

# *Notes*

# *&*

# *Activities*

## SELF-DISCLOSURE EXERCISE

- This exercise is designed to provide information about how you monitor and control the exchange of information between yourself and other people.
- For each item, indicate which of the alternatives is the most characteristic of the way you would respond to the situation described. *Answer as you think you would behave, not as you think you should.*

1. If a coworker of mine had a "personality conflict" with another coworker with whom it was important that he/she cooperate in order for the our company to accomplish its task, I would:
  - \_\_\_\_\_ A. Tell this person that I felt he/she was partially responsible for the conflict and try to explain how the other person was being affected by her/him.
  - \_\_\_\_\_ B. Not get involved for fear that I wouldn't be able to get along with them once I had entered the conflict.
2. If my relationship with my best friend had been damaged by repeated arguments on an issue of importance to us both, I would:
  - \_\_\_\_\_ A. Point out the effects of the controversy on our relationship and suggest that we discuss it and try to solve the problem.
  - \_\_\_\_\_ B. Be cautious in my conversations with her/him lest the issue came up again and damage our relationship further.
3. If a particular friend of mine began to tell me of her/his hostile attitudes toward another friend of mine whom he/she felt was being unfair to others (and I agree wholeheartedly), I would:
  - \_\_\_\_\_ A. Listen and also express my own views to her/him so he/she would know exactly where I stood.
  - \_\_\_\_\_ B. Listen, but not express my own negative views and opinions because I might get in trouble if anything I said to her/him in confidence was ever repeated.
4. If I had begun to dislike my supervisor to the extent that it was interfering with my ability to work with her/him effectively, I would:
  - \_\_\_\_\_ A. Get my feelings out in the open so that we could get on with out work.
  - \_\_\_\_\_ B. Say nothing to her/him about it and keep our relationship on a "strictly business" level.
5. If one of my friends and I had engaged in a heated argument in the past and I realized that he/she was not comfortable around me from that time on, I would:
  - \_\_\_\_\_ A. Comment on her/his behavior and ask her/him how he/she felt the argument had affected our relationship.
  - \_\_\_\_\_ B. Let the whole thing drop and not make matters worse by commenting on her/his behavior.

6. If one of my coworkers pointed out the fact that I continually argued with another coworker with whom it was important that I cooperate in order for our unit to accomplish its task, I would:
- ☐ A. Discuss it openly with her/him in order to find out how I might solve the problem.
  - ☐ B. Consider her comments "out of line" and avoid discussing the issue with her.
7. If I had heard some of my friends discuss a rumor about another friend of mine which I knew could hurt her/him and she asked me what I knew about it, I would:
- ☐ A. Tell her/him exactly what I had heard, and from whom I had heard it.
  - ☐ B. Tell her/him I knew nothing.

Scoring: If most of your answers were "A", you are willing to self-disclose, even in circumstances where the self-disclosure could negatively impact a relationship. If most of your answers were "B", you are more reluctant to self-disclose and often keep your thoughts and feelings to yourself to protect yourself or avoid hurting others.

### Assessing Satisfaction with Communication Skills

Listed below are 10 communication situations. Imagine that you are involved in each situation. For each situation that is described below, indicate how confident you are that you could communicate competently. Use the following scale to indicate how satisfied you are that you could communicate well.

5. Very satisfied that I could communicate competently
4. Somewhat satisfied that I could communicate competently
3. Not sure how effectively I could communicate
2. Somewhat dissatisfied with my ability to communicate competently
1. Very dissatisfied with my ability to communicate competently

\_\_\_ 1. Someone asks you personal questions that you feel uncomfortable answering. You'd like to tell the person that you don't want to answer.

\_\_\_ 2. You think a friend of yours is starting to drink more alcohol than is healthy. You want to bring up the topic with your friend.

\_\_\_ 3. Your colleague asks you to write him a letter of recommendation. You don't think that your co-worker is well suited for the position to which he's applying.

\_\_\_ 4. During a heated discussion about social issues, the person with whom you are talking says, "You're not listening to anything I'm saying!"

\_\_\_ 5. A friend shares his creative writing with you and asks if you think he has any talent. You don't think the writing is very good, and you need to respond to his request for an opinion.

\_\_\_ 6. Your roommate's habits are really getting on your nerves. You want to tell your roommate you're bothered and you'd like your roommate to change the habit.

\_\_\_ 7. A classmate asks you for notes for the classes he missed. You agree, but then discover he has missed nearly half of the classes and expects you to bail him out.

\_\_\_ 8. You arrive at a party and discover that you don't know anyone there.

\_\_\_ 9. The person you have been dating declares, "I love you." You care about the person but your feelings are not love, at least not yet. The person expects some response from you.

\_\_\_ 10. A person that you care about comes to you whenever she has problems she wants to discuss, and you give her attention and advice. When you want to talk about your problems, however, she doesn't seem to have the time. You want the friendship to continue, but you don't like feeling it's one-way.

\_\_\_ TOTAL (Add up the numbers you placed in each black. Make sure that your total is between 10 and 50.)

What does it all mean?

- A score of 40-50 indicates that you are very satisfied with your ability to communicate in a range of interpersonal situations.
- A score of 25-39 indicates that you are fairly satisfied with your ability to communicate in various situations, or that you are highly satisfied with your communication skills in some situations and relatively dissatisfied with your skills in other situations.
- A score of 24 or lower indicates that you are less satisfied with your interpersonal communication skills than you would like to be.

