

COMMUNICATION

September 8, 2015

Definitions

- “Communication is the process by which individuals use symbols, signs, and behaviors to exchange information” (p. 4)
- “Communication is the process through which the social fabric of relationships, groups, organizations, societies and world order—disorder—is created and maintained” (Ruben, p. 4)

B. Message Levels (Watzlawick, Beavin, and Jackson)

1. Content Message: What the message actually communicates
2. Relationship Message: How to interpret the content message
 - It is a message about the message.
 - How to interpret the literal
 - Nature of the relationship
3. Patterns develop over the length of the relationship and come to define the nature of the relationship.

Communication Competence

- A. The Functional Perspective: Communication has a purpose
 1. The objective of communication is social influence (intent)
 2. We seek control of our environment and relationships.
 3. We develop strategies to achieve objectives.
- B. Functions of Communication
 1. Expressing Affiliation: Affective level of communication, from love to hate
 2. Management Function: We manage relationships through intimacy and interdependence.
 3. Control: Influencing Others
 - Begins with task orientation
 - Serves to define the nature of the relationship
 - *Acts as a zero sum game
 - *Control is negotiated.
 - *Different levels of control are appropriate for different relationships.
- C. Communication Competence
 1. Understanding the nature of the situation.
 2. Recognizing the appropriate manner to gain result.
 3. Understanding the appropriate content to get the result.

Characteristics of Communication

- A. Symbolic Behavior:
 1. Sign: Mutual and/or intrinsic relationship
 2. Symbol: arbitrary relationship between symbol and object
- B. Shared Code: Language
 - Language reflects experience and shapes experience.
 - It involves both encoding and decoding.
- C. Cultural Boundaries
 1. Communication takes place within a cultural environment or context.

- detailed information
- segmented information
- control of information
- knowledge is a commodity

Listening

(Listening (active process) vs. hearing (passive process))

- I. Types of listening
 - A. Appreciative listening: listening for enjoyment
 - B. Informational or comprehensive listening: listening to gain information
 - C. Critical or deliberative listening: evaluation or judgment
 - D. Empathetic listening: identifying feelings of others
- II. Listening styles
 - A. People oriented or empathetic listener: focus is upon other identifying emotions and relationship
 - B. Action oriented listener: organizes information and seeks a way to process; often listens as problem needing a solution
 - C. Content oriented listener: critical evaluation of information
 - D. Time oriented listener: seeks efficiency that is clear and to the point

October 1, 2015

- IV. Listening Barriers
 - A. Basic Approach to Listening: Self vs. other focus
 - effort
 - stage hogging: listener to respond
 - B. Environmental Factors
 1. Physical Noise
 2. Environmental Distractions: elements that compete for attention; they distract from messages (ex: 8 am classes are too early)
 - C. Multi-tasking
 - Overvalue self-ability to process multiple messages
 - long term impact upon our attention spans
 - (ex: taking notes, but not processing what is being said if you take notes on laptop vs on paper)
 - D. Boredom
 1. Can be topic of person—draws away attention
 2. Overconfidence (could have been in his speech and assume they know how to do a communications speech)
 3. Pseudo-listening (where you pretend to listen)
 4. Assimilation to prior messages (where you have a schema for a source and you expect them to say something but instead of listening you assume they said something they previously said—ex: the boy who cried wolf)
 - E. Over-Excitement (can affect our ability to listen—either positively or negatively)

2. Evaluating and imposing a solution (may be only a temporary solution)
3. Being too philosophical
4. Defending the other person
5. Expressing pity ("oh, poor you, your life really sucks"; empathizing doesn't mean feeling their trauma)

October 6, 2015

I. Interpersonal Communication

A. Interpersonal context

- Two people
- Relationship
- Mutual influence
- Intimacy

B. Messages:

- Content
- Relational

C. Some things to consider

1. People change
2. Relationships must change to survive
(ex: for marriages to survive after a baby, things have to change a little bit)
3. Relationships are reciprocal
(ex: (understand that if they yell at a person, they'll yell back, also means if we are nice they're nice back, also to know how to break a chain of action)
4. Beginning behaviors need to persist
(ex: in a roommate situation, you meet your roommate and when that goes well, the first week of class you might say you stayed up all night learning about each other and the next 3 weeks you don't say much)

III. Social Needs

A. People enter relationships to fulfill social needs

1. Inclusion: to include others in our activities and have them include us in their activities
2. Control: to influence other people and be influenced by them
3. Affection: to like and be liked by other people (social approval)

B. Social Needs vary between people

1. Most people have a balance.
2. Some have a greater or lesser need.
(ex: some people have a tendency to get jealous; some people will desperately look for someone to hang out with on a Friday night; some people like alone time; some people like to be in control; some people don't like to make decisions)
3. Needs will vary over life span

C. Relationships and need fulfillment

1. Needs can mesh for two people

Preview from Notesale.co.uk
Page 10 of 23