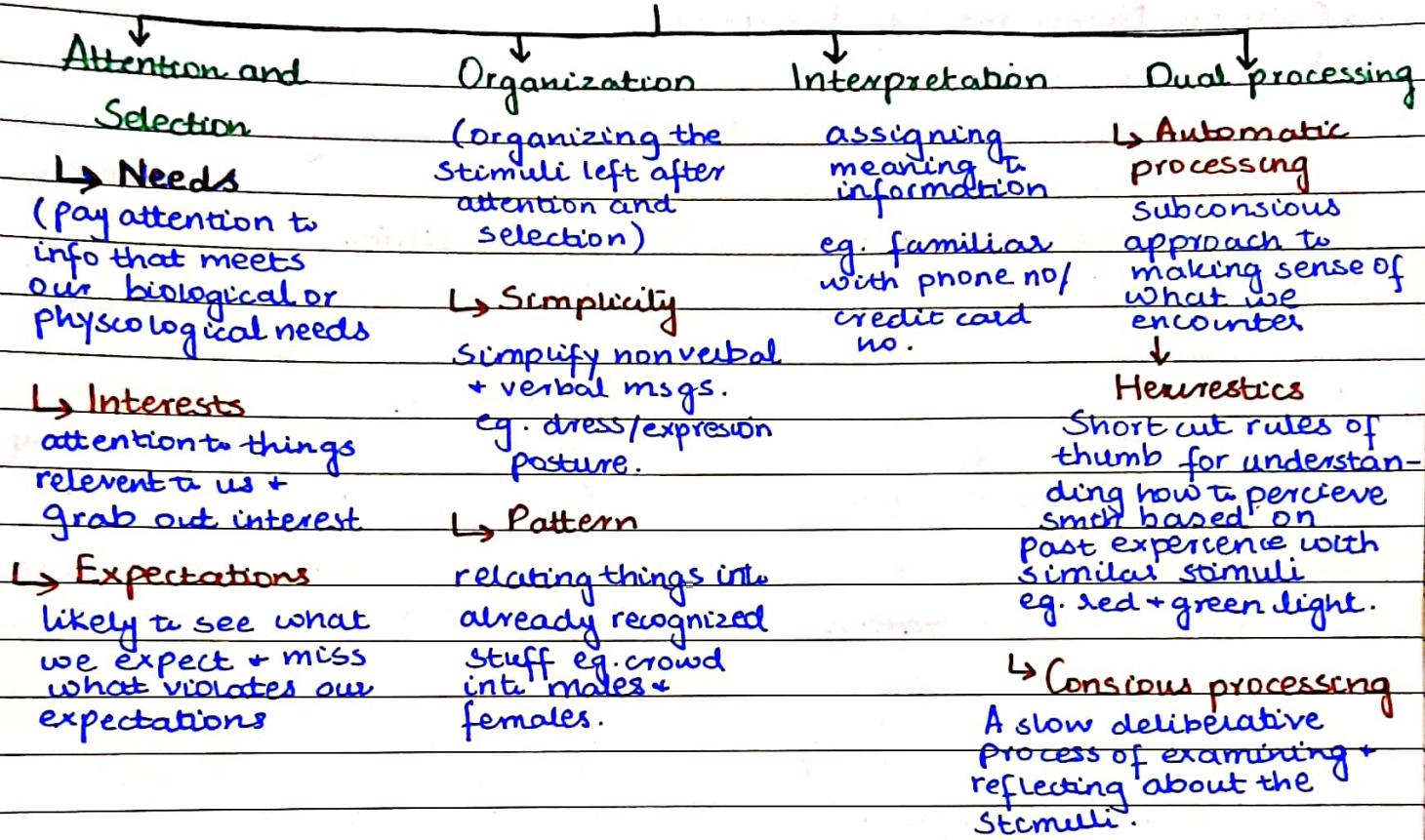


Chapter 2: Perception of Self & Others

Date: Malaram Basit
2021-155

→ Perception Process

Process of selectively attending and assigning meaning to information



→ Perception of Self

It is the overall view we have of ourselves; including both self concept and self-esteem

↓ Self Concept

Perception we have of our skills, abilities, knowledge, competencies

+ personality

↳ Personal experiences

effect of first experience
critical in forming pre-ve sc
eg public speaking first time.

↳ How others react + respond to us

i) Reinforce a perception we already have of ourselves.

ii) revealing new abilities.

(Ideal self concept: what we would like to be.)

→ Self concept from people close to us eg family is more powerful.

↓ Self Esteem

The evaluation we make about our personal worthiness based on our self concept.

↳ positive / negative evaluations

↳ Depends on ideas, morals + values of a family.
(if our skill is appreciated or not?)

> communicating blame / name-calling and constantly pointing out shortcomings are damaging to SE.

> Bullying also damages

> affects the type of relationships we are in.

Cyberbullying:

The use of technology and social media to harass others in a deliberate, repeated and hostile manner.

→ Cultural Norms and Self-Perceptions

Play a critical role in shaping both self-concept and self-esteem.

Independence/Interdependence

Independent Self Perceptions

based on the belief that traits and abilities are internal to the person and are universally applicable to all situations.

(USA)

Demonstrate abilities during interaction with anyone to gain self-esteem.

Interdependent Self Perception

based on the belief that traits + abilities are specific to a particular context or relationship. (Japan, China)

demonstrating abilities in front of specific people/in specific situations.

Masculinity/Femininity

Masculinity

boys to behave in masculine way
self esteem based on their achievements/status/income

Femininity

girls to behave in a feminine way
value their appearance + relationship skills

Hence both developed higher low self esteem based on how well they met these criteria.

(In the dominant culture of US, today they are much less rigid but portrayed in entertainment media)

→ Accuracy and Distortion of Self Perception

Incongruence

A gap b/w self perception + reality
(eg. have the skills but don't believe)

Inflative Self Perception:

overly attentive to successful + ve responses
may become arrogant, haughty, pompous, snobbish.

Deflated Self Perception

dwelt on failures, focus on criticism. May become depressed, despondent, sullen or gloomy.

Both these do not represent accurate perceptions.

