Interpersonal Communication

A Mindful Approach to Relationships
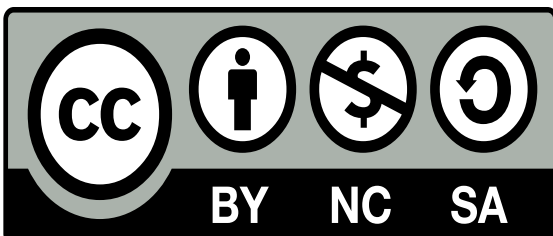
The Student Workbook

Interpersonal Communication: A Mindful Approach to Relationships - The Student Workbook

Jason S. Wrench
Narissra M. Punyanunt-Carter
Katherine S. Thweatt

Table of Contents

Chapter 1
Introduction to Human Communication

I.   Understanding Interpersonal Communication
  a.   Number of Communicators Involved
  b.   Physical Proximity of the Communicators
  c.   Nature of the Interaction Units
  d.   Degree of Formality and Structure

II.   Why Study Communication?
  a.   Reasons to Study Communication
  b.   Communication Needs
     i.   Physical
     ii.   Identity
     iii.   Social
     iv.   Practical

III.   Basic Principles of Human Communication
  a.   Communication Is Symbolic
     i.   The Symbol is Not the Thing
     ii.   Arbitrariness of Symbols
  b.   Communication Is Shared Meaning
     i.   Communication involves Intentionality
     ii.   Dimensions of Communication
        1.   Relational Dimension
        2.   Content Dimension
  c.   Communication Is a Process
  d.   Communication Is Culturally Determined
  e.   Communication Occurs in a Context
  f.   Communication Is Purposeful

IV.   Communication Competence
  a.   Defining Competence
  b.   Understanding Competence
  c.   Characteristics of Competence
     i.   Skillful
     ii.   Adaptable
     iii.   Involved
     iv.   Understands Their Audience
     v.   Cognitive Complexity
     vi.   Self-Monitoring

V.   Types of Human Communication
  a.   Interpersonal Communication
  b.   Small-Group Communication

CHAPTER 1 NOTES

ONE ACTION STEP FROM THIS CHAPTER

CHAPTER TO-DO LIST

- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

CHAPTER NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

WHY STUDY COMMUNICATION
EXERCISES

#1 Think of an example for each communication need. Which need is most important for you? Why?

#2

Why do you think it is important to study communication?

Is this class required for you?

Do you think it should be a requirement for everyone?

#3

Think about how your identity has been shaped by others. What is something that was said to you that impacted how you felt?

How do you feel now about the comment?

BASIC PRINCIPLES OF HUMAN COMMUNICATION
EXERCISES

#1 Provide a real-life example for each of these aspects: Communication involves shared meaning, communication is a process, has a relationship, intent, & content dimension, occurs in context, communication is purposeful, and it is culturally defined.

Shared Meaning

Communication is a Process

Relationship, Intent, & Content

Occurs in Context

Communication is Purposeful

Communication is Culturally Defined

COMMUNICATION COMPETENCE

EXERCISES

#1 Who do you think are competent/incompetent communicators? Why?

#2 Using cognitive complexity skills, think about all the ways you can express affection/hatred. Talk about how these ways would be interpreted by others – positively/negatively and why? Does it make if the other person was a different sex, culture, gender, ethnicity, age, or religion? How and why?

TYPES OF HUMAN COMMUNICATION
EXERCISES

#1 What are some benefits to mediated communication? What are some drawbacks? How does it impact the message?

#2 Which type of communication would be the most difficult/easiest to study and why?

UNDERSTANDING MINDFUL COMMUNICATION
EXERCISE

#1 If you haven't already tried mindful color, please take this opportunity to try it out. Give yourself 10 to 15 minutes in a quite space to just sit and focus on the coloring. Try not to let yourself get disturbed by other things in your environment. Just focus on being present with your colors and the coloring sheet. You'll find over twenty coloring sheets in this workbook to help you throughout the seemster.

#2 • Want to try something a bit deeper in mindfulness, consider starting simple meditation. Meditating is an important facet of mindfulness, and not one that is specifically religious in nature at all. In fact, most religious traditions have some form of meditation practice built into the religion. Even atheists can meditate. Try a simple meditation like:

Seated Breath Meditation: This technique can help you:

o   Enhance mental clarity
o   Be fully present in the moment
o   Understand your inner emotional state
o   Feel grounded

Find a quiet place. Light a candle if you wish. Sit tall in your chair, feet on the floor; or sit comfortably on the floor. Align your spine, shoulders over hips, as if suspended from above. Hands can be in your lap or on your thighs, palms up, or press palms together at heart. Feel your posture as both rooted and energetic. Eyes can be closed or softly focused. Mouth is closed, tongue relaxed. Be sure you can breathe comfortably.

Center your awareness on your nostrils, where the air enters and leaves your body. Notice your breath. Begin counting your breaths, returning to 1 every time a thought intrudes. When thoughts come in, notice them, then let them go. Bring yourself back to your physical body, to the breath coming in and out.

Source: Thousand Waves Martial Arts & Self Defense Center (thousandwaves.org)

Want to try some longer meditation practices. The Free Mindfulness Project has links to a number of mindfulness audio files.
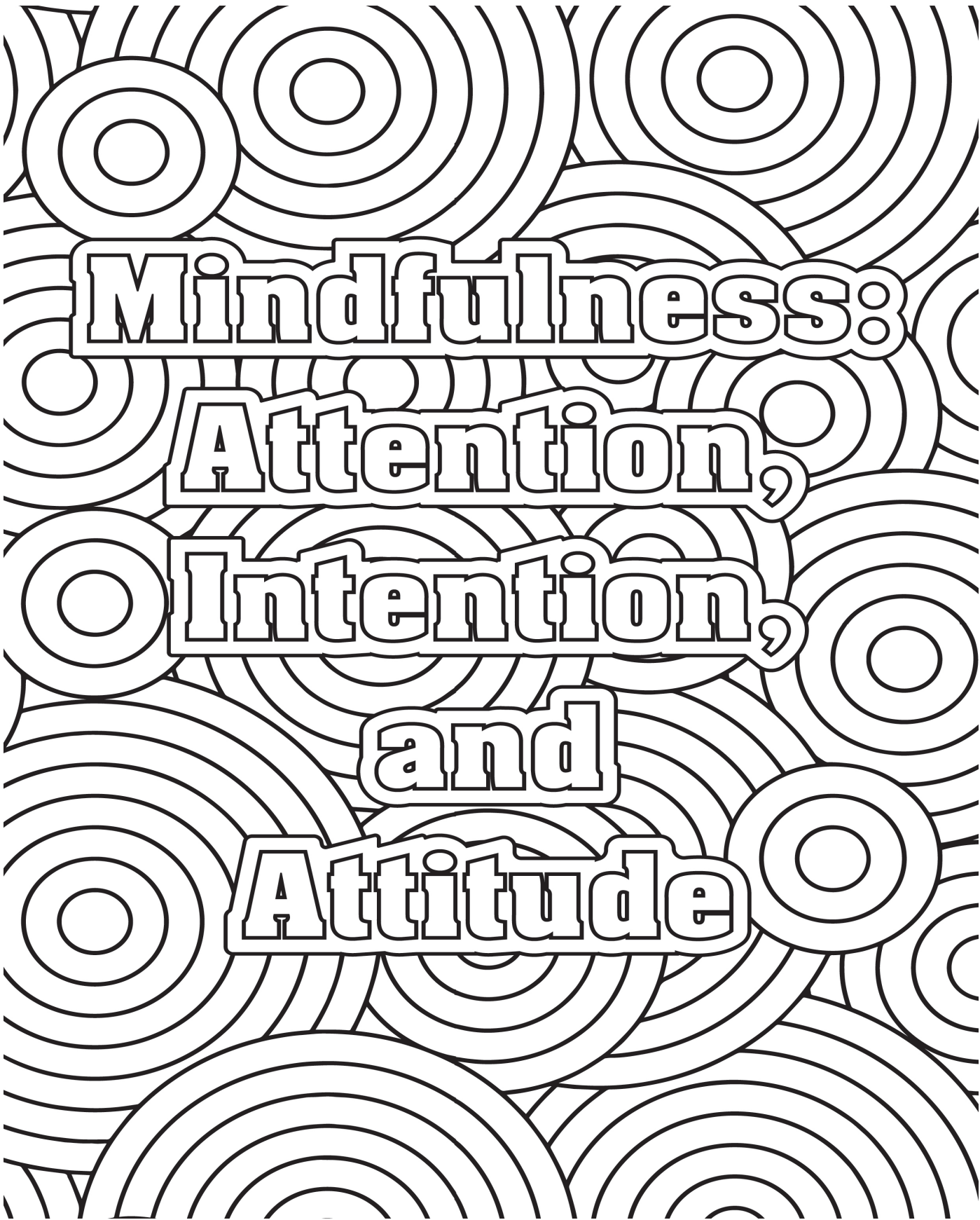
Mindfulness: Attention, Intention, and Attitude

You cannot, not Communicate
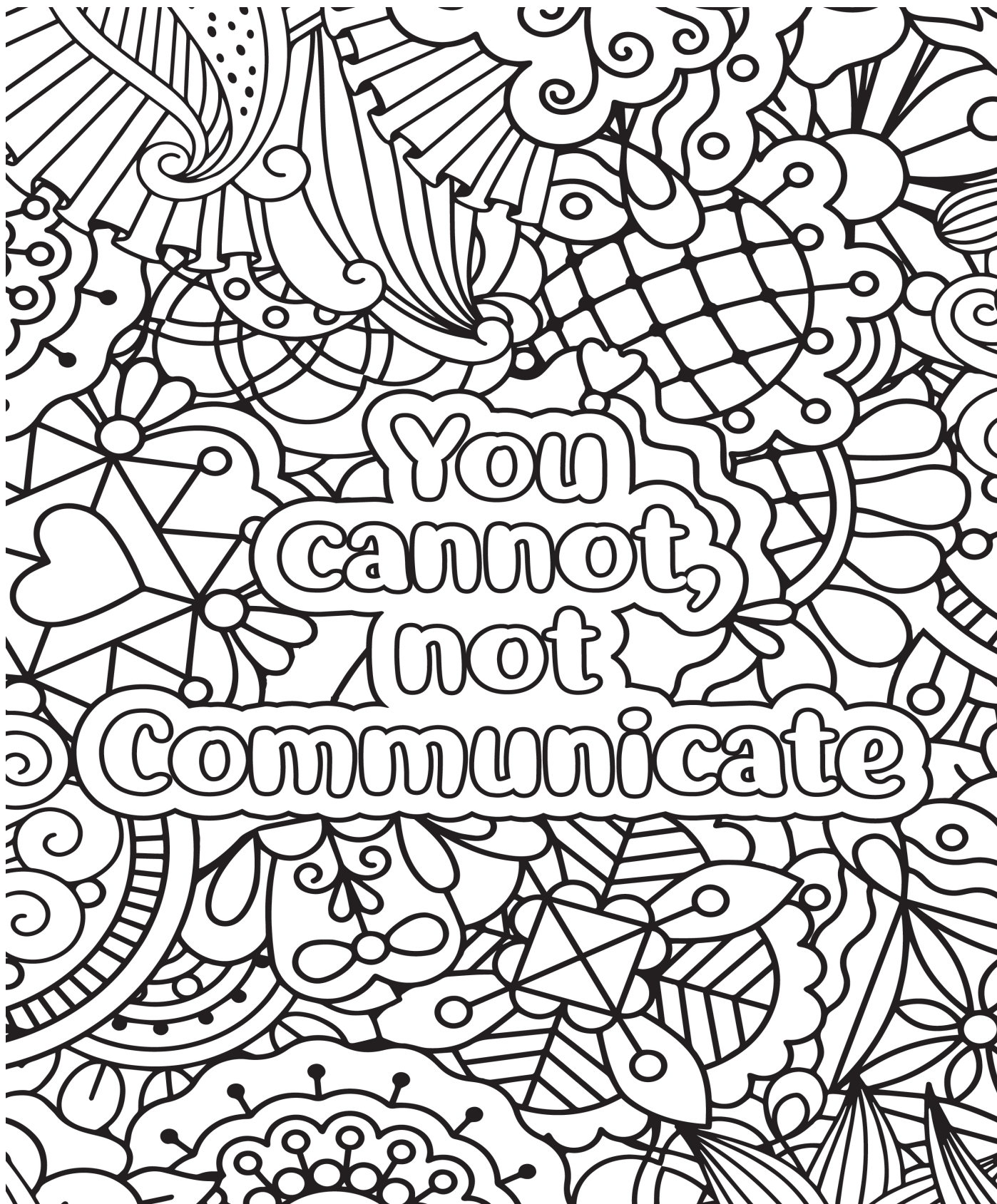
Chapter 2
Overview of Interpersonal Communication

I.   Purposes of Interpersonal Communication
       a.   Meeting Personal Needs
       b.   Communicating and Meeting Personal Needs
       c.   Learning About Self and Others
       d.   Discovering Self-Concept
       e.   Building and Maintaining Relationships
       f.   Uncertainty Reduction Theory

II.   Elements of Interpersonal Communication
       a.   Sender
       b.   Receiver
       c.   Message
       d.   Channel
       e.   Feedback
       f.   Environment
       g.   Noise

III.   Perception Process
       a.   Perception
       b.   Attending
       c.   Organizing
       d.   Interpreting
            i.   Personal Experience
            ii.   Involvement
            iii.   Expectations
            iv.   Assumptions
            v.   Relational Satisfaction
       e.   Conclusion

IV.   Models of Interpersonal Communication
       a.   Action Models
            i.   Shannon-Weaver Model
            ii.   Early Schramm Model
            iii.   Berlo's SMCR Model
       b.   Interaction Models
            i.   Osgood and Schramm Model
            ii.   Watzlawick, Beavin, and Jackson Model
       c.   Transaction Models
            i.   Barnlund's Transactional Model
                1.   The Importance of Cues
                2.   The Importance of Context

i. We advocate truthfulness, accuracy, honesty, and reason as essential to the integrity of communication.
ii. We endorse freedom of expression, diversity of perspective, and tolerance of dissent to achieve the informed and responsible decision making fundamental to a civil society.
iii. We strive to understand and respect other communicators before evaluating and responding to their messages.
iv. We promote access to communication resources and opportunities as necessary to fulfill human potential and contribute to the well-being of individuals, families, communities, and society.
v. We promote communication climates of caring and mutual understanding that respect the unique needs and characteristics of individual communicators.
vi. We condemn communication that degrades individuals and humanity through distortion, intimidation, coercion, and violence, and through the expression of intolerance and hatred.
vii. We are committed to the courageous expression of personal convictions in pursuit of fairness and justice.
viii. We advocate sharing information, opinions, and feelings when facing significant choices while also respecting privacy and confidentiality.
ix. We accept responsibility for the short- and long-term consequences for our own communication and expect the same of others.

CHAPTER 2 NOTES

ONE ACTION STEP FROM THIS CHAPTER

CHAPTER TO-DO LIST

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

CHAPTER NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

PURPOSES OF INTERPERSONAL COMMUNICATION

EXERCISES

#1

Write down a list of questions you asked when you first met your college roommate or a new friend?

Review these questions and write down why these questions are useful to you.

#2

Recall a situation in which you were recently carrying on a conversation with another person. Write down the details of the conversation. Now, related the parts of the conversation Maslow's Hierarchy of Needs.

Physiological   Safety

Esteem   Love/Belonging

Self-Actualization

ELEMENTS OF INTERPERSONAL COMMUNICATION

EXERCISES

#1

Think of your most recent communication with another individual. Write down this conversation and, within the conversation, identify the components of the communication process.

Sender   Receiver

Message   Channel

Feedback   Environment

Noise

#2 Think about the different types of noise that affect communication. Can you list some examples of how noise can make communication worse?

#3 Think about the advantages and disadvantages of different channels. Write down the pros and cons of the different channels of communication.

PERCEPTION PROCESS

EXERCISES

#1 Take a walk to a place you usually go to on-campus or in your neighborhood. Before taking your walk, mentally list everything that you will see on your walk. As you walk, notice everything on your path. What new things do you notice now that you are deliberately "attending" to your environment?

#2 What affects your perception? Think about where you come from and your self-concept. How do these two factors impact how you see the world?

#3 Look back at a previous text or email that you got from a friend. After reading it, do you have a different interpretation of it now compared to when you first got it? Why? Think about how interpretation can impact communication if you didn't know this person. How does it differ?

MODELS OF INTERPERSONAL COMMUNICATION

EXERCISES

#1 Think of a recent interpersonal interaction that you've had with someone. In this exercise, you're going to use one Action Model, one Interactional Model, and the Transational Model to explain this interpersonal interaction.

Action Model

Interactional Model

Transactional Model

#2   Choose the communication model with which you most agree. Why is it better than the other models?

INTERPERSONAL COMMUNICATION SKILLS

EXERCISES

#1   Recall a situation in which you experienced conflict. Now that you know some approaches to effective interpersonal communication evaluate the experience your recalled and write down what you could have done differently.

#2   Recall a situation in which your confidence has been broken. In other words, you asked someone to keep a secret and they didn't. How did this make you feel? In what situations is it acceptable to violate the confidence of another person?

#3   We all do something well in relation to communication. What are your best communication skills? In what areas would you like to improve?