**If your score indicates you are moderately satisfied or dissatisfied with your interpersonal communication skills, notice whether your answers are extremes (1s and 5s) or tend to be more average. Extreme ratings indicate that you are satisfied with your ability to interact in some situations and very dissatisfied with your ability to interact in others. You should focus on improving your skills in the specific situations that make you uneasy. If you have more average scores for most of all of the 10 items, then you might work on further enhancing skills that you already have.**

# Things I Most Need to Improve On:

## Reflection Worksheet

Learning Objective: To reflect on areas of interpersonal communication that can be improved.

Number from 1 to 5 the top areas in which you need improvement.

- \_\_\_\_\_ I often speak before I really think
- \_\_\_\_\_ I usually speak rather than really listen to others
- \_\_\_\_\_ I feel that I am shy
- \_\_\_\_\_ I let others do most of the talking
- \_\_\_\_\_ I would rather communicate in writing than speaking face to face
- \_\_\_\_\_ People tell me that I speak too fast
- \_\_\_\_\_ I often misunderstand what people say to me.
- \_\_\_\_\_ People misinterpret what I say.
- \_\_\_\_\_ When talking, I gesture more than others.
- \_\_\_\_\_ I often interrupt others while they are talking
- \_\_\_\_\_ I feel uncomfortable looking into someone's eyes when talking
- \_\_\_\_\_ When meeting others, I tend to get very nervous.
- \_\_\_\_\_ I have trouble when speaking to people in authority positions.
- \_\_\_\_\_ I feel that other lose interest in what I am saying
- \_\_\_\_\_ I often find myself playing games with others instead of expressing how I really feel.
- \_\_\_\_\_ I need to organize my thoughts more effectively
- \_\_\_\_\_ I feel like I need to become more successful in interviews.

Write a one to two sentence communication goal that you will work towards throughout this semester:

## UNIVERSALS OF INTERPERSONAL COMMUNICATION I'D PREFER TO BE

Rate each Numbered section with a 1, 2, and 3. The number 1 being the most preferred, and 3 being the least preferred. After completion discuss each numbered section with the group.

- |  |   |
|--|---|
| <p>1. <input type="checkbox"/> Intelligent<br/> <input type="checkbox"/> Wealthy<br/> <input type="checkbox"/> Physically attractive</p>   | <p>11. <input type="checkbox"/> An introvert<br/> <input type="checkbox"/> An extrovert<br/> <input type="checkbox"/> An ambivert(showing both)</p>   |
| <p>2. <input type="checkbox"/> A movie star<br/> <input type="checkbox"/> A senator<br/> <input type="checkbox"/> A successful businessperson</p>  | <p>12. <input type="checkbox"/> The loved<br/> <input type="checkbox"/> The lover<br/> <input type="checkbox"/> The good friend</p>   |
| <p>3. <input type="checkbox"/> Blind<br/> <input type="checkbox"/> Deaf<br/> <input type="checkbox"/> Mute</p>   | <p>13. <input type="checkbox"/> A leader<br/> <input type="checkbox"/> A follower<br/> <input type="checkbox"/> A loner</p>   |
| <p>4. <input type="checkbox"/> On an average date<br/> <input type="checkbox"/> Reading an average book<br/> <input type="checkbox"/> Watching average television</p>                          | <p>14. <input type="checkbox"/> More open, more disclosive<br/> <input type="checkbox"/> More flexible, (More willing to try new things)<br/> <input type="checkbox"/> More supportive, more giving to myself</p> |
| <p>5. <input type="checkbox"/> Loved<br/> <input type="checkbox"/> Feared<br/> <input type="checkbox"/> Respected</p>  |   |
| <p>6. <input type="checkbox"/> Applying for a job by letter<br/> <input type="checkbox"/> Applying by face-to-face interview<br/> <input type="checkbox"/> Applying by telephone interview</p> |   |
| <p>7. <input type="checkbox"/> Adventurous<br/> <input type="checkbox"/> Scientific<br/> <input type="checkbox"/> Creative</p>   |   |
| <p>8. <input type="checkbox"/> Successful in social life<br/> <input type="checkbox"/> Successful in family life<br/> <input type="checkbox"/> Successful in business life</p>                 |   |
| <p>9. <input type="checkbox"/> A traitor to my friend<br/> <input type="checkbox"/> A traitor to my country<br/> <input type="checkbox"/> A traitor to myself</p>                              |   |
| <p>10. <input type="checkbox"/> Angry<br/> <input type="checkbox"/> Guilty<br/> <input type="checkbox"/> Fearful</p>   |   |

### Barriers to Accurate Perception

Pick two people in your group to read the dialogue aloud. Then work together to identify common problems with perception that this conversation illustrates. Consider the following barriers to accurate perception: implicit personality theory, halo effect, reverse halo effect, consistency theory, primacy-recency theory, self-fulfilling prophecy, stereotyping, fundamental attribution error, self-bias and overattribution.

PAT: All I had to do was to spend two seconds with him to know he's an idiot. I said I went to Graceland and he asked what that was. Can you believe it? Graceland! The more I got to know him, the more I realized how stupid he was. A real loser; I mean, really.

CHRIS: Yeah, I know what you mean. Well, he is a jock, you know.

PAT: Jocks! The worst. And I bet I can guess who he goes out with. I'll bet it's Lucy.

CHRIS: Why do you say that?

PAT: Well, I figure that the two people I dislike would like each other. And I figure you must dislike them too.

