be able to understand the differences in peoples' communications styles and how to adapt your communication strategies to be effective with different styles

PEOPLE LITERACY

- People literacy is the ability to adopt another person's point of view and understand their style of acting, thinking and feeling in a given environment.
 - This is not empathy – we do not have to feel what the other person is feeling to understand what they are feeling in a particular context
- People literacy, for this course, is defined as being able to:
 - Identify another's behavioral style.
 - Identify their motivations within a specific environment.
 - Understand their perceptions of that environment.
 - Identify the underlying content and issues of their communications with us and others.
 - Conduct a communication with them that "speaks their language" and that they are open to receiving.
 - Deliver and get our messages across to them in a way that produces results.

PEOPLE LITERACY

- Some fundamental axioms:
 - All actions are self-motivated – even the choice to take no action
 - We cannot motivate others, but we can create an environment that will motivate people to a particular action.
 - People do things for their reasons, not our reasons.
 - If you understand what motivates me better than I understand what motivates you, then you control the communications between us
 - If you understand what motivates me better than I do, then you can control me
 - A fundamental point:
 - My environment is what I perceive it to be, not necessarily what is objectively there

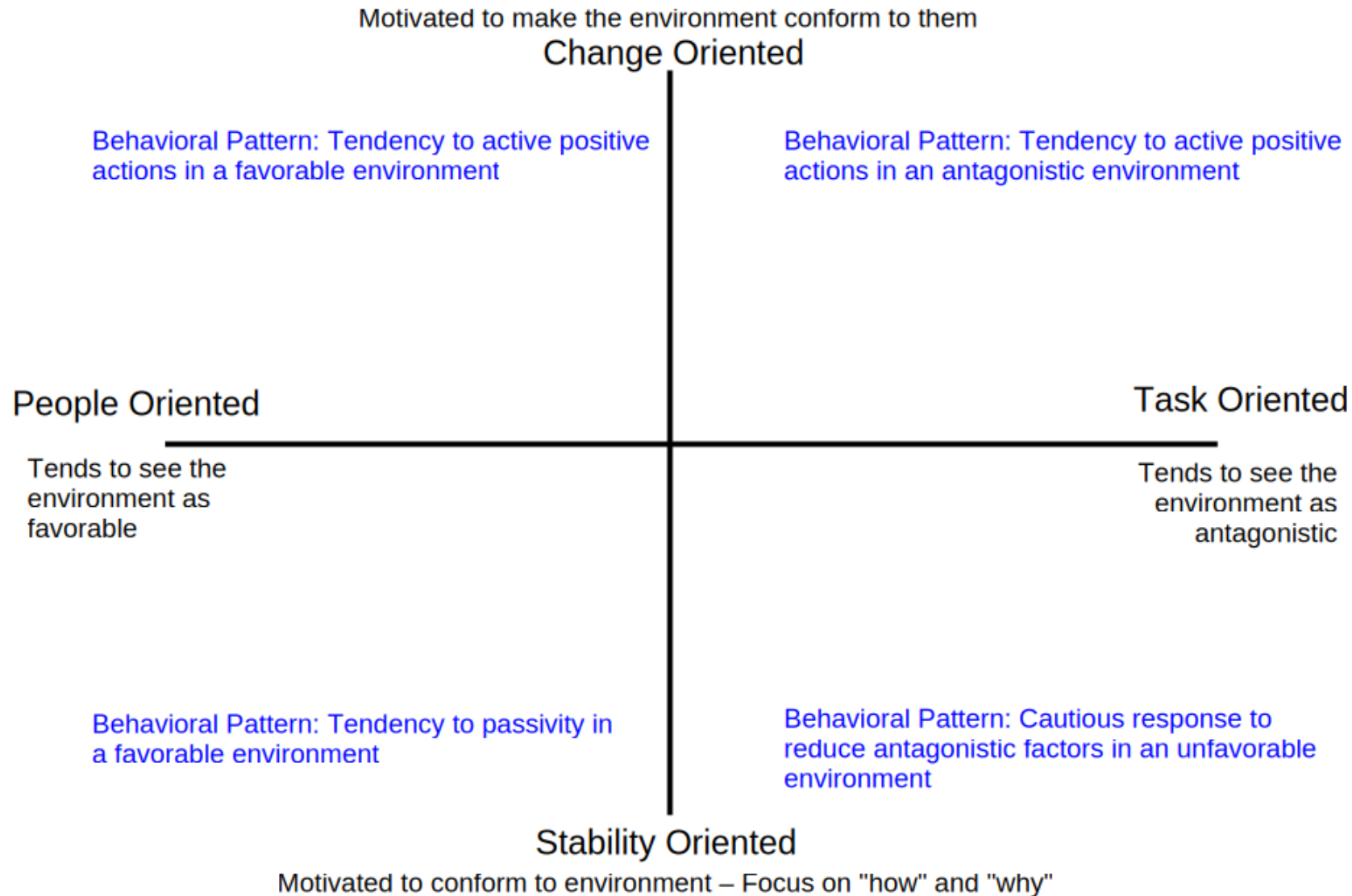
THE MARSTON MODEL

- This is the model that was discussed earlier in the course
 - Dr. William Moulton Marston (1893 – 1947) developed the theoretical basis for this model in his 1928 book *The Emotions of Normal People*
 - Of course, Marston was not the first to develop a 4-style system.
 - The classical Greeks established four basic personality types:
 - Choleric
 - Melancholic
 - Phlegmatic
 - Sanguine

