

## **INTERPERSONAL PROCESS**

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**Date:**

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**Objectives:**

In this unit, you will learn how to:

- ⇒ recognize the needs that communication satisfies;
  - ⇒ explain the interpersonal communication process: its transactional nature, governing principles, and characteristics;
  - ⇒ identify characteristics of effective communication and competent communicators;
  - ⇒ describe the advantages and drawbacks of various social media communication channels in relation to face-to-face communication.
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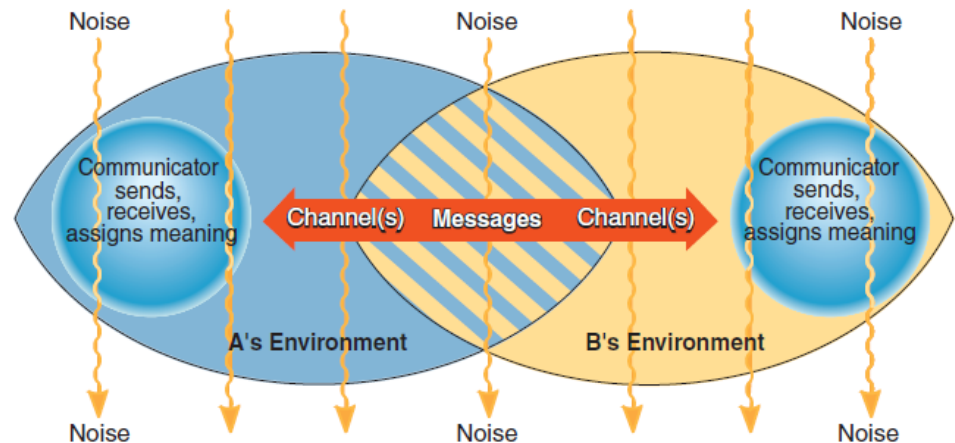
- I. Why we communicate—Communication is important. We all need to communicate.
  - A. (1)\_\_\_\_\_ needs are affected by communication, as its presence or absence affects physical health.
  - B. (2)\_\_\_\_\_ needs are met through communication, which is the major way we learn who we are as humans. Our sense of identity comes from the way we interact with others.
  - C. (3)\_\_\_\_\_ needs are met through communication, as it is the principle way relationships are created. Communication is the primary goal of human existence.
  - D. (4) \_\_\_\_\_ needs are met through communication, as it serves important functions (e.g. tell stylist how much hair to cut, tell doctor where it hurts, tell plumber broken pipe needs to be fixed now, etc.).
- II. The Communication Process—(5) \_\_\_\_\_, using messages to generate meaning, is a complex process with many factors.
  - A. A model of communication
    1. Began creating models in the 1950s to capture the communication process.
    2. The one-way linear model was composed of a sender, message, and receiver.
    3. Later models began to incorporate feedback.

4. Communication theorists develop sophisticated (6) \_\_\_\_\_ *communication models* in an attempt to depict all the factors that affect human interaction.

### Linear Model of Communication



- B. Insights from the transactional communication model
1. Sending and receiving messages are usually (7) \_\_\_\_\_. The communication model replaces the roles of sender and receiver (which can be impossible to distinguish) with the term "communicator."
  2. Meanings exist in and among people. Messages (verbal or nonverbal) don't have meanings in themselves because meanings reside in the people who express and interpret them.
  3. Environment and (8) \_\_\_\_\_ affect communication.
    - a. (9) \_\_\_\_\_ are fields of experience that help people make sense of others' behavior.
    - b. Noise is anything that interferes with the transmission and reception of a message.
      - i. (10) \_\_\_\_\_ noise includes different kinds of distractions that are outside the receiver that make it difficult to hear.
      - ii. (11) \_\_\_\_\_ noise involves biological factors that interfere with reception.
      - iii. (12) \_\_\_\_\_ noise refers to cognitive factors that lessen the effectiveness of communication.
- (13) \_\_\_\_\_ make a difference, as channels are the medium through which messages are exchanged, and the selection of the channel depends in part on the kind of message that is being sent.



