COM 1090: INTERPERSONAL COMMUNICATION - AMONG FAMILY, FRIENDS AND AT WORK



Joel Whitaker
Prince George's Community College

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Interpersonal Communication: Among Family, Friends and at Work



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Licensing

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What You Will Learn from This Book

What You Will Learn from This Book

· Communication is much more than just words

· The top 10 communication skills employers and recruiters want to see

· The two models of communication

· How social media impacts communication – and how it can be dangerous

· The benefits of mediated communication

· What communication overload is, and how to deal with it

· Understanding our “Self” – our self concept and our self esteem

· What shapes our self image

· Why effort matters more than talent

· How to manage your personal brand

· Why common perceptions, or stereotypes, are often wrong

· Why we judge people positively – and others negatively -- within the first 30 seconds that we see them

· Why listening is a critical communication skill

· The different types of listening

· How to use effective note taking to remember what you hear

· Why it can be hard to listen effectively

· How to get the most out of your listening

· How what we wear, how we walk, the appearance of our house and car communicate volumes about us.

· How your management of your time communicates volumes about you

· The two types of culture – individualistic and collectivistic

· How to make friends

· How to engage in small talk

· How we fall in love

· The five steps in coming together – and the five steps leading to a breakup

· The five different love languages

· How to resolve conflicts

· How conflicts are affected by culture

· How to get a job

· Resumes and Networking to Get a Job

· Getting the Job: Using Personal Brand Pitches

· How to successfully interview for a job

· How different companies orient employees during their first week

· How to work in teams

· How to lead a team

· The problem solving process

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How to Use This Book

How to Use This Book

This book is about communication. Communication is an essential life skill because it is the way we get along with other people. was written as a textbook for COM 1090, Interpersonal Communication, at Prince George's Community College. The stated **course objectives** are that upon successful completion of this course, the student will be able to:

1. Present orally and in writing examples of interpersonal skills through role play assessment.
2. Research and analyze interviewing techniques as they relate to interpersonal skills.
3. Analyze perception and relate it to various communication settings.
4. Conduct an interview using appropriate language, listening skills, nonverbal skills, and response skills.
5. Identify and analyze barriers to multicultural understanding.
6. Demonstrate and evaluate skills for enhancing multicultural communication.
7. Evaluate orally and in writing intrapersonal skill concepts.

The book was written as an "all-in-one" textbook. It contains not only the lessons, but also videos that are essential to the lessons, and exercises to measure the student's mastery of the concepts. When watching the videos, students should take notes; with rare exceptions, the material in the videos is not repeated in the text but is an essential part of the text.

A fundamental concept of pedagogy and andragogy is "the one who does the work does the learning." To help the student do the learning, various exercises are included throughout the book. They are in *italics* and identified by an arrow like this:=>> While instructors are free to use these or not use these, a great deal of thought has been put into creating them and I believe they provide the framework for a solid class discussion. This being a communications class, I believe these exercises should form the basis for class discussion, and class discussion should represent a substantial part of the grade. In an online class, they provide a series of exercises that will ensure the students have mastered the material.

Students should annotate and take notes, as explained here. You can highlight and annotate in LibreTexts by clicking the page symbol in the upper right corner of any page. By using the annotation sidebar you could also insert your answers to the questions asked and also to your notes about the videos, keeping in mind that I generally have not repeated the content of the videos in the text. (LibreTexts annotation capability requires registration.)

For those who prefer working with a printed version, LibreTexts can produce a pdf version of the full book. The pdf version provides plenty of space to make notes including about the videos.

Feedback is welcome from instructors and students: whitakjx@pgcc.edu.

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Acknowledgments

No book is the result of a single person’s efforts, and that is true of this book, too.

First, I have to thank my wife and daughters, who have emotionally supported me as I have written this book.

Second, my sincere thanks to Annette Savoy, my course coordinator at Prince George’s Community College, who suggested I undertake this, and to my department chair, Ennis Allen, who had the confidence in me to approve the effort and who, along with Professor Savoy, served as a superb developmental editor. Thanks also go to Deborah Bowles, interim director of PGCC’s Teaching Learning Center within the Office of the Executive Vice President and Provost, and finally to Gaston Ngando, who did the actual work of converting the text to LibreText format.

Finally, thanks must go to the hundreds of students I have taught at Prince George’s Community College. Their participation in my classes shaped how I developed this textbook. I had them in mind as I wrote each and every sentence.

Joel Whitaker

CHAPTER OVERVIEW

1: What is communication

What Is Communication?

What is communication? It's how we signal to each other. All mammals do it – a dog, for instance, can chase a bird from "his" yard with just one bark. But human communication is different. Not only can we grunt, groan, signal pain with a scream or groan, but we can also explain a very complex matter by the words we speak or write. We can send a message about our economic position or our social status by what we wear. We can convey pleasure or displeasure by the look on our face. We can show engagement (or disinterest) by the way we stand or sit. Sometimes we use media to communicate, but not always.

Communication is the key to culture, society, and civilization. Communication can prevent wars or start them. Communication helps us meet our needs; for example, if you want a raise at work you have to explain why you deserve a raise to the boss. If you're not happy with a grade in school, you need to be able to explain why you deserve a higher one to the instructor.

Fundamentally, there are two types of communication – verbal communication and nonverbal communication. Communication can also be viewed as either interpersonal communication or group communication. This course is about interpersonal communication – communication between two people, between husband and wife, parent and child, between friends, or between two people at work. Interpersonal communication is about creating strong relationships with others; it is about winning friends and influencing people, one at a time.

Our goal in this class is to help you identify and understand the various theories around interpersonal communication and to be able to apply them to real-life experiences at home and in the workplace.

Why Study Communication?

You may be wondering "why study communication?" The following case study will give you one answer.

A Case Study: During the 20th Century, the health and life expectancy of people residing in the United States increased dramatically by more than 30 years, and 25 years of the gain were attributable to advances in public health. In 1999, the U.S. Centers for Disease Control and Prevention compiled a list of what it considered to be the 10 greatest public health advances in public health from 1900 to 1999. Among them: fluoridation of public water supplies, which not only reduced tooth decay by about 25% in children and adults (CDC, 1999) but also strengthened bones.

Amazingly enough, a substantial portion of New Jersey's water supply still was not fluoridated as late as 2004, when we moved to Maryland. That's because some people in New Jersey convinced their local municipality to oppose fluoridation, and to avoid political controversy, Elizabethtown Water Co. took the position that unless all towns in its service area agreed, it would not fluoridate the water it supplied to residents. This meant that the residents of a town of 500 people could deny fluoridated water to the residents of a city of 85,000 – that's roughly the size of Largo, Md.

When we moved to Maryland, two things were true: One is that our teeth has an excessive number of cavities, and the second is we picked two poor dentists in succession. One was technically inept. I never used him, but my wife and daughters did. I didn't like him and walked out of the first appointment, found a woman dentist that I thought was highly competent, skilled, and caring. On my recommendation, my wife and daughters changed.

Years later, I learned they all considered the new dentist to be rude, demeaning, and insensitive. My daughters quit going to any dentist. After a couple of years, my youngest daughter found another dentist and resumed going to the dentist. My oldest, however, went at least five years without seeing a dentist at all. She finally was convinced to try the dentist my youngest was using. We'll call the new dentist Dr. M.

About a week before my oldest daughter went to Dr. M, she told us she must have contacted poison ivy, or maybe poison oak. The day she went, it was determined she didn't have poison ivy or poison oak at all, but rather hives caused by extreme anxiety over the thought of visiting a dentist. When she saw Dr. M, the most they could accomplish on the first visit was X-rays. For the next visit, when they were to clean her teeth, they prescribed valium.

All of this because of a dentist who lacked the appropriate interpersonal skills, what medical professionals call a “bedside manner.”

In the Workplace: It’s not just medical professionals who need strong communication skills. If you want to get ahead in any workplace, communication is one of the skills employers want and need.

Hard skills are the technical expertise and knowledge needed for a job. To be an accountant, you must be proficient in accounting, to be a nurse, you must be proficient in nursing, etc. Soft skills are interpersonal qualities, also known as people skills. Employers want new employees to have strong *and* soft skills. Here are the 10 most important soft skills, in order, as perceived by business executives in one study: integrity, communication, courtesy, responsibility, social skills, positive attitude, professionalism, flexibility, teamwork, and work ethic (Robles, 2012).

Here’s a list from Indeed.com (2022), a website that helps match workers and employers, of the top 10 communication skills employers and recruiters want to see in a resume:

1. Active listening

2. The ability to use the right communication method in the right situation.

3. Friendliness

4. Confidence

5. Accepting critical feedback and providing constructive input to others.

6. Being able to adjust your speaking voice so you can be heard in a variety of settings.

7. Empathy (and sympathy)

8. Respect

9. Nonverbal cues

10. Responding quickly

So, communication is often the key to success in whatever career you are pursuing. Watch this video and be prepared to discuss your experience in the workplace. Have you had an effective communicator or an ineffective communicator?

Finally, you might not think that accountants need to be good communicators. But they do, as we will discuss in Chapter 10.

In one study of workplace conflict involving college students, Myers and Larson (2005) found the ability to manage interpersonal situations and conflict in the workplace to be an essential skill. More than half (53%) of all students described conflicts that stem from relational and procedural issues such as scheduling, efficient use of resources, and the necessity of completing tasks in a particular sequence. In general, students described frustration with rules and procedures that seemed unfair, arbitrarily enforced, or subjective. For example, one student said he disagreed with a coworker on "which route would be most efficient" to visit customers. Another student said that she and a coworker "did not agree on how to go about a project or what information was needed."

Communication is a key leadership skill. David McCullough, the historian, says this:

> Maybe, if we could put presidential power in a big pot and boil it down, a big part of what we would find at the bottom would be language, the power of language, the potency of language. Power to persuade is potency indeed, and only a relatively few of the presidents had it – Lincoln, TR, Woodrow Wilson, FDR. And JFK. His inaugural address didn’t just thrill the country then – it still does.

(McCullough, 2017, p. 20)

Whether or not a patient is satisfied with the health care he has received is often a reflection of the patient’s satisfaction with communication during the health care visit. Several studies have duplicated the results of work by Korsch, Gozzi & Francis (1968) that found when mothers were dissatisfied with visits to pediatricians they mentioned lack of warmth, lack of consideration for parental concerns, and clarity of diagnosis, as well as heavy use of medical jargon.

- **Test your understanding:** If you are a healthcare major, watch this video and be prepared to discuss how communication contributes to patient satisfaction. If you are not a healthcare major, be prepared to discuss whether the recommended steps

"when things go wrong" seem logical to you.

We'll cover all this and more in this course.

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1.1: Models of communication

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1.1: Models of communication

What Is Interpersonal Communication?



Credit: (CC0, Fauxels, Pexels)

Let's play "Latin and Greek Derivatives." "Inter" means between. "Personal" is derived from the Latin word "personalis" and means pertaining to one person. So, interpersonal means communication between individual people. It is different than group communication or public communication. We often engage in interpersonal communication in **dyads,** which means between two people.

But interpersonal communication isn't just about the number of people involved. Rather, it occurs when people communicate with each other as unique individuals. Interpersonal communication is an exchange where there is desire and motivation to get to know another person better, as an individual.

This gets into the question of how people perceive you – of what is your personal brand. When we hear the word brand, we think of some logo or other device that represents a company or a person. Below are the logos of some colleges and universities. You may recognize some, but can you tell what these institutions are known for? What's it like to be a student or teacher there?



(The images are left to right, top to bottom: Prince George's Community College. Harvard University, College of Southern Maryland, Howard University, Sweet Briar College, University of Maryland, U.S. Military Academy at West Point, and Bowie State University, Indiana University, University of District of Columbia, Towson University and Morgan State University).

Each of these images will stir emotions in people who are familiar with the institution. But they don't tell us a great deal about the institution. Are they academically rigorous? Are they HBCU? Are they party schools? How successful are their graduates? From this exercise we can deduce what a brand is not. It's not an logo, which is a symbol or other design adopted by an organization to identify its products, uniform, vehicles, etc. So, what is a brand?

Ignyte Brands, a consultancy, explains a brand as "the way a product, company, or individual is perceived by those who experience it. Much more than just a name or a logo, a brand is the recognizable feeling these assets evoke." Think of Apple. What is its brand? It's not just computers, iPhones, and iWatches. Nor is it slick commercials. And it's certainly not just the logo of an apple with a bite out of it.

It turns out the Apple brand isn't any "thing" in the classical sense of the word. You can't hold it or hear it or even touch it. That's because brands live in the mind. They live in the minds of everyone who experiences them: employees, investors, the media, and, perhaps most importantly, customers. Simply put, *brands are perceptions*. (Emphasis added)

(Lischer, 2022)

- **Test your understanding:** In 500 words or less, describe your college or employer's brand as perceived by those inside the organization (students, faculty, staff, alumni) and those outside the organization.

When we think about interpersonal communication, we think in several different components.

1. **The communicators:** There are at least two communicators involved in all interpersonal communication – the speaker and the receiver.

2. **The message:** It can be conveyed in many ways—words, body language, tone of voice, gestures and other indicators.

3. **Noise:** In addition to what we discussed above, noise can include accents, jargon, language barriers and more.

4. **Context:** "The process of communication is influenced by the context in which it occurs. The emotional climate and expectations of the people, the place of occurrence, and social, political cultural and environmental conditions comprise context"

(CommunicationTheory.org, 2022).

5. **Channel:** A message is sent through a specific channel or medium.

Part of how your message will be received is how you, the communicator, are perceived. Watch Ann Bastianelli, a teaching professor of marketing at the Kelley School of Business at Indiana University, discuss the importance of your personal brand. Be prepared to discuss this video in class. (Prof. Bastianelli will explain her professional background during the talk).



Video 1.1.1: Powerful Personal Branding (Ann Bastianelli)

Sometimes a picture is worth 1,000 words. So, researchers develop “models” to provide graphical representations of theories or processes. The models are almost always simplified, but they do help. When it comes to communication, the basic models demonstrate the process of one-way or broadcast communication and two-way communication.

The **linear model** is straight-forward. Think of a televised newscast. The newscaster sits in a studio, reads off a teleprompter, the message goes through the air to your TV set and into your eyes and ears. In this example, the newscaster is the source, the channel is the station you are watching and you are the receiver. Or, think of a college professor in a lecture hall giving a lecture to 200 students

Now take a look at this image of the **transactional model**:

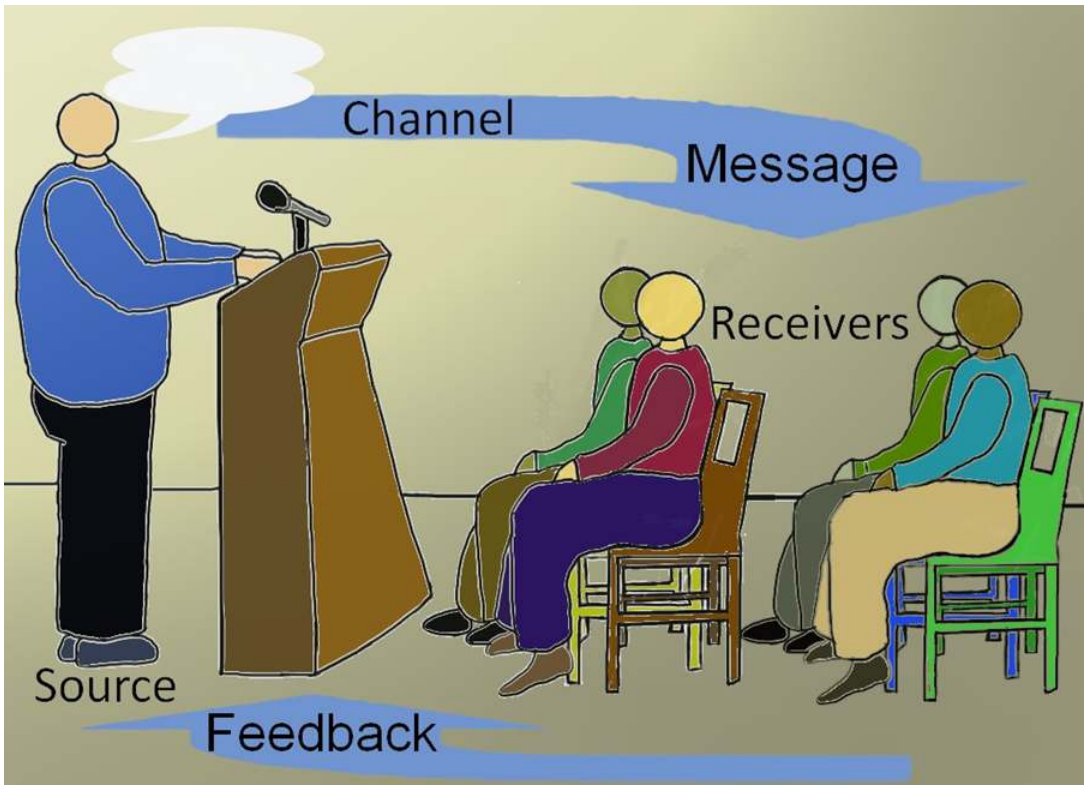


Figure 1.1.2: (CC-BY; Jason S. Wrench, Wikimedia)

In many respects, this is identical to the linear model. You can see this is a representation of a lecture. The source is the speaker, the channel is oral, which is how the message is delivered, and the receivers are the students. But unlike in the linear model, the receivers can give feedback by asking questions or making comments. The ability to give feedback is what makes it a transactional model.

- Can you think of other examples of both the linear and transactional model?

If you're like me, often you don't really "hear" what the newscaster is saying. If my wife shuts off the TV and says, "What did he just say," I'm often left sputtering. Why? Because I've been reading my phone. Or thinking about an argument I had with a co-worker. Or fantasizing about my new car. This is what we call "noise." Noise is not in the graphic above, but understanding noise is essential to being an effective communicator. Noise can be many things. It can be the sound of a busy highway or of construction outside your room. It can be birds chirping. It can also be the sound of a television set, streaming video or similar media. But it can also be noise in your head.

Have you ever been listening to someone – perhaps your professor, a speaker or someone on TV – and found your attention drifting away? The average person speaks about 150 words a minute (Villazon, 2022, June 20), while the brain can process at about 600 words a minute. So, for every second the brain is active understanding what your boss says, it's inactive for three seconds. Is it any wonder that we find our attention drifting away when listening to someone? That, too, is noise.

(The world record for speech is 637 words a minute, but at that speed it is not understandable. Beyond 300 words a minute, it's really impossible to make out individual words clearly. So how do they know the world record for speech is 637? Researchers recorded Steve Woodmore, an English comedian and presenter, and then slowed it way down to verify what he was saying.)

Noise can come from many sources. Sometimes we're angry at something someone said or did. So, while we appear to be listening to our boss, internally we are seething and thinking things like, "how dare he!" Or, on a date, while we are listening to our partner, we're thinking, "does she like me?," or, "is this the time to sneak a kiss?" When I was young, I listened to shortwave radio. Often understanding the program was a challenge – there was static, crackle and pop; there might be language barriers; the signal might have faded.

Take a listen to Radio Brazzaville:



Video **1.1.2**: https://www.youtube.com/watch?v=jU7BbNekY8g

You see how noise can make understanding very difficult There are three types of noise – external, internal and semantic noise. Watch this video to understand the difference between the three.

We'll examine noise more in the chapter on listening.