Self fulfilling prophecy

an inaccurate perception of a skill, characteristic or situation that lead to behaviours that perpetuate false perception as true.
can be your own or told by someone
eg student bright dull by teacher.

Filtering Messages.

We attend to pay attention to messages that reinforce our self perception + downplay or ignore messages that contradict this image.

Media Image

interpretation of what we see on tv/magazines
eg slim women.

→ Communication & Self Perception

Self Perception Influences how we talk to ourselves / how we talk about others to ourselves / how we communicate etc.

Self talk

The internal conversations we have with ourselves in our thoughts

Positive self talk

- people with +ve self perception
- convey a +ve attitude
- 'I can do it'
- Take credit for our accomplishments

Negative self talk

- people with negative self perception.
- convey a -ve attitude
- downplay our accomplishments (for them criticism doesn't matter, they make themselves unworthy)

How we talk about others to ourselves

Positive Self Perception

- more +ve our own, more favourably we see others.
- more we accept ourselves, more we accept others.

Negative Self Perception

- more likely to be critical of others
- leads to misunderstanding and communication breakdowns.

The more accurate our own self perception, the more accurate we perceive others.

Social Construction of Self: phenomenon of presenting different aspects of our self concept based on the situation and people involved.
eg on facebook

Self monitoring: The internal process of being aware how we are coming across to others and adjusting our behaviours accordingly
eg celebrities in public chose which self to display in public.

hence, it is determining which self to display in different situations and with different people.

Changing Self concept + Self Esteem

- ↳ comments that contradict your current self perception
- ↳ certain experiences/situations
- ↳ Therapy + Self help techniques.

Why imp? → affects who we chose to form relationship with
→ how we interact with others
→ how comfortable we feel when we are called to share on our opinions or give a speech.

→ Perception of Others

1. Uncertainty Reduction

explains how individuals monitor their social environment to know more about themselves + others. → forming impressions
 ↳ making attributions/judgements

Forming Impressions

→ Impression formation
 (processes we use to form perception of others)

Physical Appearance

how they look?

First impressions

attractive/trustworthy/
competent/aggressive?

Implicit Personality Theory

Tendency to assume that two or more personality characteristics go together eg multilingual + intelligent.

Assumed Similarity

assuming someone is similar to us in a variety of ways until we get info that contradicts this assumption.
 (if one same another too)

Making Attributions

Attributions

reasons we give for others and our own behaviour

eg why is a coworker late? → tardiness? accident?

By the type of attribution we make, our communication is affected.

Situational Attribution

a reason that is beyond the control of a person

Dispositional Attribution

attributing behaviour to some cause that is under the control of the person.

→ Inaccurate and Distorted perception of others

Selective Perception

The perceptual distortion that arises from paying attention to what we expect to see or hear + ignoring what we don't expect.

Forced Consistency

the inaccurate attempt to make several perceptions about another person agree with each other (friend suggests → ok enemy → bad)

Prejudice

Judging a person based on the characteristics of a group to which the person belongs without regard to how the person may vary from the group. based on

Racism/ethnocentrism)

Sexism/heterosexism/ageism/

Albieism

are forms of prejudice where members of one group believe that the behaviours + characters of their group are inherently superior to those of other groups.

lead to

Discrimination

acting differently towards a person based on prejudice.

Stereotypes

exaggerated or oversimplified generalizations used to describe a group.

Communication + Perception of Others

1. Question the accuracy of your perception
 - accept that you might have overlooked something
 - search for more info for accuracy.
 2. Choose to use conscious processing as you get to know people
 - pay full attention
 - understand uniqueness of the person.
 3. Seek more information to verify perceptions.
 - search for more info.
 - note that your perception's tentative.
 4. Realize that your perception of a person will change overtime
 - based opinions, assumptions + behaviours on outdated perceptions.
 - people change.
 5. Seek clarification respectfully by perception checking
- Perception check:** A message that reflects your understanding of the meaning of another person's behaviour + seek clarification.
1. Verbalize/describe what you observed in a non evaluative way.
 2. Offer two possible interpretations
 3. Ask for clarification

Chapter 3: Intercultural Communication

Date: 20.11.55
Name: Maham Bait

→ Culture and Communication

• Culture:

A system of shared values, beliefs, attitudes and norms that guide what is considered appropriate among an identifiable group of people

↳ **Values:** At the heart of any culture are its values

> commonly accepted standards of what is considered right + wrong, good and evil, fair + unfair, and so on.

> **Ideal values:** members profess to hold

> **real values:** values that guide members' actual behaviour

• Intercultural Communication:

Interactions that occur b/w people of different cultures.
(even within your country with immigrants)

• Cultural Shock:

physiological discomfort one feels when engaging in a new cultural situation. (different norms, customs, values)

• can be within different cities/towns of a country.

• Culture is modified and transmitted through communication

→ Dominant Cultures, Co-cultures + Cultural Identity

• Dominant Culture:

refers to the learned system of norms held by the majority group of empowered people in a society.

• Co-culture

A group comprised of smaller number of people who hold common values, beliefs, attitudes + customs that differ from those of the dominant culture.

• Code Switch:

altering one's linguistic and non verbal patterns to conform to the dominant or co-culture depending on the topic + participants involved.

• Cultural Identity

Part of self concept that is based on how closely one associates with the dominant culture and various cocultures.

(eg Proud to be Polish American or change to dominant American)

• Co-cultures exist on the basis of

1. **Race:** traditionally used to classify people based on physical, biological characteristics (eg skin, body shape, hair colour) now referred to as population.

inherited.

