Interpersonal Communication: A Mindful Approach to Relationships

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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
c. Public Communication
d. Mediated Communication

VI. Understanding Mindful Communication
   a. Defining Mindfulness
   b. Towards a Mindfulness Model
      i. Mindful Awareness
      ii. Mindful Practice
         1. Attention
         2. Intention
         3. Attitude

   c. Five Facets of Mindfulness
      i. Observing
      ii. Describing
      iii. Acting with Awareness
      iv. Nonjudging of Inner Experience
      v. Nonreactivity to Inner Experience

d. Interpersonal Communication and Mindfulness
CHAPTER 1 NOTES

ONE ACTION STEP FROM THIS CHAPTER

CHAPTER TO-DO LIST

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CHAPTER NOTES

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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 semester.

#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 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
3. The Importance of Noise

4. Transaction Principles
   a. Communication is Complex
   b. Communication is Continuous
   c. Communication is Dynamic
   d. Final Note

ii. Towards a Model of Mindful Communication

V. Interpersonal Communication Skills
   a. Listening Skills
   b. People Skills
   c. Emotional Intelligence
   d. Appropriate Skill Selection
   e. Communicating Ethically
      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

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CHAPTER NOTES

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

<table>
<thead>
<tr>
<th>Physiological</th>
<th>Safety</th>
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<tbody>
<tr>
<td>Esteem</td>
<td>Love/Belonging</td>
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<tr>
<td>Self-Actualization</td>
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</tbody>
</table>
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**
Think about the different types of noise that affect communication. Can you list some examples of how noise can make communication worse?

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
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 you 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
iii. Depression
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

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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.

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#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

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

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
EXERCISES

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

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<th>Racist or Sexist Words</th>
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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?
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
☐ Racism
☐ Regulatory Function
☐ Relative Language
☐ Representational Function
☐ Sapir-Whorf Hypothesis
☐ Sexism
☐ 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. Occlusives
      iii. Gestures
         1. Emblems
         2. Illustrators
         3. Affect Displays
         4. Regulators
   d. Proxemics
   e. Artifacts
f. Chronemics

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

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CHAPTER NOTES

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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.

<table>
<thead>
<tr>
<th>Complementing</th>
<th>Substituting</th>
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<table>
<thead>
<tr>
<th>Contradicting</th>
<th>Accenting</th>
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</table>
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
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?

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.
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.

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

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CHAPTER NOTES

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## 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?

<table>
<thead>
<tr>
<th>Language</th>
<th>Religion</th>
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<tbody>
<tr>
<td>Behavior</td>
<td>Values</td>
</tr>
</tbody>
</table>
#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
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?

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?
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?
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?
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

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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?
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
- Entitlements 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?

<table>
<thead>
<tr>
<th>Known to Self</th>
<th>Unknown to Self</th>
</tr>
</thead>
<tbody>
<tr>
<td>Open Self</td>
<td>Blind Self</td>
</tr>
<tr>
<td>Hidden Self</td>
<td>Unknown Self</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Known to Others</th>
<th>Known to Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unknown to Self</td>
<td>Known to Self</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>To Clarify Meanings</th>
<th>To Learn About Others’ Thoughts, Feelings &amp; Wants</th>
</tr>
</thead>
<tbody>
<tr>
<td>To Encourage Elaboration</td>
<td>To Encourage Discovery</td>
</tr>
</tbody>
</table>
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
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?
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?
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?
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

Initiating

Differentiating

Experimenting

Circumscribing

Intensifying

Stagnating

Integrating

Avoiding

Bonding

Terminating

Coming Apart
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.

- Positivity
  - 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
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?
#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.

<table>
<thead>
<tr>
<th>Physical Features</th>
<th>Personality Factors</th>
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</table>
Start by providing a definition for each of the love styles.

<table>
<thead>
<tr>
<th>Love Style</th>
<th>Definition</th>
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<tr>
<td>Eros</td>
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<tr>
<td>Storge</td>
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<td>Ludic</td>
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<tr>
<td>Agape</td>
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<tr>
<td>Pragma</td>
<td></td>
</tr>
<tr>
<td>Mania</td>
<td></td>
</tr>
</tbody>
</table>

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
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

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
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</table>

Normal Part of Human Communication

<table>
<thead>
<tr>
<th>Pros</th>
<th>Cons</th>
</tr>
</thead>
</table>

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

Do you think they are both applicable to interpersonal conflict?
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.

#2 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
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?
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?
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?
During conflict, do you think it’s appropriate to use all three forms of conflict management? Why?
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

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CHAPTER NOTES

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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?
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 Delimiting Interaction

Friendly Relations

Moves-Toward-Friendship

Nascent Friendship

Stabilized Friendship

Waning Friendship

Post Friendship
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?
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?
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

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CHAPTER NOTES

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EXERCISES

#1 Reflect on your experiences as a family member. How does your own family compare to other families in communication patterns and structure?
Describe your idea of the ideal family. How would your ideal family communicate? Is this different from your own family?
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

Relationship Types

Relationship Interactions

Physical/Mental Illness & Other Diseases
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 One (Pre-School Children)**
- **Full Nest Two (School-Aged Children)**
- **Full Nest Three (Older Children)**
- **Empty Nest One (Still Working, Launched Kids)**
- **Empty Nest Two (Retired)**
- **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?
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).

<table>
<thead>
<tr>
<th>Young Singles</th>
<th>Full Nest Three (Older Children)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Young Couples (No Children)</td>
<td>Empty Nest One (Still Working, Launched Kids)</td>
</tr>
<tr>
<td>Full Nest One (Pre-School Children)</td>
<td>Empty Nest Two (Retired)</td>
</tr>
<tr>
<td>Full Nest Two (School-Aged Children)</td>
<td>Solitary Survivor (Retired)</td>
</tr>
</tbody>
</table>
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.
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?
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
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.
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 identity were formed? Why?
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
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.
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.

**#3**

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

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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?
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?

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?
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?
#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?
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?
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

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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

Indirect Suggestions

Public Presentation

Helpful  Harmful

Separation

Third Party

Helpful  Harmful

Triangle Test

Helpful  Harmful
Create your definition of emotional infidelity.