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CHAPTER OVERVIEW

2: Social Media and Interpersonal Communication



Figure 2.1: Student Taking Photo of the Test Paper (CC0; Rodney Productions via Pexels)

It seems there's always talk nowadays about work-life balance. There are articles in magazines for those dealing with homemaking to serious business journals, to say nothing of discussions on daytime "couch" talk shows. This is relatively new; 30 or so years ago there was never talk of work-life balance.

To be sure, there would be occasional mentions of the "killer" workload of hospital residents or associates in Wall Street law firms. But for most people, life was simple: You went to work in an office or factory, and when your time was up that day, you could put work out of your mind while you went home. No more.

What changed? Two words: Social media. In this chapter, we'll discuss the impact of social media on communication and especially interpersonal communication.

* * *

Your use of social media is probably different than your instructor's, but nearly everyone uses social media in one form or another. Is social media good for society or bad? How does it affect interpersonal communication? All too often, if you go to a restaurant, you don't see people talking to each other, but rather with their faces in their cellphones as they shovel food in their mouths.

"There has been a shift in the way we communicate; rather than face-to-face interaction, we're tending to prefer **mediated communication**," Paul Booth, Ph.D., an assistant professor of media and cinema studies in the College of Communication at DePaul University in Chicago says. "We'd rather e-mail than meet; we'd rather text than talk on the phone."

There's no question that social media has been beneficial in some circumstances. Until very recently, when a military member was deployed, it was very hard for friends and family to keep in touch with him. They typically had two choices: mail, which could take weeks to read their loved one, or phone calls, which were very limited in terms of length and availability. Today, of course, Spouses and partners report they derive a great deal of comfort being able to contact their service member online whenever they want.

"Usually we just Skype–that is probably the biggest tool deployed families have. Skype has probably saved marriages and families. It takes away so much separation." –Air Force spouse

"My husband got to see our daughter crawl for her first time by chance–she was on the floor in the background while video chatting and she started crawling. He got to see her walk for the first time (for him) while on video chat, too." –Army spouse

(Military.com, 2022)

Not only has social media changed relationships between military members and their friends and family, it has also changed relationships among civilians who are separated by distance. An executive attending a West Coast conference, for instance, can still keep in touch with his wife and children. If some big event should happen, such as a baby's first steps, those can be filmed with a cellphone and shared, regardless of where he is; as well as on Facebook or similar platforms. Likewise, the fiancé of a friend of my daughter is a medical resident in Maine, while he is in Maryland. They stay in touch via social media.

What are the differences between mediated and face-to-face communication? In communication studies, when we talk about something being "**mediated**," we mean it is transmitted via media – newspapers, radio/TV, YouTube, Facetime, TikTok, etc. Both mediated and face-to-face messages have the same goals, similar processes, and similar principles. Generally, mediated messages are leaner, more to-the-point. Sometimes they are synchronous – both parties are "on" at the same time, such as a Zoom or Facetime call. And they are very permanent, and sometimes even public when you don't want them to be. And sometimes the fact they are permanent leads to disastrous consequences. Take a look at this video:



Video 2.1: Harvard Revokes At Least 10 Acceptances Over Offensive Postings

What percentage of college admissions officers say they check social media?

It's not just college admissions officers. A 2020 Harris Poll survey found 71% of those who make hiring decisions in the U.S. said looking at social media profiles is an effective screening tool. And 55% said they have found content that caused them to turn down an applicant. The Harris Poll survey also found that 21% of hiring decision-makers said they aren't likely to consider a candidate who isn't online (Express Employment Professionals, 2020).

Check your social media pages *now*, and if there's anything problematic, remove it.

So, there's no doubt social media has been a real plus. But, as with nearly everything, there are downsides. When we communicate through social media, we tend to trust people more, so we share more about ourselves. Second, as The Wall Street Journal demonstrated with its "Facebook Files" project, teenage girls have been particularly susceptible to abuse on some social media platforms, and Facebook has been linked to sex trafficking. Third, our social connections aren't strengthened as much as when they are face-to-face, so we don't build the same deep connections. Fourth, we tend to follow and interact with people who agree with our points of view, so we don't get the same diversity of opinions we might have in face-to-face conversations with neighbors or around the water cooler at work.

Among the negative effects of social media is cyberbullying, which was detailed in the "Facebook Files" series. One researcher, for instance, believes the actions that trigger a bad online relationship likely are the same ones that trigger a bad relationship in real life – only the modality has changed. Discussing cyberbullying, he acknowledges that "the difference is more – more contact, more communication and in a more public manner." Indeed, it's not just "more," but it's also unrelenting, and it doesn't just stay in one space but can follow the child home. One study (Bussey, 2015) examined the association between moral disengagement and

cyberbullying and found high levels of moral disengagement among students who engage in cyberbullying. This led the authors to suggest that reducing cyberbullying will involve more than policies that sanction such behavior. Rather, factors that reduce the use of moral disengagement processes need to be promoted.

Another problem with social media is that it may put your school's reputation at risk, as illustrated by the Harvard situation cited above. Or it may make your organization look bad. Earlier we discussed the positive benefits of social media for military families. But social media can also have very negative implications for the military.



- **Test your understanding:** *Watch* this video *and be prepared to share your opinions about the concerns voiced by Master Sgt. Moerk.*



- **Discuss:** *Watch* this video *on how one post can impact your life, how one post can ruin your life, or how one post can make your life.*

Another concern is **communication overload** – learning how to handle and make sense of the ever-increasing amount of information we have. To take just one example, I have six email accounts, and on my main account I get at least 500 emails a day. To be sure, Gmail is helpful – it allocates my email into four categories: Primary, Social, Promotions, and Forums. I check two accounts at least once a day -- my main account at least once a day, an email account for Prince George's Community College, where I teach. On my cell phone, I have a podcast app, and that app is set to download each day at least six different podcasts.

At home, I may be watching TV as I scroll through my email or read a newspaper (in print or online!) or go through my mail. This is communication overload. We can define communication overload as being flooded with just too many emails, phone calls, texts, instant messages, and social media updates.

- **Discuss:** Be prepared to discuss in class whether you are dealing with communication overload, and if so, how you deal with it.

But, you may say, "I'm a great multitasker. I can handle all that." Maybe. But what do we mean by multitasking? One common definition is the cognitive ability to perform "multiple task goals in the same time period by engaging in frequent switches between

individual tasks." Other researchers call it "dual tasking" or "task switching." People with high intelligence appear to be better able to multitask. But at least one study of college students in a classroom setting found clear decreases in performance when trying to attend to two tasks at the same time. Another study showed the average college student sends 97 text messages a day, 71 of them while doing homework. Research has shown that attempting to attend to or process more than one task at a time overloads the capacity of the human information-processing study. (Jumco, 2012)

A few weeks ago, my computer started acting weird. It took a long time to load messages on the internet or to attach a document to an email. It didn't make any difference what browser I used, I kept getting messages about "network malfunction." So, I called my internet service provider, and the ISP's technician replaced everything except the fiber optic cable. And still we had problems. Then I called my computer guru in California. He ran several tests and discovered my hard drive was at 100%, which is why I was having so much trouble. He then performed some magic and reported my hard drive is now at 2%. The computer is working perfectly. Our brains are gigantic computers, and too much information can cause our performance to degrade just as badly as my computer's hard drive when it was overloaded. In another study, the authors conclude that when performance is measured based upon productivity, "medium multitaskers perform significantly better than both high- and low-multitaskers. However, if performance is measured by accuracy of results, . . . increased levels of multitasking lead to a significant loss in accuracy." (Adler, Benbunan-Fich, 2012).

One of the reasons so many students and others felt extremely stressed during Covid19 was the increased use of online tools. That gave rise to cognitive overload, a state in which informational input exceeds cognitive capacities. But it wasn't just students: Many office workers had similar experiences. Feeling overloaded by the use of digital tools can result in ineffective information processing, confusion, loss of control, psychological stress, and depressive symptoms.

How to reduce stress while working? One answer has been digital detox. Digital detox involves various strategies, including self-control enhancement, switching off notifications, and powering off electronic devices at a certain time in the evening, which seem to improve sleep quality and quantity and, thus, increase work productivity the following day (Lanaj, Johnson, & Barnes, 2014). The use of digital detox apps (e.g., apps supporting users to monitor and limit their smartphone time) can also prevent the potentially harmful effects of social networking sites on well-being among young people (Schmuck, 2020). Other studies have found that answering emails only at a predefined time during the day may reduce stress while working (Kushlev & Dunn, 2015). Taken together, these findings indicate that digital detox strategies may have an overall positive impact on feelings of well-being. (Schmitt, Breuer & Wulf, 2021)

One important finding in Schmitt, Breur & Wulf's research is that "people reporting an increased use of text-based tools in the context of telework also reported increased perceptions of feeling overloaded, while those reporting increased use of videoconferencing tools did not." They speculated that one reason for this may be that videoconferencing is synchronous, meaning the employees communicate at a time that is scheduled, while text-based tools are asynchronous and may lead to the experience that while working on one task, other tasks accumulate that cannot be immediately addressed or that key communication by email or chat may be missed.

They speculated another reason why videoconferencing is less stressful: nonverbal communication. We'll cover nonverbal communication in Chapter 6, but during a video conference you not only hear the words spoken but also see facial expressions and gestures and can observe paraverbal information (intonation, prosody).

In short, social media has several impacts on us: It can let us keep in touch with people far away, it can keep us up-to-date on news or other matters of interest. But social media also has some serious negatives, including making it easy for people to engage in cyberbullying and human trafficking. For a detailed discussion of how one of the most popular internet platforms, Facebook, knew about cyberbullying and human trafficking linked to it but did nothing, read The Wall Street Journal's ebook, "The Facebook Files,"

(To access the eBook requires a WSJ student subscription. If you don't have a student subscription, listen to the podcast and read the transcript – although I think at $4 a month, the student subscription is well worth the money. Not only does the WSJ run several articles a week that are directly relevant to communication studies, but you can also get free eBooks and audiobooks from a major publisher, but also other free stuff, offers and drawings.)

- **Test Your Understanding:** Research and write a 500-word essay on how you use social media.

- **Test Your Understanding:** Read/listen to the Facebook Files and write a 500-word essay on the benefits and dangers of social media.

Another consequence of mediated interpersonal communication is that it is hyperpersonal, meaning that senders have a greater opportunity to optimize their self-presentation. One result is that receivers have "an idealized perception of the sender." One study found that users of mediated communication feel more satisfaction in an online relationship since the communication is enhanced and there are fewer clues on which to base the relationship. Another study found that in online dating, which is hyperpersonal communication, the rate of self-disclosure is accelerated. (Anderson and Emmers-Sommer, 2006). Because people who do online dating learn more about their potential partner sooner, it shouldn't surprise us to learn that marriage breakups were reported in about 6% of people who met online from 2005-2012, compared with 7.6% of people who met offline. The study also found that online daters were happier in their marriages than those who met offline. (Cacioppo, et al, 2012).

From this we can conclude that mediated interpersonal communication has several benefits: More opportunities to develop relationships, sustaining and enriching relationships (think about military members on deployment, or college students away from their significant other), and social support. At the same time, mediated communication can be superficial, can result in social isolation, can result in deception and even stalking, harassment, and cyberbullying.

My Aunt Anne started using social media including emails and Facebook when she was in her 90s. It used to be thought that age impacted one's use of social media, but if that ever was the case, it is no longer. Senior citizens are quick to grasp that social media enables them to stay in touch with their children and grandchildren. Still, which social media platforms a person uses does appear to be influenced by their age. Teenagers are less likely to use Facebook than TikTok, for instance, while professionals are more likely to use LinkedIn every day than they are to use Facebook.

Another influence on mediated communication appears to be gender. Women are more likely to use personal pronouns, hedge phrases, and emotional words, while men are more likely to use large words, nouns, swear words, and object references.

Being a competent communicator in all forums should be an important personal goal. How can we be competent communicators in social media? Keeping our tone civil is essential, as is respecting others' needs and not butting into conversations.

Even more important is protecting yourself. A student at the University of Michigan shared on a subreddit that he was facing disciplinary action because he had posted his access code on Github and two separate students had used that to gain access to exams. Concordia University in Canada (2022) offers these 10 tips:

1. Be aware of what's public. Google yourself regularly. Even better, create a Google Alert in your name.

2. Check your privacy settings often. They change all the time.

3. Don't accept friend requests from strangers. Only accept friend requests from people you know on Snapchat, Facebook, and LinkedIn. When I submitted a friend request on Facebook, my friend reached out by email to verify that it was I.

4. Be careful when sharing your location. If you tell everyone you're away on vacation, you may also be telling burglars you're on vacation.

5. Review your tags.

6. Don't share personal information online. That includes your phone number, home address, email address, or student ID number.

7. Don't share anything you don't want your grandmother to see. Assume that once you post it, it's online forever.

8. Be aware of phishing scams. Don't open suspicious emails or other messages. Don't reply to them. Don't click on links in the communication, and above all don't provide your phone number, email address, or any other information on a web page to which you may be directed.

9. Keep an eye on your passwords."

a. A good password should contain a few capital letters, numbers, and a symbol.

b. Don't share your passwords and be sure to change them regularly. Also, make sure you have a password lock on your phone. Use apps like "Find My iPhone"(opens in new window) to protect the data on your phone should it be lost or stolen.

c. Always opt for two-way authentication whenever it's available (i.e. when you need your username/password along with a piece of information that only you know, to log into a site).

d. Opt for email notifications for every log-in. Check third-party apps regularly to see which has automatic access to your social media accounts. De-authorize ones you're no longer using.

10. Check community guidelines on Facebook, Instagram, Snapchat and others.

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CHAPTER OVERVIEW

3: The Self

3.1: The Self

3.2: The Importance of a Personal Brand (Libretext)

3.3: Managing Your Personal Brand

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3.1: The Self

Who Are You? – Alice in Wonderland (Walt Disney)

Know Yourself – Socrates

This above all: to thine own self be true,
And it must follow, as the night the day,
Thou canst not then be false to any man—Shakespeare

Shakespeare tells us that if we are true to ourself, we cannot then be false to anyone. But how do we answer the question "who are you" if we do not know who are are?

Who we are embraces two ideas – **self-concept**, which is the relatively stable set of ideas you have about yourself, and **self-esteem**, which is how you view your self-worth.

How about you? What is your self-concept? Are you a good student? A good athlete? If, like many of my students, you're a working single mother, do you think you're a good mother?

- **Reflect:** Take five minutes, think about yourself, and write a short essay describing your self-concept.

Self-esteem is different from your self-concept. Self-esteem is your overall opinion of yourself, how you feel about your abilities and your limitations. When you have healthy self-esteem, you feel good about yourself and see yourself as deserving the respect of others.

Self-esteem begins in early childhood. What you think about yourself today likely reflects what those close to you – your parents, siblings, peers, teachers and others – have said about you. If you've gotten good feedback from them, you likely see yourself as worthwhile and have healthy self-esteem. But, if all you've heard is how you fail to measure up, if you've often been criticized, teased, and devalued by those whose opinion matters to you, you're more likely to struggle with self-esteem.

If you have low self-esteem, you put little value on your ideas or opinions. On the other hand, if you have healthy self-esteem, you have a balanced view of your abilities but recognize your flaws. (Mayo Clinic, 2022)

- **Reflect:** How would you characterize your self-esteem?

What Shapes Our Self Image

There are several factors that affect how we view ourselves. The first is biology. It turns out that some of the factors we use to evaluate ourselves have developed through evolution. Wade (2017) explains:

Women's self-esteem is based more on their physical attractiveness, while men's self-esteem is based more on their relative status and flow of resources. Humans evaluate potential mates based on a number of factors, all of them shaped by evolution to assist us in selecting the most viable mate. Women evaluate men based on their dominance, status, masculinity and good health. Because women are looking for a mate who can protect and provide for potential offspring, the physical traits generally found to be sexually attractive in men are those classic high-testosterone indicators of broad chests and shoulders, strong chins and muscular upper bodies.

Men, for their part, are looking for a fertile, healthy woman who would make a capable mother. Waist-to-hip ratio happens to be one of the strongest indicators of fertility and health in women. Now, because men are mainly seeking a fertile, healthy woman and because these are attributes men can assess through a woman's appearance (mainly her waist-to-hip ratio), men's evaluations of women as potential mates focus more heavily on a woman's appearance. A woman's evaluation of a man as a potential mate, on the other hand, does take appearance into account but also includes his status in society, his dominance over other men and his access to resources.

So, a man whose appearance is that of a "weakling" – i.e., lacking broad chests and shoulders, strong chins, muscular upper bodies – is likely to have a poor self-image. Likewise, women who do not feel themselves to be physically attractive are more likely to have poor self-images than those who do.

But it's not just the biological factor of attractiveness that affects how we view ourself. Socialization plays a huge role. Our views of ourselves are influenced by how others perceive us. This is known as "**reflected appraisal**." The basic concept is simple: We are what others tell us we are. Children whose parents are consistently positive and offer supportive appraisals are more likely to experience a strong sense of self and better self-esteem growing up. (Gunerson, et al, 2013).

It won't surprise you to learn that people we value more have a greater impact on our self-worth than do people we don't value as much. These people are significant others and include parents, bosses, teachers and partners. In a marriage, the partner with higher status in terms of education, occupation and income is more like to influence both their partner's self-views, but also how their partner views them.

The messages we receive about ourselves can become **self-fulfilling prophecies**, events or actions that occur because we (and other people) expected them. A number of years ago, a study (which I don't believe would be permitted now) divided a third-grade classroom in half. Everyone took an IQ test. The test was not scored, but parents, teachers are students were given "results." One-half the class was told it was brilliant: by the end of the year, the third graders would be reading at the high school level and doing math several years above the third-grade level. The other half was told, sorry, but you'll be lucky to simply meet third-grade standards. At the end of the year, the pupils were tested again, except this time it was scored. The half that had been told it was "brilliant" in fact performed exceptionally well. The other half, which had been told it was barely adequate did not show any significant progress.

This is an example of a self-fulfilling prophecy, and it tells us something very important as friends, lovers, parents and employers: Generally, people will live up (or down) to what you expect of them. So tell others you expect great things from them. It also tells us something important about our self-talk. We should avoid negative thoughts as much as possible.

A Key to Success

Watch Prof. Angela Duckworth explain why effort matters more than talent.



https://www.youtube.com/watch?v=qaeFnxSfSC4&t=49s

- **Test your understanding: Answer these questions:**

· What is the "10-year rule"

· What does Duckworth say is the key to a person becoming a world-class talent?

· What are the two common traits of 300 geniuses who made a mark on the world?

· What did she find to be the key to winning the National Spelling Bee?

Read this article about America's greatest inventor, Thomas Edison.

- ⇒ **Answer these questions** (you'll have to find the answers elsewhere):

· Edison developed devices in many fields. Name four fields.

· How many patents did Thomas Edison hold at his death?

· Why was he fired from his job with the Associated Press?

· For what was his first patent?

· What was his first big financial success?

· What invention led Edison to be known as "The Wizard of Menlo Park?"

· Edison played a major role in developing the motion picture industry. How many films did his studio produce?

Carol Dweck of Stanford University has done a lot of research in this area, too. She says mindset is the key to success. Her book *Mindset* is worth reading, but you can get a summary in this video:



- ⇒ Dweck compares a "fixed mindset" to a "growth mindset." How can we grow a growth mindset in our children? List the factors she mentions.

Learning a growth mindset transforms the meaning of difficulty and effort. Difficulty just means "not yet."