Transactional Communication Model

- C. Communication Principles—In addition to the insights of the communication model, there are other principles that guide understanding of communication.
1. Communication is transactional. Communication is a dynamic process that the participants create through their interaction with one another.
  2. Communication can be intentional or unintentional, as all behavior has communicative value.
  3. Communication is (14) \_\_\_\_\_; it is impossible to "unreceive" a message, as words and deeds, once said or done, are irretrievable.
  4. Communication is unrepeatable, because the same words and behavior are different each time they are spoken or performed.
  5. Communication has a content and a relational dimension. The (15) \_\_\_\_\_ *dimension* involves the information being explicitly discussed, while the *relational dimension* expresses how you feel about the other person.
- D. Characteristics of interpersonal communication. Four features distinguish communication in highly personal relationships from less personal ones.
1. Uniqueness
  2. Interdependence
  3. Self-disclosure
  4. Intrinsic rewards
- E. Communication misconceptions—Avoiding these common misconceptions can save you trouble in your personal life.
1. Not all communication seeks understanding. It is a flawed assumption that the goal of all communication is to maximize understanding between communicators; instead, social rituals we enact every day attempt to influence others. Deliberate

ambiguity and deception are examples of communication in which understanding is not the primary goal.

2. More communication is not always better, as excessive communication is unproductive or even aggravates a problem. There are times when no interaction is the best course of action.
3. Communication will not solve all problems, because even the best-timed and best-planned communication cannot fix all problems.
4. Effective communication is not a natural ability, because most people operate at a level of effectiveness far below their potential.

III. *Communication (16)* \_\_\_\_\_ is defined as communication that is both effective and appropriate.

- A. There are several characteristics of communication competence.
  1. There is no single ideal or effective way to communicate. The definition of what communication is appropriate in a given situation varies considerably from one culture to another.
  2. Competence is situational, as communication competence exists in degrees or areas of competence.
  3. Competence can be learned. To a great degree, competence is a set of skills that anyone can learn.
- B. There are several common characteristics that characterize effective communication in most contexts.
  1. A large repertoire of skills.
  2. Adaptability is the ability to choose the right behavior for the situation.
  3. Ability to perform skillfully
  4. Involvement - Effective communication occurs when the people involved care about one another and about the topic at hand.
  5. Empathy/perspective taking
  6. *(17)* \_\_\_\_\_ *complexity* is the ability to construct a variety of different frameworks for viewing an issue.
  7. *(18)* \_\_\_\_\_ describes the process of paying close attention to one's own behavior and using these observations to shape the way one behaves; this generally increases one's effectiveness as a communicator.

IV. Social Media and Interpersonal Communication Social. Social media collectively describes all of the channels that make remote personal communication possible.

- A. The characteristics of social media are, in some ways, similar to face-to-face communication; however, there are important differences.
  1. Leanness – *(19)* \_\_\_\_\_ describes the abundance of nonverbal cues that add clarity to a verbal message. *Leanness* describes messages that carry less

- information due to a lack of nonverbal cues. Leanness of social media channels encourages increased use of (20) \_\_\_\_\_ communication, which is accelerated discussion of personal topics and relational development.
2. *Asynchronous communication* occurs when there is a gap in time when a message is sent and received. (21) \_\_\_\_\_ communication is two-way and occurs in real time.
  3. Digital messages are permanent, so think twice before you say something you might regret later.
- B. Mediated communication affects relational quality. Mediated communication might have a negative impact on closeness, connection and conversation quality. But social media can also be rich and satisfying. Can make communication easier.
- C. Communication competence with social media can be improved by using the following guidelines.
1. Be careful what you post.
  2. Be considerate by respecting others' need for undivided attention and keeping the tone civil.
  3. Be mindful of bystanders.
  4. Balance mediated and face time.

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## CULTURE AND INTERPERSONAL COMMUNICATION

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**Date:**

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**Objectives:**

In this unit, you will learn how to:

- ⇒ explain the relationship between intercultural and interpersonal dimensions of communication;
  - ⇒ describe five key values that help shape a culture's communication norms;
  - ⇒ recognize the range of co-cultures in today's society and how co-cultural factors can affect interpersonal communication;
  - ⇒ explain the factors that shape a culture's verbal and nonverbal codes;
  - ⇒ identify the attitudes, knowledge, and skills required for intercultural communication competence.
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I. Culture and communication

A. Culture and co-culture—

(1)\_\_\_\_\_ is language, values, beliefs, traditions, and customs that are shared and learned. Culture is a matter of perception and definition.

(2)\_\_\_\_\_ - the perception of membership in a group that is part of an encompassing culture.

1. *In-groups* are groups with which we identify.
2. *Out-groups* are groups that we view as different.
3. *Social identity* is the part of the self-concept that is based on membership in groups.

B. (3)\_\_\_\_\_ describes the process that occurs when members of two or more cultures or co-cultures exchange messages in a manner that is influenced by their different cultural perceptions and symbol systems, both verbal and nonverbal.

(4)\_\_\_\_\_ - weight attached to a particular person or phenomena.

C. To understand the relationship between interpersonal and intercultural communication, one model illustrates the relationship between interpersonal relationships and intercultural communication and shows that some interpersonal transactions have no cultural

elements while others are almost exclusively intercultural and without personal dimensions.