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

Compare and contrast the four definitions.
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
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.
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?
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?
<table>
<thead>
<tr>
<th>Abstract</th>
<th>Refers to words that relate to ideas or concepts that exist only in your mind and do not represent a tangible object.</th>
</tr>
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<tbody>
<tr>
<td>Abstraction Ladder</td>
<td>A diagram that explains the process of abstraction.</td>
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<tr>
<td>Accent</td>
<td>Nonverbal communication that emphasizes a portion of a message or word rather than the message as a whole.</td>
</tr>
<tr>
<td>Accidental Communication</td>
<td>When an individual sends messages to another person without realizing those messages are being sent.</td>
</tr>
<tr>
<td>Acting with Awareness</td>
<td>Purposefully focusing one's attention on the activity or interaction in which one is engaged.</td>
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<tr>
<td>Action Model</td>
<td>Communication model that views communication as a one-directional transmission of information from a source or sender to some destination or receiver.</td>
</tr>
<tr>
<td>Affect Displays</td>
<td>Kinesics that show feelings and emotions.</td>
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<tr>
<td>Affectionless Psychopathy</td>
<td>The inability to show affection or care about others.</td>
</tr>
<tr>
<td>Affective Orientation</td>
<td>An individual's recognition of their own emotions and the emotions of others and reliance on these emotions during decision making processes.</td>
</tr>
<tr>
<td>Affiliation</td>
<td>A connection or association with others.</td>
</tr>
<tr>
<td>Agape</td>
<td>Selfless love in which the needs of others are the priority.</td>
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<tr>
<td>Alexithymia</td>
<td>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.</td>
</tr>
<tr>
<td>Ambiguous Language</td>
<td>Language that has multiple meanings.</td>
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<tr>
<td>Analyzing</td>
<td>This is helpful in gaining different alternatives and perspectives by offering an interpretation of the speaker's message.</td>
</tr>
<tr>
<td>Androgynous</td>
<td>A person having both feminine and masculine characteristics.</td>
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<td>Anxious Shyness</td>
<td>The fear associated with dealing with others face-to-face.</td>
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<tr>
<td>Appreciative Listening</td>
<td>The type of listening you engage in for pleasure or enjoyment.</td>
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<tr>
<td>Appropriate Communication</td>
<td>Communication tactics that most people would consider acceptable communicative behaviors.</td>
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<tr>
<td>Argument</td>
<td>A verbal exchange between two or more people who have differing opinions on a given subject or subjects.</td>
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<tr>
<td>Argumentativeness</td>
<td>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.</td>
</tr>
<tr>
<td><strong>Assertiveness</strong></td>
<td>The degree to which an individual can initiate, maintain, and terminate conversations, according to their interpersonal goals during interpersonal interactions.</td>
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<tr>
<td><strong>Attending</strong></td>
<td>The act of focusing on specific objects or stimuli in the world around you.</td>
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<tr>
<td><strong>Attention</strong></td>
<td>Factor of mindful practice that involves being aware of what’s happening internally and externally moment-to-moment.</td>
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<tr>
<td><strong>Attitude</strong></td>
<td>Factor of mindful practice that involves being curious, open, and nonjudgmental.</td>
</tr>
<tr>
<td><strong>Attraction</strong></td>
<td>Interest in another person and a desire to get to know them better.</td>
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<td><strong>Attribution Error</strong></td>
<td>The tendency to explain another individual’s behavior in relation to the individual’s internal tendencies rather than an external factor.</td>
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<tr>
<td><strong>Authoritarianism</strong></td>
<td>A form of social organization where individuals favor absolute obedience to an authority (or authorities) as opposed to individual freedom.</td>
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<tr>
<td><strong>Autonomy</strong></td>
<td>An individual’s independence in their behaviors and thoughts within a marriage relationship.</td>
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<td><strong>Avoidance</strong></td>
<td>Conflict management style where an individual attempt to either prevent a conflict from occurring or leaves a conflict when initiated.</td>
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<tr>
<td><strong>Avoiding</strong></td>
<td>The stage of coming apart where you are creating distance from your partner.</td>
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<tr>
<td><strong>Behavioral CQ</strong></td>
<td>The degree to which an individual behaves in a manner that is consistent with what they know about other cultures.</td>
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<tr>
<td><strong>Belief</strong></td>
<td>Assumptions and convictions held by an individual, group, or culture about the truth or existence of something.</td>
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<tr>
<td><strong>Bias</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Biased Language</strong></td>
<td>Language that shows preference in favor of or against a certain point-of-view, shows prejudice, or is demeaning to others.</td>
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<tr>
<td><strong>Bonding</strong></td>
<td>The stage of coming together where you make a public announcement that your relationship exists.</td>
</tr>
<tr>
<td><strong>Bullying</strong></td>
<td>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.</td>
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<td><strong>Buzz Word</strong></td>
<td>Informal word or jargon used among a particular group of people.</td>
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<tr>
<td><strong>Career Strategizing</strong></td>
<td>The process of creating a plan of action for one's career path and trajectory.</td>
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<tr>
<td><strong>Channel</strong></td>
<td>The pathways in which messages are conveyed.</td>
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<tr>
<td><strong>Circumscribing</strong></td>
<td>The stage of coming apart where communication decreases. There are more arguments, working late, and there is less intimacy.</td>
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<tr>
<td><strong>Cliché</strong></td>
<td>Expression that has been so overused that it has lost its original meaning.</td>
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<tr>
<td>Term</td>
<td>Definition</td>