Characteristics of the Self-Concept

Now, we have to understand that our self-concept is subjective. Sometimes positively, sometimes negatively. This may be because of obsolete information, distorted feedback, perfectionism, social expectations. As we noted in Chapter 2, social media can magnify these distortions.

The self-concept will resist change. This is called **cognitive conservatism**, which is the tendency to hold firmly onto one's beliefs, be they intellectual, religious, or political, even in the face of compellingly disconfirming evidence. We tend to hold onto ideas and opinions that match our current idea of who we are. This explains why, even after extensive investigations and more than 60 court hearings weighing tons of evidence, supporters of Donald Trump continued to believe his assertions that the 2020 election was stolen by massive fraud.

It also explains why someone may hold to beliefs that hold them back, such as the belief that because they were born in poverty they can never rise to a top position in society. How can we build a better self-image? A psychologist at the Cleveland Clinic offers six tips, here:

https://health.clevelandclinic.org/ways-to-build-a-healthy-self-image/

Now, watch this video:



https://www.youtube.com/watch?v=H3QhS4WDqcA

Factors that Influence Our View of Ourself

It shouldn't surprise you to learn that culture and gender influence how we view ourselves. In the U.S., we live in an **individualistic** culture. We tend to think that everything revolves around ourselves. We fight for our rights, even if they might harm others. Take the debate over gun violence. Some people feel they cannot depend upon the police to protect them. A recent column in The Wall Street Journal noted that with violence rising in many cities, often a result of prosecutors or police pulling back in the wake of a few police shootings of Black men, Black Americans have dramatically increased their purchase of guns (Riley, 2022). In the wake of the abject failure of Uvalde, Tex., police to stop a school shooter, the U.S. Supreme Court ruled that the Second Amendment limited restrictions on the right of individual Americans to carry weapons.

That's markedly different from a **collectivistic** culture. A collectivistic culture is one in which the emphasis is on the group, not the individual. In New Zealand, for instance, after one mass shooting the government ordered private citizens to surrender their weapons, and they did. With almost no complaint.

Gender also makes a difference. Different messages are often aimed at males and females. Self-esteemed also is often influenced by gender. Women are noted for feeling less powerful.

Next: How to make a good impression. How to manage "your brand."

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3.2: The Importance of a Personal Brand (Libretext)

Managing Your Brand

If others can change the way you view yourself, is it possible for you to change the way others view you? The short answer is "yes," and the process is known as impression management. In the business world, it would be known as "brand management."

What is a brand? Many people, even some who work in communications, think of a brand as a symbol that represents a product. You're familiar with these symbols:



These are all brand symbols. To which do you relate well – which brands do you like – and why? Which brands do you dislike and why?

- **Reflect:** In an online class, write the answer to the above question. In a face-to-face class, be prepared to discuss your answer.

This exercise should lead you to the conclusion that a brand is not the artwork, but rather the cumulative reputation of the person or entity behind the brand. Take, for instance, the Ford brand. Almost everyone can identify it as the brand of an automobile. If you've owned a Ford and you've had a good experience, you'll feel positively toward the brand. If you had a bad experience, you won't.

For those who know history, Ford is not only the brand of a contemporary automobile but also the brand of an industrial pioneer that in the first half of the 20th century helped to make America great. Read about the man and the company that:

· invented the moving assembly line,

· was the first to give its workers a $5-a-day wage (double the existing pay rate for factory workers),

· reduced the work day to eight hours from nine,

· put the world on wheels with a simple, durable, affordable automobile,

· built the largest integrated factory that included steel mills, a tire factory, a glass factory, a power plant – everything needed to make an automobile. Or, to make antisubmarine patrol boats, ambulances, and trucks.

· Built one of the first airplanes used by commercial airlines. To spur the development of the aviation industry, Ford offered the plane's 35 patents free of royalties, including his patent for the navigational radio beam.

· Developed the first V8 engine.

· In 1941, before World War II, Ford began producing Jeeps for the U.S. military.

· By the end of World War II Ford had produced more than 8,000 B-24 Liberator bombers.



Figure **3.2.1**: Rosie the Riveter (CC0; J. Howard Miller via Wikipedia)

· Ford says one of its workers, Rose Will Monroe, who was working as a rivet gun operator, became known as "Rosie the Riveter." She's the woman depicted on the famous "We Can Do It!" poster by J. Howard Miller, a Pittsburgh artist hired by Westinghouse Company to create a series of pictures for the war effort. Read about how World War II vastly expanded the role of women in the U.S. workforce. Who the real model for Rosie remains disputed.

· After World War II, Ford introduced several new car models, including the Ford Mustang.

· Built NASA's Mission Control Center used to put a man on the moon.

· Introduced the retractable seat belts used in all cars today.

· Was the only American auto manufacturer to avoid receiving a government bailout loan during the 2008-09 financial crisis.

If you enjoyed Cheerios, you perceive Cheerios to be a good, perhaps great, cereal. Likewise, if you enjoy your college experience, you'll be there when the college needs you. I've put the logo of Prince George's Community College in our brand portfolio. My faculty colleagues and I are tremendously proud of the work PGCC does to transform lives, especially the lives of first-generation and minority students. PGCC hasn't had a life-or-death crisis, but Sweet Briar College did. It was saved by its alumnae.

A College Saved From Closure

On March 3, 2015, Sweet Briar College's president announced the school would close. Watch this CBS Evening News report on that announcement. Sweet Briar is a small, all-women's college with an enrollment of around 600 students. It could have been the end, but it wasn't.

The announcement stunned, then infuriated the alumnae who hadn't had any warning that the school might be in peril. In a matter of 90 days, they raised $20 million to address any financial issues the college might have and to retain a top law firm which achieved a Virginia Supreme Court ruling that because the college was a trust created under the will of Indiana Fletcher Williams, the trustees did not have the power to close the institution. The alumni then hired Roger C. Stone as interim president with the mission of revitalizing the rebound. He was successful, and after two years, Stone announced he was retiring and the college hired Meredith Woo, who had been a dean at the University of Virginia, as its president. In 2021, the college welcomed 205 new students, bringing total enrollment to about 475, its highest since the attempted closing.

Lots of small colleges fail. Over 100 closed in the 12 months ended June 30, 2021. What made the difference for Sweet Briar? Alumni involvement. Why were the alumni involved? Because they had had a positive experience at a small, liberal arts, women's

college in rural Virginia and wanted that option to be available to future generations. This is the power of a positive brand for an organization.

The threatened closure, however, sharpened Sweet Briar's brand. Before March 2015, it was known for its ABET-accredited engineering program and its nationally ranked equestrian team. After the rebirth, it developed an innovative leadership curriculum, is gaining national attention for its new programs in sustainable agriculture and is ranked by U.S. News as one of the nation's Most Innovative Schools.

Your Personal Brand

People have brands, too. If you didn't watch the video of Ann Bastianelli's TEDx Talk on personal branding, watch it now. Pay particular attention to these points:

· What are the two types of people in the world?

· How does real life differ from college?

· What are the three benefits of a strong personal brand?

· Describe the personal brand(s) of Bob Knight

Think about your personal brand. Can you define how other people know you to be? This is your **perceived self.** Ask friends, colleagues other peers what it's like to know you or work with you.

Your perceived self is how people know you. Your **presenting** self is how you want people to think of you. According to Ann Bastianelli, what are the three steps to building a strong personal brand?

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3.3: Managing Your Personal Brand

Building Your Personal Brand

"When an individual appears in the presence of others, there will usually be some reason for him to mobilize his activity so that it will convey an impression to others which it is in his interests to convey." -- Erving Goffman



Figure **3.3.1**: Pensive young black man taking notes (CC0; Greta Hoffman via Prexels)

Imagine you have died, and you're able to be at your funeral, eavesdropping on the conversations in the room. What do you think people are saying about you? Imagine you're at a job interview. When you're done, what are the interviewers saying about you? Or, you're at a party and you see someone you'd like to know better, perhaps even strike up a romantic relationship with. So, you introduce yourself, and after a few minutes walk away. The person of your interest turns to her/his friends. What do you think he/she says about you?

What we have thus far referred to as brand management is also known among communication scholars as impression management. It is the goal-directed activity of regulating or controlling information to influence an audience's impression of a person (self, friends, enemies), an object (an organization, a gift, a consumer product), event, or idea. It's impossible to discuss social behavior without employing the concept. Our personal agendas influence how we package information to help audiences draw the "right" conclusion about us.

Impression management is vitally important. It can affect your performance ratings at work, which in turn can affect your chances of getting promoted – and may affect whether you keep your job. (Wayne and Liden, 1995). Erving Goffman was the first to develop a specific theory based on self-presentation. (Dillard, et al, 2000). Goffman was like Shakespeare who viewed "all the world (as) a stage, and all the men and women merely players." Read Dillard's summary of Goffman on impression management.

- **Reflect:** Be prepared to discuss how Goffman views impression management as reflective of a person's morality. What are morals? What does Goffman mean when he talks about "dramaturgical discipline."? Dillard looked at impression management from the perspective of how employees at a high-end hotel interact with guests.

• What were the four impressions Dillard discovered that Ritz-Carlton employees were encouraged to convey to guests?
• What is the value of knowing your guests?
• How does the Ritz-Carlton demonstrate care and concern in interacting with its guests?
o Discuss the two points Ritz-Carlton uses to deal with problems.
o How does the hotel pacify a guest?
o How does it track any instance of guest satisfaction?

People form first impressions of others in less than 30 seconds, and appearance significantly shapes those perceptions. How you package yourself – from your hair style to the clothes and accessories you choose – has a significant impact on your self confidence. (Porter, 2015). Read Porter's article here for a more complete description of how you clothing affects how people perceive you.

But it's not just how you look. It's also how you sound that can affect your tips if you're a restaurant server (Polkosky, M., 2019). Read this description of how women can use impression management while searching for a job. Be sure to identify the impression management tactics listed in the article. Do you believe they apply equally to male job seekers? If not, how do they differ by gender?

- **Test your understanding:** Write a short description of the tactics listed in the article.

How Much to Share About Ourselves?

If we are in a stressful situation, whether it's a job interview or a first date or a court appearance, we may be faced with the question of deciding how much information to disclose about ourselves. Academics create models to simplify our understanding of how the world works. The social penetration model proposes that as relationships develop, our self-disclosure moves from relatively shallow, non-intimate levels to deeper, more intimate ones. One way of considering the social penetration model is that of peeling an onion. As we get deeper into our relationship, we peel back to reveal more about ourselves. Here's a graphic representation of that concept (from Wikipedia):



Figure **3.3.1**: An Onion's layers used as a metaphor for the Social Penetration Theory. (CC-BY-SA; Nick. J. Austin via Wkipedia)

Another model is the **Johari Window**, named after the scholars who developed it, Joseph Luft and Harry Ingram. It's a technique to enable us to better understand our relationship with others. Here's a graphical representation, also from Wikipedia:BRefect

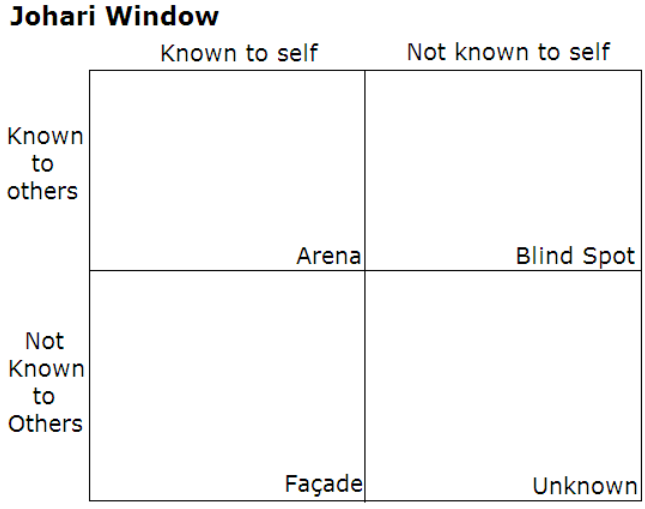


Figure **3.3.1**: Johari Window. (CC0; Simon Shek author via Wiki)

The four quadrants are **Open**, which is where our self – our attitudes, behavior, motivation, values, way of life – are known to ourselves and others. The **Façade** area is where some things about our self that we know are not known by others. An extreme

example would be someone who was a guard in a World War II Nazi death camp who later immigrated to the U.S. He would know of his past, but probably wouldn't disclose it to anyone. The **Blind Spot** is where others know something about you that you don't. Imagine you faithfully enter the Publishers Clearing House sweepstakes, and you won. You don't know (yet) that you won, but the PCH Prize Patrol members who are on their way to give you your first weekly check for $7,000 would know. This would be an example of the Blind window – you're "blind" to the fact you won. And finally there are things that are **Unknown** to both us and others. A prime example of that would be when and how we are going to die.

Can you identify the benefits and disadvantages of self-disclosure in relationships? Make a list, and then read this article (Green, Delega & Matthews, 2006) which provides a longer academic discussion about what, when, to whom and how much to disclose personal feelings and thoughts.

Here are some practical guidelines for self-disclosure:

· Is the other person important to you?

· Is the amount of disclosure (and the type) appropriate?

· What's the risk? Is it reasonable?

· Will the effect be constructive?

· Is the self-disclosure reciprocated?

· Is there a moral necessity to disclose something?

- Be prepared to discuss in class the alternatives to self-disclosure.

Most of us can improve on a number of areas that will make us more popular or more effective at work. Benjamin Franklin wrote about this is in his Autobiography, which some consider to be the first self-help book published in the United States. Franklin wasn't perfect – no one is – but his list of accomplishments are impressive. He was a polymath and

· A Founding Father of the United States

· Drafter and Signer of the Declaration of Independence

· The first Postmaster General of the United States

· Named the Gulf Stream

· Invented the lightning rod, bifocals and the Franklin Stove

· Founded the Library Company of Philadelphia, whose collection today includes 500,000 books, 70,000 other items, the Mayflower Compact, first editions of Moby Dick and Leaves of Grass among others.

· Founded Philadelphia's first fire department

· Founded the University of Pennsylvania

· Was a successful newspaper editor and printer in Philadelphia, which along with Poor Richard's Almanac made him wealthy. He was the original early retiree, retiring from business when he was 42 years old. Read how he did it, here.

· Organized and was first secretary and in 1769 was elected president of the American Philosophical Society, the first academic society in the U.S.

· Was an American ambassador to France, securing that nation's aid during the Revolution

· Left $2,000 each to the City of Philadelphia and Boston, where he had been born and raised. For the first 100 years after his death, the money was to be loaned out at interest to fund loans for young men just getting started in business. After 100 years, the cities could take 75% of the principal and spend it on public works. The remaining 25% was to be invested. After 200 years, the cities could spend the funds however they wished. Philadelphia's first distribution was used to fund the Franklin Institute. In Boston it was used to create a school, now known as the Benjamin Franklin Institute of Technology. As the second century of the Will drew to a close, Boston's trust fund was worth $4.5 million, Philadephia's $2 million.

In Benjamin Franklin's Autobiography, Chapter 9 is titled "Plan for Attaining Moral Perfection." In it he lists 13 "virtues" through which he sought to attain "moral perfection" by establishing good habits that would replace bad habits. He also discusses a time management plan that he followed.

- **Reflect**: Read Chapter 9 of Benjamin Franklin's Autobiography (here's a link to a free copy). Write an essay of 400-500 words discussing his plan.

· Pick at least three virtues mentioned by Franklin that you believe you might need to improve upon in your own life. Identify this and tell why you chose them.

· Discuss his time-management plan and whether it gives you an insight into a way to better balance all the various demands on your time.

· Finally, discuss whether you believe adapting Franklin's plan to your own life might improve the way people perceive you. Be sure to explain why you believe (or don't believe) it may help you grow into the person you would like to be and to achieve the things you would like to achieve.

The point of this exercise is to develop a plan to become all that you can be.

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CHAPTER OVERVIEW

4: Perception



Figure 4.1: PGCC students at the Maryland State House with former President Charlene Dukes. (CC-BY; PGCC News via Facebook)

Have you ever encountered someone who "made your skin crawl," even though he was of the same race or ethnic group as you? Or someone with whom you were afraid to start a conversation, even though you had never seen or attempted to talk to the person before? Have you ever met someone whom you assumed to be same-sex attracted, even though you knew nothing about the person? Or someone whom you assumed was a member of an organized crime gang? I have. And in some cases, that's true in ways I'm not necessarily proud of. This is what communication scholars call **perception**. It's how we perceive people. Consider these examples of common perceptions (in bold):

· **Republicans are the party of the rich, while most Democrats are poor or working class**. Not so. IRS data shows 65% of taxpayers with a household income of $500,000 or more live in Democratic districts while 74% of taxpayers with a household income of $100,000 or less live in Republican districts. (Korte, 2021)

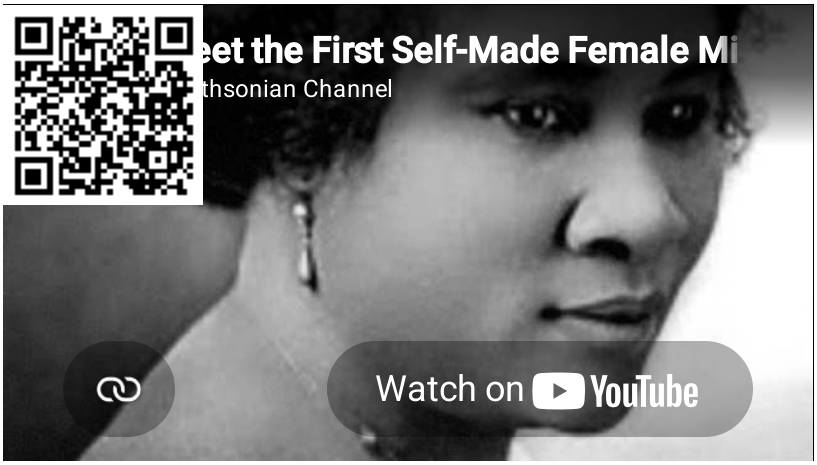
· **Black people have rhythm**. Not true in all cases. Oprah is a good example.

· **Democrats have been defenders of African-Americans**. Not true. Thomas Jefferson and Andrew Jackson, the two Presidents after whom the Democratic Party traditionally names its major fund-raising event, were slave owners. Abraham Lincoln, a Republican, emancipated the slaves. The Ku Klux Klan originated down South after the Civil War. When Woodrow Wilson, a Democrat, succeeded William Howard Taft, a Republican, as President of the United States, 10% of the federal Civil Service in Washington, D.C., was Black and worked side-by-side with whites. When Wilson took office, segregation was immediately established in D.C. (History, 2020). While Martin Luther King Jr. was leading marches for civil rights, Democratic Gov. George Wallace of Alabama in his 1963 inaugural address declared, "segregation now, segregation tomorrow, segregation forever."

· **Old folks can't do much**. Not true. President Joe Biden is 80. Michael Bloomberg, who owns (and still runs) the Bloomberg financial news service, is 80. The author of this textbook is 80 and teaches four classes a semester at Prince George's Community

College. Rear Adm. Grace Hopper, a computer programming pioneer, retired from the U.S. Navy at age 79. Ruth Bader Ginsberg was active as a Supreme Court justice until her death at 87.