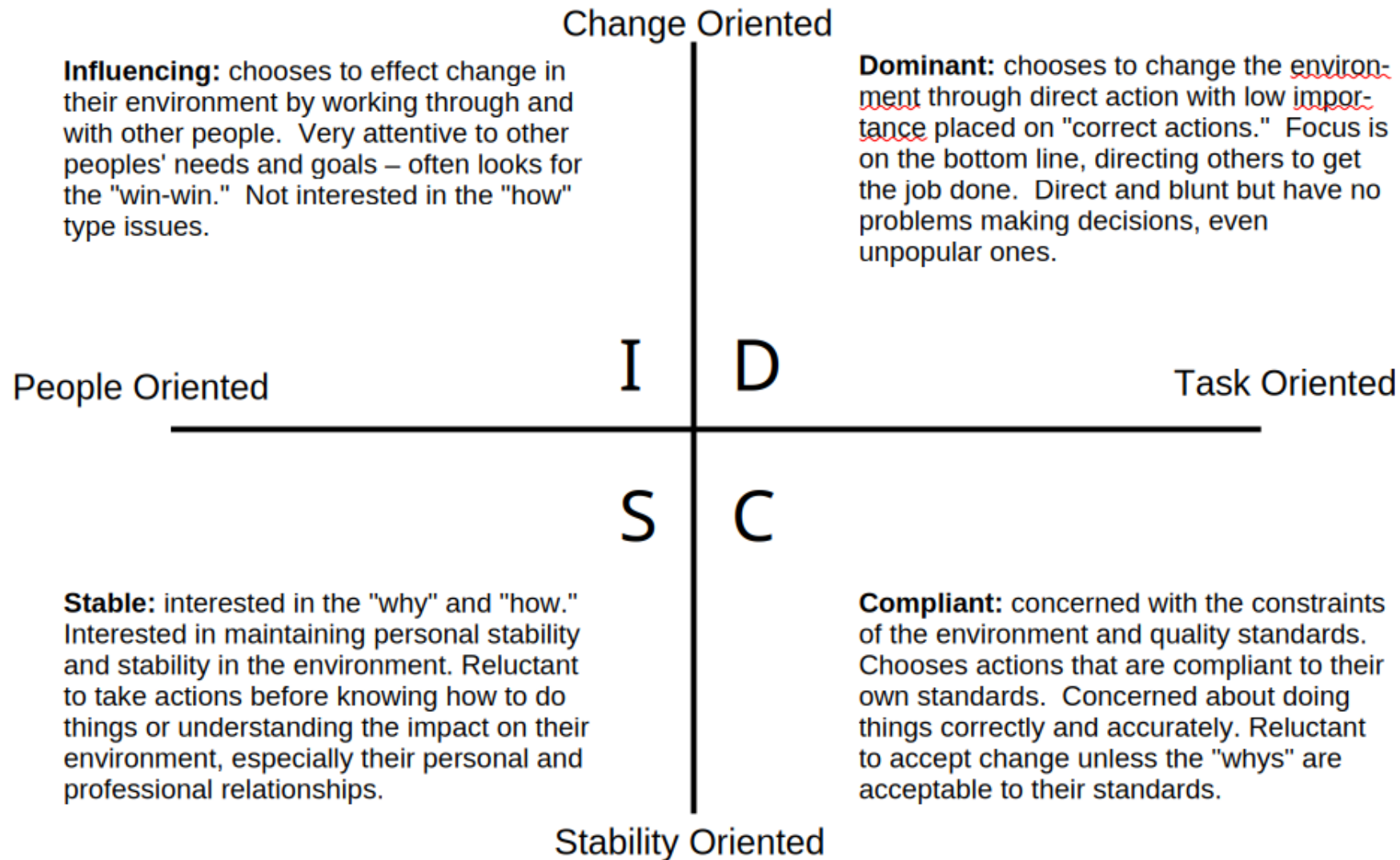
BEHAVIORAL STYLE

- A behavioral style (or pattern) is cluster of preferred behaviors used to respond to stimuli in a specific situation
 - People often display different styles in different environments
 - As we mature, we learn to use various styles to adapt and respond to different or novel situations
 - While we can display different styles, there is usually one style in each environment which is our preferred or natural style
- Our natural style in an environment is one that:
 - Takes the least amount of energy for us to manifest, and can actually energize us as we manifest it
 - We tend to manifest when we are tired or under stress
 - Tends to be consistent with our own personal beliefs and opinions
 - Is the one we tend to display when we are "being ourselves"
 - As we mature, we may find our preferred styles changing as a result of our life experiences

THE TWO DRIVERS



THE PROTOTYPICAL STYLES



THE DOMINANT STYLE

The High "D" Characteristics

Direct and Results-oriented

Egocentric

Daring

Domineering

Demanding

Forceful

Aggressive

Competitive

Decisive

Inquisitive

Self-assured

Quick

Risk-taker

The Low "D" Characteristics

Modest

Cautious

Weighs Pros and Cons

Fact-seeker

Mild

Quiet

Unassuming

Self-critical

Calculated Risk-taker

THE DOMINANT STYLE

Tendencies include:

- Getting immediate results
- Initiating and causing action
- Accepting challenges
- Making quick decisions
- Questioning the status quo
- Taking authority
- Managing trouble
- Solving problems

Prefers an environment that includes

- Power and authority
- Prestige, position and material rewards
- Opportunity for individual accomplishments -- results
- Wide scope of operations
- Direct answers and know "bottom-line" payoffs
- Opportunity for advancement
- Freedom from controls, details and supervision
- Many new and varied activities
- Efficiency of operation
- Challenges

D COMMUNICATION STRATEGIES

- Be clear, specific, brief and to the point – use communication time efficiently
- Stick to business; come prepared with all requirements, objectives and support material in a well-organized package
- Present the facts logically and plan your presentation efficiently and concisely
- Stick to factual and "what" questions

D COMMUNICATION STRATEGIES

- Provide key alternatives and present the choices they can decide among
- Provide facts and figures about the probability of success and effectiveness of the options
- If you disagree, take issue with the facts, not the person
- Motivate and persuade by referring to objectives and results
- Support, maintain and use discretion
- Always end the communication graciously

THE INFLUENCING STYLE

The High "I" Characteristics

Enthusiastic
Gregarious
Generous
Influential
Persuasive
Affable and Friendly
Confident
Trusting
Poised and Charming
Sociable
Impulsive
Sensitive
Self-promoting

The Low "I" Characteristics

Factual
Logical
Reserved
Reflective
Suspicious
Reticent
Retiring
Pessimistic
Aloof
Withdrawn
Controlled
Discriminating

THE INFLUENCING STYLE

Tendencies include:

- Contacting people
- Making a favorable impression
- Verbalizing with articulateness
- Creating a motivational environment
- Generating enthusiasm
- Entertaining people
- Desiring to help others
- Participating in a group

Prefers an environment that includes

- Popularity and social recognition
- Public recognition of ability
- Noteworthy rewards
- Freedom of expression
- Group activities outside the job
- Casual and warm relationships
- Freedom from control and detail
- People to talk to
- Approval and friendliness
- Identification with others

I COMMUNICATION STRATEGIES

- Plan an interaction that supports their dreams, feelings and intuitions; use time to be stimulating with enough time to be sociable yet fast-moving
- Allow time for relating and socializing
- Talk about people and their goals; opinions they find stimulating
- Don't deal with extensive details; put them in writing; pin them down to modes of action

I COMMUNICATION STRATEGIES

- Ask for their opinions and ideas regarding people
- Provide ideas and suggestions for implementing action
- Provide evidence for your statements in the form of testimonials from people they see as important or prominent
- Offer special, immediate and extra incentives for their willingness to take risks
- Continue supporting the relationship in a casual and informal way

THE STABLE STYLE

Tendencies include:

- Contacting people
- Making a favorable impression
- Verbalizing with articulateness
- Creating a motivational environment
- Generating enthusiasm
- Entertaining people
- Desiring to help others
- Participating in a group

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- Popularity and social recognition
- Public recognition of ability
- Noteworthy rewards
- Freedom of expression
- Group activities outside the job
- Casual and warm relationships
- Freedom from control and detail
- People to talk to
- Approval and friendliness
- Identification with others

THE STABLE STYLE

Tendencies include:

- Performing an accepted work pattern
- Sitting or staying in one place
- Demonstrating patience
- Developing specialized skills
- Concentrating on the task
- Showing loyalty
- Being a good listener
- Calming excited people