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<td>Co-Culture</td>
<td>Regional, economic, social, religious, ethnic, or other cultural groups that exerts influence in society.</td>
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<td>Coercive Power</td>
<td>The ability to punish an individual who does not comply with one's influencing attempts.</td>
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<tr>
<td>Cognitive Complexity</td>
<td>The psychological characteristic that indicates the difficulty or simplicity associated with mental demand.</td>
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<tr>
<td>Cognitive CQ</td>
<td>The degree to which an individual has cultural knowledge.</td>
</tr>
<tr>
<td>Cognitive Dispositions</td>
<td>General patterns of mental processes that impact how people respond and react to the world around them.</td>
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<tr>
<td>Collective Self-Esteem</td>
<td>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.</td>
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<tr>
<td>Collectivism</td>
<td>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.</td>
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<tr>
<td>Collegial peers</td>
<td>Type of coworker with whom we have moderate levels of trust, self-disclosure, and openness.</td>
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<tr>
<td>Colloquialism</td>
<td>Informal expression used in casual conversation that is often specific to certain dialects or geographic regions of a country.</td>
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<tr>
<td>Communication</td>
<td>The process by which we share ideas or information with other people.</td>
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<tr>
<td>Communication Apprehension</td>
<td>The fear or anxiety associated with either real or anticipated communication with another person or persons.</td>
</tr>
<tr>
<td>Communication Competence</td>
<td>Communication that is both socially appropriate and personally effective.</td>
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<tr>
<td>Communication Dispositions</td>
<td>General patterns of communicative behavior.</td>
</tr>
<tr>
<td>Communication Motives</td>
<td>Reasons why we communicate with others.</td>
</tr>
<tr>
<td>Communication Needs</td>
<td>Shows us how communication fulfills our needs.</td>
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<tr>
<td>Comparison Level</td>
<td>Minimum standard of what is acceptable.</td>
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<tr>
<td>Comparison Level of Alternatives</td>
<td>Comparison of what is happening in the relationship and what could be gained in another relationship.</td>
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<tr>
<td>Compatible</td>
<td>Able to exist together harmoniously.</td>
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<tr>
<td>Complement</td>
<td>Nonverbal communication that reinforces verbal communication.</td>
</tr>
<tr>
<td>Complementary</td>
<td>When one person can fulfill the other person's needs.</td>
</tr>
<tr>
<td>Compliance</td>
<td>When an individual accepts an influencer's influence and alters their thoughts, feelings, and/or behaviors.</td>
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<tr>
<td>Comprehension Listening</td>
<td>Listening for facts, information, or ideas that may be of use to you.</td>
</tr>
<tr>
<td>Concept-Oriented</td>
<td>Family communication pattern where freedom of expression is encouraged, and communication is frequent and family life is pleasurable.</td>
</tr>
<tr>
<td>Conflicts</td>
<td>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.</td>
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<tr>
<td>Confrontational Behaviors</td>
<td>Specific behaviors associated with confrontation or direct behaviors, involves name-calling, cruel teasing, ridicule, and verbal rejection directed at the target.</td>
</tr>
<tr>
<td>Connotation</td>
<td>What a word suggests or implies; connotations give words their emotional impact.</td>
</tr>
<tr>
<td>Connotative Definitions</td>
<td>The emotions or associations a person makes when exposed to a symbol.</td>
</tr>
<tr>
<td>Contact Frequency</td>
<td>This is how often you communicate with another person.</td>
</tr>
<tr>
<td>Content Level</td>
<td>Information that is communicated through the denotative and literal meanings of words.</td>
</tr>
<tr>
<td>Contradict</td>
<td>Nonverbal communication conveying the opposite meaning of verbal communication.</td>
</tr>
<tr>
<td>Converge</td>
<td>Adapting your communication style to the speaker to be similar.</td>
</tr>
<tr>
<td>Conversations</td>
<td>Interpersonal interactions through which you share facts and information as well as your ideas, thoughts, and feelings with other people.</td>
</tr>
<tr>
<td>Cost Escalation</td>
<td>A form of relational disengagement involving tactics designed to make the cost of maintaining the relationship higher than getting out of the relationship.</td>
</tr>
<tr>
<td>Cultural Intelligence</td>
<td>The degree to which an individual can communicate competently in varying cultural situations.</td>
</tr>
<tr>
<td>Culture</td>
<td>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.</td>
</tr>
<tr>
<td>Culture as Normative</td>
<td>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.</td>
</tr>
<tr>
<td>Denotation</td>
<td>The dictionary definition or descriptive meaning of a word.</td>
</tr>
<tr>
<td>Denotative Definitions</td>
<td>Definitions for words commonly found in dictionaries.</td>
</tr>
<tr>
<td>Depersonalization</td>
<td>A form of relational disengagement where an individual stops all the interaction that is not task-focused or simply avoids the person.</td>
</tr>
<tr>
<td>Depression</td>
<td>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.</td>
</tr>
<tr>
<td>Describing</td>
<td>Being detailed focused on what is occurring while putting it into words.</td>
</tr>
<tr>
<td>Deviant Workplace Behavior</td>
<td>The voluntary behavior of organizational members that violates significant organizational norms and practices or threatens the wellbeing of the organization and its members.</td>
</tr>
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<td>Term</td>
<td>Definition</td>
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</tr>
<tr>
<td>Differentiating</td>
<td>The stage of coming apart where both people are trying to figure out their own identities.</td>
</tr>
<tr>
<td>Directive Support</td>
<td>The factor of Hersey and Blanchard’s situational-leadership model that involves a leader overseeing the day-to-day tasks that a follower accomplishes.</td>
</tr>
<tr>
<td>Directness</td>
<td>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.</td>
</tr>
<tr>
<td>Disagreement</td>
<td>A difference of opinion between two or more people or groups of people.</td>
</tr>
<tr>
<td>Discourse</td>
<td>Spoken or written discussion of a subject.</td>
</tr>
<tr>
<td>Dismissing Attachment</td>
<td>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.</td>
</tr>
<tr>
<td>Distributive Conflict</td>
<td>A win-lose approach, whereby conflicting parties see their job as to win and make sure the other person or group loses.</td>
</tr>
<tr>
<td>Diverge</td>
<td>Adapting your communication style to the speaker to be drastically different.</td>
</tr>
<tr>
<td>Dogmatism</td>
<td>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.</td>
</tr>
<tr>
