Communication Theories

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2021-03-10

Contents

Chapter 1

Prerequisites

This book is based on the two communications seminars

Course	Professor
Interpersonal Communication	Haley Horstman
Organizational Communication	Debbie Dougherty

Communication is defined as the exchange of messages.

```r
install.packages("bookdown")
# or the development version
# devtools::install_github("rstudio/bookdown")
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Part I

INTERPERSONAL

Chapter 2

Introduction

History

- Cornell School: study of speech from a humanities perspective
- Midwestern School: study speech as a science

According to (Baxter and Braithwaite, 2008), interpersonal communication is "the production and processing of verbal and nonverbal messages between two or a few persons".

Three perspectives to study interpersonal communication (Baxter and Braithwaite, 2008)

- Individually Centered
- Interaction/discourse Centered
- Relationship Centered

Theory and data should be an interactive process. We should understand the conceptual boundaries of a theory, we should not apply it everywhere, generously improve it or dismiss it. Usually, there aren't one ultimate theory that has its own sovereignty (Higgins, 2004). Each theory has its own assumptions. "Making different predictions is not hte same as making competing predictions". (Higgins, 2004). a phenomenon can be explained by multiple theories, with different reasons, which shows its robustness.

A theory must be:

1. Testable
2. Coherent
3. Economical/Parsimonious
4. Generalizable
5. Explanability

A theory is like a child. Developing a theory is like parenting.

- Don't abuse
- Don't spoil
- Knowing your theory and its limitation.

(Miller and Steinberg, 1975, pp. 5-30) Assumption of interpersonal communication: " when people communicate, they make predictions about the effects, or outcomes, of their communication behavior". Prediction can be made consciously or unconsciously; hence, communication has creative element. Two sets of factors influence prediction:

- **situational** set: "the given, unalterable features of a communication setting".

- **dispositional** set: "our past experience and our future expectations dispose us to look for certain behaviors and to interpret them in certain ways".

Levels of analysis used in making prediction

1. Cultural:

    - culture is "the sum of characteristics, beliefs, habits, practices, and language shared by a large group of people,". + can be either heterogeneous or homogeneous (homogeneity increases prediction accuracy).
    - norm is "a recurrent, observable pattern", which help predict behavior
    - ideology also helps predict responses to certain messages.
    - prediction based on cultural data can be erroneous. The more culturally diverse a society is, the more error that you will make.

2. Sociological:

    - A membership group is "a class of people who share certain common, characteristics, either by their own volition or because of some criteria imposed by the predictor".

3. Psychological

    - Sources of behavioral differences: - learning experiences
    - reactions to experiences
    - perception by observers of behavior.

"Generally know a little about a great number of people and a lot about very few people"

GeneralizationCultural ↓ Sociological ↓ Psychological

"When predictions about communication outcomes are based primarily on a cultural or sociological level of analysis, the communicators are engaged in

non-interpersonal communication; when predictions are based primarily on a psychological level of analysis, the communicators are engaged in interpersonal communication".

Cultural and sociological = non-interpersonal communication
Psychological = interpersonal communication.

Stimulus generalization (may have more predictive errors) vs. stimulus discrimination.

- We make stimulus generalization initially because it is not feasible to base our prediction on psychological data.

- very little interpersonal communication in our society:

  - teleological view: we should strive for interpersonal level
  - pragmatic view: we don't need to get to the interpersonal level

- not every communicate interpersonally in similar ways.

- the difference between interpersonal communication and interpersonal relationships is that in interpersonal relationship, two people must be communicating interpersonally

(Wilmot, 1995)

There are two growth trajectories for love relationships:

- whirlwind
- friendship

The interpenetration of communication and relationships

- Principle 1: Relational Definition emerge from recurring episodic enactments.

  - An episode is "a nonverbal and verbal communication event".
  - relational translation: attach relationship meaning to the episodes.
  - "the more frequently a relational definition is reinforced by episodic enactments, the more potent it becomes".

- Principle 2: Relationship Definitions "Frame" or Contextualize Communication Behavior

  - "the meaning of our communication behaviors is dependent on the relational frame where they occur".

  - "communication is interpreted and associated within given relational definitions".

- Principle 3: Relationship types are not necessarily mutually exclusive

- Principle 4: relationship Definition and communication episodes reciprocally frame one another

A Theory of Embeddedness

- Relationship Constellations

  - definition: "interconnected networks that form patterns".
  - the constellations influences initiating relationships by:
  - the network we are in
  - social norms
  - the postilion of initiator and potential partner in the network
  - direct action, or approval/disapproval by others in the network on your choice.
  - density of the network also influences the overall constellation.
  - not only actual actions by the constellation members that affect you, even your anticipation of the reaction of those members also affects you. (Surra, 1990) + people are influenced by the support or disapproval of the network
  - "Romeo and Juliet effect": disapproval of parents strengthens relationship's bonds.

- Cultural Considerations

Self and Other in relation

- Self was defined as independent and autonomous.(e.g., in psychology mostly dysfunctionality exists mainly in self)

Paradigm 1: The Individual Self

Self and Others are "independent units that are connected by the relational thread." Or mere overlap of the two separate autonomous selves who just happen to have enough in common to create a relationship."

Relationship difficulties are identified by the degree of blame of the other.

Social exchange model (assume that we try to maximize profit in relationships). Hence, we focus on building self (self-satisfaction), not relationship.

Postmodern thinking:

Constructedness: see "people as forming and reforming their selves within each relationship".

relational self

Paradigm 2: The Embedded Self

"The identity of"I" is possible solely through the identity of the other who recognizes me, and who in turn is dependent upon my recognition". (Wilber, 1932, p.272)

The Dialectical Perspective
There is a dynamic interplay between opposites that we need to look at. Everything is interdependent. trade off between exactitude of factual language and

seeing things in a totality way.

External (e.g., contradiction between autonomy and integration, me vs. we, independence vs. interdependence, or expressiveness vs. protectiveness) and internal dialectical tensions in relationships

Paradigm 3: Nonseparable self/other/relationship

the self is the result of interaction with others.

Communication is "a conjoint reality created by two people in relation to each other"

Paradigm I | communication is a static, linear, noninteractive event.

Transformation = Expression + Connection

(Baxter, 2004)

ground relational dialectics theory:

1. Dialogue as constitutive process

   - "Communication as a conduit through which a variety of antecedent psychological ans sociological factors are played out".
   - Alternative: "Communication as constitutive": communication constitutes persons and relationships.
   - "An individual knows self only from the outside, as he or she conceives others see him or her. The self, then, is invisible to itself and dependent for its existence on the other". Hence, self is "a fluid and dynamic relation between self and other". + self-becoming resembles self-expansion model.

2. Dialogue as dialectical flux

   - Dialogue is "simultaneously unity and difference". hence, social life is a dialogue "constituted in the dialectical, or contradictory, interplay of centripetal and centrifugal forces".
   - contrast to Hegelian approach to dialogue

3. Dialogue as aesthetic moment

4. Dialogue as utterance

5. Dialogue as critical sensibility

Braithwaite's Perspectives on interpersonal communication

- Numerical Perspective
- Situational and contextual perspective
- Developmental Perspective
- Levels of Info Perspective (Miller and Steinberg, 1975)
- Relational (Stewart) focusing on the content.
- Constitutive Approach (Baxter, 2004)

Def of IPC = when predictions about comm outcomes are based primarily on a psych level of analysis (p. 22)

IPC occurs when:

1. Predictions are based on personal level info
2. Have direct experience with other person
3. Initial interactions are rarely interpersonal
4. Most interactions are non-interpersonal
5. Relationships exist when both people are communicating interpersonally

Chapter 2 (Stewart (2019))

Communication is "the processes humans use to construct meaning together".

1. Since humans live in worlds of meaning that are constantly constructed, none can affect the process significantly.
2. Culture figures (ethnicity, gender, age, social class, sexual orientation, etc) affect communication and how you respond to it.
3. we collaboratively build the sense of selves (i.e., identity) when engaging in communication.
4. Conversations are a tools for communication.
5. A useful skills in communicating is "nexting".

Communication is "the continuous, complex, collaborative, process of verbal and nonverbal meaning-making through which we construct the worlds of meaning we inhabit."

Worlds of meanings:

- space
- time
- laws of physics
- culture
- relationships
- work (for adults).

Interpersonal Communication:
"people involved are contacting each other as persons"

Characteristics that distinguish persons across cultures:

- uniqueness: noninterchangeability (either experiential or genetic)
- unmeasurability: human can't be described by parts. even though cognitive scientists try to assign schematas or cognitive patters/ Emotions and feeling are embedded in communications.
- Responsiveness is different from reaction.
- reflectiveness: being aware of what's around, but also aware of your own awareness.
- addressability: difference between talking to and talking with (i.e., addressable). directed or aimed at.

"the term interpersonal labels the kind of communication that happens when the people involved talk and listen in ways that maximize the presence of the personal".

(Floyd, 2014)

Interpersonal communication is defined as "Any communication at the intrapersonal, small group, public, or mass levels."

Boundary condition includes:

- dyad relationships
- "IPC as close, supportive, relationship-maintaining communication occurring between people (whether in a dyad or not")

Chapter 3

Individually Centered

3.1 Uncertainty Management Theories

3.1.1 Problematic Integration Theory

Problematic Integration (PI) theory: From the theories of planned behavior and reasoned action, we believe that we can predict people's behaviors because people are assumed to be "rational". However, there are communication substance that could input uncertainty and inconsistency expectations to predict human behavior.

- Goals:
    - find important and ubiquitous communication process
    - increase sophistication
    - encourage other ways of understanding
    - increase communicators' empathy and compassion.

- Forms of PI:
    - Uncertainty
    - Diverging expectations and desires
    - Ambivalence
    - Impossible desires (theoretical vs. practical impossibility).

- Discussion regarding PI can deepen or hurt relationships

- Encounter PI, we can engage in presentational and avoidance rituals.