Prefers an environment that includes

- Security of the situation
- Status quo unless given good reasons for change and time to adjust to changes
- Minimal work infringement on home life
- Credit for work accomplished and recognition of service
- Limited territory
- Sincere appreciation
- Identification with a group
- Traditional procedures and opportunity to specialize

S COMMUNICATION STRATEGIES

- Always break the ice and spend time being agreeable and to reaffirm a personal commitment
- Show sincere interest in them as people; find areas of common involvement and be candid and open
- Patiently draw out personal goals and work with them to help them achieve these goals; listen and be responsive
- Present your case softly and in a non-threatening manner, use lots of "how" questions to draw out their opinions

S COMMUNICATION STRATEGIES

- If you agree too easily, probe for areas of disagreement; if you disagree look at personal reasons or hurt feelings as a possible cause
- Keep things informal but organized
- Identify ways to minimize risk if they are balking at change and provide assurances that the results of change will be positive
- Backup personal assurances with concrete guarantees, with individual contributions in writing

THE COMPLIANT STYLE

The High "C" Characteristics

Conscientious
Evasive
Precise
Systematic
Diplomatic
Accurate
Restrained
Sensitive
Perfectionist
Critical
Factual
Discrete
Analytical

The Low "C" Characteristics

Persistent
Stubborn
Tactless
Opinionated
Arbitrary
Disorganized
Sarcastic
Rebellious
Defiant
Obstinate
Firm
Self-tolerant

THE COMPLIANT STYLE

Tendencies include:

- Attention to key directives and standards
- Concentrating on key details
- Working under known and controlled circumstances
- Being diplomatic with people
- Checking for accuracy
- Critical thinking
- Critical of performance
- Complying with authority

Prefers an environment that includes:

- Known operating procedures
- Limited exposure and a sheltered environment
- Reassurance
- No sudden or abrupt changes
- Personal autonomy
- Personal responsiveness to their efforts and door openers who call attention to their accomplishments
- Status quo unless quality assured; references, verification

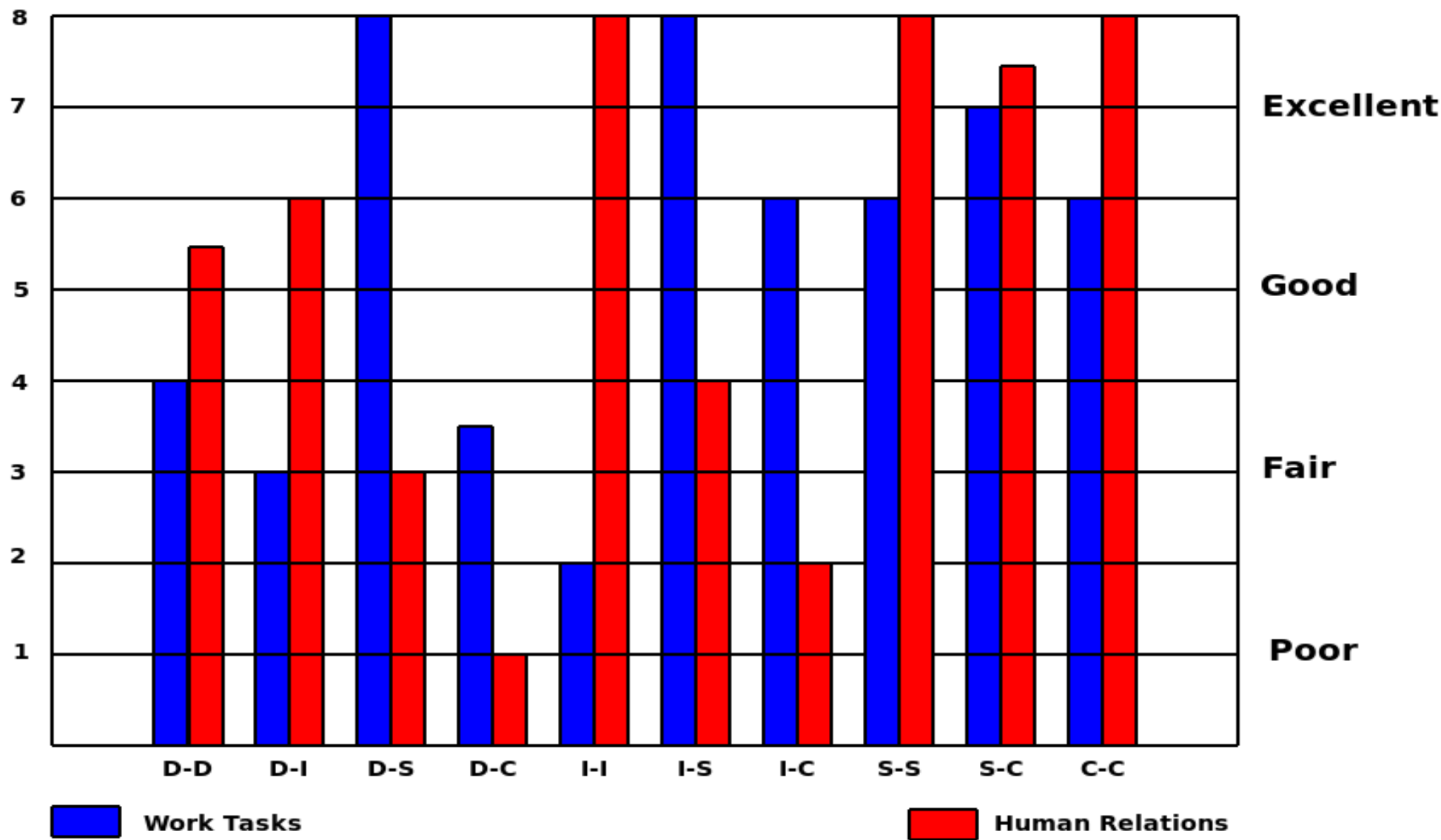
C COMMUNICATION STRATEGIES

- Know your case in advance and be accurate. Never try to con a C
- Approach then in a direct but laid-back manner and stick to business
- Use a methodical approach with a fair evaluation of the pros and cons of your positions
- Present specifics and be sure you deliver on what you say you will
- Draw up step by step timelines for implementing action with them and assure them that there won't be any surprises

C COMMUNICATION STRATEGIES

- If you agree, follow through and if you disagree, make an organized presentation of your position and ask them for input
- Be prepared to verify your statements and to give the time to verify your facts. That means be accurate and realistic in your statements
- Back up your claims with solid, tangible and practical evidence
- Don't make guarantees over the long term without providing "what if" options

STYLES COMPATIBILITY



HANDLING AN ANGRY PERSON

- Whenever we deal with an angry person, whether it is a customer, employee or personal relationship, we are dealing with a communication situation
- In most cases, bringing an angry confrontation to a successful resolution is the result of one party the other that can
 - Read between the lines of the verbal fusillade to see what the real issues are from the other person's perspective
 - To respond with a message that is appropriate to the style the other person