· **Black people are lazy.** Not true. Following the abolition of slavery, an institution called the Freedmen's Bank was established by Abraham Lincoln in Washington, D.C., In the 11 years of its existence, 70,000 persons, almost all former slaves, deposited a total of $57 million in its 37 branches. Unfortunately, there was rampant corruption within the bank and it failed, and many lost their savings resulting in distrust of the American banking system. The bank's records are contained in the National Archives and can be searched to find not only the names of depositors but also their parents, spouses, children, brothers and sisters, and in some cases, former slave owners. Another example: Following the destruction of the "Black Wall Street" in Tulsa, Okla., it was rebuilt, better than ever, within 20 years, almost entirely with Black money. Madam C.J. Walker was the first female self-made millionaire in the United States. She happened to be a Black person. Watch her story here.



What Is Perception?

As we have seen, our **perception** can be wrong. But what is perception? It's the process of making meaning from things we experience in people and our relationships. It's not just what we personally experience, of course, but in many cases what we are told. The process involves three components:

· Selection – Attending to a stimulus, the things we are told or observe about someone.

· Organization – Helps you make sense of what you notice. Our minds classify each and every stimulus we receive.

· Interpretation – This is where we assign meaning to the information we have received.

Perceptions can have serious consequences. Black and Hispanic workers are often stuck on the lowest rungs of corporate jobs. A study by McKinsey suggests corporate diversity efforts have missed the mark. Many of the employees in front-line occupations who earn less than $30,000 a year have the potential to progress into jobs earning twice that amount, such as a radiation therapist or call-center representative who transitions to supervisor and then sales manager.

Why is this? One reason is that employees of color lack the "soft skills" needed to interact with colleagues and customers and to lead others. This perception can lead to a boss being not as willing to take a chance on promoting an employee of color as on promoting a white worker (Smith, 2022).

Stereotyping is generalizations about groups that are applied to individuals within a group. If you have been told that all Republicans are rich, and someone introduces himself as a Republican, you probably assume he is rich. Let's look at stereotyping in the sense of religion.

I've played a game with classes over the years in which I've asked students to "fill in the blank" to the following statements: "Christians are _____," "Muslims are _____" and "Jews are _____."

Usually, there's an element of truth to people's perceptions. It may be just an element, but there's at least a tad of truth. For example:

Often, students say Christians are hypocritical. When I ask why they say that, students respond that, well, Christians talk in church about loving their neighbor but outside of church they are envious, boastful, arrogant, and rude. Worst, they often engage in deceptive business practices or discriminatory conduct.

Often students say Muslims are devout because Muslims are to pray five times a day. Many do. But, "the reality is that faith is practiced at the discretion of the follower. Some Muslims are stricter than others, while some cannot pray at certain times (i.e. menstruating women)" according to this paper by the co-presidents of the Muslim Student Association at Benedictine University.

Usually, students in the Washington, D.C., area don't know what to say about Jews because they have had little experience with Jews. But in years past, in the New York area you might have heard that Jews are rich and really control things. In years past, Jews controlled some of New York media (The New York Times is still owned by the Sulzberger family, and when the Times owned WQXR it broadcast Friday night services from a Jewish synagogue), and Jewish-Americans were some of the founders of key Hollywood studios (Carl Laemmle, Universal Pictures; Adolph Zukor, Paramount Pictures, and Samuel Goldwyn, Metro-Goldwyn-Mayer, or MGM), But other founders weren't Jewish (e.g., Thomas Ince, who created the first studio facility; Mack Sennett, and Walt Disney).

Stereotypes are not inherently bad. They are classification systems, and they can be useful when encountering new input. The problem is, we have to be careful that we don't overgeneralize. For instance, thanks to Prohibition, the "mob" became very large in major American cities. Also known as the Mafia or Cosa Nostra, it is a hierarchically structured society of criminals primarily of Italian or Sicilian birth or extraction. Al Capone personified the mob during Prohibition. Following World War II, it gained newfound notoriety through such movies as "On The Waterfront." Also, a series of dramatic crime syndicate investigations in the 1950s added to the notoriety of the Mafia.

Because most members of the Mafia were Italian, some people assumed that all Italians were crooked. The leaders of the mob were sensitive to this, and when Francis Ford Coppola was getting set to film "The Godfather," the producer was summoned to the Italian American Civil Right League's headquarters. After several meetings with "league representatives, including Anthony Columbo, whose father, Joseph Columbo Sr., is a reputed leader of organized crime in Brooklyn," who asked that all references to the Mafia and Cosa Nostra be eliminated from the screenplay. "They wanted to sit down with us and see if the movie was going to be an anti-Italian film," the producer said. (Lichtenstein, 1971).

The problem with stereotypes is that they can tar everyone with the same brush. Some Italian Americans are members of the mob. Many aren't. Here are a few notable Italian Americans:

· Enrico Fermi, awarded the Nobel Prize in physics for his work on radioactivity and discovery of new elements. After defecting from Italy to the U.S., he oversaw the first controlled nuclear chain reaction in Chicago in December 1942 and two years later was associate director of the Manhattan Project, which developed the atomic bomb.

· Lee Iacocca, introduced the Ford Mustang, became president of Ford and then, after being fired by Ford, took over floundering Chrysler Corp.

· Dr. Anthony Fauci, who developed effective treatments for HIV/AIDS and later oversaw the response to Covid-19.

· Antonin Scalia, first Italian American on the U.S. Supreme Court.

· Twenty-nine members of the U.S. Congress are Italian-Americans.

· Twenty-eight Italian Americans have been awarded the Medal of Honor.

First Impressions

As humans, we are very quick to judge someone. We typically decide a person in less than 30 seconds. What do we base that decision on? Certainly not a real knowledge of the person. Rather, we judge the person based on his or her personal appearance, voice, clothing, etc. Or where we see him.

Joshua Bell is a world-famous violinist and conductor. In 2007, he decided to see what would happen if he performed as a street musician at the L'Enfant Plaza Metro stop in Washington, D.C. Watch what happened. Read the Washington Post story. Only one person watched his performance for any length of time. Why? Because of perceptions. A world-class musician wouldn't perform in a subway station, would he? Seven years later, Bell returned to the Metro for a free concert at Union Station. Watch the video here.

The do-over even became an interview on the PBS News Hour. You can watch that here. The difference? The performance had been publicized. This time, people knew the musician was a world-class performer.

As illustrated by Joshua Bell's experience, we perceive only what we want or expect to perceive. This is called a **perceptual set**. Another example is when we see a baby wrapped in pink, we find it hard to believe the child could be a boy.

Have you ever seen someone to whom you took an immediate liking? That was the case when I first saw my wife at Catch 22, a club in Bridgewater, N.J. And she has said she knew immediately that I was the one. This is an example of a **positivity bias**. What was it that was the mutual attraction? Certainly, physical appearance was one factor. My wife is a twin, but I thought then (and still do) that she has a far prettier smile than her sister. As we talked that evening, we discovered with were both interested in politics and involved in local government. All of those were a plus for both of us. We were of the same religion, too, which was another plus.

Some people have that "love at first sight" experience. For others, one the attraction grows over time. And for others, one person knows but it takes several months (or even years!) to woo the other.

Positivity bias is a factor in many situations. In employment, in non-work, non-romantic friendships, etc. You may have heard it expressed as "bird of a feather flock together," and that's often true. But when an entire workplace, or sports team, is composed of only one species of bird, the results are likely to be less effective than when a workplace is more diverse.

What is diversity? At one level, it refers to affirmative action policies which focus on race and gender. But at another, diversity includes all sorts of individual differences – age, religion, disability status, location, personality, sexual preference, etc. There's evidence that groups displaying a variety of perspectives outperform groups of like-minded experts. "Diversity yields superior outcomes over homogeneity because progress and innovation depend less on lone thinkers with high intelligence than on diverse groups working together and capitalizing on their individuality." (Herring, 2009)

Certainly, from an ability to understand various markets, it makes sense that having a diverse staff is a plus. So, for example, when Detroit evolved from a predominantly white, blue-collar city to a predominantly Black, blue-collar city it would have made sense for the city's newspapers' staffs to have likewise evolved. On the other hand, Madam C.J. Walker did not need a diverse staff to develop her hair treatments for Black women, nor did she need a diverse staff to sell to them.

- Based upon your experience, is it easier to work in groups that are diverse or not? Have you ever been an "outsider" in a group? How did you manage this? In a face-to-face class, be prepared to discuss. In an online class, write an essay of not more than 500 words.

What do others think of you? How the brain perceives other people



| Dong Seon-Chang | TEDxStuttgart

- Based on this video, why do white people think all Black people look alike? And why do Black people think all white people look alike?

Egocentrism

Egocentrism means simply that the world revolves around me. As a result, we find it very difficult to consider another's perspective. This impacts our ability to **empathize** with others.

- What is the difference between empathy and sympathy?

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4.1 Perception Checking

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4.1 Perception Checking

EXCUSE ME! WHAT DID YOU JUST SAY?

It's a common experience. Someone says something, and the other party becomes deeply offended. Or, maybe someone gives another person a "look" and the person is deeply offended. The following is a true story:

Case Study: Polly and Liz had been best friends for over 20 years, ever since they both moved to the same town at about the same time. Polly went to meet Liz at the airport, as she returned from a trip to Miami where she had been visiting her daughter. As Liz walked up to Polly, Polly gave her a strange look. No nasty words were exchanged on the drive to Liz's home, but Polly never called Liz again, nor did she return Liz's calls. Eventually, Liz gave up trying to connect with her old friend. When Polly died, Liz refused to go to her funeral. "I was so hurt by the end of our friendship," she explained.

You'll notice that what did not happen during the above true case study was Liz did not ask what the look was all about.

Here's another true story:

Case Study: A businessman had had a successful relationship with a company for over 30 years, selling a service that renewed almost automatically. As part of the renewal process, the businessman would invite the buyer to lunch at a local club. But during Covid, the invitation went unanswered. When written proposals were sent over, they, too, went unanswered. Finally, he made one final attempt, sending an email:

"Dear Mike,

"I just want you to know that I am puzzled – hurt might be the better word – that all my attempts to reach out to you about renewing XYZ Corp.'s long-standing order have been unanswered. If I have offended you in some way, I apologize. I would very much like to rebuild the relationship if that is possible."

He got back the following note:

"Dear Bob,

"I am so sorry. I didn't realize how you were interpreting my silence. Because of Covid, I've been operating from Tampa, and have been in the office only a couple of days in the last two years, which is why I didn't accept your luncheon invites. And my budget was almost entirely wiped out except for personnel costs. I'll be returning to the office in September, and I'll look forward to lunch! As we start to rebuild the budget, I'll be fighting hard to get funding for your service."

This sort of thing happens all the time in life, both in our personal lives and our business lives and all too often it leads to the end of a solid relationship. Sometimes a few misspoken words lead to the end of a marriage, not immediately, but they fester in the partner's head.

We owe it to ourselves and to our friends, business associates, and partners to nip bad feelings in the bud if at all possible. The way to do this is a process called **perception checking.**

Perception checking is a three-step process:

Step 1: Describe the behavior or situation without evaluating or judging it.

Step 2: Think of some possible interpretations of the behavior. Was that strange look a result of the new dress Liz was wearing? Or did she not seem happy to see Polly?

Step 3: Explain how that made you feel, and ask for clarification from the other person's perspective.

Now, note that perception checking does not have to be done in precisely this 1-2-3 sequence. But all the steps have to be present. In the business example, for instance, the note began with a discussion of how he felt, then went to the description of what had happened, and finally asked for clarification.

One final point: Perception checking can be used in business by customer service. Customer service can perform one of two roles. It can simply process transactions, such as refunds for customers dissatisfied with the product or service. Or it can be used to track

issues and in turn improve the product or service. Customer service representatives themselves generally don't have the authority to deviate from their script. But the technology that they use should be gathering the data necessary to, at the very least, detect product defects.

Ford Motor Co. wants to become a powerhouse in electric vehicles. That's an expensive proposition: Ford needs to shave costs by $3 billion a year to free up cash for new electric vehicle models and plants and to build battery plants. One way is to add more monitoring of social media to find complaints flagged by customers. How important is this work? In 2021, it spent $4 billion on warranty repairs and recalls. In other words, it's theoretically possible to get that entire $3 billion just by cutting warranty and recall expense 75%! (Eckert, 2022) When customers complain to customer service, or on social media, and the business follows up to learn more as well as to "make it right," that's a form of perception checking, too.

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CHAPTER OVERVIEW

5: Listening



Figure 5.1: Talkikng and listening. (CC0; Henri Mathieu-Saint-Laurent via Paxels)

Listening is a critical communication skill. Watch William Ury, a Harvard Law School Program on Negotiation faculty member, discuss the importance of listening in high-stakes negotiations.



https://www.youtube.com/watch?v=saXfavo1OQo

Believe it or not, it appears that one reason elementary school children fail to develop adequate *reading* comprehension skills is because they haven't developed good *listening* comprehension skills. At least that's what one study says. (Hogan, Adlof & Alonzo, 2015).

What is listening? It's the active process of making meaning out of another person's spoken message. It's different than hearing, which is the process of physically receiving sound. A tree falls, a car screeches, a gunshot rings out, thunder booms . . . sound enters our ear canal, vibrates off our eardrum, and we perceive the sound in our brains. But none of those convey a message to us.

On the other hand, when a person speaks – whether in person, on TV, or on digital media –when his voice vibrates off our eardrum, we receive a message, provided we have been paying attention. The process of paying attention is called **attending.** We can attend, even when we don't understand a foreign language. As a teenager, I used to engage in shortwave listening, using a special radio to hear stations in other countries. I didn't understand much French, but when I heard "Ici Radio Canada," I knew I was listening to the Canadian Broadcasting Corporation. When I heard "Ici Radio Brazzaville," I was listening to a station in French Equatorial Africa (now the Republic of the Congo). When I heard "Ici Radio France" I was listening to the French equivalent of the Voice of America. On the other hand, when I heard "Hier ist der Deutsche Welle" I was listening to the German shortwave station.

But let's face it. All too often, we engage in **mindless listening**. Test yourself now: Can you list five key points in William Ury's TED Talk video? If you go to church when you leave church, can you discuss the sermon? If not, you have engaged in mindless listening. Mindless listening is not always a bad thing. In fact, mindless listening can be a valuable strategy for many of the messages we receive. One of the facts of modern life is that we are susceptible to message overload.

Consider a drive to class. If you live in the Washington, D.C., area, we have an all-news radio station, WTOP, that broadcasts weather and traffic every 10 minutes, beginning at eight minutes after the hour. Driving along, you might hear the traffic reporter tell about an accident in Virginia on I-66. If you're in Maryland, you won't even hear that, you'll completely ignore it because it has no impact on you. But if you're in Maryland driving to Prince George's Community College (PGCC) and you hear the reporter say, "In Maryland, on the Capital Beltway Inner Loop at Maryland 214 . . . " you'll pay attention because that's one of the major access points to the PGCC campus. When we pay attention to important messages, we engage in **mindful listening.** We also (hopefully) engage in mindful listening to our professors, our bosses, and our parents or partners.

Another poor listening practice involves **selective listening**. In a word, we hear what we want to hear and ignore the rest. For example, someone hears wine is heart-healthy, but ignores the part about moderate consumption (two glasses, at most, for men, and just one for women), exercise, and adequate sleep.

Stage hogs are only interested in what they want to say. They will talk right over you. Watch this video for an example of a stage hog in action. Closely related to stage hogism is a **rebuttal tendency**, debating a speaker's point and formulating your reply while the speaker is still speaking. Also closely related to stage hogism is **competitive interrupting** where listeners use interruptions to take control of the conversation. This isn't a case where the listener wants more information. When a listener engages in competitive interrupting, he simply wants to take over the conversation.

When engaged in mindful listening, it is important not only that we understand the message but that we remember it. Understanding involves comprehension. While I might understand "Ici Radio Brazzaville," it's highly unlikely I would understand a newscast in French since I don't speak or read French. And, even if I do understand French, if I don't take notes, it's likely I would quickly forget what was said. In fact, one study found people forget 40% of what they learned in 20 minutes and 70% in six days (University of Waterloo, 2022). Another found we forget 50% to 80% of what we learn after one month and 97% to 98% after one month. Regardless of what the actual number is, the simple fact is we forget a lot.

This is why, if you are a student or someone (such as a reporter) for whom it is important to remember what you hear, it's vital to take good notes. Here is an excellent video on the subject:

How to study efficiently: the Cornell Notes Method

The Cornell Notes Method is really good for taking notes in a lecture.

(An aside: It won't surprise you to learn that academics, especially those who get doctorates, do a lot of reading. The Red Head Academic on YouTube tells how to read for class, how to read for retention, and how to read for research. My guess is that you won't watch this video, although I will tell you that I really wish I had seen it while in my graduate program!)

When we listen we have several ways we can respond. We can **stonewall.** We don't say a word, and we have a blank face. When this happens to you, you wonder if they are even listening. Stonewalling often signals a lack of interest in what the speaker is saying. We might also **back channel,** nodding our head, saying, "uh-huh" or "I understand." The purpose of back channeling is to let the speaker know you're paying attention. Both of these are **passive listening modes.**

An **active listening mode** might involve **paraphrasing**, which is restating in your own words what the speaker has said to show you understand; **empathizing**, where we convey to the speaker that we understand his or her feelings on the subject; **supporting**,

where we express agreement with the speaker's opinion or view; **analyzing**, where we provide our own perspective on what the speaker has said, and **advising**, which is providing advice to the speaker. Men tend to advise more than women. Finally, we can respond by **questioning**. This is a primary technique in therapy and in consulting.

Do you want to be known as a good conversationalist? To be liked by nearly everyone? The secret is not necessarily so much to be witty in what you say but to be a good listener. Celeste Headlee, an NPR talk show host, shares 10 ways to have a better conversation.

Ten Ways to Have a Better Conversation



- List the 10 ways she suggests.
- Who was her famous grandfather, and why did he have all those people over to his house?

Six Poor Listening Practices

In **pseudo-listening**, we pretend to listen, but we're not listening at all.

- In what situations might you pseudo-listen? (In a face-to-face class, be prepared to discuss. In an online class, list at least one.)

Watch this video. Note the transition from passive to active listening. But is the woman empathizing, or supporting or is she engaging in pseudo-listening? How can you tell?

Active listening – Big Band Theory



Watch this video to get a better understanding of empathy;

Communicate with Empathy



- What are the three key takeaways about empathy the video discusses? If you're in a face-to-face class, be prepared to discuss where you need more empathy in your life. If you're an online student, write a short 100-250 word essay on the topic.

When it comes to questioning, there are two categories of questions – open versus closed and sincere versus counterfeit. Open questions allow the responder to answer with as much detail as the listener wants. Closed questions typically elicit one-word answers.

Sincere questions are typically a genuine attempt to seek information. **Counterfeit questions** are typically a disguised attempt to send a message and are often found in passive-aggressive communication.

There are three types of listening: informational, critical, and empathetic **Informational** is just what it means – we use it to gain information. When we ask how to get to the airport, we engage in informational listening. In **critical** listening, we listen to analyze. It's not necessary to approve or disapprove, but it is necessary to analyze and evaluate the merits of what the speaker is saying.

- Listen to this clip and then respond to the question in the clip. (This is a critical listening exercise).



Empathic listening is very challenging for many people. It involves two distinct skills: (1) the ability to understand how someone else is feeling and then (2) experience those feelings yourself.

Why it Can Be Hard to Listen Effectively

Noise. Yes, noise. Not only physical noise, such as street traffic, but also psychological noise, such as what goes on in your head when you arrive at class after having had a fight with your significant other. Also, physiological phenomena, such as needing to use the bathroom are considered noise.

Information Overload. We simply have too much information to process effectively.