- PI defines uncertainty as "difficulty forming a mental association". (Babrow and Matthias, 2009)
    - form-specific adaptation of messages means "communicating in ways that speak to the precise dilemma." (Babrow and Matthias, 2009)

3.1.2   Uncertainty Management Theory

Uncertainty Management (UM)

- Based on two post-positivist sources:

    - Uncertainty reduction theory (BERGER and CALABRESE, 1975): managing uncertainty
    - Cognitive theory of uncertainty in illness (Mishel, 1990): depending on context, uncertainty can be either good or bad

- Uncertainty must be appraised.

- Notion of management = control

Research and practical application (e.g., health, education,)
Evaluation: not achievable under post-positivist because of its blurry boundary conditions. But under interpretivist, it can make more sense due to its contextual meanings.

Application:
Taking Control: The Efficacy and Durability of a Peer-Led Uncertainty Management Intervention for People Recently Diagnosed With HIV (Brashers et al., 2016): Uncertainty management need to be adaptable. Due to the changing nature of HIV skills and information for patients need to be communicated continuously. Supported by the theories of social support, uncertainty management can be facilitated with peer support. participant report less illness-related uncertainty, greater access to social support, and more satisfaction with the social support compared to the control group. **Illness uncertainty** was assessed with (MISHEL, 1981).

Example

(SHARABI and CAUGHLIN, 2017) Effects of the first FtF date on romantic relationship development:

- Relational choice models of romantic relationships: Choosing partners that make the most sense to you (fit an image of an ideal mates).
- Disillusionment models of romantic relationship: When you see other's aspects (e.g., personality, behaviors) of your partner, you might no longer be interested in your partner.

Predicting first date success in online dating

- Similarity and uncertainty as predictors: users want to reduce uncertainty before meeting offline.

- Communication as moderating role.

Interestingly, people disclose more deeply online compared to offline (Tidwell and Walther, 2002)

3.1.3 Theory of Motivated Informaiton Management (TMIM)

Born from the frustration with Problematic Integration Theory, Uncertainty Management Theory interepretivist orientation, and desire to incorporate individual experience's complexity with uncertainty and predictive specificity.

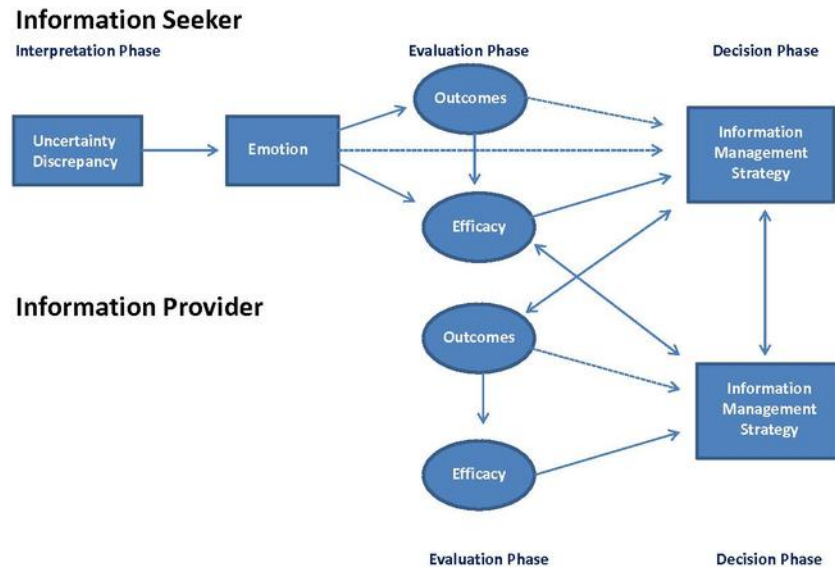The theory has its basis on:

- Subjective Expected Utility theory (Fischhoff et al., 1983)

- social Cognitive theory (Locke and Bandura, 1987)
- Theories of bounded rationality (Kahneman, 2003): People make suboptimal choice due to other emotions and bias factors.

Due to its laborious process of decision, theory of motivated information management only applies to cases where the person thinks a decision is sufficient important.

Phases:

- Interpretation Phase: recognize the difference (called **uncertainty discrepancy**) in desired uncertainty and current uncertainty, which mostly produces anxiety, but sometimes hope, anticipation, anger.

- Evaluation Phase: :appraisal of uncertainty impacts assessments made in the evaluation phase", which makes you think about

  - Outcome expectancy: what happen if you search for more info

  - Efficacy: whether you are able to do the search.

    * Communication efficacy: whether a person has the skill to seek info.

    * Target efficacy: whether the target of the info search actually has and would be willing to share it.

    * Coping efficiency: whether a person could emotionally, relational, or financially deal with what he or she expects to learn.

- Decision Phase: people are likely to seek info when they expect positive outcomes with high levels of efficacy.

Model of TMIM Predictions

Information Seeker

Interpretation Phase   Evaluation Phase   Decision Phase

Uncertainty Discrepancy → Emotion → Outcomes → Information Management Strategy

Efficacy

Information Provider

Outcomes → Information Management Strategy

Efficacy

Evaluation Phase   Decision Phase

(picture from (Baxter and Braithwaite, 2008))

Note: Information providers go through the same process with only the latter two phases (evaluation and decision).

Research and Practical Application: (e.g., education, health)

Evaluation:

- Benefits:
    - Draw attention to communication efficiency, and outcome expectancy
    - Good theory: based on testability, heuristics, parsimony, scope condition

- Improvement:
    - may need to include efficacy's strength as mediator. Depending on the positivity or negativity of expectations. relationship between outcome expectancies and efficacy, and between outcome expectancies and information seeking may differ

Example:

(Morse et al., 2013) social networks and information seeking influence drug use.

From Social Cognitive Theory, and Cognitive Developmental Theory, social norms and peer influence serve as bases for aversive behaviors to be accepted. According to (Wolfson, 2000), false consensus support can help explain students overestimate of the positive attitudes of their social network supported by the fact that they are uncertain about their social network's opinions.

3.2 Attribution Theory

"how and why we try to answer"how and why" questions is referred to as attribution theory" (Baxter and Braithwaite, 2008)

originated from psychology. "The more important or unexpected the event, the more likely people are to seek an explanation to make sense of that outcome. We make sense of such events primarily by determining what the cause is."

Goals

- Event causation: understand actions or events by attributing cause(s) to behavior.
- Trait inference: make inference about a person' characteristics that makes sense of that person's behavior.

Dimensions when making attributions:

- locus: interval or external to the person
- Stability: temporary or enduring
- Specificity: causes is unique or universal
- Responsibility: the extent to which a person contribute to the event

Focus on:

- Correspondence: "When attributions are informative of a person's nature or personality, they are considered **"correspondent"** (i.e., we perceive that another's behavior corresponds to some underlying characteristic of who that person is)".

- Covariation: "Events are attributed to causes with which they covary."

- Responsibility: the more internal, intentional, and controllable we perceive one's behavior is, the more we hold that person responsible for those actions, and their consequences"

- Bias:
    - "fundamental attribution bias, which is a tendency to make more internal attributions than external attributions for other people's behaviors" (Ross, 1977)
    - self-serving bias: people generally make more internal, stable, and global attributions for positive events than for negative events, and

> more external attributions for negative events than for positive events
> (Malle, 2006)

Attribution Theory in Communication:

- Attribution as Explanations behind social communicative actions.
- Attribution as reason for actions and outcomes: when we think of reasons for other's communication or behaviors, it affects how we view others, and our communication toward them.
- Attribution as the meanings given to a behavior: "how attributions reflect the meaning that people give to a communication act."

Evaluation:

- Explanatory power: intuitive
- Scope and generality: applicability, born as universal theory of human sense-making, but actual application was limited
- Conditionship specification: strict parameters for the theory.
- Verifiability/ Falsifiability: a lot of research supports, few say the theory is flawed.

3.3 Social Exchange Theories

Costs vs. Rewards.

Originated from psychology, sociology, economics. Analogous to economic exchange. Under the post-positivist paradigm.

Definitions:

- An exchange is "a transfer of something in return for something else" (Leffler and Roloff, 1982)

- Social exchange is the result of human's connection.

Aspect	Social Exchange	Economic Exchange
Reliance	Trust, goodwill, voluntary	Legal Obligations
Rewards and Costs	Open	Exact Specifications for both parties
Time frame	Continuous	Set, fixed for the exchange to occur
Type	Unique, individualized	Similar from person to person

Goals:

- Predict and explain behaviors.

Assumptions:

- Social behavior is a series of transactions.
- "Individuals attempt to maximize their rewards and minimize their costs."

- After receiving rewards, people feel a sense of obligation.

Concepts:

- Self-interests: "individuals to act in accordance with perceptions and projections of rewards and costs associated with an exchange, or potential exchange, of resources." we are motivated to serve self-interests.

- Interdependence: "the extent to which one person's outcomes depend on another person's outcomes"

Social Exchange in Communication:

- communication is a communication tool
- communication is the resource to be exchange (i.e., either reward or cost).
- Exchange may have symbolic or communication value (Molm et al., 2007)

Evaluation:

- love can be selfless: **Altruism** is beyond social exchange
- High in exchange orientation are likely to keep score (Murstein, 1971)
- Cultures differ in their exchange orientations: exchange orientation is more expected in individualistic and capitalistic societies. (Yperen and Buunk, 1990)
- People are not also rational (scale of inequity is not always instantly balanced)

Application:

- emotional health (individual), trusting one's spouse (interpersonal), and **feeling underbenefited in the relationship (interpersonal)** significantly predict marital well-being for both groups of women (i.e., African American and European American). While physical health (individual) and in-law relations (social and economic) showed significant influence for only African American (Goodwin, 2003).

3.3.1 Resource Theory

"Resources constitute rewards when they provide pleasure and costs when they provoke pain, anxiety, embarrassment, or mental and physical effort."

Developed by (Foa and Foa, 1980, 2012)

Types of resources:

- Money: universal
- Goods
- Status
- Love
- Services
- Information

Exchange of similar resources results in more satisfaction (Foa and Foa, 1980). And relationship type influences the exchange of resources.