CHRIS: Definitely.

PAT: By the way, have you ever met Marie? She's a computer science major so you know she's bright. And attractive—really attractive.

CHRIS: Yes, I went out of my way to meet her, because she sounded like she'd be a nice person to know.

PAT: You're right. I knew she'd be nice as soon as I saw her.

CHRIS: We talked at yesterday's meeting. She's really complex, you know. I mean really complex. Really.

PAT: Whenever I think of Marie, I think of the time she helped that homeless man. There was this homeless guy—real dirty—and he fell, running across the street. Well, Marie ran right into the street and picked this guy up and practically carried him to the other side.

CHRIS: And you know what I think of when I think of Lucy? The time she refused to visit her grandmother in the hospital. Remember? She said she had too many other things to do.

PAT: I remember that—a real selfish egomaniac. I mean really.



## Dealing With A Break-Up

### *Break the Loneliness-Depression Cycle*

- Avoid *sad passivity*, a state in which you feel sorry for yourself, sit alone, and cry.
- Engage in *active solitude* (exercise, write, study, play computer games)
- Seek *distraction* (do things to put loneliness out of your mind – long drive, shop)
- *Social action* (help people in need)

### *Take Time Out*

- Take time for yourself.
- Recognize yourself as a unique individual capable of entering a meaningful relationship in the future.

### *Bolster Self Esteem*

- Engage in activities that you enjoy and do well.
- Helping others is a great way to raise your own self esteem.

### *Seek the Support of Others*

- Seek people who are positive and nurturing.
- Avoid negative individuals.
- Seek out a professional.

### *Avoid Repeating Negative Patterns*

- Ask yourself if you're entering a relationship modeled on the previous one.
- Avoid becoming a prophet of doom.

SOCIAL NEEDS	TO WHOM DO I LOOK TO FILL THIS NEED?	HOW SUCCESSFULLY DOES EACH PERSON FULFILL THIS NEED?	WHO DO I FILL THIS NEED FOR?	HOW SUCCESSFULLY DO I FILL THIS NEED?
Listening				
Emotional support				
Emotional challenge				
Technical support				
Play				

The "Interpersonal Needs/Satisfactions Grid" is based on research reported by A. Pines and E. Aronson in *Burnout: From Tedium to Personal Growth*, The Free Press, New York, 1983.

**Eros-**

Measures passionate love as well as intimacy and commitment. It is directly and strongly correlated with satisfaction in a relationship, a major ingredient in relationship success. Eros gives fully, intensely, and takes risks in love; it requires substantial ego strength. Probably reflects secure attachment style.

1. My partner and I were attracted to each other immediately after we first met.
2. My partner and I have the right physical "chemistry" between us.
3. Our lovemaking is very intense and satisfying.
4. I feel that my partner and I were meant for each other.
5. My partner and I became emotionally involved rather quickly.
6. My partner and I really understand each other.
7. My partner fits my ideal standards of physical beauty/handsomeness.

**Ludus-**

Measures love as an interaction game to be played out with diverse partners. Relationships do not have great depth of feeling. Ludus is wary of emotional intensity from others and has a manipulative or cynical quality to it. Ludus is negatively related to satisfaction in relationships. My reflect avoidant attachment style.

1. I try to keep my partner a little uncertain about my commitment to him/her.
2. I believe that what my partner doesn't know about me won't hurt him/her.
3. I have sometimes had to keep my partner from finding out about other partners.
4. I could get over my affair with my partner pretty easily and quickly.
5. My partner would get upset if he/she knew some of the things I've done with other people.
6. When my partner gets too dependent on me, I want to back off a little.
7. I enjoy playing the "game of love" with my partner and a number of other partners.

**Storge-**

Reflects an inclination to merge love and friendship. Storgic love is solid, down to earth, not revolutionary, and may take time to develop. It is related to satisfaction in long-term relationships.

1. It is hard for me to say exactly when our friendship turned to love.
2. To be genuine, out love first required caring for a while.
3. I expect to always be friends with my partner.
4. Our love is the best kind because it grew out of a long friendship.
5. Our friendship merged gradually into love over time.
6. Our love is a really deep friendship, not a mysterious mystical emotion.
7. Our love relationship is the most satisfying because it developed from a good friendship.

**Pragma-**

Reflects logical, "Shopping list" love, rational calculation with a focus on desired attributes of a lover. Suited to computer matched dating. Related to satisfaction in long-term relationships.

1. I considered what my partner was going to become in life before I committed myself to him/her.
2. I tried to play my life carefully before choosing my partner.
3. In choosing my partner, I believed it was best to love someone with a similar background.
4. A main consideration in choosing my partner was how he/she would reflect on my family.
5. An important factor in choosing my partner was whether or not he/she would make a good parent.
6. One consideration in choosing my partner was how he/she would reflect on my career.
7. Before getting very involved with my partner, I tried to figure out how compatible his/her hereditary background would be with mine in case we ever had children.

**Mania-**

Measures possessive, dependent love. Associated with high emotional expressiveness and disclosure, but low self esteem; reflects uncertainty of self in the relationship. Negatively associated with relationship satisfaction. May reflect anxious/ambivalent attachment style.