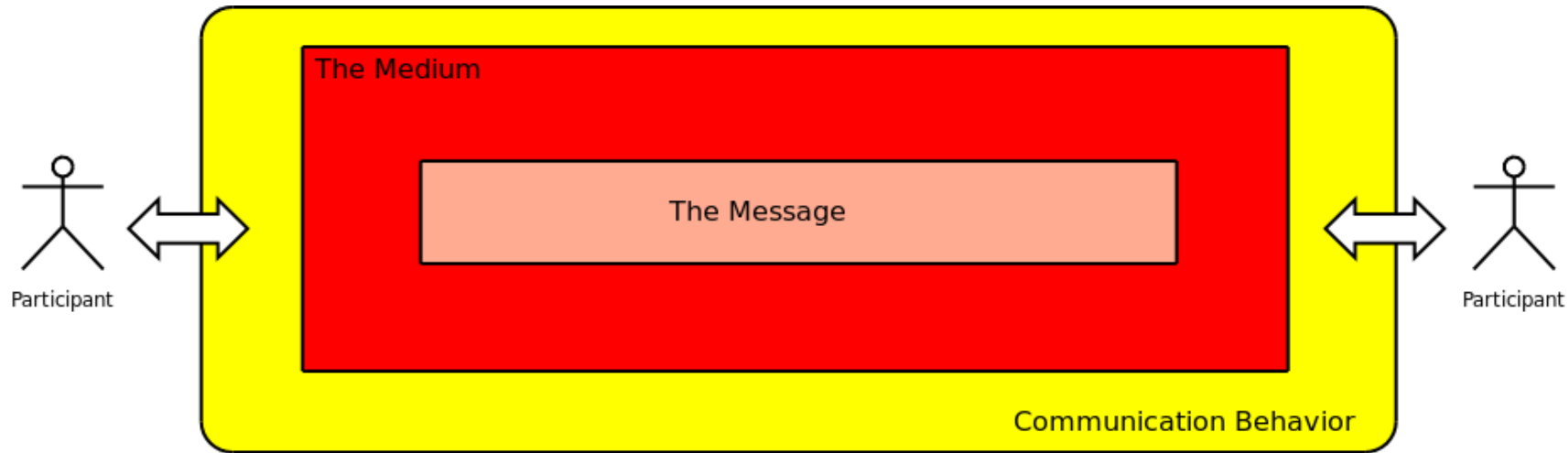
HANDLING AN ANGRY PERSON

- A variant of this process is taught as the EASE method of handling angry customers
 - **Empathize:** Understand that the other person's anger is justified from their perspective. Tell them that you would feel the same way too if you were in their situation
 - **Ask:** Get the other person to provide the facts of the situation
 - **Suggest:** Get the complaining person to suggest a solution
 - **Enable** (or enact): Resolve the situation by applying the agreed upon remedy

THE PLATINUM RULE

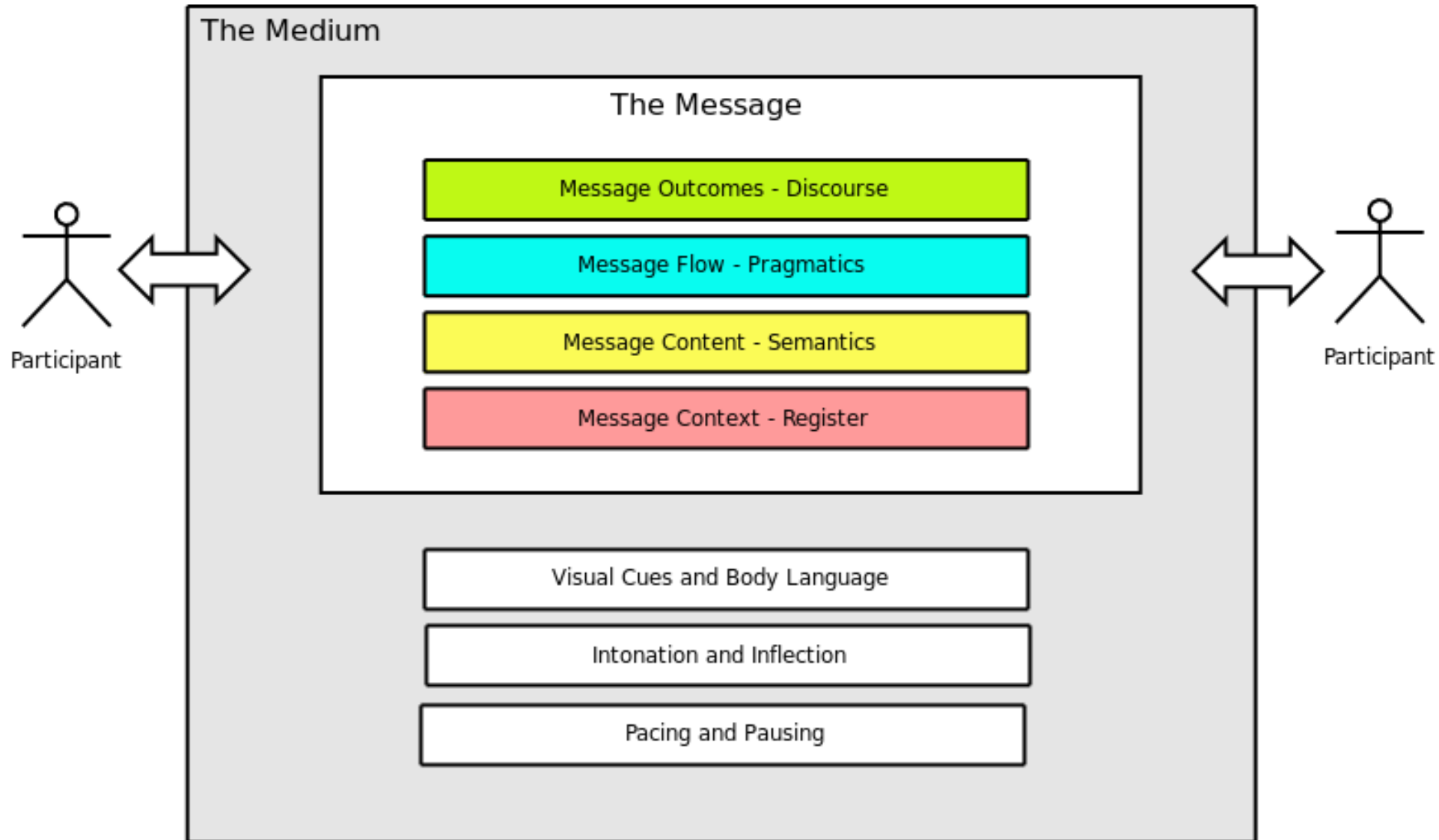
- The Silver Rule
 - Don't do unto others what you wouldn't want them to do unto you
- The Golden Rule
 - Do unto others as you want them to do unto you
- The Platinum Rule
 - Do unto others what they would want you to do unto them
- The golden rule is deficient since it implies
 - If I am D, I would treat every one else as a D, and other styles, like a S, do not want to be treated as if they are D's
- We make EASE better by
 - Understanding the things that provoke anger for the other person's style
 - What the objective of displaying anger is for the other person's style
 - What resolution would be appropriate for the other person's style