3.3.2 Interdependence Theory

Individuals assess their rewards in a relationship based on

- Comparison levels: what one *should* receive: "the standard an individual uses to judge how attractive or satisfactory a particular relationship is." Relate to **normative economics**
- Alternatives (Comparison levels of alternatives): what one *could* receive: "the lowest level of rewards deemed acceptable when considering possible alternative relationship."

Note:

- Our projection is not always right. For example, the more committed and invested we are in a relationship, the more likely we are to downplay alternatives (Rusbult and Agnew, 2010)

Application:

- (Vangelisti et al., 2013): correlation between individuals' cognition and their relational satisfaction. Individuals' vocalized thoughts correlate with their partner's satisfaction.
- equity and satisfaction (under the interdependence theory) influences one's relational maintenance strategies (Stafford and Canary, 2006)

3.3.3 Equity Theory

We also consider **fairness** in our equation of gains and costs, where fairness is "equity in the distribution of costs and rewards"(Baxter and Braithwaite, 2008).

Distributive justice (Adams, 1965): "people think and act so that rewards are distributed in accordance with their effort." Three types of inequity:

- ratio of your rewards to costs in vs. others' ratios.
- "the exchange relationship you and your partner have with a third entity"
- your relationship vs others in similar situation.

Inequity leads to emotional distress (Sprecher, 2001). Underbenefitied experiences anger, whereas overbenefited experiences guilt. To balance our inequity, we change outcomes (perceptions), or inputs (actions)

Application:

- Perceptions of equity influences caregiver burnout, and positive caregiver experiences (Ybema et al., 2002)

3.4 Social Support Theories

Supportive communication is "verbal and nonverbal behavior produced with the intention of providing assistance to others perceived as needing that aid." (MacGeorge et al., 2011, pp.317)

(Afifi et al., 2020) extended the theoretical model of communal coping. See (Afifi et al., 2020, pp. 426) for the TMCC model. We can also see the definition of "communal coping."

Predictor of Coping:

- Nature of the stressor
- Communication quality
- Relational quality
- Identification with Others
- Culture
- Environment and Social structures

(Brummett and Afifi, 2019, pp. 199) studies interracial romantic partners' expectations

Verbal person centeredness (VPC), defined as "the extent to which the feelings and perspective of a distressed other are acknowledged, elaborated, and legitimized: (MacGeorge et al., 2018). However, research sometimes use VPC for the entire interaction, or advisors or recipients. (content focus, in constrat to non-verbal).

Person centeredness is defined as "awareness of and adaptation to the subjective, affective, and relational aspects of communicative contexts" (Burleson and Caplan, 1998, pp. 249).

Dimensions of support behavior:

- content (i.e., topical focus)

- function (i.e., observed (inferred) intention of the provider/advisor) (e.g., describing, legitimizing, minimizing, recommending, justifying, blaming, criticizing, questioning, affirming, encouraging, and offering tangible support)

- experiential focus (i.e., "the person whose experiences are being referenced in the supportive behavior" (MacGeorge et al., 2018, pp. 153)

### 3.4.1 Dual-Process Theory of Supportive Message Outcomes

Comes from the dual-process model in psychology: "People actions are a function of the ways in which they interpret or make sense of events." (Burleson, 2010, pp.106)

Goals and Features:

- "the impact of messages varies as a function of how those messages are processed, and it provides a detailed analysis of the processing modes that can

FIGURE 1
A Dual Process Model for Supportive Communication
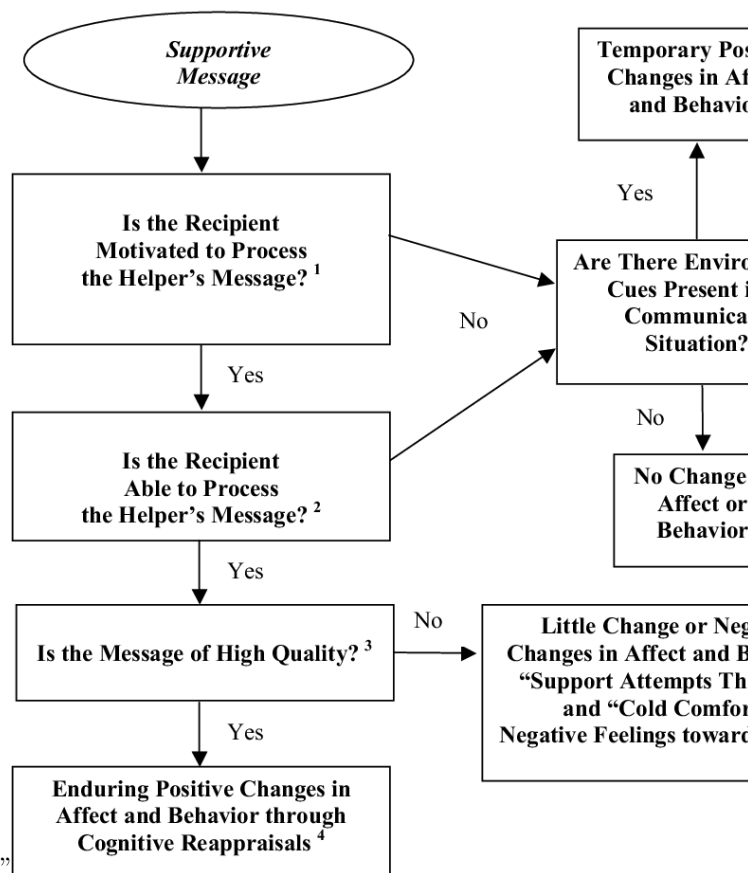
be applied to supportive messages."

(Baxter and Braithwaite, 2008, pp.198)

Modes:

- Processing modes: Elaboration (i.e., "the extent to which an individual thinks with respect to message content")

    - negative affect

    - motivation

    - ability

    - environmental cues

– Quality of supportive message: high vs. low

Under the framework of dual-process theory, communication is defined as "a process in which a person (the source) seeks to convey or make public some internal state to another (the recipient) through the use of signals and symbols (the message) in the effort to accomplish some pragmatic end (the goal)." (Burleson, 2010)

Application:

- emotional support

- grief management

(Davis, 2018) studies the microaggression of white women towards black women with two phases:

- Individual orientation phase (i.e., "friends communicating verbal and nonverbal messages that solely comforted the support seeker" - information seeking, support provision (e.g., the use of girls, hand clap))
- Collective orientation phase (phase: Hostile differentiation, Socio-political Contextualization, Collective Uplift).

Age moderates the perceived microaggression (e.g., tolerance).

Racial microaggressions are "brief messages (i.e., verbal, nonverbal, and visual) that denigrate people of color because they belong to a racial group that is historically oppressed in the U.S." (Sue et al., 2007)

Strong Black Woman Collective Theory argues that "strength is valuable resource for Black women because it helps them resist external hostilities." (Davis, 2014)

3.4.2 Advice Response Theory

Social cognitive theory: how advice outcomes are influenced by qualities of messages, advisors, situations, and recipients.

Goals:

ART predicts how your friend is likely to respond, based on your friend's perceptions of

1. Message features (e.g., content and style): Recipients evaluate

   1. message content

      - efficacy (i.e., if the action is likely to resolve the problem)
      - feasibility (i.e., capacity to accomplish eh action)
      - limitation
      - confirmation (whether he action is consistent with the recipient's intent)

2. Style:

   - politeness
   - linking
   - respect

2. Advisor's characteristics (likely to be mediated by message content)

   - Expertise (to the problem)
   - trustworthiness
   - likability
   - similarity (to the recipient).

3. Situational factors (this is controversial because of conflicting empirical evidence)

   - problem seriousness (perceived by the recipient)
   - solution uncertainty (about how to resolve the problem)

4. Recipient's traits or characteristic

   - thinking style
   - abilities (e..g, cognitive complexity)
   - demographic (e.g., culture, gender)

Chapter 4

Interaction/discourse Centered

4.1 Evolutionary Theories

theoretical framework to study biology and interpersonal communication (i.e., biosocial approach)

Some traits remain relatively stable in species.

Five principles:

1. Basic Theory of evolution: "perpetual change in the living world where nothing is constant or repeated exactly"

2. Common decent

3. Multiplication of species

4. gradualism

5. natural selection

    1. Individuals are variable. (i.e., variation among organism in the same familial lineage)

    2. Advantageous traits are passed on to off-spring.

    3. Individuals produce more offspring than the environment can support. Then, scarcity of resources kick in to favor individuals that have traits more advantages in acquiring resources (i.e., Adaptation), which operates at the genetic level (not individual).

    4. traits are passed on gradually which lead to new species in the population

(Tooby and Cosmides, 2015) evolutionary psychology study the functions of brain, which is known as psychological adaptation that evolve to solve problems in its environment.

Limitation:

- Controversial regarding sex (i.e., biological make-up of men and women are different). Biological determinism is in contrast to "bi-directional nature of hormonal responses and the fact that individuals' communication can influence their physiological responses and vice versa."
- Controversial over culture and individual differences:

Application:

- (Denes et al., 2016) "high testosterone/no orgasm individuals may be the least likely to experience the beneficial effects of post sex communication."
- (Aloia and Solomon, 2014) "positive association between conflict intensity and cortisol reactivity, and this association was attenuated for individuals who reported higher, rather than lower, levels of childhood exposure to familial verbal aggression."

4.1.1　Affection Exchange Theory

(AET) (Floyd, 2001) contemplates that "people give and receive affection in ways that are adaptive or evolutionarily advantageous for their relationship." There is evidence that affection reduces stress.

4.1.2　Tend and Befriend theory

Under the fight or flight framework, people tend to affiliate with others under stress (Taylor, 2012). Women have different level of fight or flight tendencies, which is due to hormones and evolutionary tendencies.

4.1.3　Attachment theory

(Bowlby, 1982) As child, we form attachments to our parents, which affect how we perceive and approach relationship in the future. Oxytocin is a hormone that facilitates social bonds (Campbell, 2010)

4.2　Intergroup Theorizing

4.2.1　Communication Accommodation Theory

Varying communicative styles are reflections of personalities, roles, temperaments, and social identities.