1. When things aren't right with my partner and me, my stomach gets upset.
2. If my partner and I break up, I would get so depressed that I would even think of suicide.
3. Sometimes I get so excited about being in love with my partner that I can't sleep.
4. When my partner doesn't pay attention to me, I feel sick all over.
5. Since I've been in love with my partner, I've had trouble concentrating on anything else.
6. I cannot relax if I suspect that my partner is with someone else.
7. If my partner ignores me for a while, I do stupid things to try to get his/her attention back.

**Agape-**

Reflects all-giving, selfless, nondemanding love. Associated with

altruistic, committed, sexually idealistic love. Like Eros, tends to flare up with "being in love now."

1. I try to always help my partner through difficult times.
2. I would rather suffer myself than let my partner suffer.
3. I cannot be happy unless I place my partner's happiness before my own.
4. I am usually willing to sacrifice my own wishes to let my partner achieve his/hers.
5. Whatever I won is my partner's to use as he/she chooses.
6. When my partner gets angry with me, I still love him/her fully and unconditionally.
7. I would endure all things for the sake of my partner.

## Traditionals

- Share a belief system and philosophy of life
- See themselves as blending of two persons into a single couple.
- Interdependent; believe one's independence must be sacrificed for the relationship.
- Mutual sharing: do little separately
- Traditional sex roles
- Permanent: rarely think of separation or divorce
- Responsive communications: low risk self disclosure

## Independents

- Relationship is never more important than individual identity
- See themselves as relatively androgynous (combine the traditionally feminine and masculine roles and qualities.)
- Responsive communications: engage in conflict openly and without fear
- Extensive self-disclosures and high risk

## Separates

- Live together but see relationship as a matter of convenience
- Little desire to be together
- Have their own physical and psychological space.
- Relatively traditional values and beliefs about sex roles
- See self as individuals and not part of "we"

## Family and Communication Patterns

### The Equality Pattern

- Equal share in communication transaction
- Similar credibility
- Open, honest, direct, free of power plays
- Exchanges are equal
- Share in decision-making processes
- Conflicts may occur with some frequency, but are not seen as threatening
- Equitable

### The Balanced Split Pattern

- An equality relationship with each person having authority over different domains
- Conflict view as nonthreatening because each has areas of expertise.

### The Unbalanced Split Pattern

- One person dominates
- Lesser attractive or lower-income partner gives in

### The Monopoly Pattern

- One person is seen as authority
- Lectures rather than communicates
- Arguments are few, except when authority is challenged and then arguments are bitter conflicts.

# Conflict Management Strategies

23.

## Unproductive

- Avoidance
- Force
- Defensiveness
- Face detracting
- Blame
- Silencers
- Gunnysacking
- Below the belt
- Aggressiveness

## Productive

- Fight actively
- Talk
- Supportiveness
- Face-enhancing
- Empathy
- Open expression
- Present focus
- Above the belt
- Argumentativeness

# Conflict Management and Resolution Strategies

## Management Strategies

Joseph DeVito & others

1. Express your feelings
2. Describe the behavior to which you object
3. Anchor it in time
4. State a cooperative response that you both can live with comfortably

## Conflict Resolution

The Reflective-Thinking Method – John Dewey

1. Define the conflict
2. Analyze the problem
3. Establish criteria for solutions
4. Generate potential solutions
5. Evaluate the solution
6. Accept or reject the solution

## The 8-Minute Conference

Dilly & Cranmer

1. Person A: "I need a Conference"  
Person B: Has 10 minutes to set time / place within the next 24 hours
2. **Discuss** the issue (only one) – Set a timer!  
Person A: 2 minutes: "How I see the issue"  
Person B: 2 minutes: "How I see the issue"  
(not necessarily a rebuttal)
3. **Silence** for 2 minutes  
Each comes up with ways he or she can contribute to the resolution of the problem. (I don't look for ways for you to change)
4. **Share** solutions  
Take two minutes to come to an agreement of what each of you will do.

## Defensive Strategies p.248

### Evaluation

#### Evaluative You -Messages

You never reveal your feelings.

You just don't plan ahead.

You never call me.

#### Descriptive I -Messages

I sure would like hearing how you feel about this.

I need to know what our schedule for the next few days will be.

I'd enjoy hearing from you more often.

### Control

- Controlling the behavior of the other person
- Making decisions without mutual consent
- Control messages say "you don't count"

### Strategy

- Getting around situation - manipulation

### Neutrality

- Indifference / lack of caring

### Superiority

### Certainty

*If time - have students practice this.*

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## Typical Behaviors Associated (handout) with Conflict Resolution Styles\*

Avoidance	Problem Solving	Confrontation
Tendency to:	Tendency to:	Tendency to:
<input type="checkbox"/> Allow self to be interrupted, subordinated and stereotyped.	<input type="checkbox"/> State feelings, needs, and wants directly.	<input type="checkbox"/> Interrupt, subordinate, and stereotype others.
<input type="checkbox"/> Have poor eye contact.	<input type="checkbox"/> Have good eye contact.	<input type="checkbox"/> Have intense and glaring eye contact.
<input type="checkbox"/> Have poor posture and defeated air.	<input type="checkbox"/> Have straight posture and competent air.	<input type="checkbox"/> Have invading posture and arrogant air.
<input type="checkbox"/> Withhold information, opinions and feelings.	<input type="checkbox"/> Be able to disclose information, opinions and feelings.	<input type="checkbox"/> Conceal information, opinions, and feelings.
<input type="checkbox"/> Be an ineffective listener.	<input type="checkbox"/> Be an effective listener.	<input type="checkbox"/> Be an ineffective listener.
<input type="checkbox"/> Be indecisive.	<input type="checkbox"/> Initiate and take clear positions.	<input type="checkbox"/> Dominate.
<input type="checkbox"/> Apologize, avoid, and leave.	<input type="checkbox"/> Approach with skill.	<input type="checkbox"/> Be loud, abusive, blaming and sarcastic.