2. **Ethnicity**: shared cultural heritage that is learned rather than inherited (eg food eat, clothes etc)
3. **Native (or first) language**: language of one's ethnic heritage + the language that a person learns from birth.
Spanish → 3rd most common lang on Internet
4. **Sex + Gender**
 - > Sex: biologically determined physical traits
 - > gender: learned roles and communication patterns deemed appropriate for males + females.
5. **Sexual Orientation**
American → dominantly heterosexual privilege.
6. **Religion**: A belief system with a set of rituals and ethical standards based on a common perception of what is sacred or holy.
America privileged Judeo-Christian.
7. **Socio Economic Status (SES)**: the position of a person or family in the power hierarchy of a society based on income, education + occupation. High, Middle, low. Most Americans middle
 - Low → emphasize obedience, acceptance of what others think, hesitancy to express desires to authority figures.
 - Middle → emphasize intellectual curiosity, speak more directly + assertively
 - High → more disengagement (eg. doodling) fewer engagement cues (head nods, laughs)
8. **Age Generation**
 - World War I → value sacrifice
 - 1940's → violence aware
 - 21st → multitasking, social media experts.
9. **Disability**
 - Any physical, emotional, mental or cognitive impairment that impacts how a person functions in society
 - A disability culture is a group of people who share a distinct set of shared values, beliefs and attitudes based on their common experiences of being differently abled.

→ How Cultures Differ?

Based on their language / attire / religion

Based on their work:

1. Individualism / Collectivism

Individualistic Cultures

- value personal rights + responsibilities, privacy, freedom, innovation + self expression.
- personal achievements, competition
- US, Canada, EU
- Independent Self Concept
- assertive + confront conflict directly
- decisions individually even if others don't agree.

Collectivist Cultures

- value community, collaboration, shared interests, harmony, the public good + avoiding embarrassment.
- interests of groups, group harmony.
- decisions are shaped on what is best for group rather than an individual person's interest.
- Interdependent Self Concept.
- engage in collaboration to avoid conflict.

2. Content

Low Context Cultures

- people rely on words to convey meaning.
- direct, specific, detailed verbal msgs eg US, Germany

High Content Cultures

- much of the speaker's msg is understood based on context.
- meaning conveyed indirectly + interpreted through unwritten cultural rules + nonverbal cues.
'reading b/w lines'
- eg Asian, Latin American.

3. Chronemics (perception of time)

Monochronic Cultures

- view time as a series of small units that occur sequentially.
- value punctuality, uninterrupted task completion, meeting deadlines, following plans + doing one thing at a time.

Polychronic Cultures

- view time as a continuous flow.
- appointment times + schedules are perceived as approximate + fluid.
- doing several things at a time / flexible schedules.

4. Uncertainty Avoidance

→ (extent to which people believe
desire to predict what is going
to happen)

Low uncertainty avoidance

- tend to have high tolerance for uncertainty.
- take risks, no rules.
eg US, Sweden, Denmark
- make up new relationships when assignment to students don't need details want to check their own creativity.

High uncertainty avoidance

- low tolerance for uncertainty
- high need to control unpredictable people, relationships or events
- create formal rules to provide security + reduce risk
- less tolerant to people with diff ideas
- experience anxiety when face unpredictable people, situations.

5. Power Distance (degree to which power is equally or unequally shared)

High Power Distance Cultures

- unequal distribution of power is accepted by both high + low power holders

Low power distance cultures.

- prefer power to be more equally distributed.

6. Masculinity / Femininity

Masculine culture

- men and women are expected to adhere to traditional gender roles.
- value masculine roles more highly than feminine ones.
- men act in assertive + dominant ways.
- women are nurturing, caring + service-oriented.

Feminine culture

- people assume a variety of roles and are valued for doing so regardless of sex.

7. Long term / Short term Orientations

Short term Oriented Cultures

- tend to value rewards in the here + now + thus emphasize quick results fulfilling social obligations + getting the bottom line efficiently
- eg US, Pol, Russia, Canada.

Long term Oriented Cultures

- emphasize potential future rewards that will be realized after slow + steady persistence towards achieving a mutually acceptable result.
- view time not separate.

- determine what result is required
+ do whatever it takes to achieve it.
- Keep leisure time separate from working time.

• Adaptability and honoring relationships are more imp. than quickly achieving the bottom line

Cross Cultural Adaptations

Empathizing with and adapting communication patterns based on cultural differences.

- Potential Barriers to Intercultural Communication Competence
 1. Anxiety: fear, dislike, discomfort when interacting with someone of different culture with diff. norms + customs.

2. Assumed Similarity or Difference:

assuming norms to be similar to yours or completely diff from yours.

3. Ethnocentrism: belief that one's own culture is superior to others.
4. Stereotyping: assuming everyone in a cultural group is same.

5. Incompatible Communication Code:

different language

same language → incompatible communication codes.
eg chips → frenchfries.

6. Incompatible Norms + Values

Sometimes which is considered normal in one culture is offensive in another. Can serious problems unless we are aware of them + respect differences.

→ Developing Competent Intercultural Communication Strategies.

1. Acquire Accurate Knowledge

→ formal study (reading books, periodicals, Websites about them)

→ Observations (watch members interact with each other)

Non participant Observation: learning about a culture or group by watching members interact.

→ Immersion (actively participating).

Participant Observation: learning about a culture or group by actively participating in it.

2. Adopt an appropriate attitude

- > tolerate ambiguity (strangers uncertainty)
- > be open minded (open minded people are aware of their own cultural norms and values & recognize that other people norms + values may be diff but not wrong. Don't judge, seek to learn)
- > be altruistic

Altruism: Display of genuine + unselfish concern for the welfare of others.

Egocentrism: Selfish interest in one's own need.

Do not neglect their own needs but recognize that for a conversation to be successful, both parties must be able to contribute what they want and take what they need for the exchange.
eg learning basic phrases Thank,

3. Develop Culture Centered Skills

- > Practice listening (listen attentively + respond)

- > Practice Intercultural empathy

Intercultural empathy: Imagining oneself in other persons cultural world.

honour the norms + practices of host culture.

- > Develop flexibility

Flexibility: the ability to adjust ones communication to fit the other person + situation.

analysing situation, modifying behaviour + communication.

Chapter 4: Verbal Messages

Date: Mohammed Basit
20-11-55

→ Language

All Languages are based on exchanging

- Utterances: Complete unit of talk bounded by the speakers literal or figurative (text msg) silence
↓
face to face / call
- TurnTaking: exchanging utterance

→ What is a language?

System of symbols used by people to communicate. Comprised of:

Lexicon: a collection of words + expressions

Phonology: sounds used to pronounce the words

Syntax + Grammar: rules for combining words to form sentences.