Communication Accommodation theory (CAT) explains why we communicate differently with different people (i.e., our communication choices change based

on the relational, identity we engage in).

Accommodation is "a process concerned with how we can reduce (and, in some cases, even magnify) communicative differences between people in interaction" (Baxter and Braithwaite, 2008, pp. 237). It "enhances interpersonal similarities, and reduces uncertainties about the other" (Baxter and Braithwaite, 2008, pp. 237). Speakers will be seen as more competent and credible (Aune and Kikuchi, 1993). Accommodation manifests via convergence in language (i.e., dialect), nonverbal cues (e.g., speech rate, posture) (Li, 2001). Those with more social power are often accommodated. *(however, I think less social power should be accommodated, for example, patients and doctors, benefactors and beneficiaries)*

Nonaccommodacaiton can signal lack of respect or liking to the other person (could be intentional or unintentional), or authenticity. Divergence signal membership in groups, culture, and communities (their social identity).

Symmetricality and accommodation lead to strengthened interpersonal relations, and vice versa.

Principles of accommodation:

1. Speakers will, up to an optimal level, increasingly accommodate the communicative patterns believed characteristic of their interactants the more they wish to

    1. Signal positive face and empathy

    2. Elicit the other's approval, respect, understanding, trust, compliance, and cooperation

    3. Develop a closer relationship

    4. Defuse a potentially volatile situation

    5. Signal common social identities

2. When attributed (typically) with positive intent, patterns of perceived accommodation increasingly and cumulatively enhance recipients'

    1. Self-esteem;

    2. Task, interactional, and job satisfaction;

    3. Favorable images of the speaker's group, fostering the potential for partnerships to achieve common goals;

    4. Mutual understanding, felt supportiveness, and life satisfaction;

    5. Attributions of speaker politeness, empathy, competence, benevolence, and trust.

3. Speakers will (other interactional motives notwithstanding) increasingly nonaccommodate (e.g., diverge from) the communicative patterns believed

characteristic of their interactants, the more they wish to signal (or promote)

   1. Relational dissatisfaction or disaffection with and disrespect for the others' traits, demeanor, actions, or social identities.

4. When attributed with (usually) harmful intent, patterns of perceived nonaccommodation (e.g., divergence) will be

   1. Evaluated unfavorably as unfriendly, impolite, or communicatively incompetent;

   2. Reacted to negatively by recipients (e.g., recipients will perceive speaker to be lacking in empathy and trust)

CAT absorbs both interpersonal and intergroup process, even though they are considered orthogonal.

4.2.2 Communication Theory of Identity

Stem from psychology and sociology in the 50s and 60s. "Similar to the psychological tradition, the self was still most often discussed in unitary terms with social roles reserved for the various different manifestations" (Baxter and Braithwaite, 2008, pp. 254).

There isn't one core genuine self, but multiple selves (i.e., multiple identities). Self emerges out of one's social interactions and the perceptions of others (Stryker et al., 1979).

Identity/Communication (identity is not separable from communication) leads to communication satisfaction.

CTI conceptualizes layers of identity as both changing and stable, and both subjective and ascribed. 4 layers are interdependent:

- Personal: individual, sense of self-being
- relational: identity defined in relationship, and ascribed
- Enacted: performance of identity, through verbal and nonverbal messages
- Communal: how society defines identity and identities (i.e., group membership)

The gap between personal and enacted identities is called identity gaps (Jung and Hecht, 2004), leads to negative psychological outcomes (e.g., depression). But it could also help individual try to close the gap (cognitive dissonant).

We want others to value the same attributes that we ourselves value (Baxter and Braithwaite, 2008, pp. 261)

4.2.2.1 Application

(WILLER and SOLIZ, 2010)

- Socially aggressive face threats (SAFTs) are "messages that threaten one's identity or positive face"

- social aggression can damage self-esteem, social standing.

- Face is the self or image that people present and expect others to main or support during interaction (Cupach and Metts, 1994), which includes two desires:

  - positive face needs: desire for approval, appreciation, and liking

  - negative face needs: desires for freedom from action ad imposition

- and two threats

  - positive face threats: similar to socially aggressive messages. Hence, the authors use the terms SAFTs.

- Negative affect negatively associated feelings of forgiveness (measured by feelings of revenge and avoidance, avoidance)

(Nuru, 2014)

- transgender is when "self-identify with a gender that ''contradicts" socially acceptable gender roles and expectations as dictated by external genitalia and assigned birth sex."

  - "any divergence from conventional social norms that tie gender identity to role expectancy and biological sex" (Bornstein, 2013)

- Gender identity may overlap sexuality, they are two distinct processes of negotiation.

- Genital sex can differ from social and psychological gender.

- Gaps between personal, enacted, and relational layers are prevalent.

- Strategies to mitigate tension:

  - Closeted enactment

  - disengagement

  - passing: intentional disguise to preserve relationship

  - label changing

(Harris and Janovec, 2018)

- In the context of bullying, studies have traditionally been White-oriented. Hence, there is a need for diverse sampling.

- Due to political climate in 2016, students are reported to be more anxious and new wave of political bullying was on the rise.

- race is a social construct that relates to power, privilege, and systemic oppression. racist draw societal power from being members of the majority group. Racism is different from racial prejudice and racial discrimination (i.e., everybody can be racially prejudice, but only macro culture members can be racists).

- Bullying can happen between group (macro vs. micro cultures), and within group (in-group bullying, i.e., Mexican American and Mexican immigrants).

- Marginalized status triggers victim status

  - family socioeconomic status (SES) and test scores are correlated

- Intersectioanality and Race in Bullying

(Chen et al., 2016)

- The characteristics of their communication partner (mediated by specific communication behaviors imagined by the participant for two of the three trait dimensions such as overaccommodation for perceptions of competence, humorous communication for perceptions of sociability) influences participants' stereotypes of older adult

  - overaccommendation can be seemed patronizing, which reinforces stereotypes

- Imagined interaction involves individuals' spontaneous thoughts regarding interpersonal communication with a real person, which typically occurs before an actual interaction with the person (Honeycutt, 2014).

- based on stereotype content model (SCM), groups are stereotyped based on two dimensions: warmth and competence (Fiske et al., 2007). Later warmth was further segmented into sociability and morality (i.e., trustworthiness)

4.3 Critical Approaches to IPC Research

Chapter 5

Relationship Centered

Part II

ORGANIZATIONAL COMMUNICATION

Chapter 6

Perspectives on Organizational Communication

(Mumby and Stohl, 1996) Organizational communication as a discipline can be looked under the framework of 4 problematics.

The problematic of:

1. voice: characterized by multiple voices, not only managerial.
   + organizational communication cultivates tensions between university and firms, rather than resolving it.
   + how voices can gain insight into marginalized groups.

2. rationality
   + pluralist understandings + technical rationality: "knowledge that privileges a concern with prediction, control and teleological forms of behavior".
   + Practical rationality: "knowledge grounded in the human interest in interpreting and experiencing the word as meaningful and intersubjectively constructed"

3. organization
   + The question of organization is fundamental in organizational communication.
   + the complex structure of organizing, culture and larger social processes.

4. organization-society relationship
   + organizational boundaries (separation between organization and society)

cannot be clearly defined due to its fluid nature.
+ can study the dynamics nature of globalization.
+ communication is not just information exchange, but it is the core of organizing where organization structure is dynamically created.

(Broadfoot and Munshi, 2007)
We might have been myopic when only interpret and look at organizational communication from the perspective of Euro-American intellectual tradition. hence, we need to have alternative, rationalities, and perspectives.

Due to (Mumby and Stohl, 1996), there are four major problematics in organizational communication:

- Voice: who gets to speak for whom

- Rationality: 2 forms of rationalities: technical/instrumental and practical and the consequences.

- Organization: members create meaning through communication.

- Organization-society relationship: it's hard to distinguish between the two, hence we should study in conjunction.

there is a new shift to the non-American voices: A Postcolonial awakening.

Postcolonial self-reflexivity: a resistance from Eurocentric perspective.

(Shome, 1996) defines Discursive confinement as "a state where difference and individuality are eased or neutralized and scholars become confined to a narrow and marginalized discursive space constructed by dominant mainstream structures and ideologies". Hence, we should break through the discipline and embed individuality through emotionality.

We can see the shift in areas such as gender, race, and globalization.

A postcolonial exploration: different perspective can contribute richly to the understanding organizational communication.

(Cheney, 2007)

Identity: from business. flow of information between stakeholders.

Breaking boundaries: expand to other issues such as informal network, social movements, etc.

Opportunities from social problems: shift from basic research to focus on society and planet.

Ethos and Confidence: The discipline of organizational communication as well as communication are constantly in need to prove for its legitimacy.

Audiences: various outlets, but mostly focus on research publication due to the need for tenure.

To get beyond the pressure for tenure, the author suggests:

- choose an issue that you care.

- listen/read well from various perspectives

- choose appropriate outlets.

- set everyday goal.

- practice what you preach

- lead by example

- do not give up

- pause and reflect.

(D'Urso et al., 2014)

History (genealogy) of organizational communication with the method of network analysis.

Author posted several research questions that could use the network analysis method to probe into such as collaboration and coauthorship, and overall development of organizational communication.

(Leonardi, 2016)

the strategy of subordination taken by organizational communication researchers are those that look at a phenomena from the perspective of organizational communication, which leads to small contribution to the literature.

To know if a one owns a phenomenon is when people know to turn to you when they wan to understand such phenomenon .

6.0.1   Strategy of Discovery

2 steps:

1. Phenomenon is communication

2. What communication does and why

6.0.2   Strategy of Reconceptualizatinon

2 steps:

1. Contradictory evidence or poor explanation

2. Communications leads to better fit (e.g., accuracy or novelty)

Chapter 7

Organizational Culture

(Martin and Siehl, 1983)

Culture:

- based on history, members can behave and expected to behave

- help construct common value for employees.