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\* Adapted from Robert E. Alberti and Michael L. Emmons, *Stand Up, Speak Out, TALK BACK!* (New York: Pocket Books, 1975), p. 39. Reprinted from: Colleen Kelley, *Assertion Training: A Facilitator's Guide*. San Diego, Calif: University Associates, Inc., 1979. Used with permission.



## *Increase Your Self-Esteem*

1) Attack Self-Destructive Beliefs. Challenge unproductive beliefs and replace them with positive ones. "I succeed in many things."

2) Seek Out Nourishing People. Noxious people criticize just about everything. Nourishing people are positive and optimistic.

3) Secure Affirmation. Remind yourself of the following:

- *I'm a worthy person.*
- *I'm a responsible and can be depended upon.*
- *I'm capable of loving and being loved.*
- *I deserve to have good things happen to me.*
- *I can forgive myself for mistakes.*

4) Work on Projects That Will Result in Success.

## Verbal Powerlessness

- **Hesitations make the speaker sound unprepared.**  
(filler language – er, uhm, etc.)
- **Too many intensifiers make your speech monotonous and don't allow you to stress what you do want to emphasize.** “Really, this was the greatest; it was truly phenomenal.”
- **Disqualifiers signal a lack of competence.** “I didn't read the entire article, but...” “I didn't actually see the accident, but...”
- **Tag questions ask for another's agreement and may signal your own uncertainty.** “That was a great movie, don't you think?”
- **Self-critical statements signal a lack of confidence.** “I'm not very good at this.” “I didn't have time to prepare my speech.”
- **Slang and vulgar language signal low social class and hence little power.** \*^\$#%\*!!

## WHAT KIND OF LEADER ARE YOU?\*

For each of the following questions, circle the answer that best applies to you.

- Yes No 1. Do you enjoy "running the show"?
- Yes No 2. Generally, do you think it's worth the time and effort to explain the reasons for a decision or policy before putting it into effect?
- Yes No 3. Do you prefer the administrative end of your leadership job—planning, paper work, and so on—to supervising or working directly with your subordinates?
- Yes No 4. A stranger comes into your department and you know he's the new employee hired by one of your assistants. On approaching him, would you first ask his name rather than introducing yourself?
- Yes No 5. Do you keep your people up to date as a matter of course on developments affecting the group?
- Yes No 6. Do you find that in giving out assignments you tend to state the goals and leave the methods to your subordinates?
- Yes No 7. Do you think that it's good common sense for a leader to keep aloof from his or her people because in the long run familiarity breeds lessened respect?
- Yes No 8. Comes time to decide about a group outing. You've heard that the majority prefer to have it on Wednesday, but you're pretty sure Thursday would be better for all concerned. Would you put the question to a vote rather than make the decision yourself?
- Yes No 9. If you had your way, would you make running your group a push-button affair with personal contacts and communications held to a minimum?
- Yes No 10. Do you find it fairly easy to fire someone?
- Yes No 11. Do you feel that the friendlier you are with your people, the better you'll be able to lead them?
- Yes No 12. After considerable time, you figure out the answer to a work problem. You pass along the solution to an assistant who pokes it full of holes. Will you be annoyed that the problem is still unresolved rather than become angry with the assistant?
- Yes No 13. Do you agree that one of the best ways to avoid problems of discipline is to provide adequate punishments for violations of rules?
- Yes No 14. Your way of handling a situation is being criticized. Would you try to sell your viewpoint to you group rather than make it clear that, as boss, your decisions are final?
- Yes No 15. Do you generally leave it up to your subordinates to contact you as far as informal day-to-day communications are concerned?

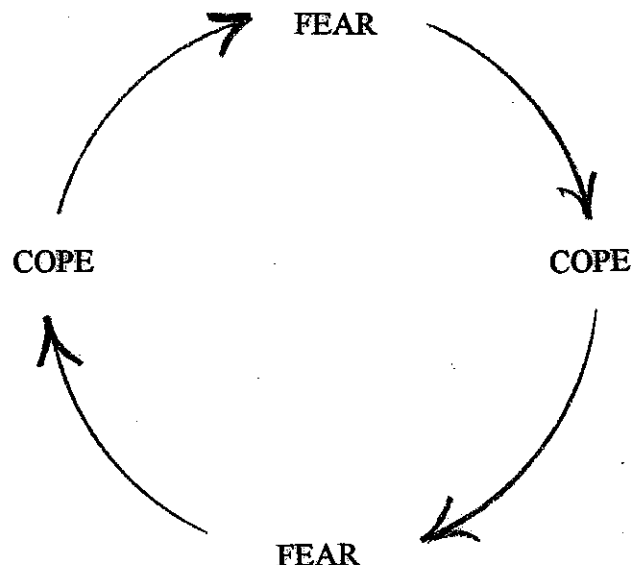
**Think of a recent conflict (something that really “pushed your buttons”)**

1. How did the conflict make you feel about yourself? What message did it send about you?

Worthless	Rejected	Helpless	Alone	Failure
Devalued	Judged	Powerless	Abandoned	Invalidated
Inadequate	Unloved	Out of Control	Disconnected	Not Good Enough
Insignificant	Unaccepted	Controlled	Unwanted	Don't Measure Up
Defective	Humiliated	Vulnerable	Unknown	Ineffective