THE MESSAGE



- In this section, we are going to focus on the message/medium aspect of the communication
 - The fundamental theme is that message is made up of a number of dimensions that skilled communicators can manipulate effectively
 - And that the medium that the message is sent over can also be manipulated by skilled communicators to change the message they are sending

THE STRUCTURE OF A COMMUNICATION



DISCOURSE MODES

- People use messages to accomplish specific outcomes
 - A discourse mode can be thought of as a way of structuring and presenting a message to get a certain outcome
 - Discourse modes, based on cross linguistic studies, seem to be universal
- The main discourse modes are
 - **Narrative:** About specific people, events and things. The flow of the narrative is tied to the progression of the story
 - **Description:** About events and things. The flow of the discourse moves spatially through the scene being described

DISCOURSE MODES

- The main discourse modes are (cont)
 - **Report:** About specific events and things and their relationships. The flow of the discourse follows logical sequences described from "speech time"
 - **Information:** General descriptions of relationships. Flow of the discourse is through a series of topics and is atemporal
 - **Argument:** Presentation of general facts, propositions and relationships to convince or persuade. The flow of the discourse is through the logical steps of the arguments

DIALOGUES AND MONOLOGUES

	Monologue	Dialogue
Narrative	Story, fable	"Let me tell you what I did last night"
Description	Travelogue, Wanted Poster	"You should have seen my blind date."
Report	News Report	Briefing, Debriefing
Information	"How to". Manual, Recipe	Tutoring, Interrogation
Argument	Sermon, Pep Talk	Debate, Quarrel

DISCOURSE OBJECTIVES

- Narrative
 - To tell a story, usually following a specific person on event in temporal flow and point of view
- Description
 - To create a depiction of a person place or thing at a moment in time
- Report
 - To present events and individuals from the speakers point of view in current time.
- Information
 - To present a sequence of facts or steps that focuses on the logical flow of information
- Argument
 - To convince or persuade

COMMUNICATIONS SKILL

- We intuitively can recognize and use these modes without being aware of them
- Effective communication means being able to
 - Identify the discourse modes you encounter in a communication
 - Ensure the discourse mode of a communication is appropriate for your objectives, i.e. what you want the communication to accomplish
 - Be able to change the discourse mode if it is not appropriate for your objectives

COMMUNICATIONS SKILL

- We also encounter speakers who do not use an appropriate discourse mode for what they want to accomplish with the communication
 - As effective listeners, we can look past the mode to the actual content
 - For example, children often use an argument mode when they really should have been using a report mode
- We can also change the impact and effect of our message by using an unexpected mode to grab the listeners' attention
- For example, using a narrative mode instead of an argument mode

PRAGMATICS AND MESSAGE FLOW

- The pragmatics of message is how the various "thoughts" or "topics" of the message are structured so that they can be understood by the receiver of the communication
- Poor pragmatics in a message usually results in the listener wondering "What is that person talking about anyway?"

PRAGMATICS AND MESSAGE FLOW

- The basic rules of pragmatics are
 - Talk about one topic at a time
 - If you switch topics, let the listener know
 - If you deviate from the expected flow of the discourse, let the listener know
 - Follow the rules of flow for the discourse mode you are using
 - Backtrack and try again if the listener does not understand
- Rules of pragmatics are universal.
 - Pragmatic markers are often part of the syntax of a language

PRAGMATICS: TOPIC AND COMMENT

- Topic – what we are talking about
- Comment – the information we are presenting about the topic
- In the narrative below, we see an example of topic continuity
 - Each time the topic switches, the pragmatic marker is highlighted in red
 - When John is the topic, the text is in black, and when the other guy is the topic, the text is in green
 - Knowing the topic enables us to keep track of what "he" refers to

Let me tell you about John. He is a good friend of mine, but he does like to drink a little too much. One evening, he headed off to the local pub for a couple of brews. After a few, this guy walked in who John used to work with. He really hated this guy. **As for the new guy, he didn't really feel any which way about John so he just got himself a table and ordered a rum and coke.** John kept staring at the guy and got madder and madder until he finally got up and went over to where he was sitting. He started cussing him until the guy laughed in his face. So he hit him.

WHY TOPIC FLOW IS IMPORTANT

- The person that controls the flow of topics controls the communication.
 - In most communications, the control over topics tends to pass back and forth between the participants, especially in informal communications
 - In more structured communications, the control over the topic flow is much more formally established
 - Eg. In a job interview, being stopped for speeding, ordering lunch.
- It is possible to subvert the normal flow of control over the flow of topics
 - An effective communications skill is learning how to prevent someone else from hijacking a communication by being able to identify and block these subversions
- The most effective way of controlling a topic flow is by asking a question
 - Questions are used to introduce new topics or return to old topics
 - As we shall see in the next module, the social context of the conversation makes questions very powerful

DISCOURSE FLOW

- One of the fundamental rules of discourse flow is "iconicity"
 - The distance between two things in discourse mirrors the actual distance between them
 - Distance is measured in terms of logical connectedness, or their separation in time or space
 - In the second sentence, the implication is that John and Mary went to the movies together, while the first does not make that implication
 - John when to the movies and Mary went to the movies
 - John and Mary went to the movies
 - In the second sentence, the implication is that the eating immediately followed the cooking, while the first does not have that implication
 - I cooked a steak. I ate it.
 - I cooked and ate a steak
 - In the second sentence, the implication is that the horse and wagon are physically in the same location
 - I saw a horse today and I saw a wagon
 - I saw a horse and wagon today

DISCOURSE FLOW

- Another form of iconicity has to do with sequencing
 - The order of event in the discourse generally mirrors their causal or temporal ordering.
 - Consider the following sentences
 - Paul was shot three times by a mugger. He died last night.
 - I got up this morning, had a shower and got dressed.
 - I got up this morning, got dressed and had a shower.
 - I got up this morning, got dressed and then had a shower.
 - The first sentence shows an example of logical sequencing, the implication is that Paul died as a result of being shot
 - The second sentence implies that I got dressed after I had a shower
 - Interestingly enough, in experiments when subjects listened to the third sentence and asked to repeat it, most responded with the second sentence
 - In the fourth sentence, we see an explicit marker that overrides the implied time sequence of events

WHY ICONICITY IS IMPORTANT

- How a discourse is structured adds meaning to the semantics of the words and sentences
 - Many people use these discourse elements to add "unstated" implications and meanings to their messages
 - This is a normal part of speech and usually is not a problem
- However, it can be used to make "deniable assertions,"
 - Because these deniable assertions are not associated with a specific sentence or statement, it is possible to innocently state afterward "But I never said that!"
- Understanding how these pragmatic mechanisms works allow you to
 - Identify when these are being used on you
 - Be able to challenge someone in order to force them to assert exactly what they imply
 - Help you avoid implying something you don't mean