- D. Cultural differences are numerous, as there are a number of ways communication varies within cultures. Sometimes there are greater differences within cultures than between cultures.

	Individualistic	Collectivistic
Representative national cultures	The United States, Canada, the United Kingdom	Ecuador, Indonesia, Pakistan
View of self in relation to group	Separate and unique individual; should be independent, self-sufficient	Part of extended family or in-group; "we" or group orientation
Care philosophy	Care for self and immediate family before others	Care for extended family before self
Group membership	Many flexible group memberships; friendships based on shared interests and activities	Emphasis on belonging to a very few permanent in-groups, which have a strong influence
What is rewarded	Individual achievement and initiative; individual decision making	Contribution to group goals and well-being; cooperation with in-group members; group decision making
Credit and blame assignment	Individually assigned	Shared by the group
What communicators value	Autonomy, change, youth, individual security, equality	Duty, order, tradition, age, group security, status, and hierarchy

- II. Cultural values and norms are captured by five subtle yet vital values and norms that shape the way members of a culture communicate.

- A. High- versus low-context—  
 (5)\_\_\_\_\_ uses language primarily to express thoughts feelings and ideas as directly as possible, while (6)\_\_\_\_\_ relies heavily on subtle, often nonverbal cues to maintain social harmony.
- B. Members of an (7)\_\_\_\_\_ view their primary responsibility as helping themselves, as opposed to members of a (8)\_\_\_\_\_ who feel loyalties and obligations to their in-group.
- C. *Power distance* describes the degree to which members of a society accept an unequal distribution of power.
- D. (9)\_\_\_\_\_ is a term used to reflect the degree to which members of a culture feel threatened by ambiguous situations and how much they try to avoid them.
- E. (10)\_\_\_\_\_ place a high value on material success and focusing on the task at hand versus

a (11)\_\_\_\_\_ that regard the support of relationships as an especially important goal.

	High Context	Low Context
Representative national cultures	Most Asian, Middle Eastern, Latin American, and Southern European countries	The United States, Canada, and most Northern European countries
How most important information is carried	Contextual cues such as time, place, relationship, and situation	Explicit verbal messages, with less focus on the situational context
What communicators value	Relational harmony, maintained by indirect expression of options	Self-expression, striving to persuade others to accept one's viewpoint
What communicators admire	Ambiguity and the use of silence	Clear, direct speech

### III. Co-cultures and communication

#### A. Ethnicity and race

1. Race – category created to explain differences between people whose ancestors originated in different regions of the world. Race has little use in explaining individual differences
2. Ethnicity is more commonly used. Ethnicity is the degree to which a person identifies with a group, usually on basis of nationality, culture or other unifying perspective.

#### B. Gender identity/sexual orientation

1. LGBTQ- lesbian, gay, bisexual, transgender, and queer
  - a. Being open can give a sense of being authentic and belonging to supportive co-culture
  - b. Disclosure can be risky. People may be shocked or judgmental.
  - c. Social climate has become more receptive to LGBTQ individuals than in the past.

#### C. Age/generation

1. Age-related communication reflects culture as much as biology. We learn how to “do” various ages.
2. Western cultures honor youth and attitudes about aging are more negative than positive.
3. People who believe older adults have trouble communicating are less likely to interact with them and use patronizing speech when they do interact.
4. Communication challenges can arise when different generations work together.

#### D. Socioeconomic status



1. Social class can have a major impact on how people communicate.
  2. In U.S. people identify as working class, middle class, upper class.
  3. First-generation college (FGC) students may feel intercultural strain of living in two worlds.
- IV. Codes relate to culture, as there are different verbal and nonverbal communication systems.
- A. Verbal codes are similar and different among the world's languages.
    1. Language and identity – If you live where everyone speaks the same tongue, then language has little impact on self-concept. But when some members speak a dominant language and some speak a minority language, sense of being a member of out-group is strong.
    2. Verbal communication styles vary along three cultural differences.
      - a. *Directness or indirectness*
      - b. *Elaborate and succinctness*
      - c. *Formality and informality*
  - B. All humans share many elements of nonverbal communication. The range of differences in nonverbal behavior is tremendous.
  - C. Decoding messages
    1. Attribution is the process of making sense of another's behavior, and because most behavior is ambiguous and may have several interpretations, the attribution process can lead to faulty interpretations.
- V. Developing intercultural communication competence
- A. Motivation and attitude describe the desire to communicate successfully with strangers, along with people from other cultures.
  - B. Tolerance for ambiguity has to do with the level of uncertainty when encountering communicators from different cultures. Competent intercultural communicators must accept and welcome ambiguity.
  - C. Open-mindedness involves being free of (12) \_\_\_\_\_, which is an attitude that one's own culture is superior to others, and (13) \_\_\_\_\_, which is an unfair and intolerant attitude toward others who belong to an out-group.
  - D. Knowledge and skill are needed for communicators to possess enough knowledge about other cultures to know what approaches are appropriate.
    1. (14) \_\_\_\_\_ is noticing what behaviors members of another culture use and applying them effectively.
    2. (15) \_\_\_\_\_ are gaining insights about intercultural communication through seeking information from reading, watching films, and asking experts and members of the other culture how to behave.