2. What do you do when your buttons get pushed? How do you cope or react?

Withdraw	Dishonesty	Independence	Lash Out	Innocent Victim
Escalate	Demand	Defensiveness	Anger/ Rage	Self- Deprecate
Pacify	Provoke	Care-Take	Selfishness	Repeat Yourself
Belittle	Exaggerate	Act Out	Whine	Self- Abandon
Arrogance	Denial	Complain	Sarcasm	Righteousness
Nag	Stonewall	Shut Down	Earn It	Pass- Aggressive
Blame	Control	Withhold	Isolate	Annoying Behaviors
Pursue Truth	Rationalize	Indifference	Mind Read	Negative Beliefs
Tantrums	Invalidate	Clinginess	Avoidance	Rewrite History
Pessimism	Fix It Mode	Criticize	Manipulate	Catastrophize
Judge	Lecture	Humor	Minimize	Yes, but...
Stubborn	Play Dumb	Fake Feelings	Drink	Eat A lot
Do Drugs	Self- Medicate			



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4) Work on Projects That Will Result in Success.

## Confirming, Rejecting and Disconfirming

*Decide whether each response is confirming, rejecting and disconfirming. Be ready to explain why you chose each label.*

Enrique receives this semester's grades in the mail and they are a lot better than last semester's but are still not great. After opening the letter, Enrique says, "I really tried hard to get my grades up this semester." His parents respond:

\_\_\_\_\_ Going out every night hardly seems like trying very hard.

\_\_\_\_\_ What should we have for dinner?

\_\_\_\_\_ Keep up the good work.

\_\_\_\_\_ I can't believe you've really tried your best; how can you study with the stereo blasting in your ears?

\_\_\_\_\_ That's great.

\_\_\_\_\_ What a rotten day I had at the office.

\_\_\_\_\_ I can remember when I was in school; got all B's without ever opening a book.

Pat who has been out of work for the past several weeks, says, "I feel like such a failure; I just can't seem to find a job. I've been pounding the pavement for the last five weeks and still nothing." Pat's friend responds:

\_\_\_\_\_ I know you've been trying really hard.

\_\_\_\_\_ You really should get more training so you'd be able to sell yourself more effectively.

\_\_\_\_\_ I told you a hundred times, you need that college degree.

\_\_\_\_\_ I've got to go to the dentist on Friday. Boy do I hate that.

\_\_\_\_\_ The employment picture is really bleak this time of year, but your qualifications are really impressive. Something will come up soon.

\_\_\_\_\_ You're not a failure. You just can't find a job.

\_\_\_\_\_ What do you need a job for? Stay home and keep house. After all, Chris makes more than enough money to live in style.

\_\_\_\_\_ What's five weeks?

\_\_\_\_\_ Well, you'll just have to try harder.

(over)

### ***Seven Barriers to Effective Verbal Communication***

***Bypassing.*** When the same word means different things to different people, or when people have different terms for the same thing, there is a good chance they will "bypass," or talk past, each other. When bypassing occurs, the parties appear either to agree or disagree with each other, but the appearance is a deception. Bypassing results when people assume that meanings are in the words used rather than in the people who use them, are insensitive to contexts, and are reluctant to test their understanding of what another person has said by means of a query or paraphrase.

***Allness.*** Allness is the attitude of someone who believes his/her statement on a certain subject is all there is to say or known about that subject. Statements like "What's the use in working hard around here; they'll just want more production" or "Today's workers have no pride in their work," spoken with an air of finality and absoluteness, are typical examples. Allness occurs when people are unaware they are abstracting--when the words they are using do not and cannot contain the full reality of the things referred to. Communication and problem solving become difficult when individuals lock their minds in this way, becoming dogmatic, rigid, and probably closed to new ideas.

***Indiscrimination.*** Statements like "Older workers are poor employment risks" or "All salesmen are big spenders" reflect indiscrimination--the process of assuming that all the people or objects we put into a particular category have identical characteristics. This phenomenon, often called stereotyping, reflects the fact that we are more prone to generalize than to differentiate.

***Polarization.*** Polarization involves speaking in "either/or" terms about situations that really contain graded variations. The manager who feels "Each of my subordinates is either for me or against me" is polarizing, as are those who think people are either motivated or lazy, sick or healthy, honest or dishonest. Polarization often leads to destructive conflict between persons who have opposite opinions and who refuse to recognize the middle ground. *"Always, never"*

***Static evaluation.*** Static evaluations are failures to acknowledge that reality is a process, and that things change over time. For example, some employees assume their company will always take care of them. Many such workers, when laid off, return to work the next day refusing to believe they have been terminated. *Ex: "I can't do math."*  
*"He's trouble."*

***Intensional orientation.*** Looking at the way things are labeled instead of at the things themselves. It has happened on occasion that unknown political candidates have been elected because they had names connoting ethnic backgrounds that appealed to the voters. You are practicing intensional orientation if you judge Elaine as lazy and rude just because Carmen told you that Elaine was lazy and rude. To fight this problem, get to know Elaine and make your own judgment instead of just accepting a label.

***Fact-inference confusion.*** A misvaluation, in which a person makes an inference, regards it as fact, and acts upon it as if it were fact. To avoid fact-inference confusion, phrase your own inferential statements as tentative and leave open the possibility of being proved wrong.