THE SOCIAL CONTENT OF A COMMUNICATION

- There are two primary dimensions of social information encoded into every conversation
 - The first is information about the level of formality of the conversation
 - We call this the the social distance between the participants
 - This information is always encoded into a communication
 - The second is information about what we call the axis of solidarity and power
 - This information is used to describe either a bond between the two participants, or a subservient relationship
 - This information is not always present, although the structure of some languages, like French, ensure it is always present even if not used
- In every communication, this social information is used to enhance or modify the effectiveness of the communication

LINGUISTIC REGISTER

- A register is a form of a language that is used in a specific social context
- Every aspect of a language may vary within a register
 - Pronunciation, word choice, sentence structure, discourse forms, grammar, inflections, pitch, intonation patterns, pacing and other dimension of the communication
 - One of the problems we have in learning a language is not the acquisition of the language itself, but learning all the different registers and when to use them
- A common register that we are generally unaware of in our normal speech is a gender register
 - English has a special register that only women use
 - Men who use female forms are identified as sounding "effeminate"
 - In some languages, women actually speak a distinct dialect among themselves

THE HYMES UNIVERSAL

- Social distance is iconically represented in a message
 - The length of the message mirrors the amount of social distance
- The length of the message may be represented by
 - The pacing and time to deliver the message
 - The length and complexity of the words
 - *Isn't* versus *is not*
 - *Car* versus *automobile*.
 - The complexity of the grammatical constructions and number of linguistic units used
 - John submitted the report.
 - The report has been submitted by John.
 - The report has been properly and duly submitted by an individual identified as John.
- You can use the Hymes Universal to modify the social distance as well by choosing more or less formal language structures

POWER AND SOLIDARITY

- Language can be used to express power relationships and solidarity relationships between and within social groups
 - Power relationships are illustrated by the use of the French pronouns tu and vous
 - Although the usage is more fluid now, historically we used "vous" to address superiors, and "tu" to equals to express solidarity and to inferiors to express power
- Solidarity is more well attested
 - Groups differentiate themselves from the mainstream by developing a private register, which many include a jargon
 - Group solidarity is shown by using the private register when talking to another group member

SEMANTICS

- The semantics of a communication refers to what the communication means
 - We have seen that what we say can mean something other than what is stated and can imply things without saying them
 - We normally think of semantics as dealing with the meanings of words
 - This is a very large subject so we will only touch on three points or observations about semantics that are relevant for this course
- Observation 1
- Meanings of words interact with pragmatics to create different kinds of messages
 - Consider the difference between the statements
 - He stood up.
 - He stood himself up.
 - He stood up himself
 - Or
 - He went shopping for a car.
 - He went car shopping.

SEMANTICS

- Observation 2
- There are no synonyms
 - We have all learned in school that synonyms are two words that mean the same
 - However, in reality, while some word share similar meanings, for any pair of putative synonyms, there is always at least one place where you could use one of the pair but not the other
- Observation 3
- Word meanings are not fixed
 - All of our word meanings are idiosyncratic
 - We have a set of more or less common meanings that we more or less agree on
 - But my meanings are not your meanings

INTONATION AND INFLECTION

- Intonation refers to the tonal contour of a sentence
- Inflection refers to the emphasis on the individual word groups within a sentence
- Inflections and intonations tend to convey speaker opinions about the message they are sending or about the receiver of the message
- Best way to understand is to jump into some examples....

GESTURE

- Gestures, including facial expressions, are an alternative channel for communication within a message context
 - Gestures are much more efficient than speech because they pack a lot of information into a small symbolic representation
 - Gestures are either stylized and register specific or are idiosyncratic
 - Idiosyncratic gestures are those that have meaning to a small number of communicators
 - These gestures depend on "shared cognitive space"
 - "They had been married so long that they could converse all day long without saying a word, all they needed to do was look at each other in a particular way and one would know exactly what the other was thinking"

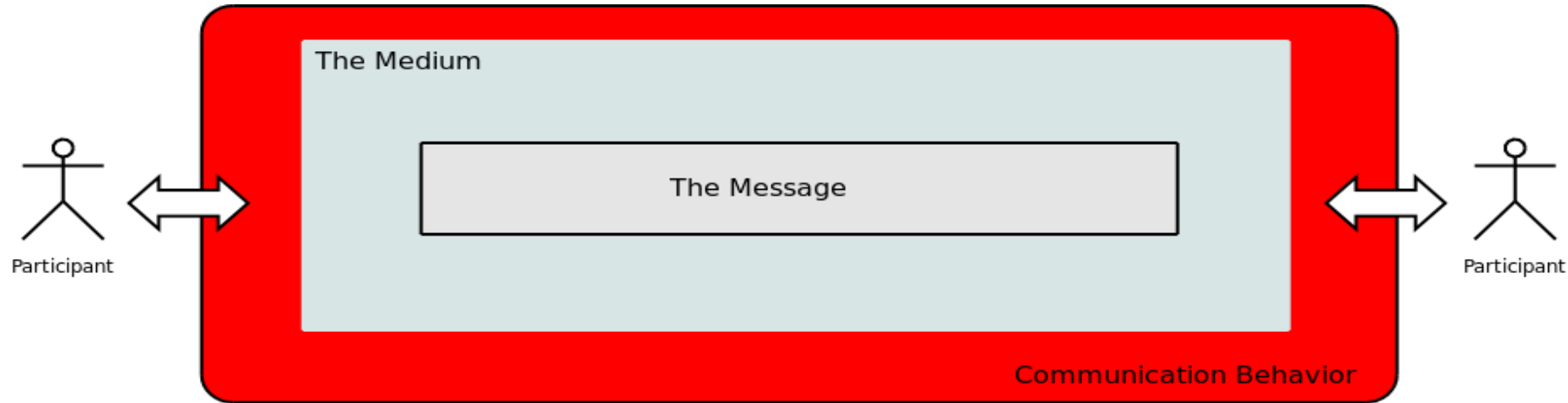
BODY LANGUAGE

- There is no universal body language
 - Body language is cultural
 - Between two communication participants from the same culture, body language serves the same role as intonation and inflection
 - Between participants from different cultures (Vancouver and St. John's could be considered different enough to fall into this category), body language is not reliable

BODY LANGUAGE

- But there is an exception
 - Dr. Paul Ekman has discovered that there exist a number of basic and autonomic "action units" that make up human facial expressions
 - These AU are universal and reveal our emotional state so unerringly that it is possible to read someone with 100% accuracy
 - The reason is that facial expressions are tied to emotions and originate in a specific part of the brain: and we also have a specialized part of the brain that does nothing but process visual data when we look at someone's face
 - However, it takes experience and practice to utilize these effectively
 - But we all do it
 - Example: "That looks like a fake smile"