- control mechanisms which dictate patterns of behavior

culture can hardly be under control, not monolithic phenomenon

3 levels of culture:

- basic assumptions

- values/ideology

- artifacts (e.g., stories, rituals, dress): express values

- management practices (e.g., training program).

Types of subcultures:

- enhancing: same position

- orthogonal: unrelated position

- counterculture: opposite position: "most likely to arise in a strongly centralized institution that has permitted significant decentralization of authority to occur" (e.g., GM's culture: team players, loyalty, "refrigerator story"), balancing act must be taken to manage counter culture and dominant culture

(Dixon and Dougherty, 2009) multiple meanings of organizational culture

Consulting method: in-depth and focus group interviews with student staff, artifact analysis, and observation of organization staff meetings and retreats

Common terms did not mean the same thing. 2 different fields: organizational communication, and higher education.

- Organization culture: "German approach, based in phenomenological/Interpretive epistemology". culture is the product of symbolic interaction. Scholars tries to understand the role of human interaction. organizational culture is not easily manipulated by managers. " organization is a culture". purposes:
  + increasing productivity
  + understanding organizational processes
  + critiquing oppressive organizational practices.
- organizational culture: American approach to study organizational variable that affect organizational effectiveness. "organization has a culture". can be quantified, and manipulated.
  + Institution can be measured: dynamism vs. stability and internal vs. external focus.

two subculture: First-born (tradition, consensus) and Youngest (debate, and new ideas)

The problem stems from different discipline understanding of "culture", there was a rejection of the definition by organizational communication scholars.

" Rather than positing that there is one "right" concept, we would encourage other consultants to proactively discuss with clients, what key terms mean to them in the particularity of their context, as a means of creating a "shared discursive" reality."

(Leonardi and Jackson, 2008) mergers between two technology companies

cultural studies of postmerger integration

A core technology is "the primary technology produced, serviced, or sold by an organization".

technological grounding suggests that "an organization's core technologies are, along with the work and communication practices enacted daily by members, a constitutive feature of its culture"

two dominant perspectives for understanding culture that exist in organizational literature:

- as a variable that can be changed.
  + technology is a variable . The two variables are distinct and can be either internal or external based on researchers' perspective.

- culture is organization.

  + in postmerger, organizations face cultural convergence. + technology is not a variable but a practice. + "When technologies are sufficiently important to an organization to become key elements in the constitution of a culture, we refer to that organization as technologically grounded." (a continuum not dichotomy).

  + "technological incompatibility implies the incompatibility of organizational cultures and practices"

Method: a single case design, embedded design:

levels of analysis
(1) public discourse from company officials about the merger, (2) organizational practices and policies before and after the merger (3) worker responses during postmerger integration

US West built its culture on the West culture use analog data
Qwest built its culture on speed use digital data (all internet protocol - IP)

Qwest consumed US West's culture (e.g., bureaucracy) due to its technological superiority and cultural superiority in postmerger integration

Qwest shut down US West's Research Labs.

7.1 4

Chapter 4: Communicating Organizational Culture: A Problem-Solving Model.

Communication: is about creating message, production and reproduction of meaning.

Organizations are communication.

Gestalt Theory (figure and ground): sometimes the important part is thought of as the background

Organizational culture is an active process that shape organizations.

organizational culture is defined "as the shared communicative process through which meanings are constantly employed, negotiated, and contested to create a stable communication environment within which organizational life becomes patterned and persistent over time."

organizational cultures does not mean shared meaning but **shared process of meaning making**.

Forms of communication:

- info sharing

- message production

- meaning making

organizational values as "those things, standards, and ideals through which we evaluate our organizational wellbeing".

Types of values:

- Personal values

- Moral values

- Aesthetic values

- Status values: power allocation.

Organizational meanings

- Cognitive meanings

- Emotional meanings: people might mistakenly consider irrationality as emotionality.

- Social meanings sensemaking theory

- Identity meanings cultural contract theory of identity. 3 types of cultural contracts:
  + ready-to-sign contracts: assimilation (physical, behavioral,a nd mental assumption of dominant culture).
  + Quasi-completed contracts: allows adaption
  + Cocreated contracts: mutual valuation.

- Power meanings
  + can derived from formal hierarchy
  + or from relationships (as opposed to isolation).

Chapter 8

Sensemaking

Sensemaking is "how organizational members come to understand and move forward when faced with unexpected or unanticipated information" (Dougherty, 2020)

- It can help stabilize the organization in time of crisis.

The difference between sensemaking theory and Uncertainty Management Theory: they are close ties.

Uncertainty management Theory	Sensemaking Theory
based on individual level management in relationship uncertainty	group dynamics and group behavior manage in the organizational context

(picture from (Lu, 2017))
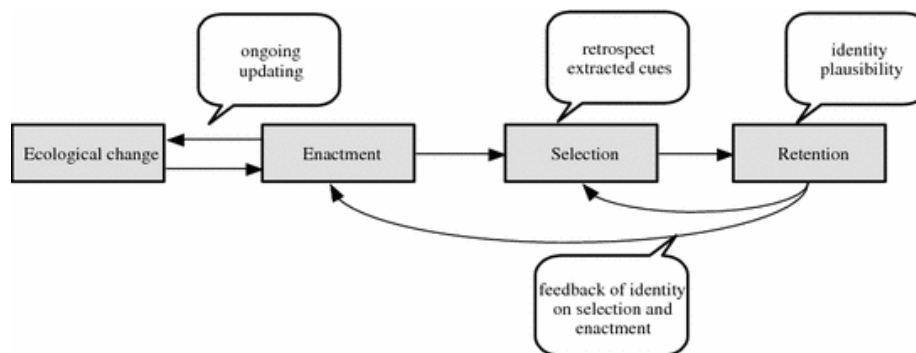
Example in business: (Kury, 2014)

(Dougherty and Smythe, 2004)

Culture of sexual harassment (i.e., Some cultures are more prone to sexual harassment than others).

From the perspective of sensemaking theory, organizational members make sense of unexpected events through a process of action, selection and interpretation (Weick, 1995).

Organizational culture is created **not** through shared meaning, but **shared experiences through processes sensemaking**. We might never come to a consensus, but the process of sensemaking can help us have shared experiences.

Properties of sensemaking:

- Identity: created through the interaction with other organizational members.
- Retrospective: make sense only looking backward.
- Ongoing: relate past, present, and future to make sense of an event.
- Enactment: actors are part of the culture.
- Extracted cues: focus their attention to parts of the environment.
- Social: based on either interaction with others, or expected interaction with others.
- Plausibility: seems reasonable.

Hence, sensemaking influence

- the acceptance of sexual harassment in an organization
- responses by nonharassed members.

Sensemaking's phases:

- Discovery
- Debriefing (e.g., humor, ridicule in case of sexual harassment)
- Dispersal (e.g., return to normalcy)

men and women make of sexual harassment differently (i.e., women label more behavior as sexual harassment than men)

Practical Applications

- Applying Humor: humor can help members involve actively in sharing sexual harassment training, sense of community. But too much can also belittle victim's experience.
- White men and sexual harassment: should to vilify, but assume that they want to help.
- Identifying Sexual harassment: should not focus on shared meaning, but shared experience.
- Responding to sexual harassment: no one-size-fit-all approach, but respect contexts of the sexual harassment.

(Shenoy-Packer, 2014)

First-generation immigrants are prone to microaggressions.

microaggressions are "brief and commonplace daily verbal, behavioral, or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults". (Sue et al., 2007)

Microagresssion exists in 3 forms:

- Verbal: Sarcasm
- Attitudinal: Stereotypes (e.g., not fit into stereotypes, or fit into stereotypes which dismisses individual achievement)

- Professional: Skepticism (e.g., microinvalidations when immigrant professionals' credentials and qualifications are challenged)

Sensemaking model by (Weick, 1995) explains how one can retrospectively make sense of past events and respond to future events. CSM helps make sense of immigrant professional's experiences through the lenses of **power** (e.g., dominant-nondominant interactions).

To counter, immigrant professionals

- create another selves

  - muting/creating dual selves
  - giving in
  - giving up/ dissociating self

- rationalizes

  - perspective-taking
  - blaming ignorance
  - dismissing
  - using humor

- takes ownership

  - normalizing
  - appreciating cultural differences
  - adapting to disparate expectation

(Williams and Ishak, 2017)

Communication among stakeholders in high reliability organizations (HROs)

organizational discourse: how members make sense of the tragedy by sharing.

critical team in high-hazard organization needs effective communication processes.
HROs are "systems that successfully operate in environments that could produce catastrophic errors."

3 broad themes from the grounded theory approach appear:

- Emotion

  - Some take time off to process the news.
  - Some get back to work to cope with the events.

- Sensemaking (why)

  - Debriefing process to understand what happened and learn from what happened.

  - Purpose of sensemaking:

    * How could this have happened? This could happen to any other team. The fatal team was "unlucky".
    * Why has this not happened to our team?

- Learning (What now?)

  - Individual as well as organization(structural changes) can learn

Making changes after a tragedy in the eyes of the crew was a routine event that officials make whenever a tragedy happens regardless.

Staying away from blame
Then the question is if you did find a person's fault led to the deaths of 19 people, we can you communicate that knowledge to facilitate learning. Moreover, the attitude of the firefighters were reluctant to changes and went back to the basics, maybe because of this blameless culture.Hence, people might blame luck in this situation. Interestingly, this blameless culture also facilitate group cohesion in the HROs.

A reconciliation is to recognize hindsight bias when trying to sensemaking/learning and avoid blaming.

(Zanin et al., 2019)

Athletes do not report concussion readily. They often conceal it due to cultural discourses and norms.

Cultural narratives

Based on (Polkinghorne, 1995) two-level conceptualization of narrative: actors use narrative to create social reality and to make sense of their experiences.

Sport narrative and sensemaking:

- Sensemaking is the basis for social action.

  - Sensemaking is where meanings materialize to create identity.

- Cultural narratives help actors sensemaking by giving them a framework to understand an event.