Language Community: All people who understand a particular language.

Chinese, Spanish, English, Arabic, Hindi

Languages are collection of dialects

Dialect: A unique form of more general language spoken by a specific culture or co-culture.

Speech communities: smaller groups that speak a common dialect.

- Dialects exist in a continuum, the more the commonalities shared by a dialect, the closer they are on continuum.
- No dialect is better than another, just uses different lexicon, phonology, grammar + syntax.
- Idiolect: personal symbol system that include active vocabularies and unique pronunciations, grammar + syntax

→ Characteristics of Language:

1. Language is arbitrary: Arbitrarily chosen symbols used to represent thoughts + feelings. Words are arbitrary with no connection b/w things.
eg. DOG just a word
2. Language is abstract: ability to gain meaning from things that are not said. eg. pet → cat/dog/bird etc.
3. Language changes over time. New words are constantly being invented and existing words abandoned or assigned new meanings.

Dialect leveling: The process of melding dialects.

→ The Relationship b/w Language + Meaning

1. Semantics

Semantic meaning is derived from the words themselves and how they are arranged into sentences.

Identifying meaning is difficult because 2 types of meaning:

i) Denotation: the explicit meaning found in the dictionary of a language community

ii) Connotation: implicit additional meaning we associate with a word eg family → safe place, love

Guidelines for improving semantics:

1. Use specific language eg Honda car rather than car (precise words that clarify by narrowing down meaning)

2. Concrete language:

words that clarify semantic meaning by appealing to the senses (hearing, seeing, feeling, tasting, smelling)
eg Jill speaks → Jill mumbles / whispers.

3. Use familiar language

(don't use jargons / slangs / overuse misuse abbreviations + acronyms)

4. Use descriptive details + Examples

loyalty? → explain how

5. Demonstrate linguistic sensitivity (inclusive word choices that demonstrate respect for others)

Inclusive language: use of words that don't apply only to one sex, race or other group eg he → they / foreman → firefighter

2. Pragmatics

Interpreting a message related to the conversational content of it.

(semantic is what word means, pragmatic is what people mean)
pragmatic meaning changes across speakers + situations.

Speech act: utterance of a verbal message by a speaker and what it implies about + how the listener should respond.

Guidelines for improving pragmatics:

1. Tell the truth (what is true based on evidence)

2. Provide the right amount of information (no irrelevant, not missing relevant)

3. Relate what you say to the topic being discussed

4. Acknowledge when your msg violates a guideline
eg validating I say 'I dk if its true ...'

5. Assume the best first

(booo)

3. Sociolinguistics

Varies according to norms of a particular culture or co-culture

1. Cultures + cocultures may assign meaning to specific words + combination of words that differ from their semantic meaning

Idioms: Expressions whose meanings are different from the literal meanings associated with the words used in them.

pretty → woman handsome → man

2. Cultures + cocultures may have different norms about what is appropriate to say to whom, when, and about what.

3. Preferred Verbal Style

→ Direct verbal style: language that openly states the speaker's intention in a straightforward and unambiguous way.

→ Indirect verbal style: language that masks the speaker's true intentions in a roundabout + ambiguous way.

Guidelines for improving Sociolinguistics

1. Develop intercultural competence.

(the more you learn about different cultures the better communication)

2. Practice Mindfulness: paying attention to what is happening at any given moment during a conversation.

constantly attend to how our cultural norms, idioms, scripts + verbal styles are similar + different from our conversational patterns.

3. Respect + adapt to the sociolinguistic practices of others
(language, norms, dialects)

Chapter 5: Non Verbal Messages

Date: Malam Basit
20L-11SS

→ Non verbal communication:

All the messages we send in ways that transcend spoken or written words.

→ Non verbal Messages:

Cues we send with our body, voice, space, time and appearance to communicate.

(65-90% of meaning comes from non verbal msgs)

→ Characteristics of non verbal communication

1. Non verbal communication is inevitable. (eg yawning in class bored/tired)

2. Non verbal communication is primary conveyor of emotions

(interpret feelings, 93% msg emotional meaning)

3. Non verbal communication is multi channelled.

(we perceive meaning from posture, gestures, facial expressions, voice, rate + appearance)

Due to these it is more reliable than verbal.

4. Non verbal communication is ambiguous

Very few verbal messages mean the same thing to everyone. Meaning are based on culture, sex, gender, context, situation.

eg America eye contact → respect others disrespect.

→ Types of non verbal communication.

1. Use of Body Kinesics: what + how body motion communicate.

Gestures	Eye contact	Facial Expressions
<p>movement of our hands, arms + fingers to communicate</p> <p>> emblems: substitute word entirely (shh)</p> <p>> illustrators: clarify the verbal msg (emotional stance show)</p> <p>> adaptors: unconscious responses to physical or psychological needs. eg adjusting glasses. People attach meaning to them.</p>	<p>Oculistics: how much we look at others when communicating</p> <p>> Western cultures talkers 40%, listeners 70% Sign of respect/interest/comfortable + vice versa</p> <p>> America eye contact respect</p> <p>> Japan, China rude > Native Americans avoid as sign of respect</p> <p>> African Americans speaking > listening</p> <p>> Women > men</p>	<p>Using facial muscles to communicate emotions.</p> <p>(unlike gestures + eye contact they mean similar across cultures)</p>

Posture

how we position and move our body.
 (can communicate attentiveness, respect + dominance)

Body Orientation: how we position our body in relation to other people

- > Direct: face to face squarely (signal attentiveness + respect)
- > Indirect: sit or stand aside

Body Movement: changing body position

- > motivated (movement that helps clarify meaning)
- > unmotivated (movement that distracts listener)

Speech → upright stance + squared shoulders
 confidence
 moving left to right → changing point.
 Pacing → distracts.

Haptics

Touch haptics is the technical term for what + how touch communicates

Spontaneous touch: automatic + subconscious eg pat someone on award

Ritualized: scripted rather than spontaneous (handshakes, high fives)

Task related touch: used to perform a certain emotional function eg doctor touch.

Touching is highly correlated with cultures / family heritage/norms.