<td>Dominant Culture</td>
<td>The established language, religion, behavior, values, rituals, and social customs of a society.</td>
</tr>
<tr>
<td>Dunning–Kruger Effect</td>
<td>The tendency of some people to inflate their expertise when they really have nothing to back up that perception.</td>
</tr>
<tr>
<td>Duration</td>
<td>The length of time of your relationship.</td>
</tr>
<tr>
<td>Dysfluencies</td>
<td>Speech problems that keep your speech from being as smooth and flowing as it could be.</td>
</tr>
<tr>
<td>Ease of Opportunity</td>
<td>When romantic workplace relationships happen because work fosters an environment where people are close to one another.</td>
</tr>
<tr>
<td>Effective Communication</td>
<td>Communication that helps an individual achieve a desired personal outcome.</td>
</tr>
<tr>
<td>Emblems</td>
<td>Kinesics that are clear and unambiguous and have a verbal equivalent in a given culture.</td>
</tr>
<tr>
<td>emotional awareness</td>
<td>An individual's ability to clearly express, in words, what they are feeling and why.</td>
</tr>
<tr>
<td>Emotional Blackmail</td>
<td>Trying to influence someone's behavior or persuade them to do something by making them feel guilty or exploiting their emotions.</td>
</tr>
<tr>
<td>Emotional Intelligence</td>
<td>An individual's appraisal and expression of their emotions and the emotions of others in a manner that enhances thought, living, and communicative interactions.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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</tr>
<tr>
<td>Emotional Loneliness</td>
<td>Form of loneliness that occurs when an individual feels that he or she does not have an emotional connection with others.</td>
</tr>
<tr>
<td>Emotional Vampires</td>
<td>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.</td>
</tr>
<tr>
<td>Emotions</td>
<td>The physical reactions to stimuli in the outside environment.</td>
</tr>
<tr>
<td>Empathic Listening</td>
<td>Attempting to put yourself in another person's shoes or to provide a supportive listening environment.</td>
</tr>
<tr>
<td>Empathizing</td>
<td>This is used to show that you identify with the speaker's information.</td>
</tr>
<tr>
<td>Empathy</td>
<td>The ability to recognize and mutually experience another person's attitudes, emotions, experiences, and thoughts.</td>
</tr>
<tr>
<td>Endurance Test</td>
<td>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.</td>
</tr>
<tr>
<td>Environment</td>
<td>The context or situation in which communication occurs.</td>
</tr>
<tr>
<td>Eros</td>
<td>Romantic love involving serial monogamous relationships.</td>
</tr>
<tr>
<td>Ethics</td>
<td>The set of moral values each person carries throughout life—concepts of what is right and wrong, good and bad, or just and unjust.</td>
</tr>
<tr>
<td>Ethnocentrism</td>
<td>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.</td>
</tr>
<tr>
<td>Euphemism</td>
<td>Replacing blunt words with more polite words.</td>
</tr>
<tr>
<td>Evaluative Listening</td>
<td>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.</td>
</tr>
<tr>
<td>Excuse-Making</td>
<td>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.</td>
</tr>
<tr>
<td>Experimenting</td>
<td>The stage of coming together “Small talk” occurs at this stage and you are searching for commonalities.</td>
</tr>
<tr>
<td>Expert Power</td>
<td>The ability of an individual to influence another because of their level of perceived knowledge or skill.</td>
</tr>
<tr>
<td>Expressive</td>
<td>Roles that are relationship-oriented.</td>
</tr>
<tr>
<td>Expressive Communication</td>
<td>Messages that are sent either verbally or nonverbally related to an individual's emotions and feelings.</td>
</tr>
<tr>
<td>External Locus of Control</td>
<td>The belief that an individual's behavior and circumstances exist because of forces outside the individual's control.</td>
</tr>
<tr>
<td>Extraversion</td>
<td>An individual's likelihood to be talkative, dynamic, and outgoing.</td>
</tr>
<tr>
<td>Eye Gaze</td>
<td>The act of fixing your eyes on someone.</td>
</tr>
<tr>
<td><strong>Face</strong></td>
<td>The standing or position a person has in the eyes of others.</td>
</tr>
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</tr>
<tr>
<td><strong>Family</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Fearful Attachment</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Feedback</strong></td>
<td>Information shared back to the source of communication that keeps the communication moving forward and thus making communication a process.</td>
</tr>
<tr>
<td><strong>Feelings</strong></td>
<td>The responses to thoughts and interpretations given to emotions based on experiences, memory, expectations, and personality.</td>
</tr>
<tr>
<td><strong>Feminine</strong></td>
<td>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).</td>
</tr>
<tr>
<td><strong>Followership</strong></td>
<td>The act or condition under which an individual helps or supports a leader in the accomplishment of organizational goals.</td>
</tr>
<tr>
<td><strong>Formal Language</strong></td>
<td>Specific writing and spoken style that adheres to strict conventions of grammar that uses complex sentences, full words, and third-person pronouns.</td>
</tr>
<tr>
<td><strong>Gender</strong></td>
<td>The psychological characteristics that determine if a person is feminine or masculine.</td>
</tr>
<tr>
<td><strong>Genogram</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Goals</strong></td>
<td>Expectations about how the relationship will function.</td>
</tr>
<tr>
<td><strong>Group</strong></td>
<td>Three or more people interacting together to achieve a common goal.</td>
</tr>
<tr>
<td><strong>Haptics</strong></td>
<td>The study of touch as a form of communication.</td>
</tr>
<tr>
<td><strong>Hearing</strong></td>
<td>A passive activity where an individual perceives sound by detecting vibrations through an ear.</td>
</tr>
<tr>
<td><strong>Hedge</strong></td>
<td>To use words or phrases that weaken the certainty of a statement.</td>
</tr>
<tr>
<td><strong>Heuristic Function</strong></td>
<td>The use of language to explore and investigate the world, solve problems, and learn from your discoveries and experiences.</td>
</tr>
<tr>
<td><strong>High-Context Cultures</strong></td>
<td>Cultures that interpret meaning by relying more on nonverbal context or behavior than on verbal symbols in communication.</td>
</tr>
<tr>
<td><strong>Ideal-Self</strong></td>
<td>The version of yourself that you would like to be, which is created through our life experiences, cultural demands, and expectations of others.</td>
</tr>
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<td>Term</td>
<td>Definition</td>
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<tr>
<td>Identification</td>
<td>When an individual accepts influence because they want to have a satisfying relationship with the influencer or influencing group.</td>
</tr>
<tr>
<td>Ideology of traditionalism</td>
<td>Marriages that are marked by a more historically traditional, conservative perspective of marriage.</td>
</tr>
<tr>
<td>Idiom</td>
<td>Expression or figure of speech whose meaning cannot be understood by looking at the individual words and interpreting them literally.</td>
</tr>
<tr>
<td>Illustrators</td>
<td>Kinesics that emphasize or explain a word.</td>
</tr>
<tr>
<td>Imaginative Function</td>
<td>The use of language to play with ideas that do not exist in the real-world.</td>