THE SPEECH CONTRACT



- In this section, we are switch our focus on the process of communication and the speech contract that governs that process
 - Communication is a social act and is governed by the same rules as other social processes

THE SPEECH CONTRACT

- A contract is an agreement that two parties participate in that binds them to specific actions
 - The philosopher H.P. Grice noted in the late 1970's that discourses were governed by a social contract of great strength
 - In fact, this speech contract is so powerful, that a deliberate violation of the contract by one party in a communication can cause a violent reaction from the other
 - *"Our talk exchanges do not normally consist of a succession of disconnected remarks, and would not be rational if they did. They are characteristically, to some degree at least, cooperative efforts; and each participant recognizes in them, to some extent, a common purpose or set of purposes, or at least a mutually accepted direction.*
 - *This purpose or direction may be fixed from the start (e.g., by an initial proposal of a question for discussion), or it may evolve during the exchange; it may be fairly definite, or it may be so indefinite as to leave very considerable latitude to the participants (as in a casual conversation).*
 - *But at each stage, SOME possible conversational moves would be excluded as conversationally unsuitable. We might then formulate a rough general principle which participants will be expected to observe, namely: Make your conversational contribution such as is required, at the stage at which it occurs, by the accepted purpose or direction of the talk exchange in which you are engaged. One might label this the COOPERATIVE PRINCIPLE."*

THE SPEECH CONTRACT

- Maxims of the Speech Contract
 - QUANTITY relates to the quantity of information to be provided:
 - 1. Make your contribution as informative as is required (for the current purposes of the exchange)
 - 2. Do not make your contribution more informative than is required
 - QUALITY - 'Try to make your contribution one that is true'
 - 1. Do not say what you believe to be false
 - 2. Do not say that for which you lack adequate evidence
 - RELATION - 'Be relevant'
 - MANNER - 'Be perspicuous'
 - 1. Avoid obscurity of expression
 - 2. Avoid ambiguity
 - 3. Be brief (avoid unnecessary prolixity)
 - 4. Be orderly
- Unlike discourse forms, the speech contract governs our behavior

IMPLICATURE

- The speech contract allows us to understand implicature or cases where what a speaker means differs from the meaning of the message used by the speaker
- These are often called indirect speech acts
 - *"I'm not going to Bob's party. I have to work."*
 - At no point do I state that I cannot go the party because I have to work, but under the maxim of relevance, the statement I have to work must be relevant to the first statement
 - *"Bob must be doing well at his new job. He hasn't been arrested yet."*
 - There is no statement that Bob is doing anything dishonest, but there is an implicature that he is
 - Speaker A: *"Bob doesn't seem to have a girlfriend these days"*
 - Speaker B: *"He does spend a lot of time in Montreal."*
 - A powerful example of relevance is the fact that when we are asked a question we either have to answer it or explicitly state that we will not answer it – ignoring it is not an option

IMPLICATURE

- Implicature is a mechanism that is used to make communication more efficient
 - Speaker A: I only have a quarter of a tank of gas.
 - Speaker B: There's a gas station a block from here.
 - This implicature makes sense if A and B are in the car; it makes less sense if the two are on a long distance call
 - The implicature is the whole chain of unstated assertions that are assumed by two participants
- Deliberately ignoring the speech contract is also a form of implicature
 - John asks Tom if he did some thing wrong
 - Tom continues to stare at the TV screen in silence.
 - Mary asks her manager Sue if she thinks Mary got her promotion.
 - Sue immediately asks Mary if the quarterly reports are ready.

IMPLICATURE

- Implicature is a normal part of the speech process
 - However it is also used to change the meanings of communications through implication and the creation of deniable assertions
 - The ability to identify implicature, especially when they are being used to manipulate a communication is a vital part of communication competence
- Point for discussion:
 - What is the relevance of what we have been discussing to the old adage *Always answer a question with a question?*

THE COMMUNICATION PROCESS

- Consider at the sequence of event that make up a communication
- Every communication has three phases
 - *Initiation*: The terms of the speech contract are brought into play and the nature of the communication (discourse mode for example) is established.
 - *Dialog*: The actual communication.
 - *Closing*: The ending of the dialog and the completion of any loose ends that need to be tied up to fulfill the speech contract.



THE INITIATION

- The initiation is an exchange of information that starts the dialog
 - During the initiation, either party may reject the dialog (in most cases) which ends the communication
 - Basic speech contract and social contract ground rules are established
 - What language we will use
 - Physical parameters: location, time allocated
 - Type of dialog or discourse
 - The social distance between the participants and the establishment of any power or solidarity relationships
- One of the other functions of the initiation is to establish rapport
 - One dimension of rapport is the degree of trust that is established between the parties
 - Another dimension of rapport is the degree of intimacy that is allowed between the parties (in terms of how revealing the dialog should be)
 - Another dimension of rapport where either one or both participants adjust their behavioral styles to accommodate the other

THE DIALOG

- There are too many dialog types to list here, so we will do that as a class discussion
- However, we can identify three main types of dialogs
 - *Formal*. These have a structure that is followed by both parties
 - Examples: Giving testimony, serving a customer in a restaurant, a wedding, a meeting
 - The structure may be embodied in rules of procedure
 - *Ritual*. These have a structure that is informally known and, while there is no requirement to follow the structure, people tend to anyway
 - Examples: Going on a date, asking for directions, asking your boss for something
 - *Informal*. These have no structure and are characterized by a free give and take – the structure evolves with the dialog

THE CLOSING

- All dialogs must have a closing
 - Just stop talking and walk away when talking to someone to see what happens if you skip the closing
 - A closing can be initiated by either party in most dialogs, but in some formal and ritual dialogs may be the prerogative of only the one who controls the dialog
 - Closings allow for a finalization of any social requirements
 - Thanking the other person for their time
 - Making arrangements for the next encounter
- Closings may be the result of a formal dialog coming to an end
 - In this case a closing formally frees the participant from their obligations
 - "The witness is excused."
 - "Am I free to go now officer?"
 - "I have no further questions. We'll be in touch if you make the short list."