Use of voice: Paralanguage

(vocalists) the voiced part of a spoken message that goes beyond the actual words.

Pitch

highness or lowness of vocal tone

high → nervous, afraid, emphasize, question
 low → sadness, force

Volume

loudness of softness of vocal tone.

Loud: heard in noise, angry
 Soft: reflective, romantic cultural variations.

Rate

Speed at which a person speaks

US: 100-200 per min
 rapidly → excited / nervous / listeners bore
 slowly → problem solving msg not understood

Quality (Timbre)

Sound of a person's voice that distinguishes it from others

- > breathy → sound frail/weak
- > strident → hypertension
- > Eurocentrism → cold + unsympathetic
- > nasality → sound immature or unattractive
- > eloquent

Intonation

the variety + inflection in one's voice

- > monotone: little or no intonation
 bores listeners
- > too much
 ditzy, childish, sing-songy
- > US stereotype
 males: low pitch, loud, moderate to low intonation
 females: high pitch, soft, expressive.

Vocalized Pauses

extraneous sounds or words that interrupt fluent speech.

uh, well

- > used when thinking
- > excessive can lead to an impression that we are unsure.
- Speaker / listener distracted.

→ Use of Space : Proxemics

Refers to how space and distance communicates

Personal Space

- > distance we try to maintain when interacting with others.
- > appropriate space depends on individual preferences/nature of relationship + cultural norms.

America

Intimate Distance (up to 18")

private with friends

Personal Distance (18" to 4ft)

casual conversations

Social Distance (4ft - 12ft)

business, jobs

Public Distance (>12ft)

Territorial Space

Physical space over which we claim ownership

> unconsciously marking territory (eg a chair or desk)

> consciously (locks, signs, fences)

Artifacts: objects

we chose to mark our territory

eg things on desk

Acoustic space

Area over which voice can be comfortably heard

(adjusting the volume so easily heard by listener)

> mobile phone ring in public violates acoustic space.

→ Use of time: Chronemics

(how we interpret the use of time → is largely based on cultural norms)

Monochronic

Polychronic

→ Physical Appearance

how we look to others i.e one of the first things others notice + judge

- American culture emphasizes
- clothing, grooming choices.
- Body art (when to cover + when to not)

→ Guidelines for Improving Nonverbal Communication:

→ Sending Non Verbal Messages

1. Consciously monitor your non verbal messages

2. Intentionally align your non verbal messages with your purpose

3. Adapt your non verbal msg to situation (eg dress for meeting wedding)

4. Reduce or eliminate distracting NVM

(eg fidgeting, tapping your fingers on table, mumbling, checking phone)

→ Interpreting non Verbal messages

1. Remember that the same non verbal message may mean different things to different people
(messages have multiple meanings in cultures so if -ve think again)
2. Consider each non verbal message in content
3. Pay attention to multiple non verbal messages being sent + their relationship to the verbal msg.
4. Use perception checking.

Chapter 6: Listening

Date: Moham Basit
20-11-25

→ Hearing

It is a physiological process. It is the sense of human which we cannot refute. A person may pay no attention to what he is hearing.

→ Listening

It consists of complex affective, cognitive and behavioral process

- i) **Affective processes** are those that motivate us to attend a message
- ii) **Cognitive processes** include understanding and interpreting its message
- iii) **Behavioural processes** are those related to responding with verbal and non-verbal feedback.

- * Listening is the most widely used daily communication activity.
- * Most of us remember only half of what we heard shortly after and less than 25% 2 days later.

• Types of Listening

1. **Appreciative listening:** for enjoyment / entertainment. speaker we like
2. **Discriminative listening:** we listen to infer what more a speaker might mean beyond the actual words eg. doctor
3. **Comprehensive listening:** purpose is to recall information eg. lectures
4. **Critical listening:** when we want to really understand and evaluate the worth of a message.
Because we need to hear, understand, evaluate and assign worth to the message, as well as remember it, critical listening requires more physiological processing than the others.

→ Listening Challenges

To become effective listeners, we need to overcome following three challenges

1. Listening Apprehension

- It is the anxiety we feel about listening
- It may increase when we worry about misinterpreting the message or we are concerned about how the message may affect us psychologically
- e.g. job training session confusing information

2. Listening Style

This is our favoured and unconscious approach to listening.

Each of us tends to favour one of the four listening styles

However, we may change our listening style based on situation and goals for the interaction.

i) Content Oriented listeners :

- focus on and evaluate facts + evidences
- appreciate detail, complex messages with technical information
- likely to ask questions for more information.

ii) People Oriented listeners

- focus on the feeling their conversational partners have
- notice if partners are pleased / upset etc.
- They encourage partners to continue by using non verbal cues like head nods, eye contact and smiles.

iii) Action-Oriented listeners

- focus on the ultimate point speaker is trying to make
- get frustrated when ideas are disorganized and when people ramble.
- anticipate what speaker is going to tell + may finish speakers sentence.

iv) Time Oriented listeners

- prefer brief and hurried conversations and often use verbal and non-verbal cues to signal that their partner needs to be more concise.
- tell others how much time they have to listen
- check time repeatedly, nod their heads rapidly to encourage others to pick up pace.

• Preferred listening style maybe influenced by cultural and co-cultural identity

- Women with feminine culture: Person oriented
- Men with masculine culture: Time oriented
- Collectivist culture: People Oriented (group harmony)
- Individualistic culture: Action oriented
- High context culture: Person oriented
- Low context culture: Action oriented

3. Processing Approach

1. Passive listening:

habitual and unconscious process of receiving messages

We listen passively when we aren't really interested and multitasking.

2. Active listening:

It is the deliberate and conscious process of attending to understanding, remembering, evaluating and responding to messages.

Active listening requires practice

→ Active Listening Strategies

1. Attending

It is the process of intentionally perceiving and focussing on a message

→ mind drift / assuming what a speaker is going to say / distractions. People speak at a rate of 120-150 words/min brain can process 400-800 words/min

i) Get physically ready to listen to them.