Chapter 3
Intrapersonal Communication

I.   Who Are You?
  - a. Self-Concept
    - i. The Three Selves
      1. Self-Image
      2. Self-Worth
      3. Ideal-Self
      4. Three Self's Working Together
    - ii. The "Looking-Glass" Self
  - b. Self-Esteem
    - i. Defining Self-Esteem
      1. Subjective Evaluation
      2. Abilities
      3. Limitations
    - ii. Self-Esteem and Communication
    - iii. Self-Compassion
      1. Self-Kindness
      2. Common Humanity
      3. Mindfulness
    - iv. Don't Feed the Vulture

II.   Personality and Perception in Intrapersonal Communication
  - a. Personality
    - i. Nature or Nurture
      1. Minnesota Twins Raised Apart
      2. Twin Research in Communication
    - ii. Temperament Types
    - iii. The Big Five
      1. Openness
      2. Conscientiousness
      3. Extraversion
      4. Agreeableness
      5. Neuroticism
  - b. Cognitive Dispositions
    - i. Locus of Control
    - ii. Cognitive Complexity
    - iii. Authoritarianism/Dogmatism
    - iv. Emotional Intelligence
  - c. Personal-Social Dispositions
    - i. Loneliness

    ii. Depression
   iii. Self-Esteem
   iv. Narcissism
    v. Machiavellianism
   vi. Empathy
   vii. Self-Monitoring
III. Communication & Relational Dispositions
  a. Communication Dispositions
    i. Introversion/Extraversion
    ii. Approach and Avoidance Traits
     1. Shyness
     2. Communication Apprehension
     3. Willingness to Communicate
   iii. Argumentativeness/Verbal Aggressiveness
   iv. Sociocommunicative Orientation
     1. Responsiveness
     2. Assertiveness
     3. Versatility
     4. Sociocommunicative Orientation and Interpersonal Communication
  b. Relational Dispositions
    i. Attachment
    ii. Rejection Sensitivity

CHAPTER 3 NOTES

ONE ACTION STEP FROM THIS CHAPTER

CHAPTER TO-DO LIST

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   ☐ _____

CHAPTER NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

WHO ARE YOU?

EXERCISES

There are twenty numbered blanks on the page below. Please write twenty answers to the question 'Who am I?' in the blanks. Write the answers in the order they occur to you; don't worry about logic or importance.

1.
2.
3.
4.
5.
6.
7.
8.
9.
10.
11.
12.
13.
14.
15.
16.
17.
18.
19.
20.

#1

Once you have completed the exercise, categorize your list using Kuhn's five distinct categories about an individual: social group an individual belongs to, ideological beliefs, personal interests, personal ambitions, and self-evaluations. After categorizing your list, ask yourself what your list says about your self-concept, self-image, self-esteem, and self-respect.

Social Group

Ideological Beliefs

Personal Interests

Personal Ambitions

Self-Evaluations

#2 Complete the Rosenberg Self-Esteem Scale (http://www.wwnorton.com/college/psych/
psychsci/media/rosenberg.htm). After getting your results, do you agree with your results?
Why or why not? Why do you think you scored the way you did on the measure?

PERSONALITY AND PERCEPTION IN INTRAPERSONAL COMMUNICATION

EXERCISES

#1 Complete the Keirsey Temperament Sorter®-II (KTS®-II; http://www.keirsey.com/sorter/register.aspx). After finding out your temperament, reflect on what your temperament says about how you interact with people interpersonally.

#2 Watch the following interview with Daniel Goleman (the individual who popularized emotional intelligence) with Allan Gregg (http://www.youtube.com/watch?v=NeJ3FF1yFyc). After watching the interview with Goleman, what did you learn about emotional intelligence? How can you apply emotional intelligence in your own life?

#3 Complete the Self-Monitoring Scale created by Mark Snyder (http://personality-testing.info/tests/SM.php). After finishing the scale, what do your results say about your ability to adapt to changing interpersonal situations and contexts?

COMMUNICATION & RELATIONAL DISPOSITIONS

EXERCISES

#1   Fill out the various measures discussed in this section related to communication. After completing these measures, how can your communication traits help explain your interpersonal relationships with others?

#2 Watch a segment of a political debate on YouTube. Would you characterize debates as argumentative, verbally aggressive, or something else entirely? Why?

#2 John Bowlby's attachment theory and Karen Horney's theory of rejection sensitivity have theoretical overlaps. Do you think that an individual's early attachment can lead to higher levels of rejection sensitivity? Why or why not?

Don't Feed the VULTURES

Chapter 4
Verbal Elements of Communication

I. How Words Work
    a. Words and Meaning
        i. Semantic Rules
        ii. Syntactic Rules
        iii. Pragmatic Rules
    b. Words Create Reality
    c. Words Reflect Attitudes
    d. Level of Abstraction
    e. Metamessages
    f. Words and Meaning

II. Functions of Language
    a. Instrumental and Regulatory Functions
    b. Interactional and Imaginative Functions
    c. Personal Functions
    d. Ritual Functions
    e. Heuristic and Representational Functions
    f. Cultural Functions

III. The Impact of Language
    a. Naming and Identity
    b. Affiliation
    c. Sexism and Racism
    d. Muted Group Theory

IV. Types of Language
    a. Formal vs. Informal Language
        i. Formal Language
        ii. Informal Language
            1. Jargon
            2. Colloquialisms
            3. Slang
            4. Idioms
            5. Clichés
    b. Improper Language
        i. Biased Language
        ii. Ambiguous Language
        iii. Euphemisms
        iv. Relative Language
        v. Static Evaluation

V. Improving Verbal Communication

    a.   Improving Language Skills
         i.   Use Repetition
        ii.   Group Similar Words Together
       iii.   Build Your Vocabulary
       iv.   Read
    b.   Increase Your Awareness and Adaptation of Language
    c.   Check for Understanding

CHAPTER 4 NOTES

ONE ACTION STEP FROM THIS CHAPTER

CHAPTER TO-DO LIST

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   ☐ _____

CHAPTER NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

HOW WORDS WORK

EXERCISES

#1 Create your abstraction ladder of how communication can range from general to very specific.

Abstract

Concrete
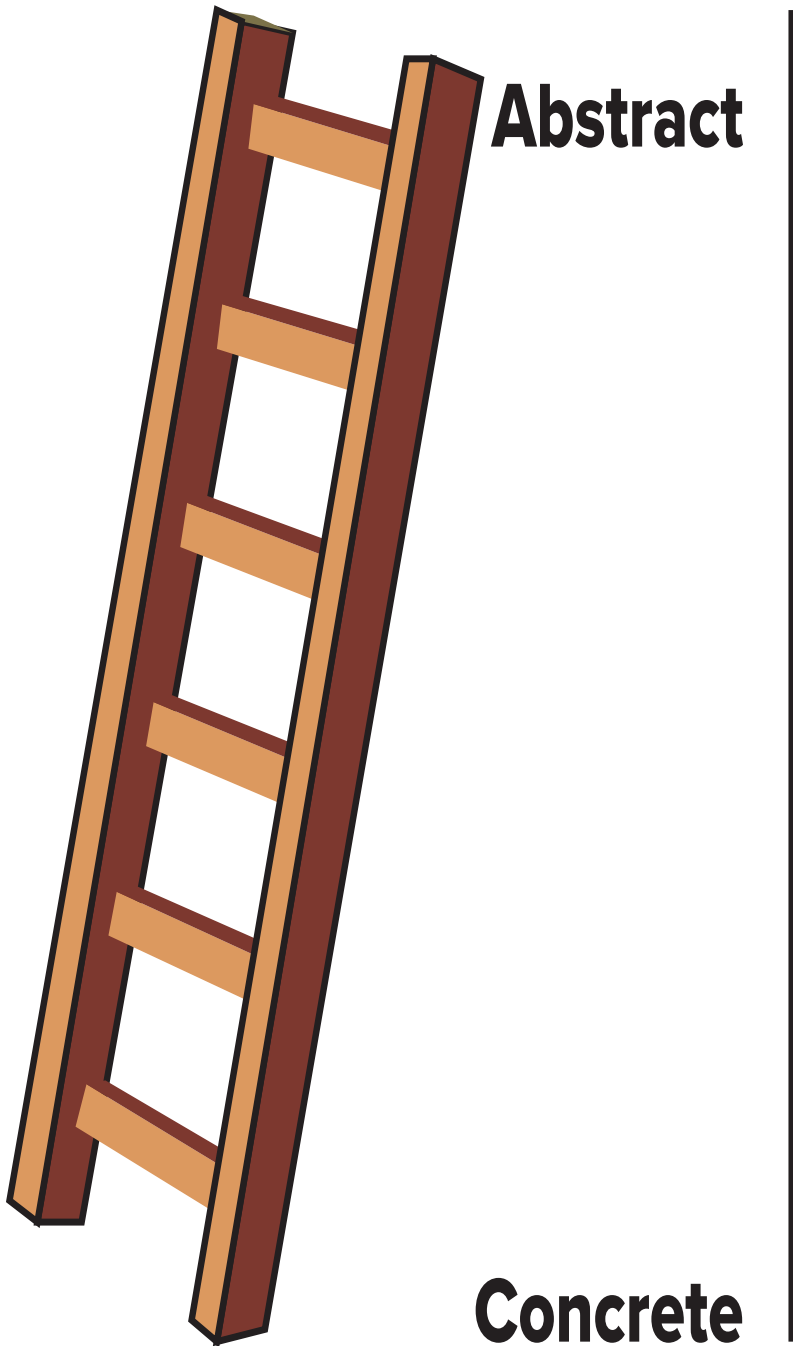
#2 Find ten random words from the dictionary and ask everyone to write down at least five connotations of each of the words. Then, compare your lists. Discuss the similarities and differences between your word choices.

#3 As a class, make a list of all the ways you could tell someone you love them. Then, discuss how your metamessages might cause some misunderstandings or confusion.

FUNCTIONS OF LANGUAGE

EXERCISES

#1

Create a list of names that you have heard or that you know that are unique.

What makes these names so unique and memorable? Ask friends to give you their perceptions of those names.

Do that match with what you think? Why or why not?
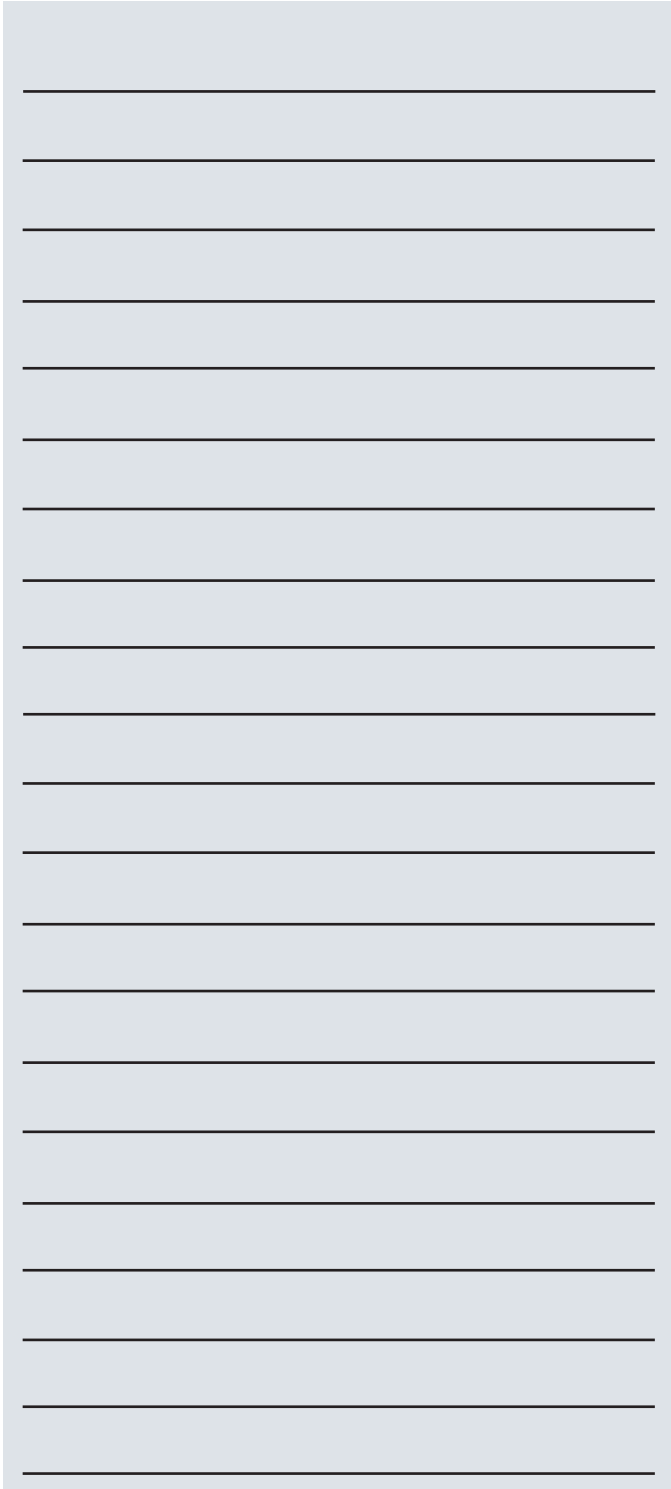
#2 Engage in a normal conversation with a friend or family member. Without having them know what you are doing, slowly and subtly converge your communication style to theirs. Record your observations.

Then, with the same person, try to diverge your communication style. Re-record your observations. Ask if the person noticed any communication changes. How did it make them feel? How did you feel? Why?

#3

Make a list of all the words in the English language that are sexist or racists. Try to research those words on the Internet and determine how these words are sexists or racists. Then, provide alternatives for these words to be more politically correct.

Racist or Sexist Words	**Word Alternatives**

TYPES OF LANGUAGE

EXERCISES

#1   Create a list of jargon or slang words that you use and what they mean.

Determine if there are differences between how words are used now compared to the past.

#2

Create a list of colloquialisms or idioms. Find an international student and see if these words make sense. What was confusing or unclear?

#3   Find clichés that are used in other cultures.

Are there American equivalent of each of the clichés? If so, what are they? If not, why not?

IMPROVING VERBAL COMMUNICATION

EXERCISES

#1   Below you will find all of the key terms from Chapter 4. Put a Check in the box next to all of the words you could define prior to reading Chapter 4.

☐ Abstract
☐ Abstraction Ladder
☐ Affiliation
☐ Ambiguous Language
☐ Bias
☐ Biased Language
☐ Buzz Word
☐ Cliché
☐ Colloquialism
☐ Connotation
☐ Converge
☐ Denotation
☐ Discourse
☐ Diverge
☐ Euphemism

☐ Formal Language
☐ Heuristic Function
☐ Idiom
☐ Imaginative Function
☐ Informal Language
☐ Instrumental Function
☐ Interactional Function
☐ Jargon
☐ Language
☐ Language Adaptation
☐ Language Awareness
☐ Linguistic Determinism
☐ Linguistic Relativity
☐ Metamessage
☐ Personal Function

☐ Racism
☐ Racist Language
☐ Racist Language
☐ Regulatory Function
☐ Relative Language
☐ Representational Function
☐ Sapir-Whorf Hypothesis
☐ Sexism
☐ Sexist Language
☐ Sexist Language
☐ Slang
☐ Spin
☐ Static Evaluation
☐ Vocabulary

Which terms did you find difficult to understand? Why?

#2 Read a speech from either Vital Speeches of the Day or American Rhetoric. After reading/watching a speech, find a video where the speaker was interviewed. Watch how the speaker sounds when both giving a speech and when answering questions. Analyze the speaker's use of both language awareness and adaptation.

#3 Find someone who does not speak English as their first language. During your interaction with that person, put into practice the TAP method for understanding. How easy was it for you to understand this other person? Why? How did it feel to use the TAP Method? Were you effective during your interpersonal interaction? Why?
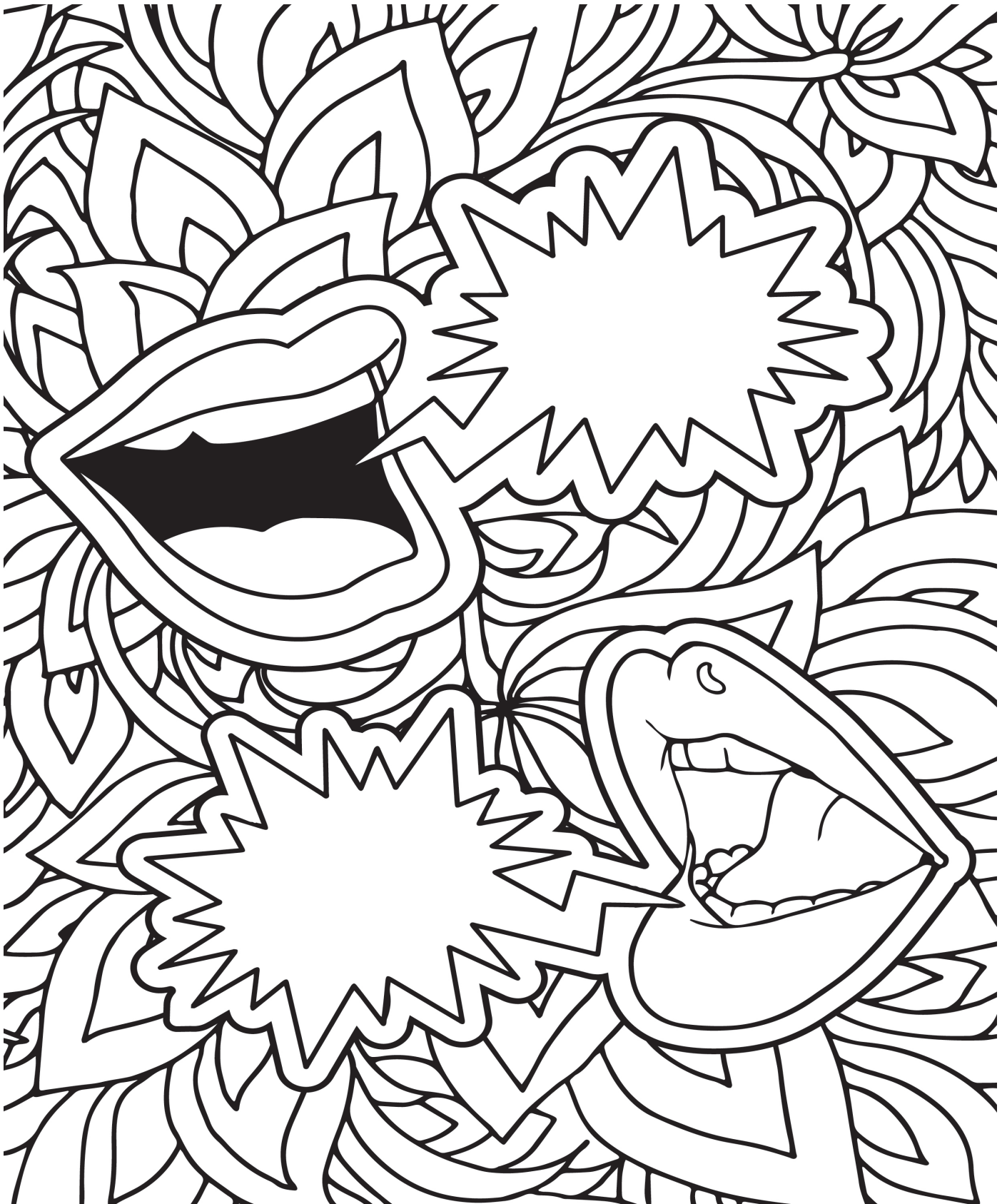
Chapter 5
Nonverbal Communication