</tr>
<tr>
<td>Importance to Identity</td>
<td>The degree to which group membership is important to an individual.</td>
</tr>
<tr>
<td>Independents</td>
<td>Marital definition where couples have a high level of interdependence, an unconventional ideology, and high levels of conflict engagement.</td>
</tr>
<tr>
<td>Indigenous Peoples</td>
<td>Populations that originated in a particular place rather than moved there.</td>
</tr>
<tr>
<td>Indirect Suggestions</td>
<td>Joking or hinting about more serious stages of a relationships such as marriage or having children.</td>
</tr>
<tr>
<td>Individualism</td>
<td>Characteristics of a culture that values being self-reliant and self-motivated, believes in personal freedom and privacy, and celebrates personal achievement.</td>
</tr>
<tr>
<td>Individuality</td>
<td>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.</td>
</tr>
<tr>
<td>Indulgence</td>
<td>Cultural orientation marked by immediate gratification for individual desires.</td>
</tr>
<tr>
<td>Inflection</td>
<td>Changes in vocal pitch.</td>
</tr>
<tr>
<td>Influence</td>
<td>When an individual or group of people alters another person’s thinking, feelings, and/or behaviors through accidental, expressive, or rhetorical communication.</td>
</tr>
<tr>
<td>Informal Language</td>
<td>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.</td>
</tr>
<tr>
<td>Information Peers</td>
<td>Type of coworker who we rely on for information about job tasks and the organization itself.</td>
</tr>
<tr>
<td>Informational Power</td>
<td>A social agent’s ability to bring about a change in thought, feeling, and/or behavior through information.</td>
</tr>
<tr>
<td>Initiating</td>
<td>The stage of coming together where a person is interested in making contact and it is brief.</td>
</tr>
<tr>
<td>Instrumental</td>
<td>Roles that are focused on being task-oriented.</td>
</tr>
<tr>
<td>Instrumental Function</td>
<td>The use of language as a means for meeting your needs, manipulating and controlling your environment, and expressing your feelings.</td>
</tr>
<tr>
<td>Integrating</td>
<td>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.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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</tr>
<tr>
<td>Integrative Conflict</td>
<td>A win-win approach to conflict, whereby both parties attempt to come to a settled agreement that is mutually beneficial.</td>
</tr>
<tr>
<td>Intensifying</td>
<td>The stage of coming together where two people truly become a couple.</td>
</tr>
<tr>
<td>Intensity</td>
<td>The volume of your speech; how loudly or softly you express yourself.</td>
</tr>
<tr>
<td>Intention</td>
<td>Factor of mindful practice that involves being aware of why you are doing something.</td>
</tr>
<tr>
<td>Interaction Model</td>
<td>Communication model that views the sender and the receiver as responsible for the effectiveness of the communication.</td>
</tr>
<tr>
<td>Interaction Variability</td>
<td>The ability to talk about various topics.</td>
</tr>
<tr>
<td>Interactional Function</td>
<td>The use of language to help you form and maintain relationships.</td>
</tr>
<tr>
<td>Interdependence</td>
<td>When individuals involved in a relationship characterize it as continuous and important.</td>
</tr>
<tr>
<td>Interdependent</td>
<td>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.</td>
</tr>
<tr>
<td>Internal Locus of Control</td>
<td>The belief that an individual can control their behavior and life circumstances.</td>
</tr>
<tr>
<td>Internalization</td>
<td>When an individual adopts influence and alters their thinking, feeling, and/or behaviors because doing so is intrinsically rewarding.</td>
</tr>
<tr>
<td>Internet Characteristics</td>
<td>Internet characteristic that influence Internet relationships such as speed, reach, interactivity, and anonymity.</td>
</tr>
<tr>
<td>Internet Infidelity</td>
<td>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.</td>
</tr>
<tr>
<td>Interpersonal Communication</td>
<td>The exchange of messages between two people.</td>
</tr>
<tr>
<td>Interpreting</td>
<td>Interpretation is the act of assigning meaning to a stimulus and then determining the worth of the object (evaluation).</td>
</tr>
<tr>
<td>Intimacy</td>
<td>Close and deeply personal contact with another person.</td>
</tr>
<tr>
<td>Intimate Partner Violence</td>
<td>Includes physical violence, sexual violence, stalking, and psychological aggression.</td>
</tr>
<tr>
<td>Intrapersonal</td>
<td>Something that exists or occurs within an individual's self or mind.</td>
</tr>
<tr>
<td>Intrapersonal Communication</td>
<td>Communication phenomena that exist within or occurs because of an individual's self or mind.</td>
</tr>
<tr>
<td>Introversion</td>
<td>An individual's likelihood to be quiet, shy, and more reserved</td>
</tr>
<tr>
<td>Jargon</td>
<td>The specialized or technical language particular to a specific profession, occupation, or group that is either meaningless or difficult for outsiders to understand.</td>
</tr>
<tr>
<td>Johari Window</td>
<td>A model that illustrates self-disclosure and the process by which you interact with other people.</td>
</tr>
<tr>
<td><strong>Kinesics</strong></td>
<td>The study of visible means of communicating using body language such as eye behavior, facial expression, body posture and movement, and hand gestures.</td>
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<tr>
<td><strong>Language</strong></td>
<td>A system of human communication using a particular form of spoken or written words or other symbols.</td>
</tr>
<tr>
<td><strong>Language Adaptation</strong></td>
<td>The ability to alter one's linguistic choices in a communicatively competent manner</td>
</tr>
<tr>
<td><strong>Language Awareness</strong></td>
<td>A person's ability to be mindful and sensitive to all functions and forms of language.</td>
</tr>
<tr>
<td><strong>Launching Stage</strong></td>
<td>Period in a family life cycle when late adolescents leave the parental home and venture out into the world as young singles themselves.</td>
</tr>
<tr>
<td><strong>Leader-member Exchange</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Legitimate Power</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Linguistic Determinism</strong></td>
<td>The perspective that language influences thoughts.</td>
</tr>
<tr>
<td><strong>Linguistic Relativity</strong></td>
<td>The view that language contains special characteristics.</td>
</tr>
<tr>
<td><strong>Listening</strong></td>
<td>A complex psychological process that can be defined as the process of physically hearing, interpreting that sound, and understanding the significance of it.</td>
</tr>
<tr>
<td><strong>Locus of Control</strong></td>
<td>An individual's perceived control over their behavior and life circumstances.</td>
</tr>
<tr>
<td><strong>Loneliness</strong></td>
<td>An individual's emotional distress that results from a feeling of solitude or isolation from social relationships.</td>
</tr>
<tr>
<td><strong>Long-Term Orientation</strong></td>
<td>Cultural orientation where individuals focus on the future and not the present or past.</td>
</tr>
<tr>
<td><strong>Love</strong></td>
<td>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).</td>
</tr>
<tr>
<td><strong>Love Style</strong></td>
<td>Love style is considered an attitude that influences an individual's perception of love.</td>
</tr>
<tr>
<td><strong>Low-Context Cultures</strong></td>