- Create a physical environment that reduces potential distractions eg cellphone, music etc.
- Adopt a listening posture by adopting a listening posture by sitting upright in your chair, leaning straight forward, looking directly at the person speaking

ii) Resist mental distractions

Block wandering thoughts from

- Visual distractions
- Auditory distractions
- Physical distractions

iii) Hear the person out

- Don't stop listening when we disagree with the speaker, are offended by an example or word, we assume what speaker is going to say
- don't mentally argue with the speaker and stay focused on the message.

2. Understanding

It is accurately interpreting a message

1. Identify the main points

understand surface message and pragmatic meaning

2. Ask Questions

A question is a statement designed to clarify information or get additional details

↓ ↓ ↓
To get details To clarify word To clarify feelings
 meanings

3. Paraphrase

Paraphrasing is putting a message into your own words

→ Content paraphrase: denotative meaning

→ Feelings paraphrase: emotions attached

→ by paraphrasing you give speaker the chance to verify your understanding

i) listen carefully ii) Notice what images + feelings you experience from the msg

4. Empathize iii) determine what the msg means to you
iv) create a msg that convey these images or feelings.

empathy is intellectually identifying with the feelings or attitudes of another.

→ Empathetic Responsiveness: experiencing a parallel emotional response to another's actual or anticipated display of emotions.

→ Perspective taking: using everything we know about sender and his or her circumstances to understand their feelings.

→ Sympathetic Responsiveness: feeling concern, compassion or sorrow for another's situation. (not feeling the same emotion eg stress, anxiety)

3. Remembering

Being able to retain and recall information later

1. Repeat the Information

Repetition: saying something out loud or mentally rehearsing it two three or more times.

2. Construct Mnemonics

Mnemonic device: a technique that associates a special word or a very short statement with new + longer information

3. Take Notes

during lectures, meetings

4. Evaluating

Process of critically analyzing a message to determine its truthfulness, utility and trustworthiness.

This may involve ascertaining the accuracy of facts, the amount & type of evidence used + how a position relates to your personal values

1. Separate facts from inferences

Facts: statements whose accuracy can be verified as true.

Inferences: assertions based on facts presented.

When a speaker makes an inference you need to determine whether the inference is valid

2. Probe the Information

Encourage the speaker to delve deeper into the topic in order to truly evaluate the message critically

5. Responding

Providing feedback

→ Listening Response Strategies

→ While the speaker is talking:

Non Verbal feedback cues: non verbal feedback/ signals that we are attending to and understanding the message eg nodding, smiling

→ When the speaker finishes

Verbal feedback

1. Emotional Support response strategies

Supportive responses create an environment that encourages the other person to talk about + make sense of a distressing situation.

2. Constructive Criticism Response Strategies

when we don't agree with speaker, our criticism should demonstrate respect.

3. Formal Constructive Speech Critique Strategies

be respectful, honest + helpful → use I + be specific

→ Critiquing content: appropriateness for audience, logic, facts, evidences.

→ Critiquing structure: introduction, organization patterns, transitions + concluding remarks.

→ Critiquing delivery: use of voice, body etc. (nonverbal cues)

→ Critiquing presentational aids

(Tables from book)

Chapter 7: Interpersonal Relationships Date: _____ Maham Basit 20L-1155

Interpersonal Communication

all those interactions that occur b/w two people to help, start, build, maintain and sometimes end or redefine the relationship

Interpersonal relationships:

defined by set of expectations two people have for each other based on their previous interactions.

Healthy Relationships:

ones that are satisfying and beneficial to all those involved.

→ Types of Relationships

1. Acquaintances

people we know by name, but with whom our interactions are largely impersonal.

Impersonal Communication: Interchangeable chit chat involving no or every little self disclosure.

Our goals when communicating with acquaintances are usually to reduce uncertainty (seek information about belief, attitudes) and maintain face.

Saving face: The process of attempting to maintain a positive self image in a relational situation.

Acquaintance Guidelines:

- Initiate a conversation (make a joke, talk random, introduce yourself)
- Make your comments relevant to what has been said before changing subjects.
- Develop an other centered focus (by asking Q's, listening carefully and following up on what has been said)
- Engage in appropriate turn taking (balancing talking with listening + not interrupting)
- Be polite. (work to phrase your comments in a way that allows your partner to save face)

2. Friends

people with whom we have voluntarily negotiated more personal relationships.

We are often friends to the content in which we interact with them eg work friends, school friends. These content friendships may change if content changes.

Friendship Guidelines

- Initiation : be proactive about setting up times to spend together.
- Responsiveness: Ask questions and then focus on listening and responding to what they say.
- Self disclosure: exchange personal information, opinions + feelings.
- Emotional Support: Provide comfort + support when needed.
- Conflict management: Friends will sometimes disagree about ideas or behaviours. Healthy friendships handle these disagreements effectively through conversations.

3. Intimates

- > people with whom we share a high degree of interdependence, commitment, disclosure, understanding, affection + trust.
- > Intimate relationships are most important predictor of life satisfaction and emotional well-being.

1. **Platonic Relationship:** An intimate relationship where partners are not sexually attracted to each other or do not act on an attraction they feel.

2. **Romantic Relationship:** An intimate relationship where the partners openly acknowledge + possibly act on their sexual attraction.

1 in 5 occur online matchmaking

Imp: Trust : placing confidence in another in a way that almost always involves some risk.

trustworthy ↑ relation ↑ intimate else abrupt end if trust breached.

Cultural + Cocultural Influences on intimacy

four types of interactions

- i) physical touch
- ii) sharing thoughts + opinions
- iii) sharing feelings
- iv) participating in shared activities.

eg Feminine → ii + iii

Masculine → iv

Individualistic : share with acquaintances

Collectivist : only keep to friends + intimates.

Intimacy Guidelines

- Be dependable (so your partner relies on you)
- Be responsive (in meeting your partner's needs)
- Be collaborative (in managing conflict)
- Be faithful (by maintaining your partner's confidential info + abiding agreements)
- Be transparent (by honestly sharing your ideas + feelings with your partner)
- Be willing (to put your relationship first)
don't give up everything else but strive for a balance.