Rapid thought. Our brains can comprehend up to 600 words a minute, but we speak only about 150 words a minute. So you listen and fill your brain one-quarter of the time. The other three-quarters it has time to wander. This can cause you to miss important details, to listen less critically than normal, and appear to a speaker you aren't listening at all.

How to Improve Your Active Listening Skills

To wrap up this chapter, Dr. Grace Lee, an executive coach provides practical expertise based on neuroscience to help you close the gap in your listening skills.

Your Secret Weapon to Listen Better



- List the five filters Dr. Lee mentions, and identify the filter you think is most important in your listening.

5.1: Getting the most out of your listening

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5.1: Getting the most out of your listening

As we said, to get ahead in life or your career, good listening skills are essential. How can you develop those?

Step 1: Assess your listening skills. There are five key skills for improved listening. Which of these are you good at, and which need more work?

· **Recalling details.** Ask yourself two key questions: Do I need to take action on this now or later? What information do I need to remember to take action?

· **Understand the big picture.** You want to be able to grasp the overall meaning, the key ideas, even if you can't recall all the details. Ask yourself:

a. How will this information have an impact five years from now?

b. How do I explain this to someone who is not familiar with this organization or subject?

c. After a lecture, describe the key ideas presented.

· **Evaluate content.** Form an opinion about what you heard.

a. Is the speaker making a viable argument?

b. Are both pros and cons presented?

c. Is the evidence presented recent, credible and relevant?

d. Are there any fallacies in the presentation?

e. When it comes to news stories, evaluate news stories and commentaries. Decide if the opinion presented is your opinion.

· **Much of the meaning may come from nonverbal clues.** We'll cover nonverbals in the next chapter, but it's essentially "reading between the lines." In this video, Carol Kinsey Goman discusses the five qualities that people look for in their leaders.

How to Build Your Leadership Presence



- List the five qualities and be prepared to discuss them.

One effective way to learn nonverbal clues is to watch people converse in another language or to watch a soap opera.

· **Listen with empathy –** do you find it easy to recognize when someone is upset, angry, happy, etc. This is especially important when dealing with a conflict situation, when you should –

o Put yourself in the speaker's shoes

o Try to be a mirror to the speaker

o Use acknowledging responses such as, "I see," "uh huh," etc.

o Avoid discounting phrases.

Effective listening behaviors.

First, **clarify your role**. What does the speaker want from you? Some people make it very clear, “Just let me vent,” or, “just hear me out.” But if you don’t get those clues, ask the speaker what he wants you to do. It will help if you know your information-processing preferences. Some of us instinctively value logic or value appreciation, we seek to understand, we listen for compassion.

Second, understand that **93% of what is communicated is the emotional meaning of a message** according to UCLA psychologist **Albert Mehrabian,** who says emotional meaning comes from nonverbals, including facial expressions such as your smile, eye contact, and personal space.

Third, when you’re listening, **practice silence** – no fidgeting, swaying, glancing around, or shifting positions. Sitting still gives the impression that you’ve given the speaker your undivided attention. Also, understand that in Korea, Japan, and China, silence can be interpreted as showing respect.

Fourth, **paraphrase what was said** to clarify understanding. Summarize the message in just a few works. This allows you to check your understanding.

Fifth, **match the speaker’s emotions**. Great listeners mirror the speaker’s physical movement or vocalics, pacing, or vocabulary.

Set Your listening goals

If you are using Benjamin Franklin’s method for tracking his 13 virtues (chapter 1), add your two listening goals. If not, list them across the top of a sheet of paper, and down the side provide 31 lines. At the end of the day, check off where you need to improve.

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CHAPTER OVERVIEW

6: Nonverbals

6.1: NONVERBALS- Communicating without saying a word
6.2: Nonverbals (Body Language)

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6.1: NONVERBALS- Communicating without saying a word



Figure **6.1.1**: Dr. Falecia D. Williams, President, Prince George's Community College. (CC-BY; PGCC via Google)

The apparel oft proclaims the man. -- Shakespeare

A U.S. Supreme Court decision in 1966, Miranda v. Arizona, gave rise to the famous Miranda warning that includes the famous phrase, "Anything you say can be used against you in court." Anyone who watches a televised crime show has heard that phrase. But the truth is, what you *don't* say can be used against you *or* for you – and not just in a court of law, but anywhere.

Watch this clip from the 1970 movie "Patton." If you know how to decode Army uniforms from the 1940s, you can learn a great deal about Patton the man before he ever opens his mouth. And you can learn even more once he does. We'll unpack all that in a few minutes, but first watch this clip, which is based upon an actual speech Patton gave.

Patton Introduction Speech



Right off the bat, 43 seconds into the clip, you can see two rings and a riding crop as well as gloves. That tells us that Patton was a West Point graduate (all West Point graduates always wear their class rings!), that he was married, and that (plus the fact he's

wearing riding boots and has his pants bloused) tells us he was a cavalry officer. Until 1939, the U.S. Army still maintained and trained cavalry troops to go into battle, the way armies had fought for at least 4,000 years. The German invasion of Poland in 1939 changed that when the German Nazi army used a tactic known as Blitzkrieg, or "Lightning War," to conquer the larger, but poorly equipped and thinly spread Polish army.

(An aside: To understand Patton, it helps to understand Blitzkrieg, so watch this short clip from Britain's Imperial War Museums about how to pull off a Blitzkrieg war. More recently, Russian President Vladimir Putin thought he could pull off a Blitzkrieg attack on Ukraine, but his Russian Army was more like the Russian Army of World War I, so he reverted to World War I tactics).

Blitzkrieg Explained



Back to the Patton clip: At 47 seconds, you see a chest full of medals. Among the medals: A distinguished service cross, Army distinguished service medal, silver star, legion of merit, bronze star, and purple heart. You can also see a gold rope around his shoulder. At the time it was worn as part of a leader's dress uniform.

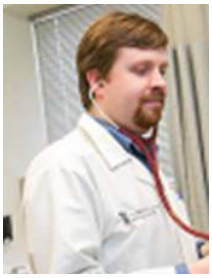
So you can see in the first 49 seconds we already know a great deal about the man – he was married, he was a West Point graduate, he had been wounded in combat, he had been awarded medals for distinguished action in combat and he was a leader. At 51 seconds we get a look at his helmet, and we can see stars, which tells us he's a general, something confirmed at 57 seconds when we see his belt. It's a leather general's belt with the War Department seal as the buckle. (Regular officers' belts are web with a plain brass buckle.) We can also see "hashtags" on his sleeve, which tell us he's been in the Army for 45 years.

At one minute we get a glimpse of his pistol, and we learn he's a bit vain. That's not a standard U.S. Army-issue .45 caliber pistol. The handles were made of ivory and had his initials. At 1:08 we see his helmet again. We can clearly see he is a four-star general, which means he commands an army. The red circle on his helmet tells us he commands the Third U.S. Army.

An army consists of four divisions with 90,000 troops and all the equipment and supplies needed to sustain itself in combat over a long period. Armies are commanded by four-star generals.

As you can see, just by looking at his clothing, you can learn a great deal about Patton or any soldier. The saying, "clothes makes the man" simply put means that people are judged based on the clothing they wear and are judged accordingly.

- Look at these people, and tell us based upon their clothes (1) what they are and (2) whether you respect or trust them.






(Photo credits: University of Maryland Medical School, Archdiocese of Washington, Prince George's Community College, Prince George's Community College)

Nonverbal skills are essential for success in business. In one study, employers said the most important communication skills in a business environment were listening, nonverbal, writing, and oral communication skills (Lear, Hodge & Schulz, 2015). Nonverbal communication is primarily about impression management. It's about reflecting and shaping relationships, and about conveying emotions.

If you watched *The Apprentice* during the early 2000s, Donald Trump played the role of a hard-nosed boss. From that, and his performance as President of the United States, you might gather the impression that successful people must be "tough," willing to do anything to get the job done. But that simply is not so. The United States Military Academy at West Point is the nation's No. 1 leadership training institution, and the Cadet Honor Code there is very simple: "I will not lie, cheat nor steal, nor tolerate those who do."

- Read more about the West Point Honor Code here and compare it to your college's code of academic integrity. What are the similarities? What are the differences? Do you believe either is too strict? Write a 450-500 word paper discussing these points. If a face-to-face student, be prepared to discuss the differences in class.

Nonverbal communication also occurs in mediated messages. We all (well, almost all of us) use emoticons and emojis. But we can also use punctuation, as I just did when I wrote "well,". The comma signaled a pause, even a sigh.

Time Management

I could write an entire book about time management, and plenty of people have. In fact, a search on Amazon.com shows more than 60,000 books on time management are in print (including audiobooks). The important thing for you to understand in this course is that how you use time can reflect two things: First, your concern for the other person, and second your culture.

If we say we are going to be someplace at a certain time and we're not, the other person might get upset. They might even think it's because you don't respect them. If you're going out for a date and are late, what do you think the other person might conclude? Even worse, if you're late for a job interview, what do you think the potential employer might conclude?

Years ago, when I was dating, I told my wife that I would meet her "under the big sign" in New York's Penn Station. I was thinking of the one on the main level, the same level where you could buy your tickets, coffee, etc. But when she heard "under the big sign," she thought of the big sign one level down in the Long Island Rail Road area of the station – an area which I never walked through, but did walk by occasionally. We both waited about an hour and got both pretty angry and pretty hurt. Was this how this person we thought we were in love with would dump us? We did meet up as we were storming out of the station. To this very day, we laugh about the misunderstanding.



Figure **6.1.2**: Train announcing sign in Penn Station. (Copyright: CC-BY; NBC New York)

Time can be a matter of status. If you're applying for a job and late, the interviewer most likely will consider it a sign that you're not interested, or, even worse, that you'll be late on the job. But if you are a hiring manager and you're late for an interview, after

saying you were delayed by a meeting that ran late, your interviewee is expected to simply accept it.

Culture

It can also be a matter of culture. In Western European countries, as well as in many of their former colonies including the U.S., Canada, Australia, and New Zealand, being on time is part of the culture. But in other countries, principally those from Africa, Latin America, and Asia time is not so important and it's okay to be late. Those countries where it's important to be on time are called **individualistic** cultures and those countries where it's okay to be late are called collectivistic cultures. In an individualistic culture, the individual is king, whereas in a **collectivistic** culture it's the group that matters.

In the song "My Way," Frank Sinatra expressed the ethos of an individualistic culture:

My Way by Frank Sinatra



Do you see why he called it "the national anthem?" Do you agree with him?

But even within a culture, we have subcultures. So, for instance, in the United States, we have Black culture, white culture, Asian culture, Texas culture, California culture, Northern culture, etc. There's a military culture, but within that culture there's an Army culture, a Navy culture, a Marine culture, an Air Force culture. One thing that's common across all military groups is a belief that if you're not 10 minutes early, you're late.

In the United States, we have a religious culture and a non-religious culture. But the religious culture breaks down into Christian culture, Jewish culture, Muslim culture, Buddist culture, Hindu culture, etc. But even those break down further. Christian culture subdivides into Protestant and Catholic cultures. And *those* break down further. Among Protestants, there are about 200 major Protestant denominations, according to one researcher who analyzed a database maintained by the Association of Religious Data Archives, plus an estimated 35,496 independent or non-denominational churches (Beale 2017). Among Catholics, there are about 2,500 religious orders, societies of apostolic life, consecrated life, and lay communities (Boyd, 2022, July 9).

Religion is important because the culture of one's group affects one's outlook on many societal questions. There is, for instance, a vast difference between the lay followers of St. Francis of Assisi, who embrace a minimalist lifestyle, and the followers of St. Josemaria Escriva, who don't. Both follow a fairly rigorous prayer schedule but differ on some other matters. Likewise, there is a vast difference between the lifestyle of Seventh-Day Adventists and Episcopalians. These differences affect everything from what they eat, to what they wear, to how often they pray, to how much time each week they spend in church, and on and on. These differences also affect how adherents interact with others, and how they view public questions such as abortion, same-sex marriage, welfare, etc.

Individualistic Culture vs. Collectistic Culture

Culture is not just an academic matter. In just three weeks in the summer of 2022, there were three mass shootings in the United States – Buffalo, N.Y.; Uvalde, Tex., and Highland Park, Ill. Historically, this is quite extraordinary. Peggy Noonan, writing in *The Wall Street Journal*, observed that the shooters in Uvalde and Highland Park

were insane and dangerous. Anyone bothering to look could see, certainly family members or close friends. The killers physically presented themselves in the world as demons you'd meet in hell. On social media they posted sick and violent videos and pictures. They had made threats. The Highland Park shooter had threatened to kill his family; police had been to the house and removed his weapons. The Uvalde shooter made threats online and posted pictures of dead cats. They were loners, in their heads and obsessed with social media.

They were our culture's roadkill. And they'd long made it clear they wanted others on the road with them.

And nobody said a thing. This isn't respect for privacy, and it isn't open-mindedness—*I never judge a book by its cover*—it is laziness, fear of involvement, and a slovenly uninterest in the safety of others.

Families and friends are naturally loyal, but why was there no tugging sense of responsibility toward the society around their troubled young men? As in: *Officer (or Judge), he's my son and I love him, but he shows the signs of being a danger to himself and others and I need your help in handling this. If we don't I'm afraid somebody's going to get hurt.*

Instead, the father of the alleged Highland Park killer sponsored his application for a gun permit.

The failure of family, friends, or internet viewers to sound the alarm about the Highland Park, Uvalde, and Buffalo mass murderers reflects a profound misunderstanding of what an individualistic culture is all about. It's not about my way or no way; whatever I want, I get, it's not my place to interfere, he's old enough to decide, etc.

In individualistic cultures the needs of the individual are stressed over the needs of the group. Notice the word "needs." In this type of culture, people are seen as independent and autonomous. Social behaviors tend to be dictated by the attitudes and preferences of individuals. We lionize the person who "pulls himself up by the bootstraps." But, both the individual and the group need to be safe, not have to worry that if they go to the grocery store, send their children to school, or attend a parade they will be killed or suffer the sort of injuries normally seen only on a battlefield.

In collectivistic cultures, on the other hand, a person might sacrifice his own comfort for that of the group. The intense emphasis on individualism is something relatively new in the United States. While the American people have always lionized the "self-made man," almost all those self-made men and women had ample help from others. In this course, we discuss Americans who have achieved greatness. None of them did it alone. All of them had help. That's true of Benjamin Franklin, Madam C.J. Walker, Adm. Grace Hopper, Henry Ford, and Thomas Edison. All are viewed as "self-made men" (or women), but all including Dr. Benjamin Carson had tremendous drive and motivation, and they all had help. They are honored because, in one way or another, they sacrificed themselves to help others.

Clara Barton demonstrated this during the Civil War when she provided nursing services in the middle of desperate battles and later founded the American Red Cross. She died in Glen Echo, Md., in 1912. Fr. Damien De Veuster did this, ministering to lepers on the island of Molokai. Harriet Tubman from Dorchester County, Md., helped liberate more than 700 slaves; following emancipation, she settled in Auburn, N.Y., where she helped many destitute individuals, both Black and white.

A concrete example of this played out during the Covid pandemic when people were asked to wear a mask to prevent the spread of the disease and later to get the Covid vaccine and boosters. In both cases, public health messaging focused on two themes: (1) wearing a mask will curb the spread, and (2) getting vaccinated (and later, a booster) will keep you from getting severely sick and possibly being hospitalized and dying. Some people refused to wear a mask or get a shot, insisting that they had a right to decide for themselves what to do with their body. Other people got the shot and wore the mask. When asked why, they cited both a desire to protect themselves and to protect others.

Functions of Nonverbal Communication

Remember how we said we cannot help but communicate? Consider these functions of nonverbal communication.

1. We **duplicate** verbal communication. We can nod our head yes or nod as we say the word.

2. We can **replace** verbal communication, saying yes or no by simply nodding our head.

3. We can **complement** verbal communication. A friend tells you they won a prestigious scholarship. You might smile and give them a big hug as you say, "Wow that's great!" Or, if they tell you a relative or beloved pet died, you might look say as you hug them and say, "Oh, I am so very sorry for your loss. Is there anything I can do to help?"

4. We can **accent** verbal communication. If we're angry with someone we might make sure they know it by saying, "I'm VERY angry with you," emphasizing the word very. In this case, what we are doing is using vocalics when we emphasize very.

5. We can **regulate** verbal communication. Consider how we begin communication. We probably make eye contact, move closer to the person, etc. Likewise, we don't usually say, "I'm done talking to you now." Instead, we might look at our watch or stop talking

6. , and look around rather than at the other person.

7. We can use nonverbal communication to **contradict** verbal communication. Suppose someone says something and you feel you have to say you agree. But your nonverbal communication may indicate you don't. Interestingly, some research suggests that when there's a conflict between verbal and nonverbal communication, greater weight is given to the verbal.

8. We can use nonverbal communication to **mislead** others. Watch this video about how to detect a liar.

How to Spot a Liar – Pamela Meyer



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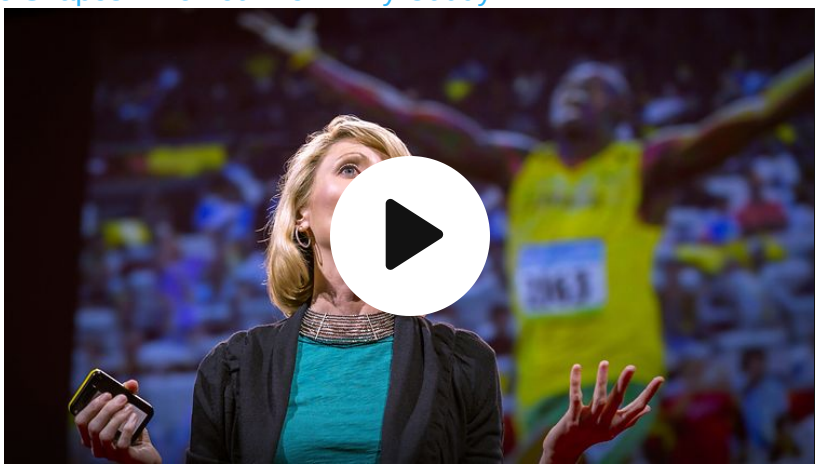
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6.2: Nonverbals (Body Language)

Interestingly enough, your body language can shape not only who others perceive you to be but your body language can also shape who you perceive yourself to be.

- Please watch the following video. Be sure to take notes and be prepared to discuss in class or, if an online student, to write a paper.

Your Body Language Shapes Who You Are – Amy Cuddy



Points to note:

· What is pride? When is it displayed?

· What do we do when we feel powerless?

· She discusses gender. How so?

· If you pretend to be powerful, are you more likely to feel powerful?

· Can our bodies change our minds? How?

· What type of leader do you want?

· What percent change in testosterone do high-power people experience? Low-power people?

· What tiny tweak does she recommend before a stressful situation?

Cuddy is a professor at Harvard Business School. The TED Talk you've just watched is the second most-watched TED Talk in history.

Body Movement

Communication through body movements, including posture, gestures, facial expressions, eye behavior, touching, other movements of the limbs and body is called kinesics. Body shape, physique, posture, height, weight, hair, and skin color are physical characteristics associated with kinesics.

- Select one of the following topics and present a five-minute talk in class about it. You must have at least three sources, including one academic paper. The topic must be approved in advance by your instructor, and you will ideally use power points in your presentation.