<td>Cultures that interpret meaning by placing a great deal of emphasis on the words someone uses.</td>
</tr>
<tr>
<td><strong>Ludus</strong></td>
<td>Love in which games are played. Lying and deceit are acceptable.</td>
</tr>
<tr>
<td><strong>Machiavellianism</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Mania</strong></td>
<td>Obsessive love that requires constant reassurance.</td>
</tr>
<tr>
<td><strong>Masculine</strong></td>
<td>Cultures focused on items like earnings, recognition, advancement, and challenge.</td>
</tr>
<tr>
<td><strong>Maslow’s Hierarchy of Needs</strong></td>
<td>Theory of motivation proposed by Abraham Maslow comprising a five-tier, hierarchical pyramid of needs: physiological, safety, love, esteem, and self-actualization.</td>
</tr>
<tr>
<td><strong>Maternal Deprivation Hypothesis</strong></td>
<td>Hypothesis posed by John Bowlby that predicts that infants who are denied maternal attachment will experience problematic outcomes later in life.</td>
</tr>
<tr>
<td><strong>Mediated Communication</strong></td>
<td>The use of some form of technology to facilitate information between two or more people.</td>
</tr>
<tr>
<td><strong>Membership Esteem</strong></td>
<td>The degree to which an individual sees themself as a “good” member of a group.</td>
</tr>
<tr>
<td><strong>Metacognitive CQ</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Metamessage</strong></td>
<td>The meaning beyond the words themselves.</td>
</tr>
<tr>
<td><strong>Microculture</strong></td>
<td>Cultural patterns of behavior influenced by cultural beliefs, values, norms, and rules based on a specific locality or within an organization.</td>
</tr>
<tr>
<td><strong>Mindful Awareness</strong></td>
<td>To be consciously aware of your physical presence, cognitive processes, and emotional state while engaged in an activity.</td>
</tr>
<tr>
<td><strong>Mindful Communication</strong></td>
<td>The process of interacting with others while engaging in mindful awareness and practice.</td>
</tr>
<tr>
<td><strong>Mindful Practice</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Model</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Motivational CQ</strong></td>
<td>The degree to which an individual desires to engage in intercultural interactions and can easily adapt to differing cultural environments.</td>
</tr>
<tr>
<td><strong>Narcissism</strong></td>
<td>A psychological condition (or personality disorder) in which a person has a preoccupation with one's self.</td>
</tr>
<tr>
<td><strong>Noise</strong></td>
<td>Anything that can interfere with the message being sent or received.</td>
</tr>
<tr>
<td><strong>Nonconfrontational Behaviors</strong></td>
<td>Behaviors include spreading rumors, gossiping, and social manipulation.</td>
</tr>
<tr>
<td><strong>Nonjudging of Inner Experience</strong></td>
<td>Being consciously aware of one's thoughts, feelings, and attitudes without judging them.</td>
</tr>
<tr>
<td><strong>Nonreactivity to Inner Experience</strong></td>
<td>Taking a step back and evaluating things from a more logical, dispassionate perspective.</td>
</tr>
<tr>
<td><strong>Nonverbal Vocalization</strong></td>
<td>A type of paralanguage that consists of sounds, noises, and behaviors that are often accompanied by body language.</td>
</tr>
<tr>
<td><strong>Norms</strong></td>
<td>Informal guidelines about what is acceptable or proper social behavior within a specific culture.</td>
</tr>
<tr>
<td><strong>Observing</strong></td>
<td>Being aware of what is going on inside yourself and in the external environment.</td>
</tr>
<tr>
<td><strong>Oclesics</strong></td>
<td>Communication involving eye behavior such as eye contact, gaze, and avoidance.</td>
</tr>
<tr>
<td><strong>Olfactics</strong></td>
<td>The use of scent to communicate.</td>
</tr>
<tr>
<td><strong>Organizing</strong></td>
<td>Organizing is making sense of the stimuli or assigning meaning to it.</td>
</tr>
<tr>
<td><strong>Ostracized</strong></td>
<td>Excluded or removed from a group by others in that group.</td>
</tr>
<tr>
<td><strong>Paralanguage</strong></td>
<td>Voice characteristics and nonverbal vocalizations that communicate feelings, intentions, and meanings.</td>
</tr>
<tr>
<td><strong>Paraphrase</strong></td>
<td>To restate what another person said using different words.</td>
</tr>
<tr>
<td><strong>Perception</strong></td>
<td>The process of acquiring, interpreting, and organizing information that comes in through your five senses.</td>
</tr>
<tr>
<td><strong>Personal Function</strong></td>
<td>The use of language to help you form your identity or sense of self.</td>
</tr>
<tr>
<td><strong>Personal responsibility</strong></td>
<td>An individual's willingness to be accountable for how they feel, think, and behave.</td>
</tr>
<tr>
<td><strong>Personality</strong></td>
<td>The combination of traits or qualities such as behavior, emotional stability, and mental attributes that make a person unique.</td>
</tr>
<tr>
<td><strong>Physical Attraction</strong></td>
<td>The degree to which one person finds another person aesthetically pleasing.</td>
</tr>
<tr>
<td><strong>Physical Bullying</strong></td>
<td>Involves hitting, kicking, pulling hair, strapping a female's bra strap or giving a “wedgie.”</td>
</tr>
<tr>
<td><strong>Pitch</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>platonic</strong></td>
<td>A close relationship that is not physical.</td>
</tr>
<tr>
<td><strong>Power</strong></td>
<td>The degree that a social agent (A) has the ability to get another person(s) (P) to alter their thoughts, feelings, and/or behaviors.</td>
</tr>
<tr>
<td><strong>Power Distance</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Pragma</strong></td>
<td>Love involving logic and reason.</td>
</tr>
<tr>
<td><strong>Preoccupied Attachment</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Private Collective Esteem</strong></td>
<td>The degree to which an individual positively evaluates their group.</td>
</tr>
<tr>
<td><strong>Procedural Disagreements</strong></td>
<td>Disagreements concerned with procedure, how a decision should be reached or how a policy should be implemented.</td>
</tr>
<tr>
<td><strong>Profession</strong></td>
<td>An occupation that involves mastery of complex knowledge and skills through prolonged training, education, or practical experience.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
<tr>
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</tr>
<tr>
<td>Professionalism</td>
<td>The aims and behaviors that demonstrate an individual's level of competence expected by a professional within a given profession.</td>
</tr>
<tr>
<td>Proxemics</td>
<td>The use of space to communicate.</td>
</tr>
<tr>
<td>Public Collective Self-Esteem</td>
<td>The degree to which nonmembers of a group evaluate a group and its members either positively or negatively.</td>
</tr>
<tr>
<td>Public Communication</td>
<td>Form of communication where an individual or group of individuals sends a specific message to an audience.</td>
</tr>
<tr>
<td>Racism</td>
<td>Bias against others on the basis of their race or ethnicity.</td>
</tr>
<tr>
<td>Racist Language</td>
<td>Language that demeans or insults people based on their race or ethnicity.</td>
</tr>
<tr>
<td>Reasons for Relational Aggression</td>
<td>Women's explanations for relational aggression: (a) girls will be girls; (b) venting; (c) blaming the victim; (d) minimizing their role; (e) regret</td>
</tr>