I. Importance of Nonverbal Communication in Interaction
    a. The Role of Nonverbal in Everyday Life
        i. NV has Communicative Value
        ii. NV Used for Relational Purposes
        iii. NV is Ambiguous
        iv. NV is Culturally Based
        v. Attribution Error
        vi. Omnipresent
        vii. Can Form Universal Language
        viii. Can Lead to Misunderstandings
        ix. Usually Trusted
    b. The Six Functions of Nonverbal Communication
        i. Complimenting
        ii. Contradict
        iii. Accenting
        iv. Repeating
        v. Regulating
        vi. Substituting
II. Categories of Nonverbal communication
    a. Haptics
    b. Vocalics
        i. Timbre
        ii. Tempo
        iii. Intensity
        iv. Other Vocal Features
            1. Paralanguage
            2. Pauses and Silences
            3. Dysfluencies, Vocal Fillers, or Verbal Surrogates
    c. Kinesics
        i. Facial Expressions
        ii. Ocluesics
        iii. Gestures
            1. Emblems
            2. Illustrators
            3. Affect Displays
            4. Regulators
    d. Proxemics
    e. Artifacts

   f. Chronemics
   g. Olfactics
   h. Physical Appearance
     i. Somatotypes
     ii. Physical Appearance and Society
     iii. Body Positivity
       1. Reclaim Health
       2. Practice Intuitive Self-Care
       3. Cultivate Self-Love
       4. Declare Your Own Authentic Beauty
       5. Build Community
     iv. The Matching Hypothesis
III. Improving your Nonverbal Skills
  a. The Nonverbal Mindset
  b. Nonverbal Immediacy

CHAPTER 5 NOTES

ONE ACTION STEP FROM THIS CHAPTER

CHAPTER TO-DO LIST

CHAPTER NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

IMPORTANCE OF NONVERBAL COMMUNICATION IN INTERACTION

EXERCISES

#1 Create a list of five situations in which nonverbal communication helped you to accurately interpret verbal communication. Use the functions of nonverbal communication in your description.

Situation 1   Situation 2

Situation 3   Situation 4

Situation 5

#2

Reflect upon the functions of nonverbal communication and provide an example from your own life for each function.

Complementing   Substituting

Contradicting   Accenting

#3 Experiment with nonverbal communication. Use an unexpected nonverbal cue when having conversations with friends throughout the day. For example, use a contradictory nonverbal cue such as shaking your head while saying yes. Note your friend's reaction and be ready to provide an explanation to your friend.

CATEGORIES OF NONVERBAL COMMUNICATION

EXERCISES

#1   List and define the categories of nonverbal communication. For each category, make a list of corresponding nonverbal behaviors that are discussed in this chapter and add to this list from your own experiences.

Haptics   Vocalics

Kinesics   Ocluesics/Facial Expressions

#2 Recall a situation in which you interacted with someone whose nonverbal behaviors stood out for positive reasons. Describe the situation and nonverbal behaviors. Why do you consider nonverbal behaviors to be positive?

#3 Recall a situation in which you interacted with an individual whose nonverbal behaviors detracted from the individual's ability to communicate effectively. Describe these nonverbal behaviors and suggest what the individual could do differently.

IMPROVING YOUR NONVERBAL SKILLS

EXERCISES

#1 Record your voice and listen to the recording several times. Use the questions included in the "analyze your voice" section of this chapter. Make a note of areas where you believe you are doing well and areas where you may need improvement. Ask a friend to listen to your voice and respond to the question for additional feedback.

#2 Video record a conversation between you and a friend/s. (Make sure everyone approves of being recorded.) As a group, review your facial expressions, body movements, and gestures. Discuss your nonverbal behavior as a group being certain to complement areas of success and ask for constructive feedback if you are comfortable doing so.

#3 Select a nonverbal specific behavior such as greeting through a wave or eye contact. Use this nonverbal behavior in a manner that is inconsistent with the accepted use of this nonverbal behavior. For example, avoid eye contact completely with a friend or kiss a friend on the cheek instead of simply saying hello. Make a note of your reaction as well as the reaction of your friend. (Be prepared to explain your behavior to your friend.

#4 Take an inventory of your nonverbal communication skills by answering the following questions. Do you believe nonverbal Communication is important? Why or why not? Which subcategories of nonverbal communication are your strengths and weaknesses? How can you improve on these weaknesses?
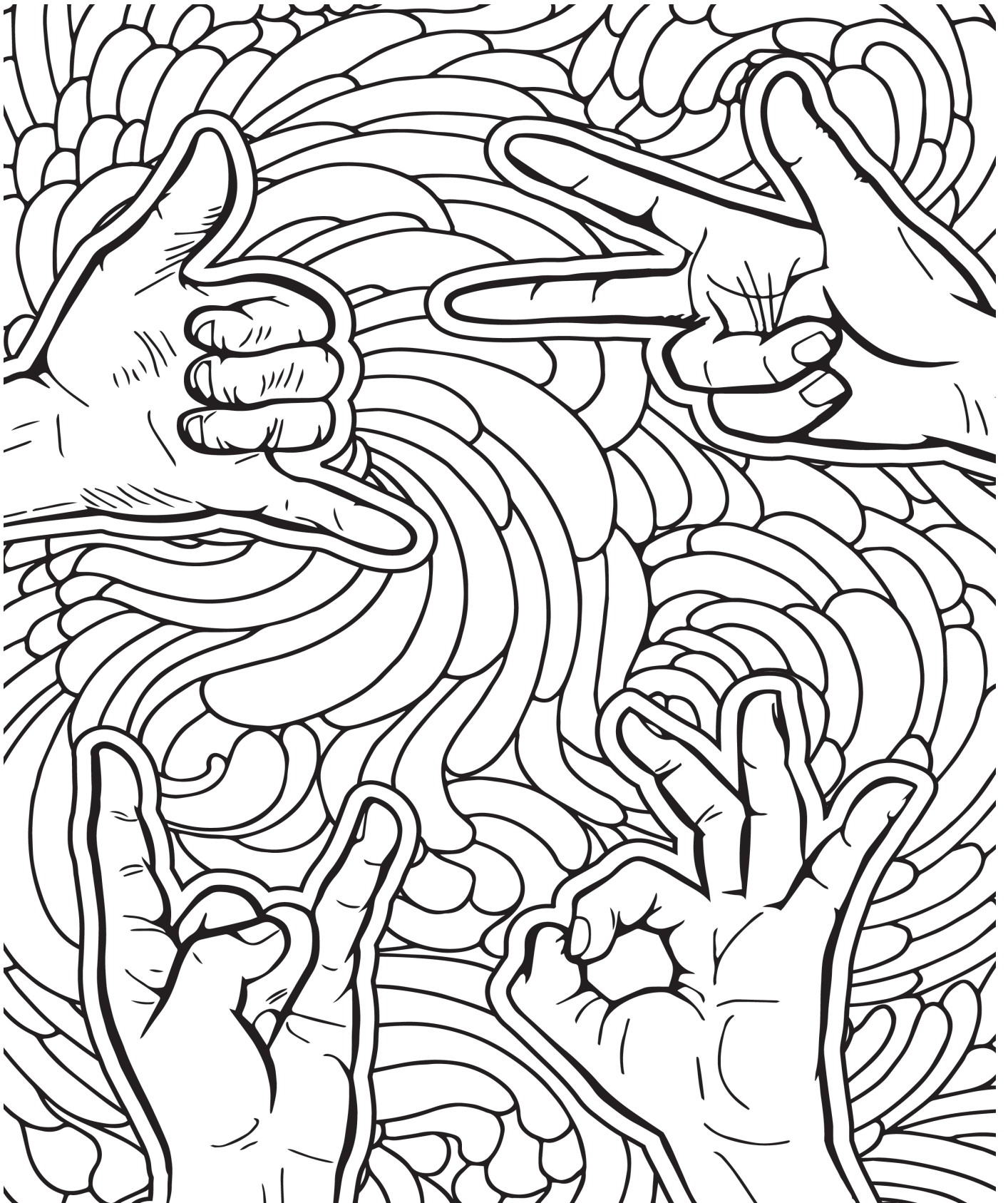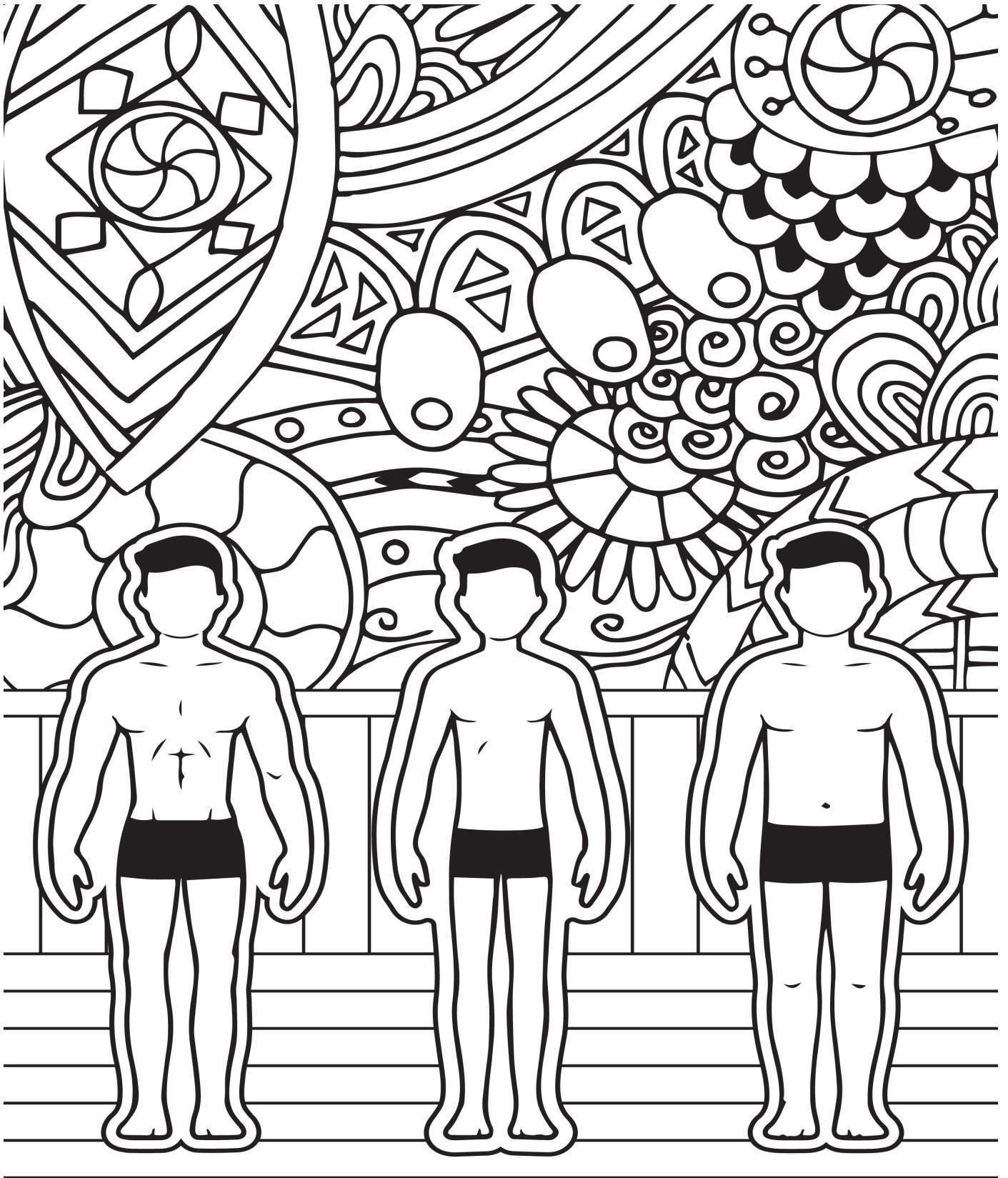
Chapter 6
Cultural and Environmental Factors in Interpersonal Communication

I.   What is Culture?
   - a. Co-cultures
   - b. Microcultures

II.   The Function of Culture
   - a. Collective Self-Esteem
   - b. Stereotyping
   - c. Culture as Normative

III.   Cultural Characteristics and Communication
   - a. Edward T. Hall
   - b. Geert Hofstede
     - i. Low vs. High Power Distance
     - ii. Individualism vs. Collectivism
     - iii. Masculinity vs. Femininity
     - iv. Low vs. High Uncertainty Avoidance
     - v. Long-Term vs. Short-Term Orientation
     - vi. Indulgence vs. Restraint
   - c. Stella Ting-Toomey

IV.   Improving Intercultural Communication Skills
   - a. Become Culturally Intelligent
     - i. Four Factors of Cultural Intelligence
       1. Cognitive CQ
       2. Motivational CQ
       3. Metacognitive CQ
       4. Behavioral CQ
   - b. Engaging Culturally Mindful Interactions

CHAPTER 6 NOTES

ONE ACTION STEP FROM THIS CHAPTER

CHAPTER TO-DO LIST

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   ☐ _____

CHAPTER NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

WHAT IS CULTURE?

EXERCISES

#1

Think about your own dominant culture. What does it mean to be a member of your national culture? What are the established language, religion, behavior, values, rituals, and social customs within your society?

Language   Religion

Behavior   Values

#2

Make a list of five co-cultural groups that you currently belong to. How does each of these different co-cultural groups influence who you are as a person?

Co-culture #1 _____

Co-culture #2 _____

Co-culture #3_____

Co-culture #4_____

Co-culture #5_____

#3 Many organizations are known for creating, or attempting to create, very specific micro-cultures. Thinking about your college or university, how would you explain your micro-culture to someone unfamiliar with your culture?

THE FUNCTION OF CULTURE

EXERCISES

#1 Think about a group that you currently belong to and consider the collective self-esteem you have for that group. How do you view this group in all four types of esteem: private collective, membership, public collective, and importance to identity?

Private Collective

Membership

Public Collective

Importance of Identity

#2 List the various stereotypes that you can think of for the following different groups: Gay Male, Female-to-Male Transsexual, African American Male, Hispanic Female, Pakistani Female. How do you think these stereotypes would impact your interpersonal interactions with people from these different groups?

#3 Think about ethnocentrism in your own life. When do you think ethnocentrism helps you have collective self-esteem, and when do you think it leads to prejudice?

CULTURAL CHARACTERISTICS AND COMMUNICATION

EXERCISES

#1

Compare and contrast two countries and their levels of context. Why do you think context is such an important cultural characteristic?

#2

Think about a co-cultural group that you belong to. Think through Geert Hofstede's six categories used to evaluate differing cultures and apply Hofstede's ideas to your co-culture.

Power Distance   Individualism vs. Collectivism

Masculinity vs. Femininity   Uncertainty Avoidance

Long-Term vs. Short-Term   Indulgence vs. Restraint

Does your co-culture differ from the dominant culture?

#3

Imagine you're having an interaction with an individual from India. During the middle of the conversation, you have a feeling that your interactional partner is losing face. What could you do at that point to help rebuild that person's face?

Why would you want to do this at all?

IMPROVING INTERCULTURAL COMMUNICATION SKILLS

EXERCISES

#1 The Cultural Intelligence Center has created a widely used 20-item measure for cultural intelligence. Please take a second and complete their measure: http://www.culturalq.com/docs/The%20CQS.pdf

What were your CQ strengths and CQ weaknesses?

Where would you most want to improve your CQ?

#2

James L. Mason created a Cultural Competence tool for service agencies (http://files.eric.ed.gov/fulltext/ED399684.pdf). Take a look at their tool, which is freely available online.

What do you think of their tools for evaluating cultural competence?

Do you think cultural competence and cultural intelligence are similar, different, or identical? Why?

Chapter 7
Talking and Listening

I.   The Importance of Everyday Conversations
   a. Types of Conversations
      i.   Discourse
      ii. Dialogue
      iii. Debate
      iv. Diatribe
   b. Communication Needs
II.   Sharing Personal Information
   a. Motives for Self-Disclosure
      i. Social Integration
      ii. Impression Management
          1. Self-Descriptions
          2. Accounts
          3. Apologies
          4. Entitlements and Enhancements
          5. Flattery
          6. Favors
   b. Social Penetration Theory
   c. Johari Window
      i.   Open Self
      ii. Hidden Self
      iii. Blind Self
      iv. Unknown Self
III.   Listening
   a. Hearing Is Not Listening
   b. Model of Listening
      i.   Hearing
      ii. Understanding
      iii. Remembering
      iv. Interpreting
      v.   Evaluating
      vi. Responding
   c. Taxonomy of Listening
      i.   Discriminative
      ii. Comprehensive
      iii. Therapeutic
      iv. Critical
      v.   Appreciative

    d. Listening Styles
        i. The Four Listening Styles
           1. People
           2. Action
           3. Content
           4. Time
        ii. Thinking About the Four Listening Types

IV.   Listening Responses
    a. Types of Listening Responses
        i. Silent Listening
        ii. Questioning
       iii. Paraphrasing
       iv. Empathizing
        v. Supporting
       vi. Analyzing
      vii. Evaluating
     viii. Advising
    b. Which Style to Use?
        i. Selection
        ii. Organization
       iii. Interpretation
       iv. Negotiation
    c. Influences on Perception
        i. Physiological Influences
        ii. Psychological Influences
       iii. Social Influences
       iv. Cultural Influences
        v. Perception Checking

CHAPTER 7 NOTES

ONE ACTION STEP FROM THIS CHAPTER

CHAPTER TO-DO LIST

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

CHAPTER NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

THE IMPORTANCE OF EVERYDAY CONVERSATIONS

EXERCISES

#1   Create a self-penetration diagram for yourself.