Gestures reveal how people are feeling. People tend to gesture more when they are enthusiastic, excited and energized. People tend to gesture less when demoralized, nervous or concerned about the impression they are making. Body gestures can be classified into five main types:

· **Emblems**, which directly translate words or phrases

· **Illustrators**, which accompany and illustrate verbal messages

· **Affect displays** that convey emotional meaning

· **Regulators** that monitor, maintain or control the speaking of another

· **Adaptors**, which satisfy some need

Facial Expressions. It takes a great deal of training and self-discipline to maintain a "poker face" when one is happy or sad, angry or disappointed.

Eye Contact. Eye contact plays several roles in communication. It can regulate the flow, it can provide feedback by signaling interest (or lack of interest), it can convey emotion, and it can relate to the relationship between communicators. It's a vital tool for leaders. Watch this video to learn how one leader used eye contact to make a friend.

Touch. Touch can obviously have romantic implications. But a French study found that when a waitress in a French bar briefly touched (or didn't touch) the forearm of a patron while asking him what he/she wanted to drink, the size of a tip was increased. (Gueguen and Jacob, 2005)

Voice

How we use our voice is another form of nonverbal communication. We can emphasize certain words, change our tone, change our pitch, change the speed (rate) at which we are speaking, change our volume, and use pauses to both create a message and create a personal voice brand. Watch this video:

Vocal Branding: How Your Voice Shapes Your Communication Image



- Be prepared to discuss the importance of having a good voice. What are the five elements the speaker lists?

Now watch this video:

Opera Singer Tricks to have a more attractive voice



What makes a good voice? How do you maintain a lip trill? Describe the accordian analogy, What is the benefit of the accordion analogy? How can you avoid permanent damage to your vocal cords? What is the perfect speaking volume?

Appearance

It may or may not be fair, but our physical attractiveness can say a great deal about us, and it can have a great deal to do with how we are treated. Dress like a slut and it's likely you'll be treated like a slut. Dress like you deserve respect, and it's likely you'll be given respect, whether you deserve it or not. Our clothing can convey at least 10 messages about us to others:

· Our economic background

· Current economic level

· Educational level

· Level of sophistication

· Level of success

· Moral character

· Social background

· Social position

· Trustworthiness

Look at these pictures and be prepared to discuss in class how you view the characters in them in terms of the above characteristics:



SOURCE: Unknown: I've used this photo in class for years, but can't find it now on the internet.



Credit: 2.0 Generic (CC BY 2.0)



Credit: Author's personal collection

Physical Environment

The physical environment in which we work makes a big difference. Consider this lounge at the Indiana Memorial Union in Bloomington, Ind. It's designed to create a pleasant environment for students to study in. The photos on the wall are of former presidents of the university.



Credit: Indiana University

A trash-littered street reduces property values, drives people away. The one below is in Stockholm.



Credit: CC BY 2.0

Whereas a clean, tree-lined street creates a pleasant living environment and reduces crime. Shown below is the 33rd Street median parkway in Baltimore, Md.



Credit: CC0 1.0 Universal (CC0 1.0)

Proxemics

Proxemics is the study of how space and distance influence communication. Space influences how people communicate and behave. On a subway car at rush hour we might say we are "packed like sardines." In a different situation, we might say we are "close" to someone, meaning we are content with and attracted to him or her. If we lose contact with someone, he is "distant."

We all have definitions of our "personal space," and these definitions are contextual, as illustrated by the subway illustration. Scholars have identified four zones for Americans which are **intimate space** (19" to 1.5 feet), **personal space**, (1.5-4 feet) **social space** (4-12 feet) and **public space**, 12-? Feet).

- In a face-to-face class, be prepared to describe the interaction that takes place in each of the above spaces. In an online class, submit a brief paper describing the interaction that takes place in each space.

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CHAPTER OVERVIEW

7: Friendship

7.1: Making Friends
7.2: Friends – Small Talk

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7.1: Making Friends

SOURCE: https://www.pexels.com/photo/men-sits-of-sofa-1036804/

CREDIT: Afta Putta Gunawan/Pexels



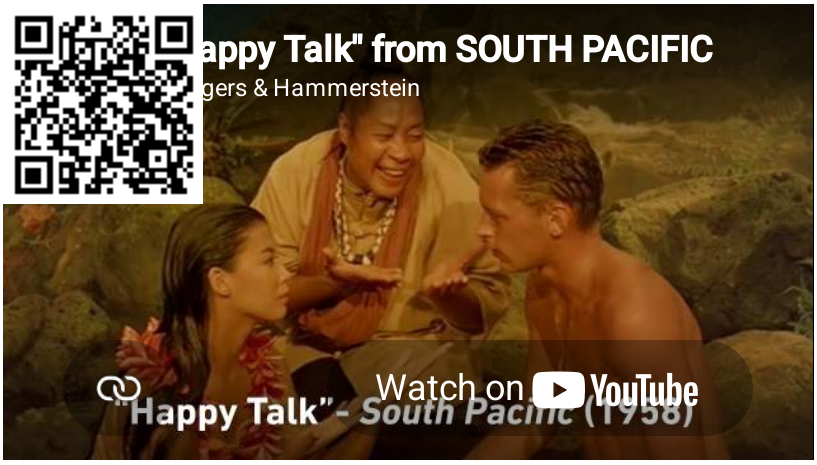
Figure **7.1.1**: Copy and Paste Caption here. (CC0; Afta Putta Gunawan via Pexels)

Thus far, we've studied the basics of interpersonal communication. Now, for the second half of this course, we're going to study the application of these principles. The next three chapters are devoted to intimate relationships – getting along with people, making friends, and love and marriage. The final three chapters will focus on getting a job, communicating with others in the workplace, and leading others in the workplace.

Let's start with a clip from a Broadway musical, "South Pacific." The show premiered in 1949 and ran for 1,925 performances. It was based on James A. Michener's Pulitzer Prize-winning book, *Tales of the South Pacific*.

The plot centers on an American nurse stationed on a South Pacific island during World War II, who falls in love with a middle-aged expatriate French plantation owner but struggles to accept his mixed-race children. A secondary romance, between a U.S. Marine lieutenant and a young Tonkinese woman, explores his fears of the social consequences should he marry his Asian sweetheart. Here's a clip from the 1958 film version:

Happy Talk – South Pacific



The clip illustrates one of the essential truths of friendship—we like to be around people who are fun, and who make us happy. It's the quality and variety of friends that matters – not the number, despite what Facebook might want us to believe. And it's necessary

to have some friends who aren't just like us. People with varied relationships have better physical and mental health. These friends help them moderate different moods, a concept some call emotionships. (Cheung, Gardneer & Anderson, 2014)

You have probably experienced this yourself. You may have one set of friends to whom you turn for support in reaching your fitness goals. Another set for support in studying for a math class. Still another to help you practice for a speech class. Still another when you're having a really bad day. The reason this is effective is that any one individual may not have the ability to meet the majority of one's emotion-regulation needs.

This seems to be particularly true in cases of marital disruption (death, divorce), perhaps because women maintain more diverse support networks than men, who often rely on their spouses as their only confidant (Kiecolt-Glaser & Newton, 2001).

In Chapter 6.2, we discussed **proxemics**, the idea that 18 inches to four feet is our most intimate zone, 18 inches to four feet is our personal space, four feet to 12 feet is our social space and beyond 12 feet is our public space. Much the same concept holds true when it comes to friendships. Friendships also shift themselves into concentric circles, like a bull's eye. In the center is our 'support clique," about five people who would unstintingly give you support or help if you needed it. The next ring, of about 15 people, is your "sympathy group," whom you invite for a quiet dinner or evening at the pub. Then about 50 "good friends," until finally, you reach 150, Dunbar's Number or the upper limit of friends you can have, and eventually 500, acquaintances you know through work or a social group but who are "unlikely bother turning up to your funeral." (Dunbar, 2021).

For friendships to survive, they need personal interaction. From data collected from women's social networks in Britain and Belgium, Dunbar concluded that we devote 40% of our social time to the five people in the innermost layer and 20% to the 10 people that make up the rest of the next layer. The remaining 135 get what's left over – "about a half minute a day."

Let's think about building your dream team of friends. Who would you include?

· Co-workers, who can help you understand how things really work at your place of work.

· Neighbors, so you have a sense of community

· People who share your hobbies and interests.

· Friends you can learn from, who are different from you, who know something you don't. Those friendships can expand your world.

· Friends in the same life stage as you. Are you a new parent? Recently divorced? Received a diagnosis of diabetes? You need people who can understand and relate.

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7.2: Friends – Small Talk

Source: https://www.pexels.com/photo/concentrated-diverse-colleagues-working-on-laptop-and-brainstorming-4353594/

CREDIT: Ketut Subiyanto/Pexels



Figure **7.2.1**: Concentrated brainstorming over a table. (CC0; Ketut Subiyanto via Pexels)

One of the more difficult things for a lot of people is engaging in small talk. It became even more difficult during the pandemic. And yet, the first step in making friends is almost always to engage in small talk. Small talk is also the key to re-engaging with friends with whom we haven't been in contact for a while, such as at a class reunion.

We begin, of course, by simply introducing ourselves. Read this short article on how to do that: **A Simple Way to Introduce Yourself**.

Now, listen to this audiobook summary:

The Fine Art of Small Talk



(The notes under the audiobook summary include the ability to read the summary or to download the entire audiobook.)

- Is silence golden? What did Debra learn about that from Bob?

Why are names important? Give one technique to help remember names. Should you shorten a person's name?

Discuss the use of an icebreaker.

How can you make the person you are talking with feel important and connected with you?

How can you avoid awkward pauses?

How can you exit a conversation gracefully?

Here's a list of 30 questions to engage in sensational small talk:

How to make GREAT Small Talk



- Practical exercise: Your instructor will divide you into pairs of two. Introduce yourselves to each other and learn all you can about each other for five minutes. At the end of that time, each class member should share what s/he has learned about his/her partner with the class.

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CHAPTER OVERVIEW

8: Intimate Relationship

8.1: Communication in Intimate Relationships
8.2: Love Languages

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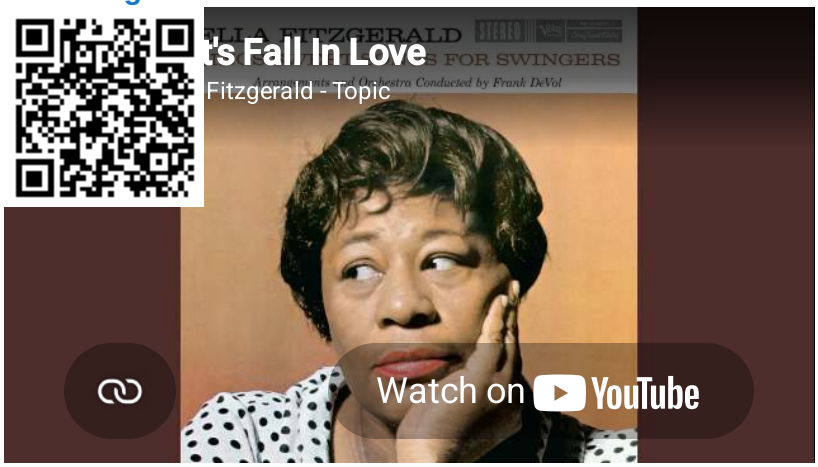
8.1: Communication in Intimate Relationships



Figure **8.1.1**: Love in a tropical setting (CC0; Asad Photo Maldives via Pexels)

To set the mood, listen to this video:

Let's Fall in Love – Ella Fitzgerald



- Who was Ella Fitzgerald? (optional)

If only it was as easy as Ella Fitzgerald made it sound. Maybe it is. Around the world, historically arranged marriages have been the norm among royalty (to avoid wars and cement relations between nation-states), among families engaged in commerce (to enlarge commercial empires), and in certain, primarily Asian and African cultures.

You may much prefer the idea of just "falling in love" to the idea of being told whom we are going to marry and spend the rest of our lives with, but wouldn't it be nice to have a playbook to help us "fall in love"?

A study of those arranged marriages suggests that commitment, communication, accommodation, and vulnerability are key components of a successful relationship. Other research suggests that sharing adventures, secrets, personal space, and jokes can build intimacy and love with your partner. (Epstein)

Imagine the scene: You're at your favorite club. Or maybe the college cafeteria. Or maybe church. Wherever. You spot someone across the room. What attracts you to the other person? Odds are it's their appearance. We tend to like people who are like us. If we are tall, blonde, and blue-eyed, we're likely to be attracted to people who are tall, blonde, and blue-eyed. Or at least one or two of those features. If we are tall and Black, we're likely to be attracted to someone tall and Black. If we are short and stocky, we tend to be attracted to others who are short and stocky. But notice the word *likely* So we're not *always* attracted to someone with those physical characteristics. Sometimes the old adage is correct, opposites do attract.

- Take a couple of minutes and think about the **physical** characteristics of someone to whom you might want to become more romantically attracted. If you are in a face-to-face or remote class, be prepared to discuss these in a small group. In an online class, submit them in a short essay for your instructor.

Research also shows that we are seeking partners who are similar to us in other ways. This is called **similarity.**

- Please take a few minutes and do just a bit of research and five two examples of things you would like your partner to have in common with you. Submit them (with sources in APA style) to your instructor and be prepared to discuss in class.

Research also shows we want our partner to "fill in the missing gaps" or the weak parts of our own personality. This is called **complementarity.** This is where the adage opposites attract" really does come into play.

If we are looking for someone to fill in the gaps in our own areas of competence or personality – perhaps you're great at doing gardening but lousy at handyman skills – it makes sense you'd want someone competent at those things where you are weak. In an age of two-income families, it makes sense that we'd like to see our partner engaged in work at which they are extremely competent to earn the highest income possible.

"Breaking the ice," having that first discussion, can be awkward, though perhaps not quite as awkward as this clip from the 1985 movie "Back to the Future."

Back to the Future I'm Your Density



- Your instructor might want to discuss the icebreakers "back in the day" as he or she knew them. You might also be invited to share your icebreaker experiences.

Once we get beyond the icebreaker, **disclosure** becomes an important factor in how we form relationships, romantic or otherwise. Typically, the initial disclosure is very little. Perhaps little more than a name. Then, slowly, we might disclose more. Where we went to school, where we go to church. What our parents do. Where our family came from, and so on. But we only disclose more information about ourselves if the other person discloses more information about him or herself. As we get further along in a blossoming relationship, the discussion turns more serious: Are you interested in children? Should the wife stay home to raise kids?

If so, just until the kids are in school? How do you feel about homeschooling? Some religions sponsor church-run K-12 schools. Do you want your children to attend a church-run K-12 school, etc?

(An aside: Some families recognize the two-income family model has some possible issues. The two major issues are (1) the possibility that one partner may at some point lose his/her job, and (2) the question of whether one partner should stay home to raise the children while they are very young. For this reason, some families choose to live on one partner's income while building up a substantial reserve fund from the other partner's paycheck.

(There are also some possible issues with the one-income family model, most notably that the income-earner could be laid off or die. To have an adequate cushion against layoffs, the $50,000-a-year single-income family would need about $35,000 in savings. To permanently replace that $50,000 income would require an investment portfolio of at least $1 million generating at least 5% a year in income.)

It traditionally has been hard to develop or maintain a relationship when the two parties are far apart. If someone was in Maryland and the other person in California, for instance, it would be said they were "geographically undesirable." To try to maintain established relationships, people as recently as 100 years ago wrote letters. A great deal of the material that historians draw upon to write biographies of people from the past is their letters. By the time World War II came along, soldiers could line up for the opportunity to make 5-minute phone calls home. Today, military members around the world as well as civilians can keep in instantaneous touch with friends, relatives, and business associates.

You may have moved and stayed in touch with friends and family in another state or halfway around the world. But is that practical when dating? A survey for Hire a Helper (2019) found that when dating through apps or online, the limit on love is about 30 miles or less. While 27% say they are open to finding a long-distance partner, 44% said that if they did find a long-distance partner, they would consider moving to be with them. In other words, distance still matters, and a person can still be "geographically undesirable."

Do online dating apps work? Thirty percent of U.S. adults say they have used an online dating site or app. And 12% "say they have married or been in a committed relationship with someone they first met through a dating site or app. All in all, about a quarter of Americans (23%) say they have ever gone on a date with someone they first met through a dating site or app." Online dating is particularly popular among younger adults and those who identify as lesbian, gay, or bisexual (LGB). Majorities of online daters say it was at least somewhat easy for them to find others that they found physically attractive, shared common interests with, or who seemed like someone they would want to meet in person.(Andereson, Vogels & Turner, 2020).

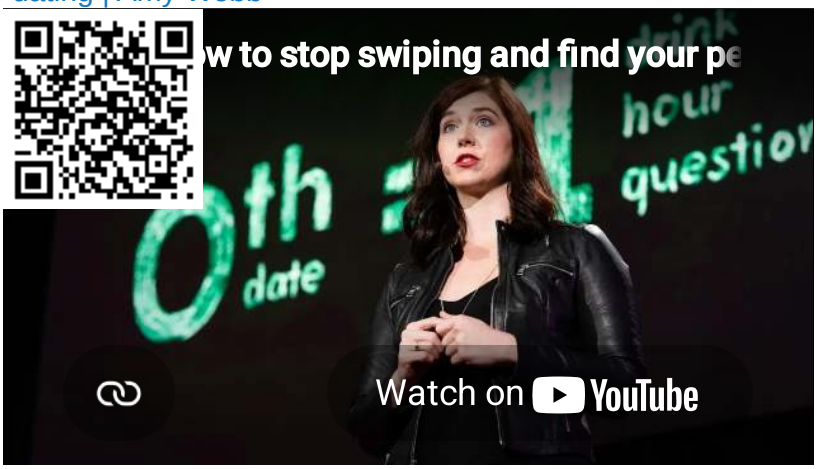
So, how do we bolster the odds that we will be successful? Watch these two videos:

How to stop swiping and find your person on dating apps | Christina Wallace



- In 500 words or less, explain why she used OKCupid, what a sales funnel is, what is the zero date? (This and the next two exercises are all part of the same exercise.)

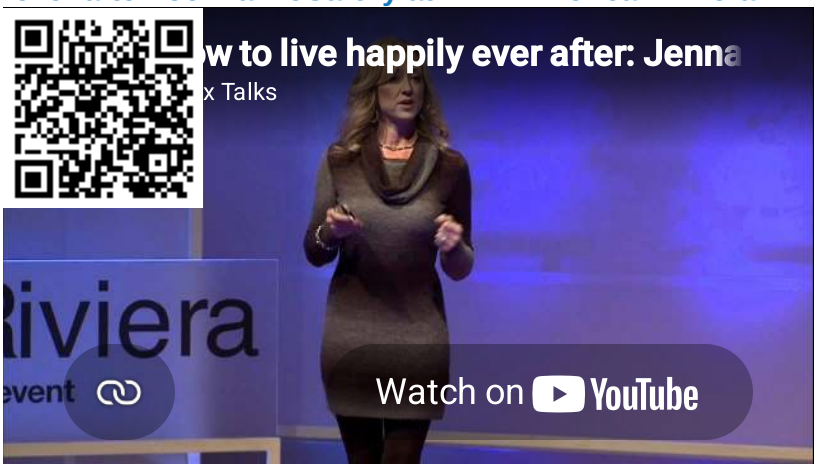
How I hacked online dating | Amy Webb



- What was the probability of her finding the possibility of finding Mr. Right? Why did she decide to ask her own questions? Thinking about her questions, do you agree with them? What does Amy Webb say is the algorithm for love?

Finally, out of any relationship, there have to be rewards for both partners. Watch this video, and be prepared to discuss what Jenn McCarthy says are the rewards of marriage.