## Barriers to Verbal Communication

Pat: I'm looking forward to our trip out of town this weekend.

Chris: I know we planned to go, but I just got a call that my mother is in the hospital and I need to spend time with her.

Pat: But you said last week that you'd go and a deal is a deal.  
You can't change our plans now. \_\_\_\_\_

Chris: If you really care about me then you'll understand why I can't go.  
Either you care about me or you don't. \_\_\_\_\_

Pat: Of course, I care about you, but I guess Elaine was right when she warned me that you were a "mama's boy." \_\_\_\_\_

Chris: I am not. Elaine doesn't know anything. She is just the same as all those other stuck-up rich women in the Junior league. \_\_\_\_\_

Pat: How do you know Elaine is in the Junior League? What makes you think she is rich?

Chris: You can just tell by the way she dresses. \_\_\_\_\_

Pat: Oh, you don't know anything. You are such a mama's boy and that's all there is to say about it. You always act like this. Just seeing how you are reacting to this situation tells me everything I need to know.  
\_\_\_\_\_

Chris: Maybe I used to be a mama's boy, but I've changed a lot in the past few years.

Pat: A leopard can't change its spots – you'll never change.  
\_\_\_\_\_

Chris: Whatever. I'm going to the hospital now. (Thinking, "We'll talk more and work this out when I come back.")

Pat: Yeah....that's fine. (Thinking, "Well, I better start packing 'cause it looks like we're breaking up.") \_\_\_\_\_



## Nonverbal Messages

### Reviewing

In this chapter we introduced nonverbal communication: body movements, facial communication, eye communication, touch, paralanguage and silence, spatial messages, artifactual messages, and temporal communication.

#### Body Communication

What meanings are communicated with body movements? What meanings can your general body appearance communicate?

- Among the body gestures identified are emblems, which translate words and phrases rather directly; illustrators, which accompany and literally illustrate the verbal messages; affect displays, which convey emotional meaning; regulators, which monitor or control the speaking of the other person; and adaptors, which serve some need and are usually performed only partially in public.
- General body appearance (height, weight, level of attractiveness, and skin color, for example) can communicate your power, attractiveness, and suitability as a friend or romantic partner.

#### Facial Communication

What meanings do facial movements communicate?

- Facial movements express emotions, such as happiness, surprise, fear, anger, sadness, disgust/contempt, interest, bewilderment, and determination.
- Some facial movements manage the meanings being communicated using these techniques: intensifying, deintensifying, neutralizing, and masking.

#### Eye Communication

What messages do eye contact, eye avoidance, and pupil dilation communicate?

- Eye contact: monitor feedback, maintain interest/attention, signal conversational turns, signal nature of relationship, compensate for physical distance
- Eye avoidance: give others privacy, signal disinterest, cut off unpleasant stimuli, heighten other senses
- Pupil dilation: indicate interest/arousal, increase attractiveness

#### Touch Communication

What meanings can you communicate by touching?

- Among the meanings touch can communicate are positive affect, playfulness, control, ritual, and task-relatedness.
- Significant gender and cultural differences are found in touching behavior and in the tendencies to avoid touch.

#### Paralanguage and Silence

What meanings do variations in paralanguage and silence communicate?

- Paralanguage cues are used for forming impressions, for identifying emotional states, and for making judgments of credibility, intelligence, and objectivity.

- Silence is used in widely different ways in different cultures: to provide thinking time, to inflict hurt, to hide anxiety, to prevent communication, to communicate feelings, or to communicate "nothing."

### Spatial Messages

How do you communicate using space?

- The major types of distance that correspond to types of relationships are intimate distance (touching to 18 inches), personal distance (18 inches to 4 feet), social distance (4 to 12 feet), and public distance (12 or more feet).
- Theories about space include protection theory, which claims you maintain spatial distance to protect yourself; equilibrium theory, which claims that you regulate distance according to the intimacy level of your relationship; and expectancy violations theory, which explains what happens when you increase or decrease the distance between yourself and another in an interpersonal interaction.
- Your territories may be identified as primary (areas you own), secondary (areas that you occupy regularly), and public (areas open to everyone). Like animals, humans often mark their territories with central, boundary, and ear markers as proof of ownership. Your territory (its appearance and the way it's used) also communicates status.

### Artifactual Communication

How do you communicate with artifacts, for example, with space decoration, color, clothing and body adornment, and scents?

- Space decoration influences perceptions of energy, time, status, and personal characteristics.
- Colors communicate different meanings depending on the culture.
- Clothing and body adornment serve especially as cultural display and communicate messages about status and social thinking.
- Scents can communicate messages of attraction, taste, memory, and identification.

### Temporal Communication

What are the different time orientations and how do these influence behavior?

- Three main time orientations can be distinguished: past, present, and future.
- These orientations influence a wide variety of behaviors, such as your willingness to plan for the future, your tendency to party, and even your potential income.

## Eye Contact

Form dyads and talk about any topic of mutual interest—sports, film, politics. For the first two minutes, the conversation should be conducted without any special rules. At an agreed-upon signal, eye-face contact is to cease. The conversation should continue for another two minutes, as before, ideally without interruption. At another signal, focused eye-to-eye contact is to be established. Each person is to maintain direct focused eye contact for two minutes and continue the conversation. At another signal, the participants should return to their customary means of communication for the final two minutes. Each person should share her or his feelings during the four periods:

## Handout "A"

Interviewer

Your task in this exercise is to determine if your partner is lying or telling the truth. The respondent is to answer the questions in the manner that is described on his/her sheet.