Method: Abductive approach

Text Arichival Data: identify protagonist, actors, storyline, story values, and morals for each story. Then, identify sport story archetypes

Interview [Data:\\](Data:){.uri} using constant comparative analysis to see how stakeholder made sense of a concussion even and reporting behavior, then compare to the types identified in the text archival data.

Findings:

5 narratives identified:

- Play-Through-Pain: enduring pain for the benefits of the team.
- Big Leagues: American Dream of becoming a professional athlete through hard work and **perseverance.**
- Commodification: abstract objects with financial value
- Masculine Warrior: protagonist defeats an opponent through strength, toughness, bravery, violence, and **perseverance**
- Need-for-Safety: Contemporary culture where "athletes that seek healthcare are framed as moral and intelligent."

Stakeholders refer to these 5 narratives to make sense of reporting behaviors.

Sensemaking use cultural sport narrative

1. to extract cues: whether you have a concussion or not
2. construct identity: positive defense mechanism (4 over 5 narratives).

Chapter 9

Constitutive Communication of Organizations

- Social Constructionist
- Structuration Theory: creation and reproduction of social systems that is based on the analysis of both structure and agents
- little d discourse: what happen in the conversion (i.e., representation)
- big D Discourse; The system of expectation you

(Schoeneborn and Vásquez, 2017)

6 premises:

- studies communication events (temporal and spatial dimensions).
- Should be as inclusive as possible in its definition of (organizational) communication.
- the co-constructed nature of (organizational) communication
- who or what is acting is an open question
- Communication events as unit of analysis
- Equal importance of organizing (process) and organization (entity)

3 schools in CCO

- Montreal School approach: (pioneered by James R. Taylor) focus on text, speech, and linguistic forms to understand the their organizing properties. Organization is "enacted through interaction and is related to processes of meaning negotiation".

  – Cocretation: people talk → interaction

  - Distanciation: through time, separated, distanced from the original conversation.
  - based on actor-network theory

- Four Flows approach (pioneered Robert D. McPhee): based on Giddens' structuration theory. Organization is created only when there are four flows:

  - Membership negotiation
  - Self-structuring: constantly structuring, self here is the organization created through interaction.
  - Activity coordination
  - Institutional positioning (its environment)

- Social System Theory approach (pioneered by Niklas Luhmann): "communication constitutes systems that produce the very elements they consist of, in a self-referential way"

Key Questions

- Ontological question: "what is an organization?"
- Composition problem: "How to scale up from interaction to organization?"
- Agency: "Who ro what is able to act on behalf of the organization?"

Critiques:

- Bold claim that communication is organization
- Too broad definition of communication.
- Talk is cheap.

Emerging topics in CCO:

- Authority (power, domination, legitimization)
- Disordering properties of communication.

(Bruscella and Bisel, 2018)

Example of Four Flows school

terrorist organizations are communicatively constituted by the way they refer to their material as evidence to their image, existence, and legitimacy.

organization are constructed from the following communication processes:

- **Self-structuring**: division of labor, rights and responsibility
- **membership negotiation**: membership inclusion and exclusion criteria.
- **activity coordination**: mutual adjustments of action
- **institutional position**: defining the boundaries of the organization

Question of agency:

- Four Flows theory define agency as human unique ability to make their own choice, while the Montreal School define agency as the ability to make

> a difference (e.g., humans or nonhumans). Hence, this paper included materials into the Four Flow Theory as the

Materials (or economics) can give inference about legitimacy, permanence, and credibility.

Hidden organization challenged the assumption of visibility from the Montreal school.

ISIL used a propaganda magazine (Dabiq) - communication- to illustrate their image and identity to its members

three communication strategies in their institutional positioning communication:

(1) instantiation: give artifacts to explain arguments.
(2) cooptation: "adoption of a rival's messaging for a purpose different from its original use."
(3) intertextual allusion: " a language form in which an association with a sacred, mythic, or origin text is insinuated by way of communication shortcuts."

(Koschmann and McDonald, 2015)

(Knuf, 1993) defines organizational rituals "in terms of their formality, sacredness, irrationality, and aesthetics."

"what rituals do is make present an authoritative text, and how they do this is through the attribution and appropriation of possessive constitution."

Organizations is an "abstract textual representations of power and legitimacy that are manifest in practice." Hence, Certain kinds of interactions (i.e., organizational rituals) create organization.

Authoritative text "portrays the structure of the organization in ways that specify roles, duties, values, activities, outcomes, and the like, while also explaining relations of power and legitimacy".

Specifically rituals found in this study:

- The opening
- Sharing the critter: appreciation
- Card signing
- Spanish lesson
- Reciting the mission statement
- Moment of silence

Ritual Agency

- Rituals remind
- Rituals discipline: instill or and constraining behavior.

Inclusion is authoritative text which constructs their organization. Hence, rituals are practices that shows inclusion.

(Cooren, 2015)

ventriloquism denotes "action through which someone or something makes someone or something else say or do things". (Cooren, 2010). For example, a layer is a ventriloquist while a contract is a dummy or figure.

- Ventriloquism is bi-directionality.
- Figure or dummy can increase ventriloquist's authority
- communication becomes the means through which some aspects of the world contradict or align themselves with other aspects of the world. From a ventriloqual point of view, the world is not a place where communication is detached from the things that matter."

(Trittin and Schoeneborn, 2015)

Diversity in organization cannot be superficially achieved by pre-defined unchanged characteristics (i.e., gender). Hence, in this study, authors defined diversity as "the plurality of"voices," that is, the range of individual opinions and societal discourses that get expressed and can find resonance in organizational settings."

- One can have many voices, and one voice can be manifested by multiple individuals.

Instrumental Perspectives on Diversity Management:

- Traditionally, diversity was thought as the difference between individuals, where communication (unidirectional, controllable, and linear process of information transmission) is a moderator of diversity on performance.
- Later, diversity as diversified value orientation (Eastman and Santoro, 2003), work styles (Shelton et al., 2002), education background (Kearney et al., 2009).

Critical Perspectives on Diversity Management:

- Radical -critical: you can't manage diversity in organizational settings.
- Constructive critical: instrumental approach can be both economically successful and socially just.

This paper follows the Montreal school of thought.

Chapter 10

Socialization

(Kramer, 2011)

According to (Maanen and Schein, 1979), socialization is defined as "the process by which an individual acquires the social knowledge and skills necessary to assume an organizational role."

Levels of analysis:

- Single Organization Voluntary Socialization: Individual voluntary membership:

    - Membership negotiation

- How individuals' multiple group memberships interact to affect their socialization

- how the multiple group memberships of other influence the socialization process of an individual.

Personally, I'd not define the way the author structured the research as levels of analysis because they are all at the individual level.

Personalization: new members try to change aspects of the organization to fit their needs.

Communication:

- Reconnaissance communication: is when prospective members to obtain info about the organization.

Membership statuses are fluid, and transitory, overlapping

(Myers et al., 2010)

Vocational Anticipatory Socialization (VAS) tries to predict individual's interests and their career pursuit using socialization theory.

Factors affecting the number of students choosing STEM field:

- Social factors
- Personal interest

Sources of VAS:

- Family members: especially parents, socialize their children to various notions of jobs and careers.
- Educational Institution: learn about power and social skills which later affects career choice.
- Part-time jobs: good start for students to be socialize into the career network.
- Peers: influence expectation of a future career.
- Media: socialize value and expectations about careers.

Career Development Models :

1. life-space model (Vondracek et al., 2019):

- Physiological factor (e.g., country of origin, genetics).
- Psychological characteristics: (e.g., self-concept, development of intelligence, values, needs, interests, ability, aptitudes).
- Socioeconomic environments

5 life stages:

- Growth (0-14)
- Exploration (15-24)
- Establishment (25-44)
- Maintenance (45-64)
- Decline (after 65)

9 roles:

- Child
- Leisurite
- Citizen
- Worker
- Pensioner
- Spouse
- Homemaker
- Parent

2. Social-cognitive career choice model: (Lent et al., 1994)

Self-efficacy mediate the relationship between ability and interests. A feedback loop is created once a person form career choice goals from self-efficacy and outcome expectations

VAS differs from these two models that it studies the socializing agents.

Found both gender (even though students deny such an effect, but they admit the social effects of others) and culture and Socioeconomic Status affect career choice. **Experience** (exposure, job shadowing), **personal factors** (i.e., individual-level variables) also affect career choice (consistent with social-cognitive career).

VAS Messages:

- Value (e.g., family)
- Expectation (e.g., self expectation of career)
- Prescription (e.g., career choice should based on talents, interests,career's prestige and income potential)
- Opportunity (e.g., take careers that are under pursued, hence more job opportunities).
- Description (e.g., t job-specific environments, tasks, satisfaction, and required knowledge)

Check (Myers et al., 2010, pp.107) for framework of VAS in STEM.

(Smith and Dougherty, 2012):

Master narratives should be understood in tandem with personal narratives. (Tannen, 2008, pp.209) defines master narrative as "a culture-wide ideology that shapes the big-N Narrative." In contrast with small-n where it personal stories and experiences can be found, Big-N Narratives are those that create a background for small-n narratives.

Retirement is a socialization process of the master narrative of aging and the American dream (e.g., success, and freedom - financial, responsibility).

Groups:

- Anticipatory group
- Early work life
- Preretirement
- Retiree

Fractures of the master narrative:

- Freedom/routine fracture: they still want some work (structure), to stay active and productive members of society
- Individual responsibility/universal expectations fracture: individual is responsible for one's happiness.

(Ferguson, 2017)

(JABLIN, 1987) defines socialization as a "developmental unending process which can be broken up into three stages: **anticipatory, assimilation, and exit**."

assimilation with others African American. Later on, in college, the author tried closet his identity and desire.

(Gibson and Papa, 2000)

Organizational Assimilation Processes: blue-collar usually seen as routine and repetitive, tedious hence less creative, less motivation.

Consent that they need money and later on assimilate into the organizations. Formally, (JABLIN, 1987, pp.712) defines organizational assimilation as "those ongoing behavioral and cognitive processes by which individuals join, become integrated into, and exit organizations."