How to live happily ever after: Jenna McCarthy at TEDxAmericanRiviera



- Now, read "Why Stay Married?" (below) and be prepared to discuss the top five rewards related to marriage cohesion and the top three barriers to leaving a marriage. Do you agree with this list? Does it differ from what Jenna McCarthy said in her video and if so, how?

Why stay married? Rewards, barriers, and marital stability

(If you encounter difficulty accessing the article, please use your college library's search box and search for DOI:10.1111/j.1741-3737.2003.00561.x.)

Knapp's Model of Relational Dynamics

Mark J. Knapp (1938-present) is a teaching professor at the University of Texas who developed a model that explains how relationships grow, last, and end. The steps are:

Coming together

Initiating

Experimenting

Intensifying

Integrating

Bonding

Maintaining the Relationship

Coming apart (sometimes but not always)

Differentiating

Circumscribing

Stagnating

Avoiding

Terminating

You can see an illustration of his model and read descriptions of his steps (although I think they are pretty self-explanatory) here.

(https://www.communicationtheory.org/...ionship-model/)

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8.2: Love Languages



Figure **8.2.1**: A happy couple (CC0; Polina Tankilevich via Paxels)

Hollywood has produced an endless stream of love stories. Some, such as “Gone with the Wind,” “Cleopatra,” or “Titanic” are love stories wrapped in grand dramas. Others – “Philadelphia Story,” “The Notebook,” or “Love Story” are more intimate.

Dr. Gary Chapman is a psychologist and marriage counselor who developed the concept of love languages. Let’s get started by taking a few moments to listen to Dr. Chapman explain why the five love languages are so important, especially for Gen-Z, and how he came to develop the concept of love languages which he then wrote about in a book that has sold more than 50 million copies.

Dr. Gary Chapman on The Five Love Languages



When people “fall in love,” they do so with high hopes and expectations of a life of bliss forever, “until death do us part.” But researchers have found that almost 50% of all marriages in the U.S. will end in divorce or separation. Diving a bit deeper, 41% of all first marriages will end in divorce as will 60% of second marriages, and 75% of third marriages. The U.S. has the fourth highest divorce rate in the world, behind Russia, Belarus, and Gibraltar. At least we’re ahead of No. 5 and 6, Moldova and Lithuania (Wilkinson & Finkbeiner, 2022).

Dr. Chapman believes the reason is many people speak different love languages. If you don’t speak the same love language as your partner, you might as well be speaking Mandarin. Not feeling loved is a huge problem, as demonstrated not only by divorce statistics but also by the experience of children of divorce, who often feel unloved by the parent who left them.

The problem is, falling in love is one thing, staying in love is another. Just like anything else, it requires continuous work. If you’re a triathlete now, you won’t remain a triathlete by sitting on your couch every weekend and watching TV. You’ll be out running in all sorts of weather, biking to work, etc.

One study suggested that romantic obsession lasts for about two years. After that, the “rose-colored glasses” come off and reality sets in. Your partner’s quirks become annoying or worse, and life’s routine – paying bills, doing laundry, raising kids, hosting in-laws, etc., wears on the marriage. Resentment and separation can follow. Many couples resign themselves to emotional deprivation or file for divorce.

There is, however, a better way. It starts with family dinners. We’ll get back to love languages in a minute, but family dinners are essential for building and maintaining families. Adolescents who have just one or two family dinners a week with their parents are two to four times more likely to use alcohol, tobacco, marijuana, and other drugs than youth who have five to seven family dinners a week (National Center on Addiction and Substance Abuse at Columbia University, 2006). Other research has found the frequency of family dinners is related to lower rates of delinquency and sexual promiscuity.

What makes a family dinner so important? Family dinners provide a relaxed atmosphere that allows for open discussion about daily activities, sensitive issues involving politics, core moral choices (or both), and continued emotional bonding between family members. It’s thought this may be more successful than a formal lecture, and youth learn their family loves them and cares about them. When families fall on hard times – and most families do at some point – family dinners provide the opportunity to discuss the situation openly and to get input from everyone, to build a family team. Schirch (2005).

Aside from family dinners, feeding the fires of a couple’s love takes work. And that’s where the five love languages come in. The first of these is **Words of Affirmation.** You may have said as a child, “Sticks and stones can break my bones, but words can never hurt me." That’s a lie. Words can build up, and words can break down.

Watch the difference as two coaches adopt different approaches to coaching a soccer match. One coach adopts a positive approach, the other a negative approach.

Positive Coach vs Negative Coach | A 5-a-Side Surprise! | England



Most people – not all, but most – respond better when they are affirmed. So it makes sense that we would praise our partner's good works, and not just the extraordinary things they do, but the everyday things: "Honey, you look great in that dress!" or, "I don't know how you do it, but you go from one stellar meal to another." Some studies indicate that successful couples praise six times for every time they criticize.

One caution: Most of us have pretty good "B.S. meters" and can detect false praise. So mean it when you say it.

Also, remember that in a marriage, spouses are equals and must treat each other as equals. So don't make demands, but rather requests. Demands are demeaning, requests are empowering.

The second love language is **Quality Time.** We have to spend time with our spouse. When we were dating, we carved out time for a date and on that date gave our spouse 100% of our attention. Once we're married we still need to carve out time for our spouse and give him/her 100% of our attention.

To be sure, we live busy lives. But what worked when dating will work when married. That's why many couples have a regularly scheduled "date night." Maybe they go to a movie and then out for a snack or drinks. Maybe it's out for a nice dinner, and then a stroll around a lake.

The third love language is **Receiving Gifts.** Everyone likes to receive gifts. We like to get presents on our birthdays and major holidays. But a surprise present is best of all.

This works even in the business setting. A newsletter publisher delights its subscribers by sending subscribers an eBook of Success Quotes for Every Week of the Year each holiday season. Dynamic Catholic sends two or three free books a year to members of its Ambassadors Club who donate $10 a month. The Wall Street Journal offers subscribers free eBooks and free audiobooks from HarperCollins, a major New York publisher, each month. The Journal also offers complimentary virtual passes to selected WSJ events that cost hundreds of dollars for in-person attendance. (These subscriber benefits are available to student subscribers; student subscriptions are $4 a month here.)

The fourth love language is **Acts of Service.** Many men demonstrate love by doing things for girlfriends such as cleaning out gutters; many women demonstrate love by cooking, folding laundry. People of any gender can show love by running errands.

The fifth love language is **Physical Touch.** For a person whose love language is touch, a slap is devastating, but a tender hug is not only reassuring but deeply comforting. In times of grief and crisis, physical touch can communicate more powerfully than words.

How do we know our partner's love language? If you really like hearing "I love you" again, and again, and again, words of affirmation are probably one of your love languages. That's also true if you appreciate being recognized, whether it's because you put on work clothes for your Zoom call or your partner says thank you.

If you like to spend uninterrupted time with your partner, if it's meaningful when your partner makes time for you, if creating memories and special moments together is important to you, then quality time is one of our love languages.

Acts of service are one of our love languages when your partner helps ease your responsibilities by doing little chores or tasks for you or follows through on something, or you think talk is cheap, action counts.

You know if receiving gifts is one of your love languages when the present is nice but what really matters is the thought behind it.

Touch is one of your love languages if you look forward to hugs, cuddles, and intimacy; if you feel grounded in a relationship when physical affection is accessible and cultivated, if you like public displays of affection.

What's the most common love language? Chapman analyzed the results of 10,000 people who took his online quiz in 2010 and found words of affirmation was the most popular language (Borensen, 2018). Dating app Hinge analyzed its data and found Quality Time won, hands down (Emery, 2018).

Love is the most fundamental of human emotions and is key to human relationships. Watch Billy Ward, a former Baltimore Raven, talk about love and being loved.

How to love and be loved | Billy Ward | TEDxFoggyBottom



- Do you agree with Chapman's list of love languages? Is there are you would add? What's your favorite love language? In your favorite romance movie (comedy or serious), what love languages can you identify? Be prepared to discuss in class and write a 500-word essay.
- What is your love language? Take this quiz and find out (be prepared to discuss in class or share in an online class):

The Love Languages Quiz

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CHAPTER OVERVIEW

9: Resolving Disagreements

9.1: Resolving Conflict

9.2: Resolving Disagreements in the Family

9.3: Resolving Conflicts – Practical Exercises

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9.1: Resolving Conflict

Conflict is a part of life.

That's a sad truth. In itself, that shouldn't surprise us. We all have our own wants, needs, and desires. Sometimes, what you want goes against what someone else wants. Consider a debate in your family about where to go for a family vacation. Dad might want to go fishing. Mom might want to the beach. Your sibling might want to go to Walt Disney World. And you might want to climb Mount Everest. (Before you decide that's a great idea, watch Lessons from the Edge. (Optional, but well worth watching.))



Politics is all about conflict. As this book was going to press, Sen. Joe Manchin (D-W.Va.) had torpedoed President Biden's domestic agenda. He wanted some changes to a bill, and when he couldn't get them, he told Senate Majority Leader Chuck Schumer (D-N.Y.) he would not support the measure. And then he changed his mind. More on that later.

And there's conflict in business, too. How could there not be? Even if we all agree that the objective for our company is to maximize our profits, *how* to maximize profits can lead to serious disagreements with real consequences. Here are two real life examples:

· The first from the early days of the World Wide Web: Newspaper publishers could see that the internet was going to have a major impact on their business model. The question was, should they give away their content for free, and count on advertising to pay the bills, or should they charge for access to their content?

Most newspapers had built their business on being supported by advertising, with subscriptions paying just enough to cover the cost of delivering the paper to the customer's home. Everything else was paid for by advertising. *The Wall Street Journal*, however, had always charged a premium price for its news, and had been delivering its content by wire for over 100 years. Unlike nearly every daily newspaper, The Journal refused to put its content on the web for free.

There was intense debate within the Journal at the time, but it quickly became apparent advertisers did not need a local newspaper to reach their potential customers. The advertisers moved to the web, depriving newspapers of advertising revenue. That happened to the Journal, too. But the Journal's subscribers continued to pay the cost of producing the Journal's content, so the Journal remained profitable even though its advertising shrunk dramatically.

· The second: As Japan began to recover from World War II, its government adopted a series of 10-year plans to guide its economy. The first objective was to rebuild its steel industry. It chose to adopt the most modern steelmaking technology, the basic oxygen furnace. U.S. steelmakers at the time dominated the world, but their plants used the open hearth blast furnace technique first developed in 1865 in England.

Baltimore was a major steel producing center, with the Sparrows Point steel mill the largest in the world by 1958, having built ships used in the World Wars, part of the Empire State Building, the Golden Gate Bridge, and the Chesapeake Bay Bridge, employing 31,000 workers.

U.S. steelmakers debated whether to convert to the newer, more efficient basic oxygen technique but decided not to because of short-term tax and accounting considerations. As a result, the U.S. essentially ceased to be a major player in the world steel market,

and in 2001, Sparrows Point went bankrupt, and by 2015 it was a pile of demolished rubble. (UMBC, 2022; BMI, (2022)

Failure to peacefully resolve conflict can lead to tragic results. We see it all the time as this list of news reports from Google News demonstrates:

Argument leads to non-fatal shooting overnight in Milwaukee

Argument leads to deadly shooting in north St. Louis County, woman charged

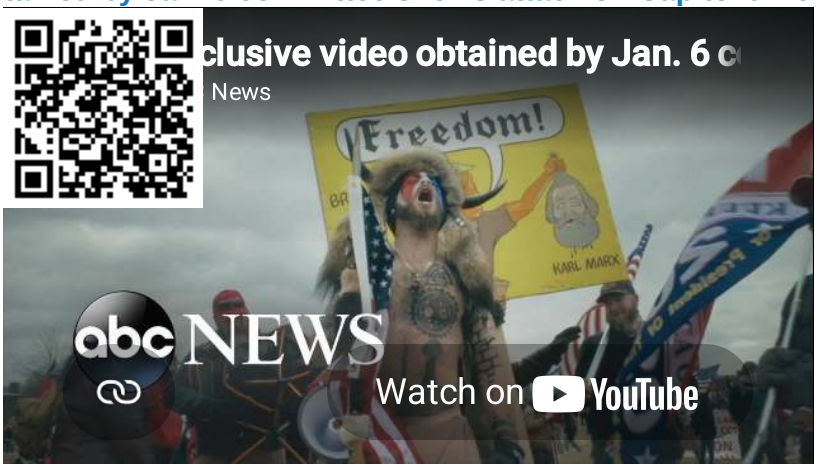
Argument between 2 men leads to shooting at Outback Steakhouse in Shenandoah, police say

Video: argument leads to shooting inside busy gas station

Dice game on Harlem street leads to fatal shooting of man, 35

We even see disagreements in politics erupt in violence:

Exclusive video obtained by Jan. 6 committee shows attack on Capitol unfolding



Plainly, we need to know how to deescalate difficult situations.

Dialectical Tensions

The first step is to understand that dialectical tensions are always at play in all relationships -- couples, family members, friends, and business associates. We may also use different strategies in managing these tensions to try to meet the needs of the other person. Recognizing the needs of the other person and attempting to meet his/her needs is one of the hallmarks of a competent communicator.

It is also important to understand that relationships are always changing. Think about your relationship with your parents. When you were seven and your Mother or Father said to do something, you probably accepted it without too much thought. When you became a teenager, however, you were seeking to become your own person. So, when asked to do something, you might have resisted, especially if you had other plans – or if you just weren't in the mood.

Conflict Affected by Culture

The second thing to remember is that relationships are affected by culture. Conflicts between teenagers and parents are shaped by generational culture and conflicts between spouses or partners are shaped by gender culture.

Edward T. Hall classified cultures as either high-context or low-context. In high-context cultures, a message is conveyed as much by the setting as by what is said. People who have been in the Oval Office often say they went in prepared "to deliver a message" but were overwhelmed by the atmosphere and did not come off nearly as strong as they intended. People who tour the U.S. Capitol or the Supreme Court building often feel that same sense of awe. High context communication may help save face because it is less direct than low context communication. But it may also increase the possibility of being misunderstood.

What do we mean when we talk about saving face? Saving face is a Chinese term that refers to the idea of not completely humiliating your adversary. It was important during the 13 days of the Cuban missile crisis of 1962 when the U.S. came the closest it ever has to nuclear war. In his memoirs, Kennedy wrote about the seven lessons he learned during the crisis, No. 6 being, “Don’t humiliate your opponent.”

Ways in which one can lose face include:

- a rebuffed overture
- exposure to personal insult
- exposure to a derogatory remark or disregard for one's status
- being forced to give up a cherished value
- making what may later be seen as an "unnecessary" concession
- failure to achieve goals
- revelation of personal inadequacy
- damage to a valued relationship

The key difference to remember here is that high-context cultures want to repair or build *relationships* while low-context cultures most often desire to simply *problem-solve* and move on. (Rosenberg, 2004) Low-context cultures, by contrast, emphasize directness rather than relying on the context to communicate. Generally speaking, the United States is a low-context culture, although, as noted, there are exceptions, including the Oval Office, police officers in their uniforms, etc.

In general, Western cultures tend to be low-context, while Southern and Eastern cultures tend to be high-context. But understand that during a dispute, people tend to move along a continuum.

What are the common causes of family conflict?

· Learning to live as a new couple

· Birth of a child

· A child going to school

· A child becoming a young person

· A young person becoming an adult

· Separation or divorce

· Moving

· Long-distance commuting

· Financial stresses

Case Study: A Senator Plays Hardball

How do we solve these problems? Let’s begin, not with a discussion of family difficulties but with a discussion of a major political problem Early in his presidency, President Joe Biden laid out an ambitious agenda that was whittled down and whittled down. Pundits were talking about its demise. And indeed, it appeared in late July that the proposal for all practical purposes was dead when Sen. Joe Manchin (D-W.Va.) announced he could not support it. Because of unified Republican opposition, without Manchin’s vote, it simply could not pass.

Manchin’s fellow Democrats took to the Senate floor to denounce Manchin. Then, out of nowhere it seemed, Manchin, who was isolating himself after being diagnosed as having come down with Covid, announced a deal had been reached, and he would support a revised package. The announcement surprised everyone except Senate Majority Leader Chuck Schumer with whom Manchin had been secretly negotiating. “What happened?” Sen. Kristen Synema of Arizona, a fellow moderate Democrat, asked on the floor of the Senate. Sen. Tom Cotton (R-Ark.) accused Manchin of betraying Republicans. (Cotton had apparently forgotten that Manchin was, in fact, a Democrat).

Exactly what happened behind closed doors wasn’t known as this book went to press, but you can take this to the bank: Manchin got a substantial concession to benefit West Virginia. You can also be assured of this: Schumer understood, as he had said often,

that “West Virginia isn’t New York,” and Manchin was elected to represent the people of West Virginia, not the people of New York or the national Democratic Party.

Why were their talks successful? First, they had mutual respect. Schumer understood that West Virginia isn’t New York, and Manchin understood it was important to Schumer and other Democrats to be able to deliver a significant environmental package. As long as that package helped and didn’t hurt West Virginia, he could vote for it.

Second, Schumer went the extra mile. When Manchin announced the bill was dead, Schumer reopened the conversation. They kept their talks private. Even President Biden was kept out of the loop.

They knew each other. They had had lots of other opportunities to work together in the past, so they were able to approach the talks from a standpoint of mutual understanding and respect. Further, they understood the reality of politics: One has to be able to count. And all you need to get a bill passed, in most cases, is a simple majority.

The resulting deal left everyone, except, perhaps, Republicans satisfied. Was it perfect? No. Anyone who has been in a legislative body will tell you that almost every piece of legislation has something you wish could have been changed. But it was good enough. Satisfaction is important because if your counterparty is satisfied with the deal, he or she will negotiate with you again. A dissatisfied counterparty will try to “even the score.”

Having reached a deal, how did they deal with it? Did Manchin proclaim that he “forced” Schumer to agree? No. Did Schumer proclaim that he twisted Manchin’s arm and got him to agree? No.

- Read Manchin’s press release here. Keeping in mind that he represents West Virginia, can you identify what he obtained in private negotiations with Majority Leader Schumer? Can you find language honoring his Democratic and Republican colleagues?

Here are some additional resources

Statement from President Biden on Inflation Reduction Act of 2022 (White House)

After spiking earlier talks, Manchin agrees to a new deal on climate and taxes (NPR)

In the NPR story, note that the deal was not announced until after Senate had voted on a bill to expand domestic production of critical semiconductor chips. You can be sure that the agreement between Schumer and Manchin included when Manchin would make his announcement. Why was this important?

- Be prepared to discuss in class or write a 250-word essay if an online class.

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9.2: Resolving Disagreements in the Family

Conflict is a serious problem in contemporary American families. One in four marriages ends in divorce, which is usually preceded, and often caused, by unresolved conflict. Not only does conflict cause marriages to splinter, but it also causes serious physical and emotional illness – ulcers, headaches, etc.

What causes conflict, even warfare, within a family. To start with, a family isn't a voluntary organization. To be sure, a husband and wife choose each other. But children don't choose their parents, nor do cousins, in-laws and others. In one case, conflict at a cousin's house was so intense that Melissa broke out in hives that lasted more than a week. When she went to the doctor on an unrelated matter, he asked her what those were all about. When she said they developed after visited her cousin Jane, he told her to never see Jane again – and wrote that in her medical chart. Melissa could leave that house, but the members of that family couldn't. Once conflict begins in a family, accumulation of grievances can become self-perpetuating.