- |     |   |   |  |
|-----|---|---|--|
| 1.  | L | T | Did you consider any other universities?                           |
| 2.  | L | T | What is your favorite beverage?                                    |
| 3.  | L | T | What is your favorite TV show?                                     |
| 4.  | L | T | Do you favor the execution of dangerous criminals?                 |
| 5.  | L | T | What are your career goals?  |
| 6.  | L | T | What type of music do you like?                                    |
| 7.  | L | T | What is your favorite sport?                                       |
| 8.  | L | T | How many brothers and sisters do you have?                         |
| 9.  | L | T | Who did you vote for in the last congressional election?           |
| 10. | L | T | Do you have a pet?   |
| 11. | L | T | Do you think marriage is a good institution?                       |
| 12. | L | T | How many books do you read in a typical month?                     |
| 13. | L | T | What type of car do you drive?                                     |
| 14. | L | T | What is the best place you have ever gone to on vacation?          |
| 15. | L | T | What is your favorite actor?                                       |
| 16. | L | T | Do you like _____? (name of the city where your school is located) |
| 17. | L | T | What are you doing this weekend?                                   |
| 18. | L | T | Where do you work?   |

Handout "B"

Respondant

Your task in this exercise is to try to "deceive" your partner. You want your partner to think you are telling the truth when you are not and telling a lie when you are actually telling the truth. Your partner will ask you 18 questions. Please answer them following the guidelines listed on this sheet.

1. truth
2. lie
3. truth
4. truth
5. lie
6. lie
7. lie
8. truth
9. lie
10. truth
11. truth
12. truth
13. lie
14. lie
15. truth
16. lie
17. truth
18. lie

## **Guidelines for Communicating Emotions**

### **1) Describe Your Feelings (specifically & intensity)**

“I feel bad.” – general

“I feel guilty” (because I lied to my best friend) – specific

“I feel so angry I’m thinking of quitting the job” – intensity

### **2) Identify the Reasons for Your Feelings**

“I’m really depressed from failing that last exam.”

“I felt hurt when you didn’t invite me to the party.”

### **3) Anchor Your Feelings to the Present**

Never say “never” or “always”

Don’t bring up the past!!!!

“I feel stupid when you point out my grammatical errors.”

### **4) Own Your Own Feelings**

- **You cannot make me feel anything!** “You make me feel angry.” “You make me feel like a loser.” “You make me feel stupid.”
- **I choose to feel angry, feel like a loser, or feel stupid.**
- **Use I-messages rather than You-messages.** “I get angry when you come home late without calling.” “I begin to think of myself as a loser when you criticize me in front of our friends.”

### **5) Handle Your Anger**

- Anger is not necessarily bad unless you allow it to obscure reality or to become an obsession.
- 1960’s & 70’s – “Let it all hang out” “Tell it like it is.”  
Now we believe that expressing anger doesn’t get rid of it but makes it grow.

### **6) Describe what You Want the Other to Do**

## **Anger Management: SCREAM**

**Self** – Is it worth it? Is it factual or inferential? Are you filling in the gaps with what could have happened or what you expected to happen?

**Context** – Is now the best time and place to express your anger? (Dinner time? When one of you is drunk? At midnight?)

**Receiver** – Is this the person to whom you wish to express your anger? (Kicking the dog? Barking at the kids because of a bad day at work?)

**Effect** – What effect do you want to achieve? Do you want to express your anger to help you get the promotion? To hurt the other person? To release pent-up emotions? To stand up for your rights?

**Aftermath** – What are the long term repercussions of this anger? Relationship? Employment?

**Messages** – After analysis, you decide to express anger. What messages would be appropriate?

- Use guidelines for communicating emotions
- Perception checking
- Communicate calmly and logically
- Consider the option of delaying the expression of anger. (e-mail a note and send it to yourself)

## Skills for Conversational Effectiveness

Items #12

*Openess* – Involves your willingness to self-disclose. Self –disclose when appropriate. Use I-messages instead of you-messages. Instead of “You make me feel stupid when you don’t ask my opinion,” say “I feel stupid when you ask everyone else what they think but don’t ask me.”

*Empathy* – An ability to feel what another person feels from that person’s point of view. Avoid judging or criticizing. Maintain eye contact. Check perceptions.

*Positiveness* – Negative-“I wish you wouldn’t ignore my opinions”  
Positiveness-“I feel good when you ask my opinions.”  
Look for the positive in the person’s work and compliment it.

*Immediacy*- Creation of a sense of togetherness, of oneness (Kay Seawright) Maintain physical closeness. Arrange your body to exclude third parties. Use the other person’s name. Give feedback.

*Interaction Management* – Pass the opportunity to speak back and forth. Avoid long pauses. Communicate with verbal and nonverbal that are consistent with one another.

*Expressiveness* – The skill of communicating genuine involvement. Vocal variety. Appropriate gestures. Eye contact. Feedback.

*Other-Orientation* –

- Show consideration – ask if your phone call comes at a good time.
- Acknowledge other’s feelings – “You’re right” or “I can understand why you’re so angry.”
- Acknowledge importance of other – Ask for suggestions and opinions.
- Focus your messages on the other person. Use open-ended questions.
- Grant the other person permission to express (or not to express) feelings. “I know how difficult it is to talk about this.”