→ Disclosure in Relationship life Cycle

(relationships are not smth we have but smth we make)

Relationship life cycle: moving back and forth among the relationship phases
How we move depends on how we communicate through

1. **Disclosure**: The process of revealing confidential information

↳ Self Disclosure: info we deliberately chose to share about ourselves

↳ Other Disclosure: shared about someone by a third party.

2. **Feedback**: The verbal and non verbal responses we make to messages we receive.

→ Social Penetration Theory

Describes the different kinds of self disclosure used in relationships

Breadth: range of different subjects you discuss with your partner

Depth: quality of information shared

Impersonal/safe or confidential/risky

Social penetration model

FF HCCD

→ The Johari Window

A tool for examining the relationship b/w disclosure and feedbacks in relationship.

		Known to self	not known to self	
		Open Pane	Blind	
Known to others	Known to self	Information about you that both you + your partner knows	Info your partner knows about you, but that you don't realize yourself eg from other disclosure	Info can move to open pane through feedback + discussion
	not known to others	Secret everything you know about yourself but your partner does not	Unknown Information that neither you nor your partner knows about yourself.	

→ Stages of Relationship

Our relationships move among these stages based on the information we share and our interpretation of it.

1. Coming Together: Beginning + Developing Relationship

- reducing uncertainty (perception formation process)
- communicate generally about noncontroversial topics + asking hobbies, surface level details
- After making inferences based on info we decide if to proceed.
- can be face to face or online
- disclosure occurs, physical contact (platonic or sexual)
- partners feel psychologically closer.

2. Staying Together: Maintaining Relationship

- Relational Maintenance: communication strategies used to keep a relationship operating smoothly and satisfactorily.
 - eg. prosocial behaviours like being friendly + polite
observing ceremonial occasions (birthdays, anniversaries)
thankng, praising and expressing appreciation.
 - spending time together (with one another + mutual friends)
 - communicating honestly + frequently about both deep + everyday topics
 - offering words + actions that demonstrate affection and respect for one another
 - Sacrifice: putting one's need or desires on hold to attend to attend to the needs of one's partner or the relationship.
 - forgiveness + conflict management, ignoring if hurts.

3. Coming Apart: Declining and Dissolving Relationships

- When relational maintenance strategies fail
- relationships b/w acquaintances / casual friends / coworkers are more likely to come apart.

1. Circumscribing: communication decreases in both quantity + quality
(don't discuss disagreements, go for new people with similar interests,
spend less time together)

2. Stagnating: If circumscribing continues. Partners just go through motions of interacting without enthusiasm or emotion
(eg roommates only eating / cleaning discussion)

3. Avoiding: Creating physical distance + making excuses of not to do things together (not hostility but indifference) eg shifting room.

4. Terminating: Relationship ends

Grave dressing: explanations about why relationship failed eg poor communication, lack of fulfillment, boredom, interference etc.

Bad way to end: Blaming other person using strategies of manipulation, withdrawal + avoidance (also non competent)

Purposely sabotage the relationship hoping that other person will break it.

Competent way: to be direct, open + honest.

Relationship transformation: The process of changing a relationship from one type to another.

→ The role of Technology in Interpersonal relationship formation, development + dissolution

Hyperpersonal Communication: Interacting online based on the assumption that our online partner is similar to us.
 'putting our best foot forward'

Media Multiplicity: The use of many different mediums to maintain relationships.

Social media is used for creating new relationships, maintaining relationships + disengaging relationships.

→ Dialects in Interpersonal relationships.

Dialect: Tension between conflicting forces.

Relational dialects: the competing psychological tensions in a relationship.

1. Autonomy / Connection

Autonomy: The desire to make decisions and do things independent of one's partner.

Connection: Desire to make decisions + do things with one's partner

2. Openness/ Closedness

Openness: The desire to share intimate ideas + feelings with one's partner

Closedness: The desire to keep intimate ideas + feelings to one's self.

3. Novelty / Predictability

Novelty: Desire for originality, freshness and uniqueness in your behaviour, your partners behaviour or relationship.

Predictability: Consistency, reliability + dependability in a relationship
 ↓ can lead to boredom / no surprises/uncertainties

→ Managing Dialectal Tensions

1. **Temporal selection**: choosing one dialectal tension + ignoring its opposite for a while.

2. **Topical Segmentation**: choosing certain topics to satisfy one dialectal tension and other topics to satisfy its opposite.

3. **Neutralization**: compromising b/w the desires of two partners

4. **Reframing**: changing one's perspective about the level of tension.
 strategy of changing your perception about the opposing desires so they no longer seem quite so contradictory.
 can be done by discussion

Chapter 9: Communicating in Groups

Date: Moham Basit
20L-1155

The Nature and Types of Groups

- **Group**: A collection of about 3 to 20 people who interact and attempt to influence each other in order to accomplish a common purpose
- **Group communication**: All the verbal and nonverbal messages shared among group members, is what makes participating in groups a +ve or -ve experience.

Family

Comprised of intimates who through their communication, generate a sense of hope, group identity, history and future.

→ **Nuclear**: consisting of 2 parents + their biological/adopted children

Single parent: consisting of 1 adult living with children

Extended: consisting of a parent/parents and children living with grandparents, aunts, cousins etc.

Blended: committed or married adults living with children of their previous marriages or their union.

Groups: unrelated by either blood or marriage.

→ **Protective families**: issues not discussed decided by authoritative person.

Consensual families: all members discuss by final decision by authority.

Pluralistic families: all members discuss and make decision together

Laissez-faire families: members may discuss an issue but each member makes his/her own decision & is responsible for it.

Healthy communication

build self concept + self esteem by 1. praise 2. acceptance 3. love.

Social Groups

• Comprised of friends who have a genuine concern about each other's welfare and enjoy spending time together. can be a part of > 1.

• Communication in them should

1. encourage quieter members to take part in conversations
2. protect members from playful harassment
3. provide opportunities for friends + disclose problems + receive support.

Support Groups

• Comprised of people who come together to provide encouragement, honest feedback, and a safe environment for expressing deeply personal feelings about a problem common to the members.

eg AA (addiction recovery groups) Alcoholics Anonymous.