What topics are you open to talk about?

What are you not willing to discuss?

Compare with another student in class. How were you similar or dissimilar? Why do you think these differences/similarities exist?

#2

Think of a time when you've used the six different impression management techniques. How effective were you with each technique? What could you have done differently?

Self-Descriptions   Accounts

Apologies   Entitelments and Enhancements

#3

Draw your own Johari window. Fill in each of the window panes with a topic of self-disclosure. Why did you put what you put? Does it make sense? Why?

	Known to Self	Unknown to Self
Known to Others	Open Self	Blind Self
Unknown to Others	Hidden Self	Unknown Self
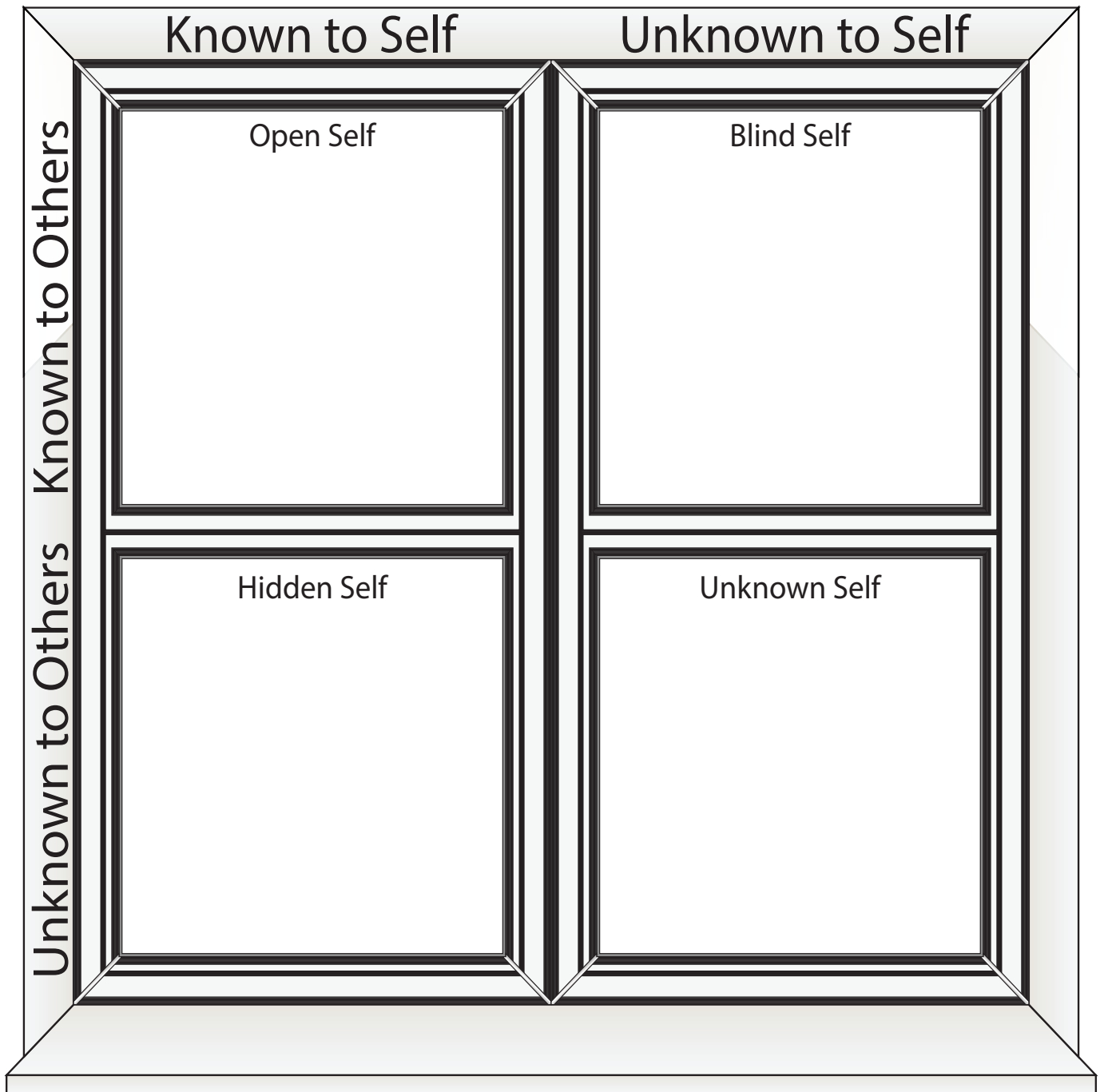
LISTENING

EXERCISES

#1 Do a few listening activities. Go to: http://www.medel.com/resources-for-success-soundscape/

Exercise #1

Exercise #2

Exercise #3

Exercise #4

#2 For the next week, do a listening diary. Take notes of all the things you listen to and analyze to see if you are truly a good listener. Do you ask people to repeat things? Do you paraphrase?

LISTENING JOURNAL - DAY 1

Listening Notes

_____

_____

_____

_____

_____

_____

_____

_____

Do you ask people to repeat things?

Do you paraphrase?

LISTENING JOURNAL - DAY 2

Listening Notes

_____

_____

_____

_____

_____

_____

_____

_____

_____

Do you ask people to repeat things?

Do you paraphrase?

LISTENING JOURNAL - DAY 3

Listening Notes

_____

_____

_____

_____

_____

_____

_____

_____

Do you ask people to repeat things?

Do you paraphrase?

LISTENING JOURNAL - DAY 4

Listening Notes

_____

_____

_____

_____

_____

_____

_____

_____

Do you ask people to repeat things?

Do you paraphrase?

LISTENING JOURNAL - DAY 5

Listening Notes

_____

_____

_____

_____

_____

_____

_____

_____

Do you ask people to repeat things?

Do you paraphrase?

LISTENING JOURNAL - DAY 6

Listening Notes

_____

_____

_____

_____

_____

_____

_____

_____

Do you ask people to repeat things?

Do you paraphrase?

LISTENING JOURNAL - DAY 7

Listening Notes

_____

_____

_____

_____

_____

_____

_____

_____

Do you ask people to repeat things?

Do you paraphrase?

#3 After completing the Listening Styles Questionnaire, think about your own listening style and how it impacts how you interact with others. What should you think about when communicating with people who have a different listening style?

People Oriented Listening Style

Action Oriented Listening Style

Content Oriented Listening Style

Time Oriented Listening Style

LISTENING RESPONSES

EXERCISES

#1

Write down an example of each of the listening responses and why it is appropriate for that situation. Why did you write down what you did?

Silent Listening   Questioning

Paraphrasing   Empathizing

#2

Create a chart with the different types of questions and give at least two examples for each type. Compare with a friend in class.

To Clarify Meanings

To Learn About Others' Thoughts, Feelings & Wants

To Encourage Elaboration

To Encourage Discovery

#3 Watch a movie or television show with your friends, then ask them to write down the three most notable moments.

Moment #1

Moment #2

Moment #3

Compare what you wrote to others. Was it similar or different? Why or why not? Did you all have the same perceptions? Why?

Chapter 8
Building and Maintaining Relationships

I.   The Nature of Relationships
    a.   Relationship Characteristics
    b.   Significant Relationships
        i.   Purposes of Relationships
        ii.   Elements of a Good Relationship

II.   Relationship Formation
    a.   Understanding Attraction
    b.   Reasons for Attraction
        i.   Physical Proximity
        ii.   Physical Attractiveness
        iii.   Perceived Gain
        iv.   Similarities and Differences
        v.   Disclosure

III.   Stages of Relationships
    a.   Coming Together
        i.   Initiating
        ii.   Experimenting
        iii.   Intensifying
        iv.   Integrating
        v.   Bonding
    b.   Coming Apart
        i.   Differentiating
        ii.   Circumscribing
        iii.   Stagnating
        iv.   Avoiding
        v.   Terminating
    c.   Final Thoughts on Coming Together
    d.   Relationship Maintenance

IV.   Communication in Relationships
    a.   Relationship Dialectics
        i.   Separation-Integration
        ii.   Predictability – Novelty
        iii.   Openness – Closedness
        iv.   Similarity-Difference
        v.   Ideal-Real
    b.   Self-Disclosure
    c.   Alternatives to Self-Disclosure

V.   Dating Relationships
    a. Dating Scripts
    b. Love Styles
        i. Eros
        ii. Storge
        iii. Ludic
        iv. Agape
        v. Pragma
        vi. Mania
VI.   How Gender Affects Relationships
    a. Biological Sex vs. Gender
    b. Gender Differences in Interpersonal Communication
    c. Sex Differences in Interpersonal Communication
    d. Improving Communication Skills

CHAPTER 8 NOTES

ONE ACTION STEP FROM THIS CHAPTER

CHAPTER TO-DO LIST

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   ☐ _____

☐ _____   ☐ _____

CHAPTER NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

THE NATURE OF RELATIONSHIPS

EXERCISES

#1 Conduct an inventory of your relationships. Think of all the people in your life and how they meet each of the relationship characteristics.

#2 Write a list of all the good relationships that you have with others or witnessed. What makes these relationships good? Is it similar to what we talked about in this chapter? Was anything different? Why?

#3

Write a hypothetical relationship article for a website. What elements make a lasting relationship? What would you write? What would you emphasize? Why? Let a friend read it and provide input.

RELATIONSHIP FORMATION

EXERCISES

#1 Take a poll of the couples that you know and how they met. Which category does it fall into? Is there a difference among your couples and how they met?

#2 What are some ways that you could form a relationship with others? Discuss your findings with the class. How is it different/similar to what we talked about in this chapter?

#3 Discuss how and why a certain relationship that you know dissolved. What were the reasons or factors that caused the separation?

STAGES OF RELATIONSHIPS

EXERCISES

#1 Find Internet clips that illustrate each of the coming together/coming apart stages. Show them to your class. Do you agree/disagree?

Coming Together

Initiating

Experimenting

Intensifying

Integrating

Bonding

Coming Apart

Differentiating

Circumscribing

Stagnating

Avoiding

Terminating

Activity Notes

#2

Do a self-analysis of a relationship that you have been involved with or have witnessed. How did the two people come together and come apart? Did they go through all the stages? Why/why not?

Coming Together   Coming Apart

Initiating   **Differentiating**

Experimenting   **Circumscribing**

Intensifying   **Stagnating**

Integrating   **Avoiding**

Bonding   **Terminating**

How did the two people come together and come apart?

Did they go through all the stages? Why/why not?

#3

Write down an example of each the relationship maintenance strategies. Then, rank order in terms of importance to you.

Positvity   **My Ranking** _____

Openness   **My Ranking** _____

Assurances   **My Ranking** _____

Sharing Tasks   **My Ranking** _____

Social Networks   **My Ranking** _____

Conflict Management   **My Ranking** _____

Advice   **My Ranking** _____

Why did you rank them the way that you did?

Compare your rankings with those of one of your peers. How did you compare?

COMMUNICATION IN RELATIONSHIPS

EXERCISES

#1   Find a transcript of your favorite television sitcom on the Internet. See if you can identify which types of communication is relational/content and which are symmetrical/complementary.

Relational/Content

Symmetrical/Complimentary

#2

Consider three different issues that you might be dealing in a relationship that you have with another person.

Issue #1

Issue #2

Issue #3

What are the relationship dialectic tensions?

How are you handling these tensions?

Identify what strategy you are using to deal with this tension. Why?

#3 Create a list of all the reasons you would disclose and why you would not disclose. Discuss the finding in class. Were there differences or similarities?

DATING RELATIONSHIPS

EXERCISES

#1 Compare a current or past romantic relationship to the definition of romantic relationships provided in this chapter. What are the similarities and differences in your romantic relationship?

#2

List the physical features you find attractive. List the personality factors you find attractive.

Physical Features   Personality Factors

#3

Start by providing a definition for each of the love styles.

Eros

_____

_____

Storge

_____

_____

Ludic

_____

_____

Agape

_____

_____

Pragma

_____

_____

Mania

_____

_____

List the love style of each of your parents and grandparents. Explain how your love style developed and whether it was learned from a family member or innate.

HOW GENDER AFFECTS RELATIONSHIPS

EXERCISES

#1 On a sheet of paper, divide into two parts and label one side as male and one side as female. Complete the sentence: Males are_____ and Females are _____. Write your words on your paper. Try to write down ten possible answers for females and males.

Females are _____   Males are _____
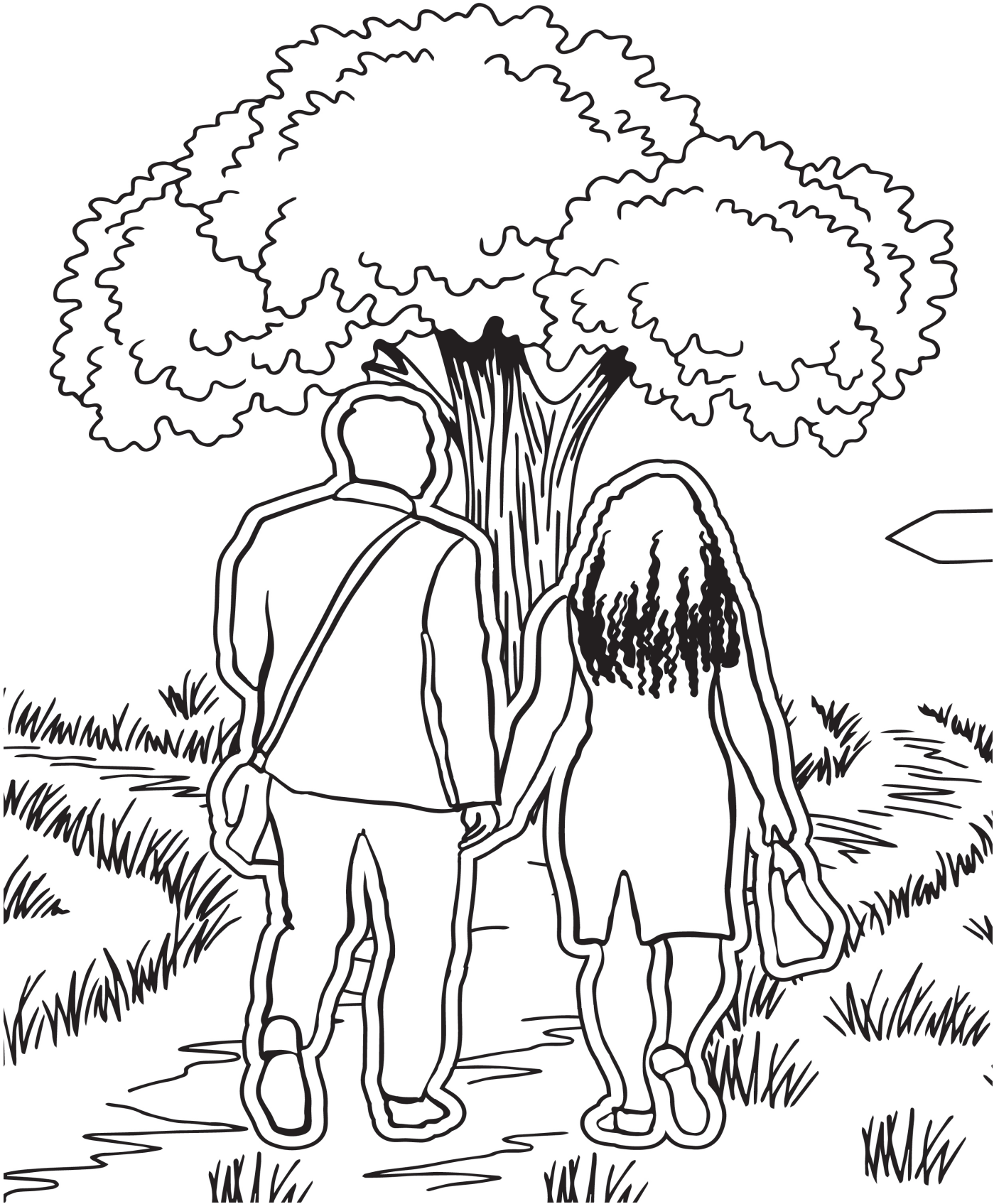
Chapter 9
Conflict in Relationships

I. Understanding Conflict
  a. Two Perspectives on Conflict
    i. Disruptions in Normal Workings of a System
    ii. Normal Part of Human Communication
  b. Interpersonal Conflict
    i. People are Interdependent
    ii. People Perceive Differing Goals/Outcomes of Means to the Same Ends
    iii. Conflict Can Negatively Affect the Relationship if Not Addressed
    iv. Some Sense of Urgency to Resolve Conflict
II. Emotions and Feelings
  a. Emotional Awareness
  b. The Problem of You Statements
  c. Emotional Intelligence
  d. Letting Go of Negative Thoughts
  e. Positive Emotions during Conflict
III. Power and Influence
  a. Levels of Influence
    i. Compliance
    ii. Identification
    iii. Internalization
  b. French & Raven's Six Bases of Power
    i. Informational
    ii. Coercive and Reward
    iii. Legitimate
    iv. Expert
    v. Referent
  c. Influence and Power
IV. Conflict Management Strategies
  a. ABC's of Conflict
    i. Avoiders
    ii. Battlers
    iii. Collaborators
  b. STLC Conflict Model
    i. Stop
    ii. Think
    iii. Listen
    iv. Communicate

CHAPTER 9 NOTES

ONE ACTION STEP FROM THIS CHAPTER

CHAPTER TO-DO LIST

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

CHAPTER NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

UNDERSTANDING CONFLICT

EXERCISES

#1 Write out what you believe are the pros and cons of both the major perspectives about conflict.

Disruptions in Normal Workings of a System

Pros   Cons

Normal Part of Human Communication

Pros   Cons

Which one do you think describes your own understanding of conflict?