3. (16) \_\_\_\_\_ is volunteering personal information to people from the other culture with whom you want to communicate.
- E. Patience and perseverance are needed to move from culture shock to adaptation.

*Notes:*

# INTERPERSONAL COMMUNICATION AND THE SELF

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**Date:**

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**Objectives:**

In this unit, you will learn how to:

- ⇒ describe how the self-concept is subjective and is shaped by, and consequently affects, communication with others.
  - ⇒ explain how we manage impressions in person and online to enhance our presenting image;
  - ⇒ identify an optimal level of self-disclosure and non-disclosure in effective relationships.
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I. Communication affects self-concept, the relatively stable set of perceptions you hold for yourself.

(1) \_\_\_\_\_ is the part of the self-concept that involves evaluations of self-worth.

A. Two complementary theories describe how interaction with others shapes the way individuals view themselves.

1. (2) \_\_\_\_\_ appraisal is the process of mirroring the judgments of surrounding people. Significant other describes a person whose evaluations are especially influential.
2. Social comparison describes the way we evaluate ourselves in terms of how we compare with others and by comparing ourselves to reference groups, others against whom we evaluate our own characteristics.

B. The self-concept has multiple characteristics.

1. The self-concept is subjective, and self-evaluations can be distorted for several reasons: obsolete information, distorted feedback, perfectionism, and social expectations.
2. A healthy self-concept is flexible, yet it often resists change. (3) \_\_\_\_\_ conservatism involves seeking out information that confirms an existing self-concept.

C. A self-fulfilling prophecy occurs when a person's expectations of an event, and her or his subsequent behavior based on those expectations, make the outcome more likely to occur. Your own expectations or those of others may contribute to a self-fulfilling prophecy.

- II. (4)\_\_\_\_\_management refers to the communication strategies people use to present the self and to influence how others view them.
- . Each of us possesses several selves, some private and others public.
    1. The perceived self is the person each of us believes we honestly examine ourselves.
    2. The presenting self is the public image we present, typically a socially approved image.
    3. (5)\_\_\_\_\_is the socially approved identity we present, and facework describes the verbal and nonverbal ways we act to maintain our face and the faces of others.
  - A. Impression management, which can be deliberate or unconscious, involves the construction of multiple identities and collaboration with others.
  - B. Face-to-face identity management occurs by manner (behavior), appearance (personal items), and setting (physical items).
  - C. Despite lacking the richness of other channels, social media offers certain advantages for impression management.
  - D. Identity management and honesty involves deciding which face to reveal depending upon the situation.
- III. Self-disclosure (1) has the self as subject, (2) is intentional, (3) is directed at another person, (4) is honest, (5) is revealing, (6) contains information generally unavailable from other sources, and (7) gains much of its intimate nature from the context in which it is expressed.
- A. There are two models of self-disclosure.
    1. The (6)\_\_\_\_\_ penetration model involves the breadth and depth of information volunteered.
    2. The Johari Window is divided into information that both you and other person are aware of (known), things are unknown to both you and others (unknown), information you're unaware of but others know about (blind), and things you know about yourself but aren't willing to reveal to others (hidden).
  - B. There are benefits and risks of self-disclosure; neither complete privacy nor complete disclosure is desirable. (7)\_\_\_\_\_ management describes the choices people make to reveal or conceal information about themselves.
    1. Benefits of self-disclosure include catharsis, self-clarification, self-validation, reciprocity, impression formation, relationship (8)\_\_\_\_\_ and enhancement, and moral obligation.

2. Risks of self-disclosure include rejection, negative impression, decrease in relational satisfaction, loss of influence, loss of control, and hurt to the other person.
- C. Certain questions help determine when self-disclosure will be rewarding.
  - i. Is the other person important to you?
  - ii. Is the risk of disclosing reasonable?
  - iii. Is the self-disclosure appropriate?
  - iv. Is the disclosure reciprocated?
  - v. Will the effect be constructive?
- b. Alternatives to self-disclosure can prove strategic in difficult situations, such as silence or evasion in the form of hints, equivocation, or benevolent lies.

*Notes:*