<tr>
<td>Receiver</td>
<td>The receiver decodes the message in an environment that includes noise.</td>
</tr>
<tr>
<td>Referent Power</td>
<td>A social agent's (A) ability to influence another person (P) because P wants to be associated with A.</td>
</tr>
<tr>
<td>Regulate</td>
<td>Nonverbal communication which controls the flow of conversation.</td>
</tr>
<tr>
<td>Regulators</td>
<td>Kinesics that help coordinate the flow of conversation.</td>
</tr>
<tr>
<td>Regulatory Function</td>
<td>The use of language to control behavior.</td>
</tr>
<tr>
<td>Rejection Sensitivity</td>
<td>The degree to which an individual expects to be rejected, readily perceives rejection when occurring, and experiences an intensely negative reaction to that rejection.</td>
</tr>
<tr>
<td>Relational Aggression</td>
<td>Behaviors that harm others. Harm is created through damaging social relationship or feelings of acceptance.</td>
</tr>
<tr>
<td>Relational Bullying</td>
<td>The manipulation of social relationships to inflict hurt upon another individual.</td>
</tr>
<tr>
<td>Relational Dispositions</td>
<td>General patterns of mental processes that impact how people view and organize themselves in relationships.</td>
</tr>
<tr>
<td>Relational Maintenance</td>
<td>Degree of difficulty individuals experience in interpersonal relationships due to misunderstandings, incompatibility of goals, and the time and effort necessary to cope with disagreements.</td>
</tr>
<tr>
<td>Relationship</td>
<td>A connection, association, or attachment that people have with each other.</td>
</tr>
<tr>
<td>Relationship Dialectic</td>
<td>Tensions in a relationship where individuals need to deal with integration vs. separation, expression vs. privacy, and stability vs. change.</td>
</tr>
<tr>
<td>Relationship Level</td>
<td>The type of relationship between people as evidenced through their communication.</td>
</tr>
<tr>
<td>Relationship Maintenance</td>
<td>Strategies to help your relationship be successful and satisfying.</td>
</tr>
<tr>
<td>Relative Language</td>
<td>Language that gains understanding by comparison.</td>
</tr>
<tr>
<td>Repeat</td>
<td>Nonverbal communication that repeats verbal communication, but could stand alone.</td>
</tr>
<tr>
<td><strong>Representational Function</strong></td>
<td>The use of language to represent objects and ideas and to express your thoughts.</td>
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</tr>
<tr>
<td><strong>Responsiveness</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Restraint</strong></td>
<td>Cultural orientation marked by the belief that gratification should not be instantaneous and should be regulated by cultural rules and norms.</td>
</tr>
<tr>
<td><strong>Reward Power</strong></td>
<td>The ability to offer an individual rewards for complying with one's influencing attempts.</td>
</tr>
<tr>
<td><strong>Rhetorical Communication</strong></td>
<td>Purposefully creating and sending messages to another person in the hopes of altering another person's thinking, feelings, and/or behaviors.</td>
</tr>
<tr>
<td><strong>Rhythm</strong></td>
<td>Variation in the flow of your voice created by differences in the pitch, intensity, tempo, and length of word syllables.</td>
</tr>
<tr>
<td><strong>Right-Wing Authoritarians</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Romantic Relationships</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Romantic Workplace Relationship</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Rules</strong></td>
<td>Explicit guidelines (generally written down) that govern acceptable or proper social behavior within a specific culture.</td>
</tr>
<tr>
<td><strong>Sapir-Whorf Hypothesis</strong></td>
<td>A theory that suggests that language impacts perceptions. Language is ascertained by the perceived reality of a culture.</td>
</tr>
<tr>
<td><strong>Secret Tests</strong></td>
<td>Indirect strategies individuals use to assess the state of their relationship.</td>
</tr>
<tr>
<td><strong>Secure Attachment</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Self-Concept</strong></td>
<td>An individual's relatively stable mental picture of him or herself.</td>
</tr>
<tr>
<td><strong>Self-Conscious Shyness</strong></td>
<td>Feeling conspicuous or socially exposed when dealing with others face-to-face.</td>
</tr>
<tr>
<td><strong>Self-Disclosure</strong></td>
<td>The act of verbally or nonverbally revealing information about yourself to other people.</td>
</tr>
<tr>
<td><strong>Self-Disclosure</strong></td>
<td>The process of sharing information with another person.</td>
</tr>
<tr>
<td><strong>Self-Esteem</strong></td>
<td>An individual's subjective evaluation of their abilities and limitations.</td>
</tr>
<tr>
<td><strong>Self-Image</strong></td>
<td>The view an individual has of themself.</td>
</tr>
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</tr>
<tr>
<td><strong>Self-Monitoring</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Self-Worth</strong></td>
<td>The degree to which you see yourself as a good person who deserves to be valued and respected.</td>
</tr>
<tr>
<td><strong>Separates</strong></td>
<td>Marital definition where couples have low interdependence, conventional ideology, and low levels of conflict engagement.</td>
</tr>
<tr>
<td><strong>Separation Test</strong></td>
<td>Creating physical distance to test the strength of the relationship.</td>
</tr>
<tr>
<td><strong>Sex</strong></td>
<td>The biological characteristics that determine a person as male or female.</td>
</tr>
<tr>
<td><strong>Sexism</strong></td>
<td>Bias of others based on their biological sex.</td>
</tr>
<tr>
<td><strong>Sexist Language</strong></td>
<td>Language that excludes individuals on the basis of gender or shows a bias toward or against people due to their gender.</td>
</tr>
<tr>
<td><strong>Sharing</strong></td>
<td>The process of revealing and disclosing information about yourself with another.</td>
</tr>
<tr>
<td><strong>Short-Term Orientation</strong></td>
<td>Cultural orientation where individuals focus on the past or present and not in the future.</td>
</tr>
<tr>
<td><strong>Shyness</strong></td>
<td>Discomfort when an individual is interacting with another person(s) in a social situation.</td>
</tr>
<tr>
<td><strong>Sibling Hostility</strong></td>
<td>Characteristic of sibiling relationships where sibling behaviors as causing trouble, getting into fights, teasing/name-calling, taking things without permission, etc.</td>
</tr>
<tr>
<td><strong>Sibling Warmth</strong></td>
<td>Characteristic of sibiling relationships where sibling behaviors such as sharing secrets, helping each other, teaching each other, showing physical affection, sharing possessions, etc.</td>
</tr>
<tr>
<td><strong>Silent Listening</strong></td>
<td>This occurs when you say nothing and is appropriate for certain situations.</td>
</tr>
<tr>
<td><strong>Similarity</strong></td>
<td>When romantic workplace relationships occur because people find coworkers have similar personalities, interests, backgrounds, desires, needs, goals, etc….</td>
</tr>
<tr>
<td><strong>Slang</strong></td>
<td>The nonstandard language of a particular culture or subculture.</td>
</tr>
<tr>
<td><strong>Social Attraction</strong></td>
<td>The degree to which an individual sees another person as entertaining, intriguing, and fun to be around.</td>
</tr>
<tr>
<td><strong>Social Loneliness</strong></td>
<td>Form of loneliness that occurs from a lack of a satisfying social network.</td>