Do you think they are both applicable to interpersonal conflict?

#2

Think of a time when you've engaged in conflict with a relational partner of some kind (parent/guardian, child, sibling, spouse, friend, romantic partner, etc.). Using Cahn and Abigail's 4 parts of interpersonal conflict, dissect the conflict and explain why it would qualify as an interpersonal conflict.

Interdependence Between or Among the Conflict Parties

Incompatible Goals/Means

Conflict Can Adversely Affect a Relationship if not Handled Effective

There is a Sense of Urgency to Resolve the Conflict

#3 We know that different people have different levels of tolerance for disagreement in life. How do you think an individual's tolerance for disagreement impacts her/his/their ability to interact with others interpersonally?

EMOTIONS AND FEELINGS

EXERCISES

#1 Think of an extreme emotion you've felt recently. Explain the interrelationships between that emotion, your thoughts, and your feelings when you experienced that extreme emotion.

#2

Start by completing the Emotional Intelligence Questionnaire.

What areas are you strong with regard to EQ?

What areas are your weaknesses?

How can you go about improving your strengths while alleviating your weaknesses?

#3 Think of a conflict you've had with a significant other in your relationship. How many of the statements that were made during that conflict were "You" statements as compared to "I" statements.

How could you have more clearly expressed your feelings and linking them to your needs?

POWER AND INFLUENCE

EXERCISES

#1 Think of a time when you've been influenced at all three of Kelman's levels of influence.

Compliance

Identification

Internalization

How were each of these different situations of influence different from each other?

How were the different levels of influence achieved?

#2   Think of a time when you've been influenced at all three of Kelman's levels of influence.

CONFLICT MANAGEMENT STRATEGIES

EXERCISES

#1 Think of a time when a simple disagreement escalated to a conflict. What happened? Why did this escalation occur?

#2

During conflict, do you think it's appropriate to use all three forms of conflict management? Why?

#3

Think of a recent interpersonal conflict that you had that went badly. How could you have implemented the S-TLC Model of Conflict to improve what happened during that conflict?

Chapter 10
Friendship Relationships

I.   Friendship Relationships
    a.   Friendship Characteristics
         i.   All Friendships are Essentially Voluntary
         ii.   Friendships are Personal Relationships that are Negotiated Between Two Individuals
         iii.   Friendships Have a Spirit of Equality
         iv.   Friendships Have Mutual Involvement
         v.   Friendships Have Affective Aspects
    b.   Communication and Friendship Formation
         i.   Communication Competence
         ii.   Communication Apprehension
    c.   Dialectical Approaches to Friendships
         i.   Contextual Dialectics
             1.   Private/Public
             2.   Ideal/Real
         ii.   Interactional Dialectics
             1.   Independence/Dependence
             2.   Affection/Instrumentality
             3.   Judgment/Acceptance
             4.   Expressiveness/Protectiveness
II.   Stages and Types of Friendships
    a.   Stages of Friendships
         i.   Role Delimited Interaction
         ii.   Friendly Relations
         iii.   Moves-Toward-Friendship
         iv.   Nascent Friendship
         v.   Stabilized Friendship
         vi.   Waning Friendship
         vii.   Post Friendship
    b.   Friendship Styles
         i.   Independent
         ii.   Discerning
         iii.   Acquisitive
    c.   Good and Bad Friendships
         i.   Ideal Friendship
         ii.   Waning Friendship
         iii.   Problematic Friendship
         iv.   Deviant Friendship
III.   Friendships in Different Contexts

      a.   Gender and Friendships
          i.   Same-Sex Friendships
         ii.   Opposite-Sex Friendships
              1.   Emotional Bond
              2.   Sexuality
              3.   Inequality and Power
              4.   Public Relationships
              5.   Opportunity Structure
        iii.   Postmodern Friendships
      b.   Cross-Group Friendships
      c.   Mediated Friendships
          i.   What's a Friend?
         ii.   Technologies and Friendships

CHAPTER 10 NOTES

ONE ACTION STEP FROM THIS CHAPTER

CHAPTER TO-DO LIST

CHAPTER NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

FRIENDSHIP RELATIONSHIPS

EXERCISES

#1 Think about one of your current or past friendships. Examine that friendship using Rawlins' five characteristics of friendships: voluntary, personal, equality, involvement, and affect.

Voluntary

Personal

Equality

Involvement

Affect

#2

How has your communication competence or communication apprehension impacted your ability to develop friendships?

Also, what advice would you give to someone who has low levels of communication competence or high levels of communication apprehension on how to form friendships?

#3   Think about one of your current or past friendships. Use Rawlins friendship dialectics to analyze this friendship (both contextual and interactional).

Contextual Dialectics

Private/Public   Ideal/Real

Interactional Dialectics

Independence/Dependence   Affection/Instrumentality

Judgment/Acceptance   Expressiveness/Protectiveness

After analyzing your friendship, what do these dialectical tensions tell you about the nature and quality of this friendship?

STAGES AND TYPES OF FRIENDSHIPS

EXERCISES

#1
Think back on a friendship that you no longer have. Take that friendship through all seven of Rawlins' friendship stages. How did you decide when the friendship entered into a new stage?

Role Deliminted Interaction

Friendly Relations

Moves-Toward-Friendship

Nascent Friendship

Stabilized Friendship

Waning Friendship

Post Friendship

#2 Think about your patterns of friendships in your life. Based on the information you learned from Matthews, what type of friendship style do you have? What made you decide that this friendship style most accurately reflects your approach to friendships?

3

Thinking about the intersection of healthy friendships and enjoyability, think of one friendship from your own life (past or present) that fits into each category. After coming up with four friendships, differentiate among the four friendships and their outcomes.

FRIENDSHIPS IN DIFFERENT CONTEXTS

EXERCISES

#1 In your view, what is a postmodern friendship, and why is it an important perspective for communication scholars? Would any of your friendships fall within this framework? Why?

#2

Think of a time when you've had a cross-group friendship. What made it a cross-group friendship?

What made it a cross-group friendship? How did this friendship differ from your same-group friendships?

How was it similar to your same-group friendships?

If you were explaining to another person the importance of cross-group friendships in your own life, what would you tell them?

#3 Do you think the word "friend" has been devalued through the use of social media? When you look at Mobinah Ahmad's Six Stage Theory of Friendships, do you agree with her perspective? Why?

Chapter 11
Family & Marriage Relationships

I. Family Relationships
  a. Defining Family
      i. Marriage, Blood, Adoption, or Choice
      ii. Family Roles
      iii. Common Culture
      iv. Economic Cooperation
      v. Children
      vi. Established Boundaries
      vii. Love and Trust
  b. Family Communication Patterns
      i. Socio-Orientation
      ii. Concept-Orientation
      iii. Four Combinations
          1. Consensual
          2. Protective
          3. Pluralistic
          4. Laissez-faire
  c. Family Systems Theory
      i. Characteristics of Family Systems
          1. Interdependence
          2. Wholeness
          3. Patterns/Regularities
          4. Interactive Complexity
          5. Openness
          6. Complex Relationships
          7. Equifinality
      ii. Mapping Family Systems
II. Family Changes
  a. Family Life Cycle
      i. Young Singles
      ii. Young Couples (No Children)
      iii. Full Nest One (Pre-School Children)
      iv. Full Nest Two (School-Aged Children)
      v. Full Nest Three (Older Children)
      vi. Empty Nest One (Still Working, Launched Children)
      vii. Empty Nest Two (Retired)
      viii. Solitary Survivor (Retired)
  b. Problems with Life Cycle Research

III. Sibling Types
    a. Sibling Relationship Types
        i. Harmonious
        ii. Hostile
        iii. Affect-Intense
        iv. Uninvolved
    b. Sibling Relationship Maintenance
        i. Confirmation
        ii. Humor
        iii. Social Support
        iv. Family Events
        v. Escape
        vi. Verbal Aggression
IV. Marriage Relationships
    a. Marital Types
        i. Relational Dimensions
            1. Conventional vs. Nonconventional Ideology
                a. Ideology of Traditionalism
                b. Ideology of Uncertainty and Change
            2. Interdependence vs. Autonomy
                a. Sharing
                b. Autonomy
                c. Undifferentiated Space
                d. Temporal Regularity
            3. Conflict Engagement vs. Avoidance
                a. Conflict Avoidance
                b. Assertiveness
        ii. The Relational Definitions
            1. Traditionals
            2. Independents
            3. Separates
    b. Same-Sex Marriages

CHAPTER 11 NOTES

ONE ACTION STEP FROM THIS CHAPTER

CHAPTER TO-DO LIST

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

CHAPTER NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

FAMILY RELATIONSHIPS

EXERCISES

#1   Reflect on your experiences as a family member. How does your own family compare to other families in communication patterns and structure?

#2 Describe your idea of the ideal family. How would your ideal family communicate? Is this different from your own family?

#3 Create your own genogram for your family, including at least three generations. You can create this using a pen and paper, graphic arts software, or genogram software.

Genogram Symbols

Basic Symbols

| Male Biological Child | Female Biological Child | Child Unknown Gender | Gay Male | Lesbian Female | Bisexual Male | Bisexual Female | Transgender Male-to-Female | Transgender Feale-to-Male | Pet | Adopted Child | Foster Child |

| Pregnancy | Miscarriage | Abortion | Death | Death | Fraternal Twins | Male Identical Twins | Female Identical Twins | Index Person | Index Person |

Relationship Types

| Marriage | Cohabitation | Engagement | Separation | Divorce | Love Affair | Temporary Relationship/ One Night Stand |

Relationship Interactions

Harmony	Close	Distant	Fused	Hostile	Close Hostile	Fused Hostile
Cutoff	Cutoff Repaired	Violence	Distant Violence	Close Violence	Fused Violence	Distrust
Conflict	Hate	Abuse	Physical Abuse	Emotional Abuse	Sexual Abuse	Neglect
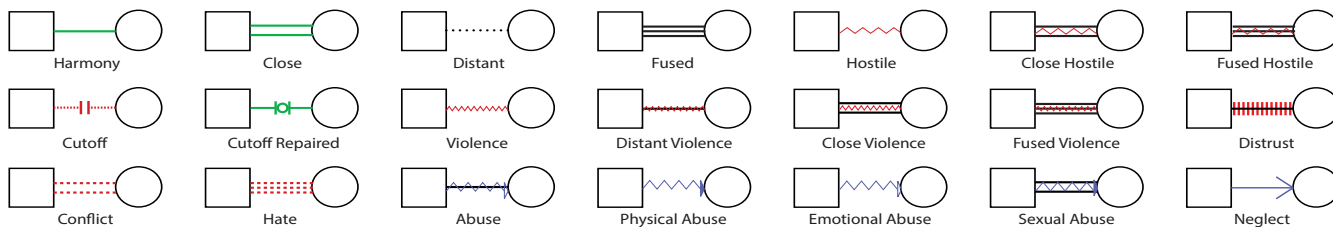
Physical/Mental Illness & Other Diseases

Physical or Mental Illness, Alcohol/Drug Abuse, Suspected Alcohol/Drug Abuse, In Recovery from Drug/Alcohol Abuse, Drug/Alcohol Abuse & Physical/Mental Problem, Depression, Autism, Alzheimer's Disease, Obesity, Cancer, Heart Disease, Sexually Transmitted Infection, Diabetes, Arthritis
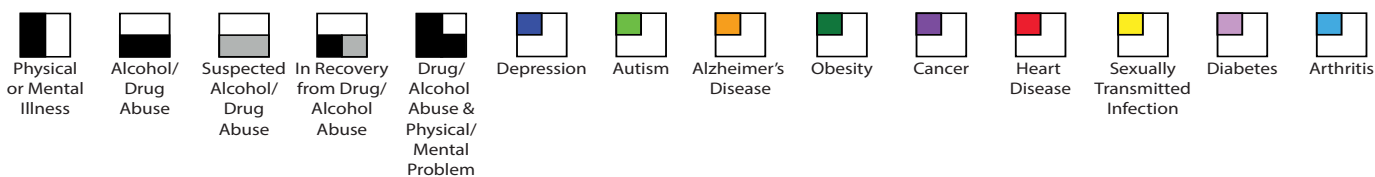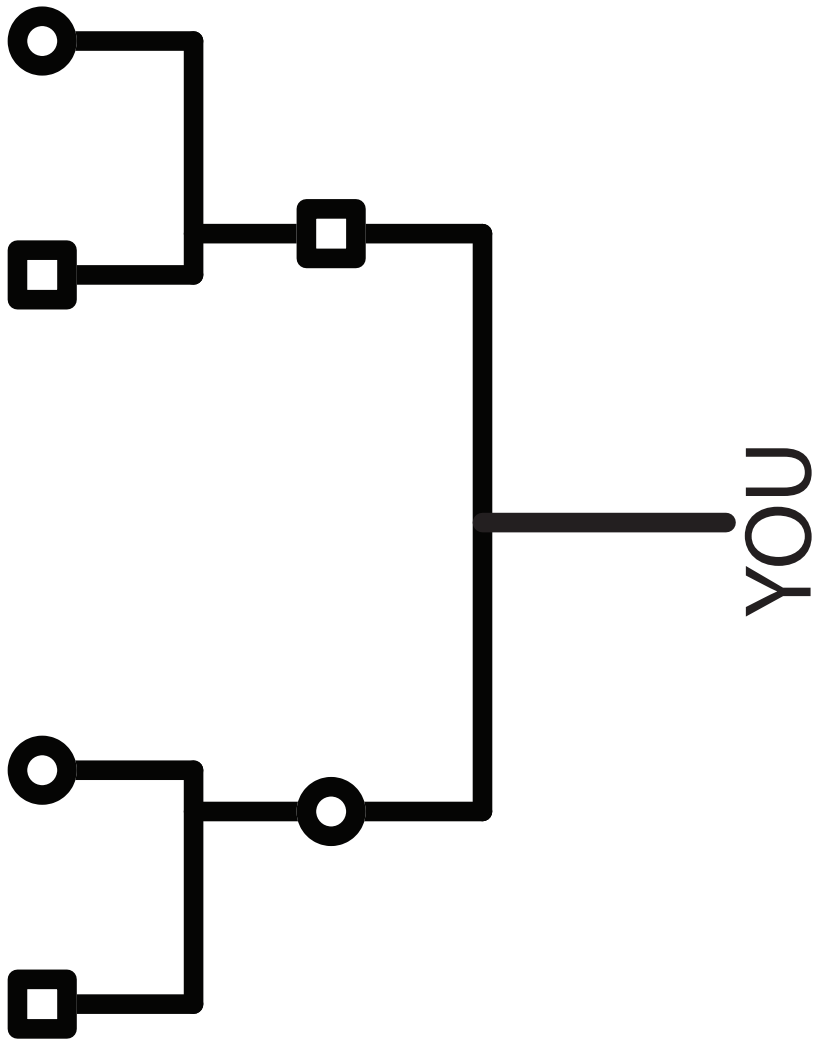
FAMILY CHANGES

EXERCISES

#1

Use the idea of a family life cycle to map out the cycle of a famous family. You want to choose a family that has completed the full cycle to make this activity easier.

Young Singles

Full Nest Three (Older Children)

Young Couples (No Children)

Empty Nest One (Still Working, Launched Kids)

Full Nest One (Pre-School Children)

Empty Nest Two (Retired)

Full Nest Two (School-Aged Children)

Solitary Survivor (Retired)

Did the life cycle fit this family?

How easy was it to determine the different parts of the
family life cycle?

What critiques would you have of the applicability of the
family life cycle approach to this specific family?

#2 Think about your own family's life cycle. Attempt to plot out the life cycle of your family through at least three generations: your grandparents (or equivalent), your parents (or equivalent), and yourself and any siblings (or equivalent).

Young Singles

Full Nest Three (Older Children)

Young Couples (No Children)

Empty Nest One (Still Working, Launched Kids)

Full Nest One (Pre-School Children)

Empty Nest Two (Retired)

Full Nest Two (School-Aged Children)

Solitary Survivor (Retired)

SIBLING TYPES

EXERCISES

#1 Think about your sibling relationships. How would you describe your sibling relationships using the four different types of sibling relationships discussed by Shirley McGuire, Susan M. McHale, and Kimberly Updegraff? If you don't have siblings, think of a famous pair of siblings.

#2 Think about your sibling relationships. What relational maintenance strategies discussed by Scott Myers and Keith Weber do you use with your siblings? If you don't have siblings, think of a famous pair of siblings.

MARRIAGE RELATIONSHIPS

EXERCISES

#1 Think about a marital relationship where you know the couple fairly well. Examining the three relational dimensions (conventional/nonconventional ideology, interdependence/autonomy, and conflict engagement/avoidance), how would you categorize this couple? Why?

#2

Find a copy of Mary Anne Fitzpatrick's Relational Dimensions Instrument (vv), have a married couple that you know to complete the instrument separately.

How similar were their responses?

How different were their responses?

#3

Think about a marital relationship where you know the couple fairly well. Based on what you know about this couple, would you consider them traditional, independents, or separates? Why? Please be specific with your answer to demonstrate your understanding of these three marital types.