Stages of socialization:

- Anticipatory socialization
- encounter
- metamorphosis: accepted into the organization, and consistent with the organization's expectation. (outgroup → ingroup)

Concertive control is "a form of organizational control that emerges in accordance with the dominate ideologies in the organization, usually managerial-based."

Workers construct hard-working identity and are proud of it.

Chapter 11

Worklife

(Langellier and Peterson, 2006) Somebody's got to pick eggs - family storytelling

traditional allocation by generation and gender.

Children don't typically question their tasks. But family stroytelling "can be understood as a struggle over meanings and material resources for family, work, and nation."

(Kirby and Krone, 2002)

using (Giddens, 1984) Structuration Theory. Having a policy doesn't mean it will be enacted or practiced.

Work-Family Policy Implementation: Supervisors discourage employees to take work-family benefits

Coworker Communication: people who don't use these policies feel unjust (i.e., more work for them). Coworkers reinforce or undermine work-family policy implementation. Employees feel resentment for those who take the leaves (there is a sense of preferential treatment, perception of inequity).

Meritocracy plays a big role in the inequity perception.

(Wieland, 2011)

understand work and life "as a struggle through which control and resistance are accomplished as various meanings of work are negotiated."

This study see work/life issues under the dialectical view of **control** and **resistance** (where it might not be an individual deviance, but unobtrusive act) at Swedish organization.

2 types of "goods":

- well-being

- – is an end in itself

- – is a means to an organizational end: instrumental way to achieve delivering

- delivering

"balance" is not the solution as well-being is considered a means to an organizational end, which is parallel to delivering.

(D'Enbeau et al., 2015)

Women caught in between the Western and non-Western cultures in the context of work life.

Feminine-typed careers (e.g., nursing, teaching, social work) offer lower wages, little room for growth, and long working hours

Equity-Difference Tension:

- Women's interpretation of religion (e.g., Muslim) to overcome their identity role.
- Solution: Reframing Gender Difference as Gender Complementary: Women and men help each other in work-life.

Modernity-tradition Tension:

- Traditional maternal roles: should not sacrifice work for mother role
- Patriarchal family norms: women still honor the patriarchal role by choosing approved role set by her father.
- Solution: Professional and familial success: you are not successful if you can't share it with your family.

Individual-Collective Tension:

- Women in the group try to change gender norms
- They aren't sure if they should adhere to cultural gender norms
- Solution: cultural pride was interpreted as the reason for women to work to change collective gender norms.

(Banghart et al., 2018)

Boundaries can exist among:

- private/personal
- work/professional
- public/political

However, these boundaries can be permeable or rigid

Increased formal social media policies (SMPs) - "when, where and how employees should engage with and communicate through social media." (Vaast and Kaganer, 2013)

Boundary logics "embody the implicit and explicit organizational assumptions about the permeability or rigidity of boundaries between personal and organizational domains."

Companies can also use

- *evasive boundary logic*: ambiguity of boundaries serve to provide a wide range of interpretation. Hence, different employees have different definition of boundaries.
- *distinct boundary logic*: how employees should conduct their social presence, where all boundaries are rigid, and segmentable.
- *invasive boundary logic*: integration approach to boundary, boundaries are permeable (e.g., any messages on social media can reflect back on the company).
- *contradictory boundary logic*: permeable and rigid at the same time.

Companies with general and unspecified directives can confuse and infringe upon employee rights.

Chapter 12

Emotions and Organizing

(Mumby and Putnam, 1992)

bounded rationality was developed around patriarchal modes of organizing.

- Deconstruction benefits feminism:
    - "exposes the political nature of categories" (e.g., nature, and gender)
    - exposes oppressive system of hierarchy by challenging dichotomous thinking.
    - helps rethinking power and identity
- Bounded emotionality was created to challenge bounded rationality, but not to be its opposite.
- bounded rationality grounded in "satisficing"
- four premises of feminist view on bounded rationality:
    - the centrality of the cognitive metaphor
    - the emphasis on a mind-body dualism
    - the devaluing of physical labor
    - the treatment of emotion as a form a labor
- (Hochschild, 2012) defined emotional labor as "the way individuals change or manage emotions to make them appropriate or consistent with a situation, a role or an expected organizational behavior."
    - emotional labor becomes a commodity for organization to achieve its goal.
    - *However, I disagree with this idea because people can be happier even when they fake smile.*

- bounded emotionality is "an alternative mode of organizing in which nurturance, caring, community, supportiveness, and interrelatedness are fused with individual responsibility to shape organizational experience."

- bounded emotionality also tries to reduce emotional labor and gendered divisions of labor (e.g., women can express work feeling).

After reading this piece, I was still not convinced that bounded rationality is rooted in patriarchy. Authors argued that since previous researchers are so embedded in the bureaucratization of organization that they don't realize power-knowledge relationship.

(Kramer and Hess, 2002)

Emotion management in organization:

- at the center is "professionalism"
- both positive and negative emotions, need to be display in appropriate ways
- the appropriate way of displaying negative emotions is masking them.
- using emotions to help others, not for oneself.

Emotions are typically understood in terms of expectancy violation

Organizations are indoctrinated to favor positive emotions.

(Rivera, 2014)

Using the framework of emotional taint to understand dirty works (e.g., border patrol).

Sometimes dirty work does not exclusively relate to physical or danger activities but include those social taint (e.g., exotic dancers)

Emotional labor "includes outward performances of emotions" (e.g., smiling, yelling, showing no emotions) is socially constructed.

Sensemaking of identities, dirty work by using past works.

This line of work (e.g., law enforcement) prefers more masculine emotional labor (e.g., use of force continuum)

Stoicism is a form of emotional labor. Emotional labor is dirty work.

Criticism of feminine care work and compassion, which is parallel to men's struggle with perception of sexuality when they act caring

Making sense of taint by expressing tensions:

- Agents are at the crossroad of society's view of their work (e.g., positive and negative)
- They have to switch between 2 types of emotional labor (e.g., stoicism and compassion)

Emotional Taint Management:

- Strategically engage in different emotions

(Jia et al., 2016)

- emotions are expressed through communication

- supervisor nonverbal immediacy influences subordinates' emotional experience (e.g., emotion work, and perceived emotional support)

- Emotional response theory: people respond to external environmental stimuli (e.g., emotion inducing factor - nonverbal immediacy by supervisors).

- According to (Mehrabian, 1967), nonverbal immediacy are "communicative behaviors used to enhance physical or psychological closeness and reduce interpersonal distance" (e.g., touching, nodding, smiling).

- (Titsworth et al., 2010) defined three dimensions of student emotional experience in response to teacher communication:

  - Emotional valance: positive/negative reactions

  - Emotion work: intentional management of emotional expression, could lead to emotional exhaustion or burnout

  - Emotional support: perception of receiving emotional support

- "Supervisor NI will be positively correlated with subordinates' perceptions of received emotional support from the supervisor"

- According to (RUBIN et al., 1988), based on goal-oriented behaviors, there are six motives for interpersonal communication:

  - relationally oriented motives (used to facilitate positive encounters)

    * pleasure

    * affection

    * relaxation

    * inclusion

  - personal-influence motives (used to manage interaction)

    * escape

    * control

- Supervisor NI enhance employees' received emotional support, and reduce employees' engagement in emotion work

Chapter 13

Organizational Change

This section is a summary and critique of "Organizational Change" by (Lewis, 2019)

Organizations are "socially constructed largely through the communicative interactions of internal and external stakeholders".
Stakeholders are those "who have a stake in an organization's process and or outputs".
Ripple effects are "the impacts that organizational actions and presence bring to stakeholders within and surrounding the organization".

Even though the fad nature of society values change and associate with positive terms, compared to negative connotations of stability. However, changes does not equate good.
Triggers for organizational changes:
(external)

- Legal requirements
- Stakeholders
- Current business, societal, environmental trends
- Technologies
- Availability of financial resources
- Alteration of relationship, powers, and global economy.

(internal)

- innovation
- serendipity

Communication is key for changes because not until stakeholders recognize and communicate change that it materializes in an organization.

Sensemaking is both "authoring" and interpretation (Lewis, 2019). Communication among stakeholders is at the heart of change processes in organizations

because of this highly social process of making sense of what is going on and "spinning it into narratives and theories of the world around us." (Lewis, 2019).

Costs of change:

- Financial

- Opportunities:

  - Lost productivity
  - Lost time in training works
  - Workflow
  - Loss of high value stakeholders.

- Miscommunication: Confusion, fatigue.

- Brand

(Zorn et al., 1999, p.10) define organizational change as "any alteration or modification of organizational structures or processes."

Process of change:

- Innovation: (creating) idea generation
- Adoption: (deciding) formal decision by leaders
- Diffusion: (sharing) sharing of ideas.
- Implementation: "the translation of any tool or technique, process, or method of doing, from knowledge to practice." (Tornatzky and Johnson, 1982)
- Discontinuation: later, changes will become obsolete and a new cycle begins.

Communication is at the heart of all of these phases.

For relationships between innovation, diffusion, adoption, and implementation, check (Lewis, 2019, pp. 35)

Types of Organizational change:

- Planned vs. unplanned changes

- Objects that are changed (e.g., technologies, programs, policies, processes, personal). But not good in practice due to blur lines among these objects.

- Discursive change (i.e., new label for old things to fake change) vs. material change (i.e., real changes in terms of operations, practices, relationships, decision-making) (Zorn et al., 1999, pp.10)

- Size and scope of change (Bartunek and Moch, 1987) (however, size and scope can be subjective):

  - First-order changes: small

  - Second-order changes: large transformations, disruptive

– Third-order changes: continuous change.

Combinations of these types of organizational change can be viewed in (Lewis, 2019, pp. 42)

Complexity of change within organizations:

- Interdependence: " The degree to which stakeholders impact the lives of other stakeholders as they engage change." (Lewis, 2019)
    - Sequential Interdependence: Stakeholders affect one another in sequence (e.g., assembly line).