</tr>
<tr>
<td><strong>Social Penetration Theory</strong></td>
<td>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).</td>
</tr>
<tr>
<td><strong>Social Support</strong></td>
<td>The perception and actuality that an individual receives assistance, care, and help from those people within their life.</td>
</tr>
<tr>
<td><strong>Social-Personal Dispositions</strong></td>
<td>General patterns of mental processes that impact how people socially relate to others or view themselves.</td>
</tr>
<tr>
<td><strong>Sociocommunicative Orientation</strong></td>
<td>The degree to which an individual communicates using responsive or assertive communication techniques.</td>
</tr>
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</tr>
<tr>
<td><strong>Socio-Orientation</strong></td>
<td>Family communication pattern where similarity is valued over individuality and self-expression, and harmony is preferred over expression of opinion.</td>
</tr>
<tr>
<td><strong>Source</strong></td>
<td>The person initiating communication and encoding the message and selecting the channel.</td>
</tr>
<tr>
<td><strong>Special Peer</strong></td>
<td>Type of coworker relationship marked by high levels of trust and self-disclosure; like a “best friend” in the workplace.</td>
</tr>
<tr>
<td><strong>Spin</strong></td>
<td>The manipulation of language to achieve the most positive interpretation of words, to gain political advantage, or to deceive others.</td>
</tr>
<tr>
<td><strong>Stagnating</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>State-of-the-Relationship Talk</strong></td>
<td>A form of relational disengagement where an individual explains to a coworker that a workplace friendship is ending.</td>
</tr>
<tr>
<td><strong>Static Evaluation</strong></td>
<td>Language shows that people and things change.</td>
</tr>
<tr>
<td><strong>Stereotype</strong></td>
<td>A set of beliefs about the personal attributes of a social group.</td>
</tr>
<tr>
<td><strong>Storge</strong></td>
<td>Love that develops slowly out of friendship.</td>
</tr>
<tr>
<td><strong>Substantive Disagreement</strong></td>
<td>A disagreement that people have about a specific topic or issue.</td>
</tr>
<tr>
<td><strong>Substitute</strong></td>
<td>Nonverbal communication that has a direct verbal translation.</td>
</tr>
<tr>
<td><strong>Support</strong></td>
<td>The ability to provide assistance, aid, or comfort to another.</td>
</tr>
<tr>
<td><strong>Supportive Leadership Behavior</strong></td>
<td>The factor of Hersey and Blanchard’s situational-leadership model that occurs when a leader is focused on providing relational support for their followers</td>
</tr>
<tr>
<td><strong>Symbol</strong></td>
<td>A mark, object, or sign that represents something else by association, resemblance, or convention</td>
</tr>
<tr>
<td><strong>Symmetrical Relationship</strong></td>
<td>A relationship between people who see themselves as equals.</td>
</tr>
<tr>
<td><strong>System</strong></td>
<td>Sets of elements standing in interrelation.</td>
</tr>
<tr>
<td><strong>Task Attraction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Temperament</strong></td>
<td>The genetic predisposition that causes an individual to behave, react, and think in a specific manner.</td>
</tr>
<tr>
<td><strong>Tempo</strong></td>
<td>The rate of your speech; how slowly or quickly you talk.</td>
</tr>
<tr>
<td><strong>Terminating</strong></td>
<td>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).</td>
</tr>
<tr>
<td><strong>The Hookup</strong></td>
<td>When romantic workplace relationships occur because individuals want to engage in casual sex without any romantic entanglements.</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
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</tr>
<tr>
<td>Third-Culture</td>
<td>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.</td>
</tr>
<tr>
<td>Third-Party Testing</td>
<td>Involving a third party such as friend or family to gain insight into the relationship.</td>
</tr>
<tr>
<td>Timbre</td>
<td>(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.</td>
</tr>
<tr>
<td>Time</td>
<td>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.</td>
</tr>
<tr>
<td>Togetherness</td>
<td>Aspect of Murray Bowen's family system theory that emphasizes the complementary, universal, biological life force that propels organisms toward relationship, attachment, and connectedness.</td>
</tr>
<tr>
<td>Tolerance for Disagreement</td>
<td>The degree to which an individual can openly discuss differing opinions without feeling personally attacked or confronted.</td>
</tr>
<tr>
<td>Traditionals</td>
<td>Marital definition where couples are highly interdependent, conventional ideology, and high levels of conflict engagement</td>
</tr>
<tr>
<td>Transactional Model</td>
<td>Communication model that demonstrate that individuals are often acting as both the sender and receiver simultaneously.</td>
</tr>
<tr>
<td>Triangle Test</td>
<td>Manipulating a third party to gain information about the nature of the relationship.</td>
</tr>
<tr>
<td>Types of Workplace Bullying</td>
<td>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.</td>
</tr>
<tr>
<td>Uncertainty Avoidance</td>
<td>The extent to which cultures as a whole are fearful of ambiguous and unknown situations.</td>
</tr>
<tr>
<td>Uncertainty Reduction Theory</td>
<td>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.</td>
</tr>
<tr>
<td>Undifferentiated</td>
<td>A person who does not possess either masculine or feminine characteristics.</td>
</tr>
<tr>
<td>Undifferentiated space</td>
<td>The degree to which spouses do not see her/his/their ownership of personal belongings as much as they do ownership as a couple.</td>
</tr>
<tr>
<td>Values</td>
<td>Important and lasting principles or standards held by a culture about desirable and appropriate courses of action or outcomes.</td>
</tr>
<tr>
<td>Verbal Aggression</td>
<td>The tendency to attack the self-concept of individuals instead of, or in addition to, their positions on topics of communication.</td>
</tr>
<tr>
<td>Verbal Bullying</td>
<td>Includes threats, degrading comments, teasing, name-calling, putdown or sarcastic comments</td>
</tr>
<tr>
<td>Verbal Surrogates</td>
<td>The sounds humans make as they attempt to fill dead air while they are thinking of what to say next (e.g., uhh, umm).</td>
</tr>
<tr>
<td>Term</td>
<td>Definition</td>
</tr>
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</tr>
<tr>
<td>Versatility</td>
<td>The degree to which an individual can utilize both responsiveness and assertiveness that is appropriate and effective during various communication contexts and interpersonal interactions.</td>
</tr>
<tr>
<td>Vocabulary</td>
<td>All the words understood by a person or group of people.</td>
</tr>
<tr>
<td>Vocalics</td>
<td>Vocal utterances, other than words, that serve as a form of communication.</td>
</tr>
<tr>
<td>Willingness to Communicate</td>
<td>An individual's tendency to initiate communicative interactions with other people.</td>
</tr>
<tr>
<td>Workplace Socialization</td>
<td>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.</td>
</tr>
<tr>
<td>“You” Statements</td>
<td>Moralistic judgments where we imply the wrongness or badness of another person and the way they have behaved.</td>
</tr>
</tbody>
</table>

**Glossary Note**

Some of the definitions 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.