Chapter 12
Interpersonal Communication in Mediated Contexts

I.   Technology and Communication
      a. From Math to Punch Cards
      b. Getting Computers to Interact
      c. Allowing People to Communicate
            i. Asynchronous Communication
            ii. Synchronous Communication
      d. The World Wide Web

II.   The CMC Process
      a. Synchronous and Asynchronous Communication
      b. Nonverbal Cues
      c. CMC Rules and Norms
      d. Netiquette
            i. Contexts
            ii. Rules & Norms
          iii. Acceptable & Polite CMC Behavior
          iv. Online Interaction
           v. Range of Mediated Technologies
      e. Communication Factors
            i. Communication Apprehension
            ii. Online Impression Formation
      f. Co-Present Interactions & Mediated Communication
            i. Enabling
            ii. Facilitating
          iii. Inviting
          iv. Encouraging

III.   Taking the Self Online
      a. Erik Erikson
      b. Your Online Identity
            i. Erving Goffman and Identity
            ii. Types of Online Identities
               1. Anonymity
               2. Pseudonymity
               3. Real Life

IV.   Theories of Computer-Mediated Communication
      a. Uses and Gratifications Theory

       b.   Social Presence Theory
       c.   Media Richness Theory
       d.   Social Information Processing Theory
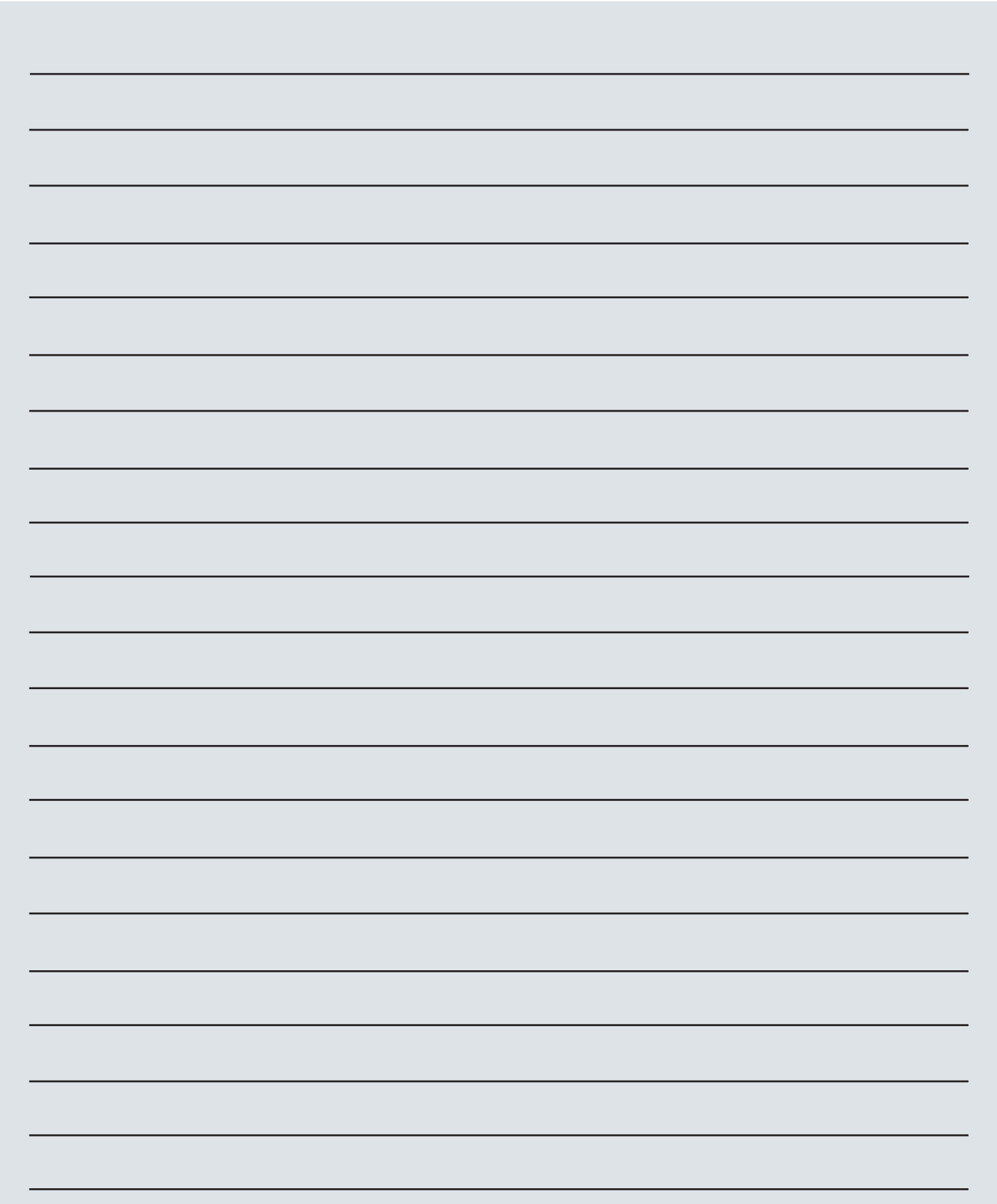
CHAPTER 12 NOTES

ONE ACTION STEP FROM THIS CHAPTER

CHAPTER TO-DO LIST

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

- ☐ _____
- ☐ _____
- ☐ _____
- ☐ _____

CHAPTER NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

TECHNOLOGY AND COMMUNICATION

EXERCISES

#1   When you look back at your own life, which computer-mediated technologies do you remember interacting with? Go back as far as you can and think about your first experiences through what you use today.

#2

Check out the World Wide Web Consortium's (W3C) web's (https://www.w3.org/) and see what projects they're working on today. Why is the W3C still relevant today?

THE CMC PROCESS

EXERCISES

#1 Think about the asynchronous and synchronous computer-mediated communication technologies you use regularly. Are nonverbal behaviors filtered in or out?

How does this impact your ability to understand the other person?

#2 Have you ever violated netiquette while interacting with other people? What happened? How did other people react?

#3

Take a few minutes to Google yourself and see what information is easily available about you on the internet. You may need to try a couple of variations of your name and even add your hometown if your name is very common.

If you find information about yourself, how could a potential employer react to that information?

Do you need to clean up your internet profile? Why?

TAKING THE SELF ONLINE

EXERCISES

#1 Of the two theoretical approaches to identity (Erikson and Goffman), which do you think is the better tool for explaining how your online identity and offline identy were formed? Why?

#2

When it comes to your online CMC behavior, do you have an anonymous, pseudonymous, and real-life identity?

If so, how are these similar?

How are they different?

THEORIES OF COMPUTER-MEDIATED COMMUNICATION

EXERCISES

#1 Uses and gratifications theory is one of the oldest and still most commonly studied theory in media. For this exercise, find a research study that examines uses and gratifications theory that has been conducted in the previous five years related to CMC. Look for the outcomes from that specific study and report them back to your class.

Article Reference

#2   Compare and contrast social presence theory, media richness theory, and social information processing theory and its explanation of the importance of nonverbal communication in CMC relationships.

#3 If you've experienced a hyperpersonal relationship online, think about that relationship as you answer the following questions. If you have not had a hyperpersonal relationship online, then talk with someone who has and answer the following questions.

How did this hyperpersonal relationship develop?

What was different about this relationship when compared to face-to-face relationships?

Do you still have this relationship today? Why?

Chapter 13
Interpersonal Relationships at Work

I.   The Requirements of Professionalism
   a. The Requirements of Professionalism
   b. Ethics
   c. Respect for Others
   d. Personal Responsibility
   e. Language Use
        i.   Formal Language
        ii. Use of Jargon/Specialized Language
II.   Leader-Follower Relationships
   a. Perspectives on Leadership
        i.   Hersey and Blanchard's Situational Leadership Theory
             1. Directing
             2. Coaching
             3. Supporting
             4. Delegating
        ii. Leader-Member Exchange Relationships
             1. Stages of LMX Relationships
                 a. Stranger Stage
                 b. Acquaintance Stage
                 c. Partner Stage
             2. Outcomes of High LMX Relationships
   b. Followership
        i.   Resource
        ii. Individualist
        iii. Implementer
        iv. Partner
III.   Coworker (Peer Relationships)
   a. Characteristics of Coworker Relationships
   b. Sias' Reasons for Workplace Relationships
        i.   Mentoring
        ii. Sources of Information
        iii. Issues of Power
        iv. Social Support
   c. Other Characteristics
        i.   Trust
        ii. Relational Maintenance
        iii. Ability to Focus
   d. Types of Coworker Relationships

       i. Information Peers
          1. Information Sharing
          2. Workplace Socialization and Onboarding
          3. Networking
          4. Knowledge Management/Maintenance
       ii. Collegial Peers
          1. Career Strategizing
          2. Job-Related Feedback
          3. Recognizing Competence/Performance
          4. Friendship
      iii. Special Peers
          1. Confirmation
          2. Emotional Support
          3. Personal Feedback
          4. Friendship
   e. A Further Look at Workplace Friendships
      i. Friendship Development in the Workplace
      ii. Relationship Disengagement
          1. State-of-the-Relationship Talk
          2. Cost Escalation
          3. Depersonalization

IV. Romantic Relationships at Work
   a. Understanding Romantic Workplace Relationships
      i. A Model of Romantic Workplace Relationships
          1. Personal Outcomes
          2. Professional Outcomes
          3. Organizational Outcomes
      ii. Why Romantic Workplace Relationships Develop
          1. Ease of Opportunity
          2. Similarity
          3. Time
          4. The Hook Up
      iii. How Coworkers View Romantic Workplace Relationships

V. Problematic Workplace Relationships
   a. Problem Bosses
      i. The Different Boss
      ii. Good Old Boy or Good Old Girl Boss
      iii. Okay Boss
      iv. The Toxic Boss
      v. Self-Centered Taskmaster
      vi. The Intrusive Harasser Boss
   b. Problem Coworkers
      i. Adolescent
      ii. Bully

        iii.   Mild Annoyance
        iv.   Independent Self-Promoter
        v.   Pushy Playboy/Playgirl
        vi.   Independent Other
        vii.   Soap Opera Star
        viii.   Abrasive, Incompetent Harasser

   c.   Problem Subordinates
        i.   Okay Subordinate
        ii.   Abrasive Harasser
        iii.   The Bully
        iv.   The Different Other
        v.   Incompetent Renegade

CHAPTER 13 NOTES

ONE ACTION STEP FROM THIS CHAPTER

CHAPTER TO-DO LIST

- _____
- _____
- _____
- _____
- _____

- _____
- _____
- _____
- _____
- _____

CHAPTER NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

THE REQUIREMENTS OF PROFESSIONALISM

EXERCISES

#1 Think of a time in an organization where you witnessed unethical organizational communication. Which of Redding's typology did you witness? Did you do anything about the unethical organizational communication? Why?

#2

Look at the list of respectful behaviors for workplace interactions. How would you react if others violated these respectful behaviors towards you as a coworker?

Have you ever been disrespectful in your communication towards coworkers? Why?

#3

Why do you think it's essential to take personal responsibility and avoid excusing making in the workplace?

Have you ever found yourself making excuses? Why?

LEADER-FOLLOWER RELATIONSHIPS

EXERCISES

#1 Think back to one of your most recent leaders. If you were to compare their leadership style to Hersey and Blanchard's situational leadership theory, which of the four leadership styles did this leader use with you?

Why do you think this leader used this specific style with you?

Did this leader use different leadership styles with different followers?

#2

Why do you think high LMX relationships are so valuable to one's career trajectory?

Why do you think more followers or leaders go out of their ways to develop high LMX relationships?

#3 When thinking about your relationship with a recent leader, what type of follower were you according to Ira Chaleff's concept of followership? Why?

COWORKER (PEER RELATIONSHIPS)

EXERCISES

#1 Think about your workplace relationships with coworkers. Which of Patricia Sias' four reasons and Jessica Methot's three additional characteristics were at play in these coworker relationships?

#2

Kathy Kram and Lynn Isabella described three different types of peers we have in the workplace: information peer, collegial peer, and special peer. Think about your workplace. Can you identify people who fall into all three categories?

Information Peer   **Collegial Peer**

Special Peer

If not, why do you think you don't have all three types of peers?

If you do, how are these relationships distinctly different from one another?

#3

Think about an experience where you needed to end a workplace relationship with a coworker. Which of Patricia Sias and Tarra Perry's disengagement strategies did you use?

Do you think there are other disengagement strategies available beyond the ones described by Sias and Perry?

ROMANTIC RELATIONSHIPS AT WORK

EXERCISES

#1 Where do you think the difference lies between romantic workplace relationships and sexual harassment?

#2

When you evaluate the reasons people engage in romantic workplace relationships described by Renee Cowan and Sean Horan, do you think their list is complete?

Do you believe there are other reasons people engage in romantic workplace relationships?

#3

If you decided to engage in a romantic workplace relationship, would you be comfortable signing a "love contract" with your human resources department?

Does your opinion differ if the target of your romantic affection is a follower, peer, or leader?

PROBLEMATIC WORKPLACE RELATIONSHIPS

EXERCISES

#1
Which of the six types of problematic bosses would you have the most problem working for? Why?

#2

In both the coworker and subordinate categories, "difference" is viewed as a problem in the workplace. Why do you think so many workers have a problem with difference?

How should management approach situations where difference is impacting coworker relationships or leader-follower relationships?

#3
Think of a time when you've worked with a problematic coworker. Which of Janie Harden Fritz's eight types of problematic coworkers did your coworker fit into (it's possible to fit into more than one)? How did you handle this coworker relationship?

Chapter 14
The Dark Side of Interpersonal Communication

I.   Destructive Relationship Behaviors
    a. Secret Testing
         i. Types of Secret Tests
             1. Directness Test
             2. Endurance Test
             3. Indirect suggestions Test
             4. Presenting the Relationship to Outsiders Test
             5. Separation Test
             6. Third Party Test
             7. Triangle Test
    b. Empty Apologies
    c. Internet Infidelity
         i. Internet Characteristics fostering Online Infidelity
        ii. Emotional vs Sexual Infidelity
    d. Hurtful Messages
         i. Types of Hurtful Messages
             1. Evaluations
             2. Accusation
             3. Directives
             4. Informative Statements
             5. Statement of Desire
             6. Advising Statement
             7. Question
             8. Threats
             9. Jokes
             10. Lies
        ii. Reactions to Hurtful Messages
II.   The Dark Side of Relationships: Aggression
    a. Relational Aggression
         i. Relationally Aggressive Categories
        ii. Relational Aggression in College: Bad and Normal
    b. Verbal Aggression
    c. Bullying
         i. Physical Bullying
        ii. Relational Bullying
       iii. Verbal Bullying
       iv. Cyber-Bullying
        v. Workplace Bullying Typology

    d.   Communicating Effectively
         i.   Communicating Anger
        ii.   Affirming Communicator Style
    e.   Deception
         i.   Types of Deception
        ii.   Lies in Romantic Relationships
    f.   Domestic Violence or Intimate Partner Violence
    g.   Being Mindful
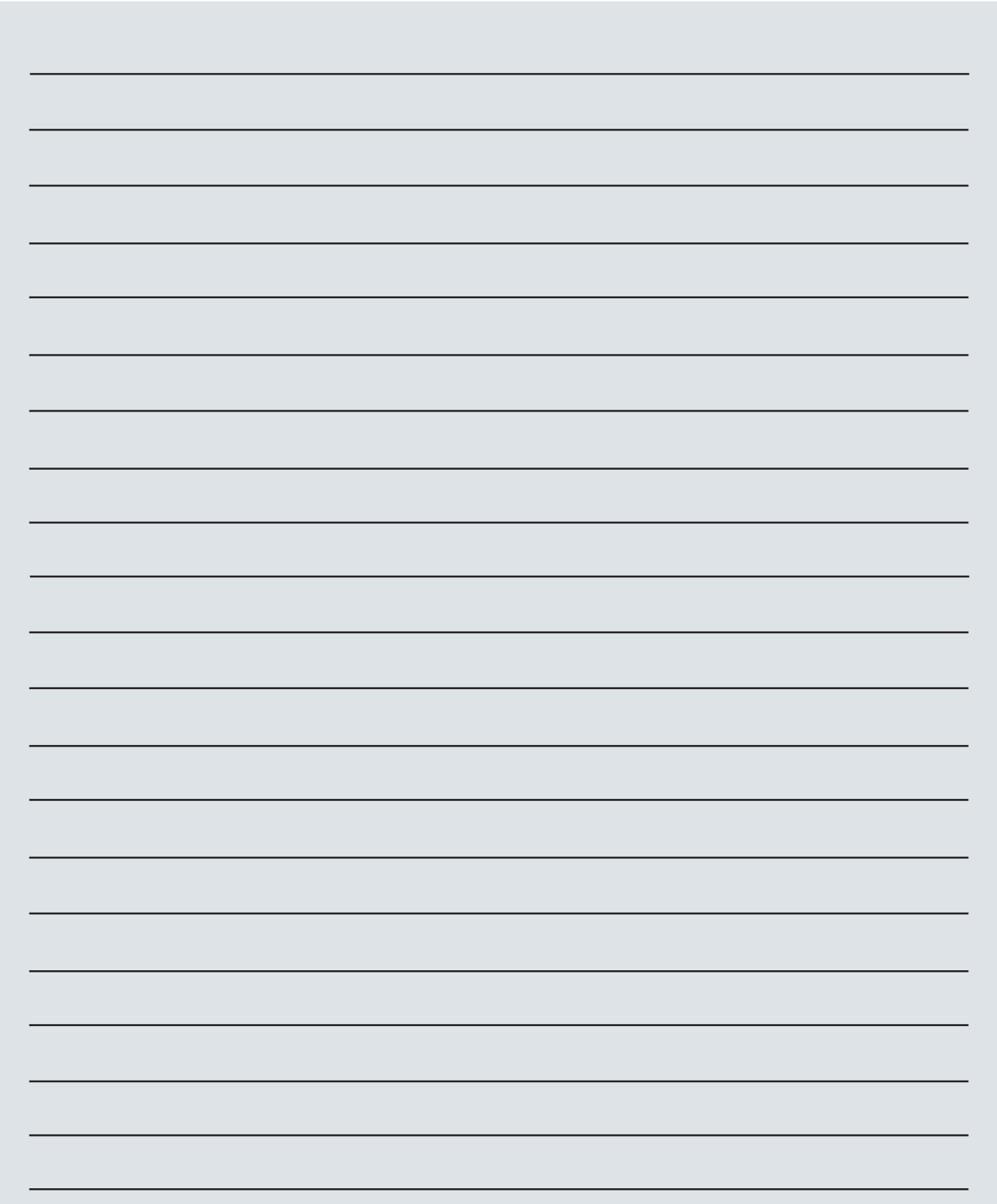
CHAPTER 14 NOTES

ONE ACTION STEP FROM THIS CHAPTER

CHAPTER TO-DO LIST

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____
- [ ] _____

CHAPTER NOTES

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

DESTRUCTIVE RELATIONSHIP BEHAVIORS

EXERCISES

#1 Review the types of secret tests. For each type, provide an example from your own life in which you have engaged in the secret test or observed a friend doing so. For each example, state whether you believe the secret test was helpful or harmful and why.