    - Reciprocal interdependence: stakeholder's input are another stakeholder's outputs and vice versa. (e..g, co-authors).
- organizational structures:
    - Structures: are rules and resources (e.g., information, status, organizational beliefs,) that create organizational practices
    - Types of Structures:
        * Decision-making patterns
        * Decision-making processes
        * Ladders of authority
        * Role relationships
        * Information-sharing norms
        * Communication networks
        * Reward system
- Politics

Key processes in communication of planned change

- Dissemination of information
- Soliciting input
- Socialization

Types of communication in change implementation

- Formal Communication
- Informal Communication: "includes spontaneous interactions of stakeholders with each other, with implementers, and with non-stakeholders."

change requires the following resources:

- Physical
- Financial
- Emotional
- Political
- Rhetorical and discursive

Processes are "sets of actions designed and directed toward some desired outcome"

Communication processes consist of

- interaction
- discourse
- interpretation

Communication processes in the context of change:

- information dissemination: is used to reduce uncertainty

    – Uncertainty is defined as "a lack of information or as confusion related to many available possible interpretations of events or objects."

    – Change comes with (Bordia et al., 2003):

        * Strategic Uncertainty (e.g., relation to the external environment)

        * Structural Uncertainty (e.g., culture)

        * Job-related Uncertainty

    – However, uncertainty is not always bad, or arises from lack of information. **Equivocality** (i.e., ambiguous meanings and overwhelming available interpretations of events or objects) can be troublesome too.

    – Solution offered by (Weick, 2015) that focuses on processes of interpretation construction

        * arguing

        * expecting

        * committing

        * manipulating

    – Knowledge in organizational change:

        * (Kuhn and Jackson, 2008) defines **knowledge** (a noun) as stable facts, objects, and dispositions, and **knowing** (a verb): an active and ongoing accomplishment of problem solving.

- **soliciting**

    – input from stakeholder can:

        * lower resistance to change

        * increase satisfaction of participants

        * increase stakeholders' feelings of control

        * reduce uncertainty about change.

    – to maximize input, we can adopt **USER**:

        * **Use** input as a resource in the decision-making process

* **Systematically** collect input

* **Evaluate** the the process

* **Rigorously** examine collected input

– voice can be

* full voice: actual, meaningful engagements by stakeholders

* limited voice: when changes are easily made or aligned with the implementer' idea.

* faux voice: channels to vent, but not material changes

– implementer can treat stakeholder participation as:

* symbol

* resource

– Authenticity and trust perception influences on the likelihood and how stakeholders will give inputs.

Table 13.1: (Lewis, 2019, pp.75)

Direct (individuals represent themselves)	Indirect (representative for a group)
Forced (providers are required to participate)	Voluntary (individuals offer freely)
Formal (committees or task forces)	Informal (water-cooler moments)
publicly and identified (open staff meeting)	Privately or anonymous (privately to a consultant)
highly structured (questionnaire)	unstructured (open, fluid conversion)
Listening (focused (implementer just listening)	Question/Answer focused (implementer responding)
Ongoing (throughout change process)	single opportunity (at a moment in time0
widespread (diverse stakeholders)	selective (chosen few stakeholders)
minimal feedback to providers (lack of response to issues raised)	frequent feedback (routine response)
Structured analysis of collected input (designed process fore review)	Cursory review of input (casual or absent review)

Table 13.2: (Lewis, 2019, pp.77)

	Symbol	Resource
Select Stakeholder Involvement	bankrupt Participation	Privileged empowerment
Diverse stakeholder involvement	ritualistic Participation	widespread empowerment (e.g., ideal speech situation)

	Low/Moderate value for fidelity (commitment to stick with the intended changed)	High value for fidelity
Low resource Orientation	Open	Restricted
Moderate Resource Orientation	Political	Advisory
High Resource Orientation	Widespread empowerment	

where (Lewis and Russ, 2011)

- **socialization**
  - "how organizations shape the understanding its members have of the values, priorities, procedures, job tasks, culture, and formal and informal expectations."
  - Two types of person's adjustment:
    * Personal Development (i.e., change frame of reference, values, or other attributes to fit into role)
    * Role Development (i.e., change the role to fit with personal needs, abilities, and identity)
  - From 2 types of adjustment lead to 4 adjustment modes:
    * Replication: minimal adjustment to both role and person
    * Absorption: change self to fit role
    * Determination: change role to fit self
    * Exploration: change both role and self.

Stakeholder Theory

Main branches:

- Descriptive approach: describe relationships among stakeholders

- Instrumental approach: "how organizational actions shape stakeholder relationship"
- Normative approach: moral and ethical obiligations. (e.g., CSR).

Stakeholders are defined by 3 attributes (Mitchell et al., 1997):

- power
- legitimacy
- urgency

because stakeholders have multiple identities and they can salient at the time of change. Implementers noticing those identities and appeal to them can be more advantageous than those who can't.

Communication is the means by which negotiative process to achive mutal goal are conceived. (DEETZ, 2001)

Types of roles:

- Opinion leaders vs. innovation assassin

- Connectors

- Counselors:

    - Emotional support

    - Information support

    - Instrumental support (i.e., doing some tasks for your peers).

- Journalists

Outcome of change:

- it's important to set goals

- outcomes are assessed based on

    - effectiveness: accomplishment

    - efficiency: with the least amount of resources

- To assess outcomes, we need to consider

    - Timing

    - Perspectives (of which stakeholders). Solution: should prob adopt one perspective.

        * Survival of an org is the ultimate success, but the notion equifinality (i.e., multiple paths lead to the same end) comes into the picture

    - Success measurement: sometimes can be intractable

    - Attribution errors

– Documenting failure

Adopting technology:

- Faithful appropriation: consistent with how the technology should be used.
- Unfaithful appropriation: inconsistent with how the technology should be used.

Dimensions of change outcome:

- Fidelity: "the degree of departure from the intended design of the change."
- Uniformity: "the range of use of the change across adopting unit(s) or stakeholder groups."

Inauthenticity of stakeholders leads to suppression of inputs, in turn, leads to increases in stress, burnout, emotional exhaustion,a nd depression. (Lewis, 2019, pp. 142)

Communication strategies

- Adoptive approaches: fit the change to the organization
- programmed approaches: fit the organization to the change
- rule-bound approaches: centralized control
- autonomous approaches: decentralized control

Structured implementation activities are "a set of actions purposefully designed and carried out to introduce users to the innovation and to encourage intended usage (Lewis and Seibold, 1993)

Types of change (Higgs and Rowland, 2005) leadership behaviors :

- Shaping behavior: authoritative
- Framing Change: give starting points
- creating capacity: give people space to make connections.

Communication Strategy Dimensions

- Disseminating info/ soliciting feedback

- Sideness: one-sided or two-sided message. To avoid **mum effect,** communicators sometimes use euphemism, which has evidently led to worse results

- gain or loss frame: should not constantly "chicken little" or rose-colored glasses".

- blanket (e.g., equal dissemination, equal participation) /targeted message (e.g., Quid pro quo, marketing, need to know)

- discrepancy/efficacy: need to justify that change is needed, and the organization's capability for successful change.

    – performance gap (current situation and ideal performance)

  – identity gap (current schema and ideal schema): change acceptance zone.

Channels for communicating:

- Interpersonal channel: face-to-face : typically in the integration phase
- Mediated channels: some form of mass media or technology. typically in the action phase of implementation.

Power:

- Power derives from the mutual dependence, and interdependence.

- (J. Boonstra and Bennebroek Gravenhorst, 1998, pp. 99) defines power as "dynamical social process affecting opinions, emotions, and behavior of interest groups in which inequalities are involved with respect the realization of wishes and interests."

- Power and latent power (i.e., the existence of power) can both affect compliance.

- bases of power:

    - position/assigned authority

    - expertise, competency, and experience

    - standards, protocols, and professional expectations

    - norms, culture and tradition

    - resource control

    - reward control

    - unique knowledge

    - strong-tie networks of loyalists

    - coalition membership.

- balances of power: stakeholders does not want to yield their power.

    - Concertive control: based on loyalty employees to put the org's interests before theirs.

    - discourse (e.g., innovation).

Dimensions of resistance:

- Cognitive

- Emotional

- Behavioral

Forms of resistance: run from subtle forms to forceful forms. **Principled dissent** should be encouraged to foster safeguard against self-delusion and group-thinking.

Antecedents of communicators' strategies in the context of organizational change:

- Institutional factors
  - Isomorphism (i.e., "a constraining process that gives rise to similarity in organizational form and practice")
    * Mimetic forces
    * Coercive
    * Normative
- implementer' perceptions of the change context
  - Assessing
    * stakeholders and their values
    * needs for consensus-building
    * needs for efficiency
    * individual and organizational change history and readiness
    * goals for change
- stakeholders' perceptions of the change context
  - should create readiness early on
    * beliefs by stakeholders:
      · discrepancy: change is necessary
      · appropriateness: change under consideration is the right one
      · efficacy: the change within our reach
      · principal support: commitment of decision-makers to the change
      · valance.

Storytelling is to

- make sense (i.e., sensemaking)
- give that sense to others (i.e., sensegiving)

Narratives (i.e., stories) (Czarniawska, 1998) has

- an original state of affairs
- an action or event

- the consequent state of affairs

Tamara: the sensemaking path through an organization. (Boje, 2008)

Framing:

- cognitive frame: in our heads
- interactional frame: co-construction of meaning in ongoing interaction.

Implementers should take on an active role of meaning managers.

General concerns during change:

- Uncertainty concerns: issues related to uncertainty of change
- Performance concerns: ability to perform
- Normative concerns: group norms will surface. the process of change, not the change itself can also violate norms.

Activity tracks during change

- managing meaning
- managing network
- managing practice: actual physical implementation

Although we talked in this book extensively about change. However, changes are not always good. Sometimes, traditions are in place for a reason or reasons: If something works for a long time, it is likely to be robust. More on this idea can be read in Nassim Taleb's books.

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