THE INTERVIEW PROCESS

- In this section, we are going to walk through an interview process as an example of communication
 - We will use this to tie together many of the aspects of what we have talked about so far
 - Discourse modes, speech contract, rapport and listening skills for example
 - The interview scenario will be defined for you by the instructor
 - There will be four interviews held
 - Each interviewee will be one of the styles we looked at in a previous section
 - You will be expected to be in control of the interview using the techniques that we have been looking at in class
 - However, unlike real life you can call a time-out at any point
 - You can also re-wind the interview and redo any part of it that didn't go as well as you liked

THE INTERVIEW PROCESS

- There are three stages to the interview
 - Pre-interview planning
 - Conducting the interview
 - Analyzing the interview results.
- Planning the interview.
 - There should be two people conducting the interview if possible
 - One person may miss critical points
 - One person can observe and record while the other interviews
 - There may be a better match between the interviewee and one of the interviewers
 - Research the person being interviewed and know why you are doing the interview -- i.e. research, research research

THE INTERVIEW PROCESS

- Identify
 - What the ideal outcome of the interview is
 - What the minimal acceptable outcome is
 - Be prepared to end the interview if the minimal outcome cannot be achieved
- Prepare
 - A list of questions you need the answers to
 - Think of this as a script for the interview
- Rehearse
 - Practice the interview so that you know the script and can focus on the answers rather than worrying about what you are going to say next
 - Anticipate what can go wrong and how you will recover from it

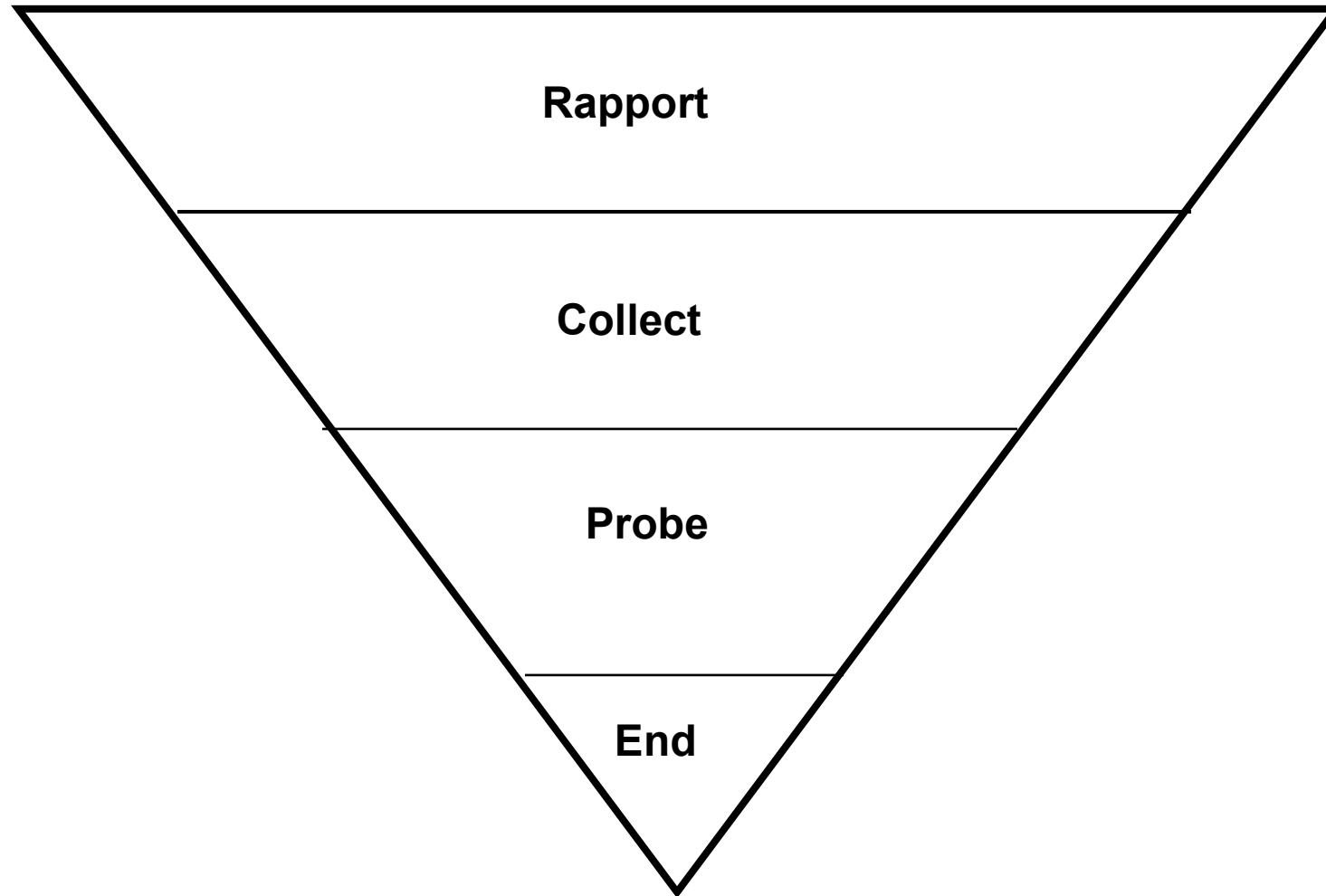
QUESTION TYPES

- Types of Questions
 - Polar: Can be answered with a yes or no
 - Closed: Require a single factual response
 - Open: Require a description or narrative
 - Probing: Require a expression of opinion
- Examples
 - Polar: "You are the director of operations?"
 - Closed: "How many people are employed in this department."
 - Open: "Could you walk us through the purchasing process?"
 - Probing: "What do feel are some of the ways we could improve the purchasing process?"

CONDUCTING THE INTERVIEW

- Always confirm the appointment in advance
- Arrive early to accommodate unforeseen delays
- At the start of the interview
 - Ensure that the client is ready to be interviewed and be prepared to postpone if this is “not a good time”
 - Confirm the amount of time available for the interview
 - Confirm why you are there
- Do not assume any of the above
 - Structure the interview around the Communication Triangle
 - Discuss the above with reference to behavioral styles

COMMUNICATIONS TRIANGLE



MECHANICS OF THE INTERVIEW

- In the probing stage
 - Feed back what you know for validation
 - Avoid cliches like "I hear you saying..."
 - Be natural
 - E.g. "Let me go over this process you just described to see if I have it right. First the ..."
- In the end stage
 - Use probing questions to get at possible underlying issues
 - E.g "Do you think are some of the possible problems we could run into on this project?"
 - At this point, what the client "thinks, feels or believes" may be different than what they are supposed to tell you
 - Be prepared to go "off the record"

MECHANICS OF THE INTERVIEW

- If you are talking, you are not collecting information -- the client should be talking about 80% of the time
 - The interviewee is always right. Don't argue. Don't fawn.
 - Keep the information flowing with prompts like
 - "How do you mean?"
 - "Can you give an example?"
 - "Why?"
 - "Is that everyone's opinion or do other feel differently.?"
 - "Could you explain that in a bit more detail?"
 - Try to avoid probing questions early until rapport is built
 - Use polite silence
 - Avoid what annoys you when you are being interviewed
- STAY IN CONTROL!!

MECHANICS OF THE INTERVIEW

- Always incorporate a “door-opener”
 - “Is there anything we have not discussed today that you think we should have?”
 - “Are there any issues that we have not raised that you believe are important to what we have been discussing?”
 - “Is there anything you feel we should have asked you but didn’t?”
- Bring closure to the interview.
 - The best way is to discuss what should be done next -- other people to interview or a review of the interview result
 - Keep the door open for future contact
 - “If you think of anything else, please give me a call”

AFTER THE INTERVIEW

- Immediately after the interview
 - Review your notes and record any additional observations
 - You will forget critical details quickly unless you review them right away
 - You may discover critical points in the review that you did not pick up on in the interview
- Plan your next steps

Q&A AND OPEN DISCUSSION