Directness   **Endurance**

Helpful   Harmful   Helpful   Harmful

Indirect Suggestions   **Public Presentation**

Helpful   Harmful   Helpful   Harmful

Separation   **Third Party**

Helpful   Harmful   Helpful   Harmful

Triangle Test

Helpful   Harmful

#2 Create your definition of emotional infidelity.

Ask three friends to come up with their definition of emotional infidelity.

Compare and contrast the four definitions.

#3

After reading the section on internet infidelity and internet characteristics, find your example in the popular media that relates to one of the characteristics of the internet that seems to facilitate infidelity. For example, you might choose the characteristic "speed." Find an article in the popular media in which speed played a role in an individual's ability to "cheat" in the virtual environment.

#4

Create an example of each type of hurtful message from your own life that you have experienced or witnessed. What was the reaction? Label the reaction according to Vangelisti and Crumley's Reaction Types.

Evaluations

Accusation

Directives

Informative Statements

Statement of Desire

Advising Statement

Question

Threats

Jokes

Lies

THE DARK SIDE OF RELATIONSHIPS: AGGRESSION

EXERCISES

#1 Relational aggression results in hurt and lowered self-esteem. Design a plan to help a child who may experience or enact relational aggression.

#2 Verbal aggression is a negative form of communication in which the self-concept of another is attacked. Describe a situation in which you engaged in verbal aggression.

How will you avoid verbal aggression in future interactions?

If you are the target of verbal aggression, how will you approach the perpetrator of this behavior?

#3   Once entering the workplace, you may become a manager of people, or you may already manage people. How will you help your colleagues and subordinates avoid bullying?

If you discover that bullying has occurred, what will you do to correct the situation?

Glossary

Abstract	Refers to words that relate to ideas or concepts that exist only in your mind and do not represent a tangible object.
Abstraction Ladder	A diagram that explains the process of abstraction.
Accent	Nonverbal communication that emphasizes a portion of a message or word rather than the message as a whole.
Accidental Communication	When an individual sends messages to another person without realizing those messages are being sent.
Acting with Awareness	Purposefully focusing one's attention on the activity or interaction in which one is engaged.
Action Model	Communication model that views communication as a one-directional transmission of information from a source or sender to some destination or receiver.
Affect Displays	Kinesics that show feelings and emotions.
Affectionless Psychopathy	The inability to show affection or care about others.
Affective Orientation	An individual's recognition of their own emotions and the emotions of others and reliance on these emotions during decision making processes.
Affiliation	A connection or association with others.
Agape	Selfless love in which the needs of others are the priority.
Alexithymia	A general deficit in emotional vocabulary—the ability to identify emotional feelings, differentiate emotional states from physical sensations, communicate feelings to others, and process emotion in a meaningful way.
Ambiguous Language	Language that has multiple meanings.
Analyzing	This is helpful in gaining different alternatives and perspectives by offering an interpretation of the speaker's message.
Androgynous	A person having both feminine and masculine characteristics.
Anxious Shyness	The fear associated with dealing with others face-to-face.
Appreciative Listening	The type of listening you engage in for pleasure or enjoyment.
Appropriate Communication	Communication tactics that most people would consider acceptable communicative behaviors.
Argument	A verbal exchange between two or more people who have differing opinions on a given subject or subjects.
Argumentativeness	Communication trait that predisposes the individual in communication situations to advocate positions on controversial issues, and to attack verbally the positions which other people take on these issues.

Assertiveness	The degree to which an individual can initiate, maintain, and terminate conversations, according to their interpersonal goals during interpersonal interactions.
Attending	The act of focusing on specific objects or stimuli in the world around you
Attention	Factor of mindful practice that involves being aware of what's happening internally and externally moment-to-moment.
Attitude	Factor of mindful practice that involves being curious, open, and nonjudgmental.
Attraction	Interest in another person and a desire to get to know them better.
Attribution Error	The tendency to explain another individual's behavior in relation to the individual's internal tendencies rather than an external factor.
Authoritarianism	A form of social organization where individuals favor absolute obedience to an authority (or authorities) as opposed to individual freedom.
Autonomy	An individual's independence in their behaviors and thoughts within a marriage relationship.
Avoidance	Conflict management style where an individual attempt to either prevent a conflict from occurring or leaves a conflict when initiated.
Avoiding	The stage of coming apart where you are creating distance from your partner.
Behavioral CQ	The degree to which an individual behaves in a manner that is consistent with what they know about other cultures.
Belief	Assumptions and convictions held by an individual, group, or culture about the truth or existence of something.
Bias	An attitude that is not objective or balanced, prejudiced, or the use of words that intentionally or unintentionally offend people or express an unfair attitude concerning a person's race, ethnicity, sexual orientation, age, disability, or illness.
Biased Language	Language that shows preference in favor of or against a certain point-of-view, shows prejudice, or is demeaning to others.
Bonding	The stage of coming together where you make a public announcement that your relationship exists.
Bullying	Form of aggressive behavior in which a person of greater power attempts to inflict harm or discomfort on individuals and the behavior is repeated over time.
Buzz Word	Informal word or jargon used among a particular group of people.
Career Strategizing	The process of creating a plan of action for one's career path and trajectory.
Channel	The pathways in which messages are conveyed.
Circumscribing	The stage of coming apart where communication decreases. There are more arguments, working late, and there is less intimacy.
Cliché	Expression that has been so overused that it has lost its original meaning.

Co-Culture	Regional, economic, social, religious, ethnic, or other cultural groups that exerts influence in society.
Coercive Power	The ability to punish an individual who does not comply with one's influencing attempts.
Cognitive Complexity	The psychological characteristic that indicates the difficulty or simplicity associated with mental demand.
Cognitive CQ	The degree to which an individual has cultural knowledge.
Cognitive Dispositions	General patterns of mental processes that impact how people respond and react to the world around them.
Collective Self-Esteem	The aspect of an individual's self-worth or self-image that stems from their interaction with others and evaluation of their various social groups.
Collectivism	Characteristics of a culture that values cooperation and harmony and considers the needs of the group to be more important than the needs of the individual.
Collegial peers	Type of coworker with whom we have moderate levels of trust, self-disclosure, and openness.
Colloquialism	Informal expression used in casual conversation that is often specific to certain dialects or geographic regions of a country.
Communication	The process by which we share ideas or information with other people.
Communication Apprehension	The fear or anxiety associated with either real or anticipated communication with another person or persons.
Communication Competence	Communication that is both socially appropriate and personally effective.
Communication Dispositions	General patterns of communicative behavior.
Communication Motives	Reasons why we communicate with others.
Communication Needs	Shows us how communication fulfills our needs.
Comparison Level	Minimum standard of what is acceptable.
Comparison Level of Alternatives	Comparison of what is happening in the relationship and what could be gained in another relationship.
Compatible	Able to exist together harmoniously.
Complement	Nonverbal communication that reinforces verbal communication.
Complementary	When one person can fulfill the other person's needs.
Compliance	When an individual accepts an influencer's influence and alters their thoughts, feelings, and/or behaviors.
Comprehension Listening	Listening for facts, information, or ideas that may be of use to you.
Concept-Orientation	Family communication pattern where freedom of expression is encouraged, and communication is frequent and family life is pleasurable.

Conflict	An interactive process occurring when conscious beings (individuals or groups) have opposing or incompatible actions, beliefs, goals, ideas, motives, needs, objectives, obligations, resources, and/or values.
Confrontational Behaviors	Specific behaviors associated with confrontation or direct behaviors, involves name-calling, cruel teasing, ridicule, and verbal rejection directed at the target.
Connotation	What a word suggests or implies; connotations give words their emotional impact.
Connotative Definitions	The emotions or associations a person makes when exposed to a symbol.
Contact Frequency	This is how often you communicate with another person.
Content Level	Information that is communicated through the denotative and literal meanings of words.
Contradict	Nonverbal communication conveying the opposite meaning of verbal communication.
Converge	Adapting your communication style to the speaker to be similar.
Conversations	Interpersonal interactions through which you share facts and information as well as your ideas, thoughts, and feelings with other people.
Cost Escalation	A form of relational disengagement involving tactics designed to make the cost of maintaining the relationship higher than getting out of the relationship.
Cultural Intelligence	The degree to which an individual can communicate competently in varying cultural situations.
Culture	A group of people who, through a process of learning, can share perceptions of the world, which influence their beliefs, values, norms, and rules, which eventually affect behavior.
Culture as Normative	The basic idea that one's culture provides the rules, regulations, and norms that govern a culture and how people act with other members of that society.
Denotation	The dictionary definition or descriptive meaning of a word.
Denotative Definitions	Definitions for words commonly found in dictionaries.
Depersonalization	A form of relational disengagement where an individual stops all the interaction that is not task-focused or simply avoids the person.
Depression	A psychological disorder characterized by varying degrees of disappointment, guilt, hopelessness, loneliness, sadness, self-doubt, all of which negatively impact a person's general mental and physical wellbeing.
Describing	Being detailed focused on what is occurring while putting it into words.
Deviant Workplace Behavior	The voluntary behavior of organizational members that violates significant organizational norms and practices or threatens the wellbeing of the organization and its members.

Differentiating	The stage of coming apart where both people are trying to figure out their own identities.
Directive Support	The factor of Hersey and Blanchard's situational-leadership model that involves a leader overseeing the day-to-day tasks that a follower accomplishes.
Directness	The least secretive of the strategies and involves asking the relational partner about his/her feelings toward the relationship and commitment to the relationship. Alternatively, an individual might disclose their feelings about the relationship with the hope that the relationship partner will reciprocate.
Disagreement	A difference of opinion between two or more people or groups of people.
Discourse	Spoken or written discussion of a subject.
Dismissing Attachment	Attachment style posed by Kim Bartholomew and Leonard Horowitz describing individuals who see themselves as worthy of love, but generally believe that others will be deceptive and reject them in interpersonal relationships.
Distributive Conflict	A win-lose approach, whereby conflicting parties see their job as to win and make sure the other person or group loses.
Diverge	Adapting your communication style to the speaker to be drastically different.
Dogmatism	The inclination to believe one's point-of-view as undeniably true based on insufficient premises and without consideration of evidence and the opinions of others.
Dominant Culture	The established language, religion, behavior, values, rituals, and social customs of a society.
Dunning–Kruger Effect	The tendency of some people to inflate their expertise when they really have nothing to back up that perception.
Duration	The length of time of your relationship.
Dysfluencies	Speech problems that keep your speech from being as smooth and flowing as it could be.
Ease of Opportunity	When romantic workplace relationships happen because work fosters an environment where people are close to one another.
Effective Communication	Communication that helps an individual achieve a desired personal outcome.
Emblems	Kinesics that are clear and unambiguous and have a verbal equivalent in a given culture.
emotional awareness	An individual's ability to clearly express, in words, what they are feeling and why.
Emotional Blackmail	Trying to influence someone's behavior or persuade them to do something by making them feel guilty or exploiting their emotions.
Emotional Intelligence	An individual's appraisal and expression of their emotions and the emotions of others in a manner that enhances thought, living, and communicative interactions.

Emotional Loneliness	Form of loneliness that occurs when an individual feels that he or she does not have an emotional connection with others.
Emotional Vampires	A colloquial term used to describe individuals with whom we interact that use more of our emotional resources when interacting with people, which often causes an increase in our levels of stress.
Emotions	The physical reactions to stimuli in the outside environment.
Empathic Listening	Attempting to put yourself in another person's shoes or to provide a supportive listening environment.
Empathizing	This is used to show that you identify with the speaker's information.
Empathy	The ability to recognize and mutually experience another person's attitudes, emotions, experiences, and thoughts.
Endurance Test	Form of secret testing in which the partner is tested by engaging in actions that the partner might perceive to be a cost in the relationship.
Environment	The context or situation in which communication occurs.
Eros	Romantic love involving serial monogamous relationships.
Ethics	The set of moral values each person carries throughout life—concepts of what is right and wrong, good and bad, or just and unjust.
Ethics	The judgmental attachment to whether something is good, right, or just.
Ethnocentrism	The degree to which an individual views the world from their own culture's perspective while evaluating different cultures according to their own culture's preconceptions often accompanied by feelings of dislike, mistrust, or hate for cultures deemed inferior.
Euphemism	Replacing blunt words with more polite words.
Evaluative Listening	Listening for a speaker's main points and determining the strengths and weaknesses to formulate a rebuttal or present important points that may not have been covered.
Excuse-Making	Any time an individual attempts to shift the blame for an individual's behavior from reasons more central to the individual to sources outside of their control in the attempt to make themselves look better and more in control.
Experimenting	The stage of coming together "Small talk" occurs at this stage and you are searching for commonalities.
Expert Power	The ability of an individual to influence another because of their level of perceived knowledge or skill.
Expressive	Roles that are relationship-oriented.
Expressive Communication	Messages that are sent either verbally or nonverbally related to an individual's emotions and feelings.
External Locus of Control	The belief that an individual's behavior and circumstances exist because of forces outside the individual's control.
Extraversion	An individual's likelihood to be talkative, dynamic, and outgoing.
Eye Gaze	The act of fixing your eyes on someone.

Face	The standing or position a person has in the eyes of others.
Family	Two or more people tied by marriage, blood, adoption, or choice; living together or apart by choice or circumstance; having interaction within family roles; creating and maintaining a common culture; being characterized by economic cooperation; deciding to have or not to have children, either own or adopted; having boundaries; and claiming mutual affection.
Fearful Attachment	Attachment style posed by Kim Bartholomew and Leonard Horowitz describing individuals who see themselves as unworthy of love and generally believe that others will react negatively through either deception or rejection.
Feedback	Information shared back to the source of communication that keeps the communication moving crward and thus making communication a process.
Feelings	The responses to thoughts and interpretations given to emotions based on experiences, memory, expectations, and personality.
Feminine	Cultures focused on having a good working relationship with one's manager and coworkers, cooperating with people at work, and security (both job and familial).
Followership	The act or condition under which an individual helps or supports a leader in the accomplishment of organizational goals.
Formal Language	Specific writing and spoken style that adheres to strict conventions of grammar that uses complex sentences, full words, and third-person pronouns.
Gender	The psychological characteristics that determine if a person is feminine or masculine.
Genogram	A pictorial representation of a family across generations that can be used to track generations of family interactions, medical issues, psychological issues, relationship patterns, and any other variable a researcher or clinician may be interested in studying.
Goals	Expectations about how the relationship will function.
Group	Three or more people interacting together to achieve a common goal.
Haptics	The study of touch as a form of communication.
Hearing	A passive activity where an individual perceives sound by detecting vibrations through an ear.
Hedge	To use words or phrases that weaken the certainty of a statement.
Heuristic Function	The use of language to explore and investigate the world, solve problems, and learn from your discoveries and experiences.
High-Context Cultures	Cultures that interpret meaning by relying more on nonverbal context or behavior than on verbal symbols in communication.
Ideal-Self	The version of yourself that you would like to be, which is created through our life experiences, cultural demands, and expectations of others.

Identification	When an individual accepts influence because they want to have a satisfying relationship with the influencer or influencing group.
Ideology of traditionalism	Marriages that are marked by a more historically traditional, conservative perspective of marriage.
Idiom	Expression or figure of speech whose meaning cannot be understood by looking at the individual words and interpreting them literally.
Illustrators	Kinesics that emphasize or explain a word.
Imaginative Function	The use of language to play with ideas that do not exist in the real-world.
Importance to Identity	The degree to which group membership is important to an individual.
Independents	Marital definition where couples have a high level of interdependence, an unconventional ideology, and high levels of conflict engagement.
Indigenous Peoples	Populations that originated in a particular place rather than moved there.
Indirect Suggestions	Joking or hinting about more serious stages of a relationships such as marriage or having children.
Individualism	Characteristics of a culture that values being self-reliant and self-motivated, believes in personal freedom and privacy, and celebrates personal achievement.
Individuality	Aspect of Murray Bowen's family system theory that emphasizes that there is a universal, biological life force that propels organisms toward separateness, uniqueness, and distinctiveness.
Indulgence	Cultural orientation marked by immediate gratification for individual desires.
Inflection	Changes in vocal pitch.
Influence	When an individual or group of people alters another person's thinking, feelings, and/or behaviors through accidental, expressive, or rhetorical communication.
Informal Language	Specific writing and spoken style that is more colloquial or common in tone; contains simple, direct sentences; uses contractions and abbreviations; and allows for a more personal approach that includes emotional displays.
Information Peers	Type of coworker who we rely on for information about job tasks and the organization itself.
Informational Power	A social agent's ability to bring about a change in thought, feeling, and/or behavior through information.
Initiating	The stage of coming together where a person is interested in making contact and it is brief.
Instrumental	Roles that are focused on being task-oriented.
Instrumental Function	The use of language as a means for meeting your needs, manipulating and controlling your environment, and expressing your feelings.
Integrating	This is the stage of coming together where you take on an identity as a social unit or give up characteristics of your old self.

Integrative Conflict	A win-win approach to conflict, whereby both parties attempt to come to a settled agreement that is mutually beneficial.
Intensifying	The stage of coming together where two people truly become a couple.
Intensity	The volume of your speech; how loudly or softly you express yourself.
Intention	Factor of mindful practice that involves being aware of why you are doing something.
Interaction Model	Communication model that views the sender and the receiver as responsible for the effectiveness of the communication.
Interaction Variability	The ability to talk about various topics.
Interactional Function	The use of language to help you form and maintain relationships.
Interdependence	When individuals involved in a relationship characterize it as continuous and important.
Interdependent	A relationship in which people need each other or depend on each other in some way, and the actions of one person affect the other.
Internal Locus of Control	The belief that an individual can control their behavior and life circumstances.
Internalization	When an individual adopts influence and alters their thinking, feeling, and/or behaviors because doing so is intrinsically rewarding.
Internet Characteristics	Internet characteristic that influence Internet relationships such as speed, reach, interactivity, and anonymity.
Internet Infidelity	Sexual energy of any sort—thoughts, feelings, and behaviors—outside of a committed sexual relationship in such a way that it damages the relationship, and pretending that this drain in energy will affect neither one's partner nor the relationship as long as it remains undiscovered.
Interpersonal Communication	The exchange of messages between two people.
Interpreting	Interpretation is the act of assigning meaning to a stimulus and then determining the worth of the object (evaluation).
Intimacy	Close and deeply personal contact with another person.
Intimate Partner Violence	Includes physical violence, sexual violence, stalking, and psychological aggression.
Intrapersonal	Something that exists or occurs within an individual's self or mind.
Intrapersonal Communication	Communication phenomena that exist within or occurs because of an individual's self or mind.
Introversion	An individual's likelihood to be quiet, shy, and more reserved
Jargon	The specialized or technical language particular to a specific profession, occupation, or group that is either meaningless or difficult for outsiders to understand.
Johari Window	A model that illustrates self-disclosure and the process by which you interact with other people.