Interest Groups

- Comprised of individuals who come together because they share a common concern, hobby or activity.
- may be formal or informal.

- Members ought to:

1. Encourage others to share their success stories
 2. Encourage all members to highlight what they know without demeaning the knowledge + opinion of others.

Service Groups

- Comprised of individuals who come together to perform hands on charitable works or to raise money to help organizations that perform such work
- voluntary and task oriented.
- Communication should be:
 - 1. clear about individual roles + responsibilities
 - 2. praise member accomplishments
 - 3. be polite.

Work Group & Teams

- Comprised of three or more people formed to solve a problem or complete a task

Work Group Team: A subset of work group where members also hold themselves mutually accountable
 eg group projects.

- Effective workgroup teams have an appropriate no. of members with diverse skills + viewpoints, clearly defined goals and explicit roles + rules for members
- Best size 5-7 members. (smallest possible so quicker decisions)

Heterogenous Groups: Comprised of individuals with diverse knowledge, perspectives, values + interests

Homogeneous Groups: Comprised of individuals that share similar knowledge, perspectives, values + interests

Work Group Team Goal: A clearly stated objective desired by enough members to motivate the group to work towards its achievement

Criteria

1. Effective goals are specific.
2. Effective goals serve a common purpose
3. Effective goals are challenging
4. Effective goals are shared

Communication should focus on:

1. update other members about the status of individual efforts
2. appropriately credit the contributions of other team members
3. keep the discussion focused on the task.
4. seek collaboration to solve problems.

Virtual Groups

Comprised of members separated geographically + meeting through technological media.

Virtual Group communication

Communication that occurs in virtual groups

1. At the same time + location
2. At same time but from different locations
3. At different times but from same location
4. At different times + different locations.

Why becoming popular

1. members participate across space
2. asynchronous virtual groups: virtual groups where members interact across time
3. save transportation/accommodation/meals/parking.

Communication

1. Use the richest form of technology available
2. Make sure all members are both equipped and trained to use the technology.
3. Create opportunities for group members to become acquainted, develop and maintain social bonds + build trust.
4. Develop Ground Rules
netiquettes: rules for communicating effectively in virtual groups.
5. Create regular opportunities to evaluate the technology and use of it.

Characteristics of Healthy Groups

Healthy Groups are formed based on a constructive purpose and characterized by ethical goals, interdependence, cohesiveness, productive norms, accountability, and synergy.

1. Ethical Goals

- honest, upright + honourable, benefit the larger society
- unethical → criminals (illegal, harmful) behaviour.

2. Interdependent

- members rely on each other's skills + knowledge to accomplish the group goals. (collective performance)

3. Cohesive

Cohesiveness is the force that brings members together

Team building activities: activities designed to bring build rapport and develop trust among members

Foster cohesiveness:

1. Members are attracted to its purpose
2. Membership is voluntary
3. members feel safe expressing themselves even if they disagree with others
4. Members support, encourage + provide +ve feedback to each other
5. Members perceive the group to be achieving its goal + celebrate accomplishments.

4. Develop and Abide by Productive norms

Norms: expectations for the way group members are to behave

Ground Rules: prescribed behaviours designed to help the group meet its goals and conduct its conversations.

- healthy groups develop norms that help them achieve their goals + foster cohesiveness.

- Rules may include sticking to agenda etc..

Informal norms: never discussed but members understand what they are, behave in line with them and educate new members about them.

5. Accountable

- > being held responsible for adhering to the group norms and working together the group goals.
- > Sanction a member that violates norm. Severity depends on imp of norm, extent of violation + the status of person who violated it.
- > Being accountable also means changing counterproductive norms (violation of a rule not stopped) How? change counterproductive norm

1. Observing the norm + its outcome

2. Describing the result of norm to group

3. Solicing opinions of other members of the group.

6. Synergetic

Synergy: The multiplying force of a group working together that results in a combined effort greater than any of the parts.

- two heads are better than one'

- All above present than synergy

- collective intelligence + dynamic energy

→ Stages of Group formation + Development

1. Forming Stage

characterized by orientation, testing and dependence

- > understand what goal is, what role they will play in achieving it, what other members are like.
- > how their skills + talents will be used
- > Group interactions are polite, no attitude, open minded + genuine interest in others.
- > self disclose appropriate benign information.

2. Storming Stage

characterized by conflict and power plays as members seek to have their ideas accepted + to find their place within the groups power structure

- > politeness exchanged by aggressiveness / coalitions form

- > If storming severe groups survival threatens.

If storming does not occur

Group think: A deterioration of mental efficiency, reality testing and moral judgement that results from in group pressure to conform

To avoid Group think: encourage constructive disagreement, avoid name calling + inflammatory language, use active listening skills.

3. Norming

Stage in which group solidifies its rules for behaviours, resulting in greater trust + motivation to achieve the group goal.

- > Increased cohesion, collaboration + motivation to achieve goal.
- > appreciate differences, strengthen relationship, freely express ideas + opinions, provide tve + constructive feedback to others.

4. Performing

- > Characterized by harmony, productivity, problem solving + shared leadership.
- > skills, knowledge + abilities of all members are combined to overcome obstacles + meet goals successfully
- > can't achieve full potential here unless 2 + 3.

5. Adjourning + Transforming

Adjourning Stage: members assign meanings to what they have done + determine how to end or maintain interpersonal relationships they have developed.

celebrating goal accomplishment + each members role in achieving it.

Transforming Stage: When a group continues to exist with a new goal.

→ Conflict in Groups

1. Pseudo Conflict :

^{+ fake}
when group members who actually agree about smth believe they disagree due to poor communication. Some misinterpretation through listening / perception checking / paraphrasing.

2. Issue related Group Conflict: When two or more members goals ideas or opinions about the topic are incompatible.

3. Personality Related Group Conflict: When two or more group members become defensive because they feel like they are being attacked.

- rooted in power struggle.

4. Culture + Conflict

People belonging to different cultural + cross-cultural groups tend to abide by unique communication norms.

5. Virtual Groups + Conflicts

Technology channels reduce our ability to send and receive non verbal messages particularly emotional + relational cues.