Kinesics	The study of visible means of communicating using body language such as eye behavior, facial expression, body posture and movement, and hand gestures.
Language	A system of human communication using a particular form of spoken or written words or other symbols.
Language Adaptation	The ability to alter one's linguistic choices in a communicatively competent manner
Language Awareness	a person's ability to be mindful and sensitive to all functions and forms of language.
Launching Stage	Period in a family life cycle when late adolescents leave the parental home and venture out into the world as young singles themselves.
Leader-member Exchange	Theory of leadership that explores how leaders enter into two-way relationships with followers through a series of exchange agreements enabling followers to grow or be held back.
Legitimate Power	Influence that occurs because a person (P) believes that the social agent (A) has a valid right (generally based on cultural or hierarchical standing) to influence P, and P has an obligation to accept A's attempt to influence P's thoughts, feelings, and/or behaviors.
Linguistic Determinism	The perspective that language influences thoughts.
Linguistic Relativity	The view that language contains special characteristics.
Listening	A complex psychological process that can be defined as the process of physically hearing, interpreting that sound, and understanding the significance of it.
Locus of Control	An individual's perceived control over their behavior and life circumstances.
Loneliness	An individual's emotional distress that results from a feeling of solitude or isolation from social relationships.
Long-Term Orientation	Cultural orientation where individuals focus on the future and not the present or past.
Love	Love is a multidimensional concept that can include several different orientations toward the loved person such as romantic love (attraction based on physical beauty or handsomeness), best friend love, passionate love, unrequited love (love that is not returned), and companionate love (affectionate love and tenderness between people).
Love Style	Love style is considered an attitude that influences an individual's perception of love.
Low-Context Cultures	Cultures that interpret meaning by placing a great deal of emphasis on the words someone uses.
Ludus	Love in which games are played. Lying and deceit are acceptable.
Machiavellianism	Personality trait posed by Richard Christie where cunningness and deceit are exalted as a means of attaining and maintaining power to accomplish specific, self-centered goals.
Mania	Obsessive love that requires constant reassurance.

Masculine	Cultures focused on items like earnings, recognition, advancement, and challenge.
Maslow's Hierarchy of Needs	Theory of motivation proposed by Abraham Maslow comprising a five-tier, hierarchical pyramid of needs: physiological, safety, love, esteem, and self-actualization.
Maternal Deprivation Hypothesis	Hypothesis posed by John Bowley that predicts that infants who are denied maternal attachment will experience problematic outcomes later in life.
Mediated Communication	The use of some form of technology to facilitate information between two or more people.
Membership Esteem	The degree to which an individual sees themself as a "good" member of a group.
Metacognitive CQ	The degree to which an individual is consciously aware of their intercultural interactions in a manner that helps them have more effective interpersonal experiences with people from differing cultures.
Metamessage	The meaning beyond the words themselves.
Microculture	Cultural patterns of behavior influenced by cultural beliefs, values, norms, and rules based on a specific locality or within an organization.
Mindful Awareness	To be consciously aware of your physical presence, cognitive processes, and emotional state while engaged in an activity.
Mindful Communication	The process of interacting with others while engaging in mindful awareness and practice
Mindful Practice	The conscious development of skills such as greater ability to direct and sustain our attention, less reactivity, greater discernment and compassion, and enhanced capacity to disidentify from one's concept of self.
Model	A simplified representation of a system (often graphic) that highlights the important components and connections of concepts, which are used to help people understand an aspect of the real-world.
Motivational CQ	The degree to which an individual desires to engage in intercultural interactions and can easily adapt to differing cultural environments.
Narcissism	A psychological condition (or personality disorder) in which a person has a preoccupation with one's self.
Noise	Anything that can interfere with the message being sent or received.
Nonconfrontational Behaviors	Behaviors include spreading rumors, gossiping, and social manipulation.
Nonjudging of Inner Experience	Being consciously aware of one's thoughts, feelings, and attitudes without judging them.
Nonreactivity to Inner Experience	Taking a step back and evaluating things from a more logical, dispassionate perspective.
Nonverbal Vocalization	A type of paralanguage that consists of sounds, noises, and behaviors that are often accompanied by body language.

Norms	Informal guidelines about what is acceptable or proper social behavior within a specific culture.
Observing	Being aware of what is going on inside yourself and in the external environment.
Oculesics	Communication involving eye behavior such as eye contact, gaze, and avoidance.
Olfactics	The use of scent to communicate.
Organizing	Organizing is making sense of the stimuli or assigning meaning to it.
Ostracized	Excluded or removed from a group by others in that group.
Paralanguage	Voice characteristics and nonverbal vocalizations that communicate feelings, intentions, and meanings.
Paraphrase	To restate what another person said using different words.
Perception	The process of acquiring, interpreting, and organizing information that comes in through your five senses.
Personal Function	The use of language to help you form your identity or sense of self.
Personal responsibility	An individual's willingness to be accountable for how they feel, think, and behave.
Personality	The combination of traits or qualities such as behavior, emotional stability, and mental attributes that make a person unique.
Physical Attraction	The degree to which one person finds another person aesthetically pleasing.
Physical Bullying	Involves hitting, kicking, pulling hair, strapping a female's bra strap or giving a "wedgie."
Pitch	The placement of your voice on the musical scale; the basis on which singing voices are classified as soprano, alto, tenor, baritone, or bass voices.
platonic	A close relationship that is not physical.
Power	The degree that a social agent (A) has the ability to get another person(s) (P) to alter their thoughts, feelings, and/or behaviors.
Power Distance	The degree to which those people and organizations with less power within a culture accept and expect that power is unequally distributed within their culture.
Pragma	Love involving logic and reason.
Preoccupied Attachment	Attachment style posed by Kim Bartholomew and Leonard Horowitz describing individuals who do not perceive themselves as worthy of love, but do generally see people as trustworthy and available for interpersonal relationships.
Private Collective Esteem	The degree to which an individual positively evaluates their group.
Procedural Disagreements	Disagreements concerned with procedure, how a decision should be reached or how a policy should be implemented.
Profession	An occupation that involves mastery of complex knowledge and skills through prolonged training, education, or practical experience.

Professionalism	The aims and behaviors that demonstrate an individual's level of competence expected by a professional within a given profession.
Proxemics	The use of space to communicate.
Public Collective Self-Esteem	The degree to which nonmembers of a group evaluate a group and its members either positively or negatively.
Public Communication	Form of communication where an individual or group of individuals sends a specific message to an audience.
Racism	Bias against others on the basis of their race or ethnicity.
Racist Language	Language that demeans or insults people based on their race or ethnicity.
Reasons for Relational Aggression	Women's explanations for relational aggression: (a) girls will be girls; (b) venting; (c) blaming the victim; (d) minimizing their role; and (e) regret
Receiver	The receiver decodes the message in an environment that includes noise.
Referent Power	A social agent's (A) ability to influence another person (P) because P wants to be associated with A.
Regulate	Nonverbal communication which controls the flow of conversation.
Regulators	Kinesics that help coordinate the flow of conversation.
Regulatory Function	The use of language to control behavior.
Rejection Sensitivity	The degree to which an individual expects to be rejected, readily perceives rejection when occurring, and experiences an intensely negative reaction to that rejection.
Relational Aggression	Behaviors that harm others. Harm is created through damaging social relationship or feelings of acceptance.
Relational Bullying	The manipulation of social relationships to inflict hurt upon another individual.
Relational Dispositions	General patterns of mental processes that impact how people view and organize themselves in relationships.
Relational Maintenance	Degree of difficulty individuals experience in interpersonal relationships due to misunderstandings, incompatibility of goals, and the time and effort necessary to cope with disagreements.
Relationship	A connection, association, or attachment that people have with each other.
Relationship Dialectic	Tensions in a relationship where individuals need to deal with integration vs. separation, expression vs. privacy, and stability vs. change.
Relationship Level	The type of relationship between people as evidenced through their communication.
Relationship Maintenance	Strategies to help your relationship be successful and satisfying.
Relative Language	Language that gains understanding by comparison.
Repeat	Nonverbal communication that repeats verbal communication, but could stand alone.

Representational Function	The use of language to represent objects and ideas and to express your thoughts.
Responsiveness	The degree to which an individual considers other's feelings, listens to what others have to say, and recognizes the needs of others during interpersonal interactions.
Restraint	Cultural orientation marked by the belief that gratification should not be instantaneous and should be regulated by cultural rules and norms.
Reward Power	The ability to offer an individual rewards for complying with one's influencing attempts.
Rhetorical Communication	Purposefully creating and sending messages to another person in the hopes of altering another person's thinking, feelings, and/or behaviors.
Rhythm	Variation in the flow of your voice created by differences in the pitch, intensity, tempo, and length of word syllables.
Right-Wing Authoritarians	Individuals who believe in submitting themselves to established, legitimate authorities; strict adherence to social and cultural norms; and the need to punish those who do not submit to authorities or who violate social and cultural norms.
Romantic Relationships	Romantic relationships involve a bond of affection with a specific partner that researchers believe involves several psychological features: a desire for emotional closeness and union with the partner, caregiving, emotional dependency on the relationship and the partner, a separation anxiety when the other person is not there, and a willingness to sacrifice for the other love.
Romantic Workplace Relationship	When two employees have acknowledged their mutual attraction to one another and have physically acted upon their romantic feelings in the form of a dating or otherwise intimate association.
Rules	Explicit guidelines (generally written down) that govern acceptable or proper social behavior within a specific culture.
Sapir-Whorf Hypothesis	A theory that suggests that language impacts perceptions. Language is ascertained by the perceived reality of a culture.
Secret Tests	Indirect strategies individuals use to assess the state of their relationship.
Secure Attachment	Attachment style posed by Kim Bartholomew and Leonard Horowitz describing individuals who believe that they are loveable and expect that others will generally behave in accepting and responsive ways within interpersonal interactions.
Self-Concept	An individual's relatively stable mental picture of him or herself.
Self-Conscious Shyness	Feeling conspicuous or socially exposed when dealing with others face-to-face.
Self-Disclosure	The act of verbally or nonverbally revealing information about yourself to other people.
Self-Disclosure	The process of sharing information with another person.
Self-Esteem	An individual's subjective evaluation of their abilities and limitations.

Self-Image	The view an individual has of themself.
Self-Monitoring	The theory that individuals differ in the degree to which they can control their behaviors in accordance with the appropriate social rules and norms involved in interpersonal interaction.
Self-Worth	The degree to which you see yourself as a good person who deserves to be valued and respected.
Separates	Marital definition where couples have low interdependence, conventional ideology, and low levels of conflict engagement.
Separation Test	Creating physical distance to test the strength of the relationship.
Sex	The biological characteristics that determine a person as male or female.
Sexism	Bias of others based on their biological sex.
Sexist Language	Language that excludes individuals on the basis of gender or shows a bias toward or against people due to their gender.
Sharing	The process of revealing and disclosing information about yourself with another.
Short-Term Orientation	Cultural orientation where individuals focus on the past or present and not in the future.
Shyness	Discomfort when an individual is interacting with another person(s) in a social situation.
Sibling Hostility	Characteristic of sibling relationships where sibling behaviors as causing trouble, getting into fights, teasing/name-calling, taking things without permission, etc.
Sibling Warmth	Characteristic of sibling relationships where sibling behaviors such as sharing secrets, helping each other, teaching each other, showing physical affection, sharing possessions, etc.
Silent Listening	This occurs when you say nothing and is appropriate for certain situations.
Similarity	When romantic workplace relationships occur because people find coworkers have similar personalities, interests, backgrounds, desires, needs, goals, etc.…
Slang	The nonstandard language of a particular culture or subculture.
Social Attraction	The degree to which an individual sees another person as entertaining, intriguing, and fun to be around.
Social Loneliness	Form of loneliness that occurs from a lack of a satisfying social network.
Social Penetration Theory	Theory originally created by Altman and Taylor to explain how individuals gradually become more intimate as individuals self-disclose more and those self-disclosures become more intimate (deep).
Social Support	The perception and actuality that an individual receives assistance, care, and help from those people within their life.
Social-Personal Dispositions	General patterns of mental processes that impact how people socially relate to others or view themselves.

Sociocommunicative Orientation	The degree to which an individual communicates using responsive or assertive communication techniques.
Socio-Orientation	Family communication pattern where similarity is valued over individuality and self-expression, and harmony is preferred over expression of opinion.
Source	The person initiating communication and encoding the message and selecting the channel.
Special Peer	Type of coworker relationship marked by high levels of trust and self-disclosure; like a "best friend" in the workplace.
Spin	The manipulation of language to achieve the most positive interpretation of words, to gain political advantage, or to deceive others.
Stagnating	The stage of coming apart where you are behaving in old familiar ways without much feeling. In other words, there is lost enthusiasm for old familiar things.
State-of-the-Relationship Talk	A form of relational disengagement where an individual explains to a coworker that a workplace friendship is ending.
Static Evaluation	Language shows that people and things change.
Stereotype	A set of beliefs about the personal attributes of a social group.
Storge	Love that develops slowly out of friendship.
Substantive Disagreement	A disagreement that people have about a specific topic or issue.
Substitute	Nonverbal communication that has a direct verbal translation.
Support	The ability to provide assistance, aid, or comfort to another.
Supportive Leadership Behavior	The factor of Hersey and Blanchard's situational-leadership model that occurs when a leader is focused on providing relational support for their followers
Symbol	A mark, object, or sign that represents something else by association, resemblance, or convention
Symmetrical Relationship	A relationship between people who see themselves as equals.
System	Sets of elements standing in interrelation.
Task Attraction	The degree to which an individual is attracted to another person because they possess specific knowledge and/or skills that help that individual accomplish specific goals.
Temperament	The genetic predisposition that causes an individual to behave, react, and think in a specific manner.
Tempo	The rate of your speech; how slowly or quickly you talk.
Terminating	This is a summary of where the relationship has gone wrong and a desire to quit. It usually depends on: problems (sudden/gradual); negotiations to end (short/long); the outcome (end/continue in another form).
The Hookup	When romantic workplace relationships occur because individuals want to engage in casual sex without any romantic entanglements.

Third-Culture	When a couple negotiates their cultural background with the cultural background of their partner essentially creating a third-culture or hybrid culture between the two.
Third-Party Testing	Involving a third party such as friend or family to gain insight into the relationship.
Timbre	(pronounced "TAM-ber") The overall quality and tone, which is often called the "color" of your voice; the primary vocal quality that makes your voice either pleasant or disturbing to listen to.
Time	When romantic workplace relationships occur because people put in a great deal of time at work, so they are around and interact with potential romantic partners a great deal of the average workday.
Togetherness	Aspect of Murray Bowen's family system theory that emphasizes the complementary, universal, biological life force that propels organisms toward relationship, attachment, and connectedness.
Tolerance for Disagreement	The degree to which an individual can openly discuss differing opinions without feeling personally attacked or confronted.
Traditionals	Marital definition where couples are highly interdependent, conventional ideology, and high levels of conflict engagement
Transactional Model	Communication model that demonstrate that individuals are often acting as both the sender and receiver simultaneously.
Triangle Test	Manipulating a third party to gain information about the nature of the relationship.
Types of Workplace Bullying	Workplace bullying involves isolation and exclusion, intimidation and threats, verbal threats, damaging professional identity, limiting career opportunities, obstructing work or making work-life difficult, and denial of due process and natural justice.
Uncertainty Avoidance	The extent to which cultures as a whole are fearful of ambiguous and unknown situations.
Uncertainty Reduction Theory	The tendency of human beings to eliminate unknown elements of individuals whom they have just met. Individuals wish to predict what another person thinks and how another person behaves. Strategies for reducing uncertainty include passive, active, and interactive.
Undifferentiated	A person who does not possess either masculine or feminine characteristics.
Undifferentiated space	The degree to which spouses do not see her/his/their ownership of personal belongings as much as they do ownership as a couple.
Values	Important and lasting principles or standards held by a culture about desirable and appropriate courses of action or outcomes.
Verbal Aggression	The tendency to attack the self-concept of individuals instead of, or in addition to, their positions on topics of communication.
Verbal Bullying	Includes threats, degrading comments, teasing, name-calling, putdown or sarcastic comments
Verbal Surrogates	The sounds humans make as they attempt to fill dead air while they are thinking of what to say next (e.g., uhh, umm).

Versatility	The degree to which an individual can utilize both responsiveness and assertiveness that is appropriate and effective during various communication contexts and interpersonal interactions.
Vocabulary	All the words understood by a person or group of people.
Vocalics	Vocal utterances, other than words, that serve as a form of communication.
Willingness to Communicate	An individual's tendency to initiate communicative interactions with other people.
Workplace Socialization	The process by which new organizational members learn the rules (e.g., explicit policies, explicit procedures, etc.), norms (e.g., when you go on break, how to act at work, who to eat with, who not to eat with), and culture (e.g., innovation, risk-taking, team orientation, competitiveness) of an organization.
"You" Statements	Moralistic judgments where we imply the wrongness or badness of another person and the way they have behaved.

Glossary Note

Some of the definitinos used within this glossary were direct quotations used within the body of the text. For purposes of the glossary, we did not include the references. If you plan on citing a definition, please cite from the body of the text.