Another cause of conflict in a family is the intimacy of contact. "If a man's home is his castle," says Blood (1960), "it is also the place where his dungeons of despair are. A man who would never strike a woman in public finds his fury uncontrollable when goaded by a nagging wife behind closed doors. A child who would be patiently admonished in a public park needs a pillow in his pants for the same behavior at home."

Over the last 100 years, the nature of the American family has changed. In the past, American women tended to have a number of children. This was driven, among other reasons, by the simple fact that disease would take a number of them. Today, thanks to modern medicine, a couple with one or two children is likely to see those children survive. But for those children, a small family is not always a blessing. In a large family, such as that of U.S. Supreme Court Justice Amy Coney Barrett who has seven children, no one child can monopolize her attention and affection, whereas in a small family, one child can do just that, resulting in sibling rivalry becoming acute. And rivalry can lead to conflict.

As if all that wasn't enough potential for conflict, add in the simple fact that a family is constantly changing. Newlyweds typically have little more than a year to work out their relationship before pregnancy occurs. After that, another child comes along every two years. As the children grow, patterns of family life must constantly be adjusted. And it's not just the children that cause disruptive change.

The parents' needs also change. The mother loses her figure, or the father fails to get the raise he expected. Or even worse, the father loses his job. Sometimes, the family has to move to an entirely different part of the country or the world, which is massively disruptive to family relationships.

Keeping Our Cool

So it is imperative to try to "keep our cool" when dealing with situations in our own family. How can we do that? In his book, *How to Negotiate with Kids . . . Even When You Think You Shouldn't,* Scott Brown offers several tips. They are tailored at kids 2 to 12, but work for teenagers and adults, too. Here they are:

1. Deal with your own emotions first. Understand your hot-button issues. When you temper flares, try to find a few quiet moments to take some deep breaths. Then, think about your child's perspective. He may not understand that what he has done is wrong. Or, he may be deeply upset.

2. Remember, children tend to be more emotional than adults. So help them deal with their emotions. Did your daughter spill water on the dining room table? Rather than yell, show her how to clean it up. If bedtime is particularly stressful for the child, set aside time to read and talk to her.

3. Listen to learn. Family dinners are key here, but sometimes we have to set aside other times, too. Maybe the child has something deeply personal to ask us. A mother might pick up her children and their friends and drive them somewhere. As she drives, her radio is off, and her ears are tuned to the conversations in the back seats. "You'd be amazed what I learn," she told me. And sometimes those conversations lead to serious discussions at dinner.

4. Talk to teach. Take a hint from the Army: In training, there is constant instruction on the why as well as the how. Apply the same tactic in your family.

Sometimes all you will need is a short reminder: After you've explained that we take off our shoes to avoid tracking mud into the house, it may be enough to simply say "Shoes!" when your kid starts tracking in mud. What you don't want to do is to tell your child how stupid and incompetent he/she is.

Don't be afraid to share your own emotions: "It's frustrating to me when you track in mud because . . . " By doing so, you teach empathy and show that emotions are normal.

5. Use persuasion rather than coercion. Your son wants to go to the movies downtown at night, all alone. Rather than say no, you express concern, say downtown can be dangerous at night, especially for kids, and offer to drive him and his friends to a matinee and pick them up immediately afterwards.

6. Discipline wisely. Agree in advance on the consequences if your child breaks his promise. If he does so, administer the agreed-upon punishment consistenly and calmly. You'll teach self-discipline and internal values rather than simply teach him how to read your moods.

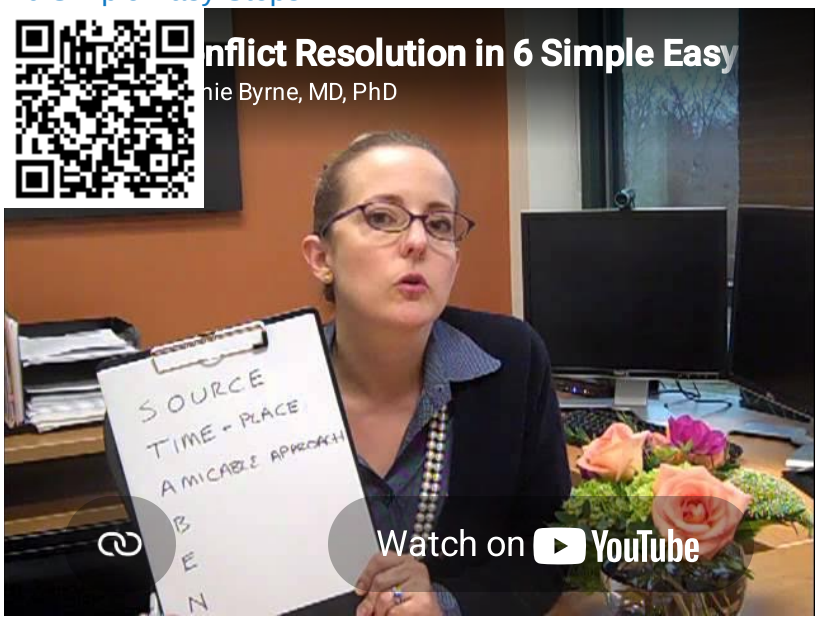
The Apple Doesn't Fall Far From the Tree

That old saying appears to be true, researchers have found, when it comes to family abuse. Cases studies of children raised in a family setting where physically violent interaction, such as spouse beating or child abuse, was frequent, were likely to commit physically violent acts themselves. A three-generational study found that abusive parents were usually abused as children. (Steinmetz, 1977).

How Can We Resolve Conflicts Among Adults?

Watch this video:

Conflict Resolution in 6 Simple Easy Steps



- What is the acronym Dr. Byrne discusses? (Write a paragraph about each letter. If you are in a face-to-face class, be prepared to discuss.)

3 ways to resolve a conflict | Dorothy Walker | TED Institute



- What are the three steps to resolve a conflict? (Write a short essay. If a face-to-face class, be prepared to discuss in class)

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9.3: Resolving Conflicts – Practical Exercises

PRACTICAL EXERCISE

Objective. The objective of all practice exercises is to give the student the opportunity to demonstrate that he has mastered the principles discussed in the course. In this exercise, you will be role playing with a partner. Your instructor may assign a scenario, or your instructor may allow your to choose a scenario or your instructor may also give you the option of creating your own scenario.

Scenario 1 – Bratty Kids in Restaurant

You and your sweetheart/spouse are out for a romantic evening at a nice restaurant. The hostess seats you and then seats a family of four with two children who are running all around the restaurant, crawling under tables, screaming, etc., and in one instance, nearly trip a waiter with a tray of hot food. That was the last straw. You've had enough. You decide to go talk to the parents and to convince them to control their bratty kids.

Scenario 2 – A Lemon of a Car

You buy a used car, and it's barely off the dealer's lot before it starts giving you problems. You have some repairs made. Finally, you're on your way to class on I-95 when the engine seizes and dies in the middle lane as cars whiz by at 80 mph. You have it towed to the used car dealer from who you bought it and tell him you want your money back. He points you to a fine-print clause in the contract that says, "All sales are final. All cars are sold As Is, with Warranty." You think that's unjust and you want your money back.

Your mission in talking with the dealer is to get him to refund your money.

Scenario 3 – Little League Coach

Your child is on a Little League softball team. The coach has had significant success in the past, and has taken the team to the state finals twice in the last five years. He has a reputation for building a winning team while creating a fun-filled atmosphere on the team. This year, however, his personality seems to have changed. He has become a bit of a tyrant, verbally abusing the kids. Many, including your son, want to quit. The parents got together and appointed you to go talk to the coach to convince him to change the way he interacts with the team.

Your mission is to get the coach to change back to the winning personality he showed in previous years. Did we say there are rumors he's being considered for a minor league coaching position?

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CHAPTER OVERVIEW

10: Interpersonal Communication To Get A Job

10.1: How to Get a Job
10.2: Resumes and Networking to Get a Job
10.3: Getting the Job- Personal Brand Pitches and Interviewing

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10.1: How to Get a Job

This chapter is all about how to get a job. The good news is there are lots of jobs out there. The bad news is that even though you have the skills, you might not get hired. How can this be?

One problem is that employers want experienced workers. While there is some indication this may be changing, for the most part, they want people whom they don't have to train, who can come in and do the job from day one. This is what high school guidance counselors don't tell you, and it is what college counselors don't tell you. And, frankly, it is what college faculty all too often don't consider when we design curricula.

If we did, college everywhere might look a lot more like Drexel University, a world-class, comprehensive, top-ranked research institution in Philadelphia. Students who attend Drexel don't just "go to college." Not only do they complete rigorous and challenging coursework under expert faculty and mentors, but they also work side-by-side in alternating semesters in cooperative education, which partners with more than 1,700 employers around the globe ranging from Fortune 500 companies and emerging startups to innovative nonprofits and government agencies in up to three six-month, full-time professional work experiences.

When the students return to class, they possess enhanced insights and an advanced, practical understanding that can't be found in any textbook. This lets them serve as a knowledgeable resource for their classmates and instructors.

Some students in community colleges are able to achieve somewhat the same experience by obtaining jobs in their desired career field. A student who wants to be a nurse, for instance, might begin by working as an LPN while attending a community college to become a Registered Nurse. The student earns money and learns the theory and skills necessary to earn the RN certification. Once the student has an RN, the student might then attend a four-year college to get a BSN. If the student has aspirations to be a Nurse Practitioner or a doctor, the student might continue their education, working as an RN while taking additional classes.

Students in some communications fields can achieve somewhat the same benefits by working on student media. A well-run student newspaper or student radio station can be a stepping-off point to a career in media, in public relations, in marketing, or advertising. Think back to the video you watched in which Ann Bastianelli discussed the importance of building a personal brand.

In the following video, Ann Bastianelli tells me how her career progressed from commercial arts student at one university to fine arts major at another, how she "walked onto" the women's volleyball team – and how that one action led to her getting her first job out of college, which probably set the path for the rest of her career. She candidly talks about her resume mistakes, why she turned down her first job with a big-time advertising agency to return to college and get her MBA, and how networking continued to play a major role in her career. You'll learn how the fact she was a single mother led her to turn down one job but opened the way (again through connections made during the interview) to a job she hadn't even applied for.

Ann Bastianelli on the Unexpected Connections that Build a Career



- She makes some important points for career development. Be prepared to discuss these in class. If in an online class write short answers for your instructor.

· What does she say about how you have to approach things like recession, inflation and other things that happen?

· What was the mistake she made in writing cover letters and resumes?

· What does she say you should always be looking for in your career?

· What does she say networking really is?

· Do you agree that your career should follow your interests?

· What happened when she turned down a job as president of her college alumni association?

· Complete this sentence: "This whole notion that you're always being interviewed, sometimes for jobs that don't even exist yet comes back to the notion that _____"

So, networking is critical. That's why if it is at all possible, you should get a part-time job working in the field you'd like to be in. You want to be a nurse or doctor? Get a job in a medical office, lab, etc. Or complete EMT training and work with a local volunteer fire department as a volunteer EMT while taking courses to advance your career. Want to be a lawyer? Try to get a job in a law firm. No, you won't be working as a lawyer. But you'll be working *with* lawyers. Want to be in advertising, public relations, or media? Work on student media. If possible, intern in professional media.

According to Sci.bio, of those who found jobs through contacts, only 17% saw their contact "often," while 56% saw the contact "occasionally," and 28% saw him "rarely." "The people in your life who you don't know too well are the ones who often matter the most when it comes time to find a job," the website says.

Self-Assessment

A leading Midwestern university was known for producing outstanding accountants. Unfortunately, after seven or eight years at major accounting firms, its graduates were not invited to become partners. The chairman of the department asked a couple of recruiters from the major firms to lunch to discuss the situation. At lunch, he was told that his graduates were truly exceptional in their accounting skills. They were the best. But, unfortunately, they lacked the necessary "soft skills." Many were afraid to make presentations to bring in new business. Others had personalities that rubbed their colleagues the wrong way and created a hostile work environment, etc. That luncheon led to the business school creating one of the first communication skills programs within a business school.

One of the keys to the program's success is that all students are required to take a personality test that indicates whether their personality is such that they are likely to be successful as an accountant or as a marketer, as an investor or as someone who is more concerned with operations (who might be more successful as a plant manager, for instance). Your college probably provides such a test for free as part of the services offered by its career services office.

- Be prepared to discuss the services offered by your college's career services office. Are those services also available to alumni?

Do you have **skills** you acquired outside the classroom that were acquired through school or community-related activities? Leading a club, for instance, involves skills that can be transferred to a professional environment, as does publicity for a student organization. **Tip:** Keep a portfolio of the work you do for others outside of class.

Understand your values. Which is more important, a high salary or time with your family? Many teachers choose that career field because they can have a satisfying career and yet be at home when their children are growing up.

Consider your personal interests. Think about your interests. What brings you the greatest satisfaction in the classroom, at work, and in your personal life? Your interests can be important indicators to important career decisions.

Industry & Occupational Research

The last thing you want to do is to go into a career field that is dying or, even worse, that pays so little that if you have to take out student loans you won't be able to repay them and have a reasonably decent life. That's why after thinking about your interests,

skills, and values you need research the industry and occupation that interests you.

Some of the information that you will discover includes, but is not limited to:
• Requirements for working in an industry or field (e.g. skills, education, experience)
• Job outlook and future projections
• Potential for growth in the field (i.e. career paths and promotional opportunities)
• Salary ranges, including cost-of-living considerations
• Financial health of specific companies in the field
• Working environments (e.g. culture, hours, locations)

As part of gathering the information, conduct **informational interviews.** Watch the "Self-Made Millennial" share her secret to networking and job seeking – the informational interview:

How to Have an Informational Interview - My SECRET to Networking & Job Seeking!



- How do you find someone to interview? What are the 5 steps in an informational interview?

PRACTICAL EXERCISE – ROLE PLAY

Informational Interview

Find someone in a career field you might be considering and conduct an informational interview with that person. Write a report and submit it to your instructor. Be prepared to discuss the interview in a future class.

Be sure to be thorough in your research before you do your informational interview. Don't rely on generic job boards such as Monster.com or CareerBuilder.com. Rather, target specific organizations. If you think you'd like to work for Walt Disney Company, research both the Walt Disney Co. corporate website and those of its constituent companies. There's a big difference between working at Walt Disney Parks and ESPN or NatGeo, and working at the National Park Service and the Central Intelligence Agency!

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Sci.bio (2023, July 30). Using your personal connections to get a job. https://www.sci.bio/personal-connect...getting-hired/

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10.2: Resumes and Networking to Get a Job

You must have an effective resume. There's a lot of advice on resume writing on the web; here's one that seems particularly effective for college students. (Doyle, 2022) Some of the samples on the web are so fancy they seem to have required a professional creative designer and artists. That's probably a bad idea because it's relevance that catches an employer's gaze, not emojis. Highlight your specific skills that fit the employer's needs. (Taylor, 2020).

PRACTICAL EXERCISE

- Identify a company or organization for which you would like to work. Following the instructions and example here and prepare a resume to submit to get an interview.

Networking and Other Ways to Get a Job

Without a doubt, the single most important thing you can do to get a job is to **network**. Many of the best jobs are never advertised. They are filled by candidates who learn of them from friends, colleagues, ex-bosses, and, yes, through informational interviews.

Most networking takes place at events where you most likely don't know most of the people there. So, how do you do that? Watch this video:

Best Networking Tips: How to Make a Connection



And from the Self-Made Millennial:

6 Tips on How to Network at an Event - Got My JOB This Way!



Here are some other ways to find a job:

Referrals are another kind of networking. In a referral, you tell your friends you're open to a new job. Sometimes, if they know of one, they'll let you know. And sometimes, they will get a call from a recruiter. Skilled recruiters never ask, "would you like to change jobs?" Instead, their question is, "Do you know of anyone who might be looking for a job as a …." So if you friend gets that call, and thinks it might be right for you, he would be likely to pass your name along.

Job Boards and Career Websites have their place. The problem is a job posting may result in hundreds of responses so a qualified applicant may not even be noticed. If you're going to use a job board, it is best to use one specifically targeted to a particular industry.

Job Fairs are often organized for specific industries or companies. Bring a batch of resumes and business cards and be ready to sell yourself. Consider any conversation with a recruiter as a mini-interview. Some organizations even offer on-site interviews to candidates that seem to match their needs.

Company Websites. If you have your dream employer in mind, go directly to the career section of the company's website. If you track openings on its site, there's a chance you'll find just the opportunity you're looking for. It may take some time, but this could be the best way to find your dream job.

Cold Calling. This one is particularly appropriate for a college student. Send a letter or email to a company in which you are interested and express interest in the company. Ask about internship programs. If you don't know anyone at the company, ask if it would be possible to do an informational interview with someone in the sort of job you'd like to have.

Temping and internships. Temporary employment and internships often lead to long-term career employment. They offer benefits to both employer and temp or intern because it is understood it is a short-term commitment without a promise of employment. But a temp or intern who makes a good impression is highly likely to be given "first dibs" on a job when it does arise. After all, that former temporary employee or intern is a known quantity to the employer.

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10.3: Getting the Job- Personal Brand Pitches and Interviewing

As we noted earlier, you are a brand. Your personal brand is the sum of what people know you to be. Are you a hard worker? A team player? Smart? Competent? Courteous? Polite? When a potential employer asks you for references, what they want to know is, what do others believe your personal brand to be?

Studies have found that people assess politicians largely by how pleasant their faces appear to be. (The exception is the rare politician who gives voice to people's legitimate anger.) And jurors assess doctors accused of medical malpractice by how humble and pleasant they appear in the courtroom. The doctor whose demeanor says, "It was impossible for me to have left that sponge in the patient" will end up paying a lot more than the one whose demeanor says, "I don't know how that could have happened. We have safeguards in place. We followed the protocols. It's a mystery and a tragedy."

It may be true that "past performance is no guarantee of future success" when it comes to picking mutual funds, behavioral-based interviewing is one of the most commonly used interview techniques. It's based on the premise that your past performance – at work, in school, in leadership roles, in athletics) is the best predictor of your future performance. How well you did in the past will help your interviewer decide how well you will do in a new job.

That shouldn't surprise us. After all, someone who knows who the best stables and jockeys are, and places their bets accordingly at the Preakness, is more likely to win than some who bets on a random horse simply because the odds are greater. The same is true at the Indianapolis 500. The winningest drivers and owners win more often than others. It's true, too, when it comes to news coverage. You're more likely to trust The Wall Street Journal, New York Times, or Washington Post than the National Enquirer because their reporting in the past has been more accurate.

This textbook was written specifically for students at Prince George's Community College, although we hope other colleges will adopt it, too. At PGCC Interpersonal Communication is typically taken in the first or second semester of a student's career. It also will be used in some classes we teach in high schools. So, not all students will be immediately looking for employment. For that reason, we are going to ask students to prepare practical exercises for the job-search process, a Personal Brand Pitch Video, and a job interview.

One of the most common employment interviews is the behavioral-based interview. It's based on the idea that your past performance is a clue to your future performance on the job. In the behavioral-based interview, you will be asked to describe situations where you displayed the skills, abilities, and personal traits that are sought for the position for which you are applying. These questions are open-ended and often begin with phrases such as, "Tell me about a time when . . . " or "Give me an example of . . . . "

The questions are best answered by using the STAR framework – Situation, Task, Action, and Result. Begin by describing the situation, the task, the action taken, and the result of your actions. You might discuss two or three examples in the course of an interview.

A Personal Brand Pitch video also uses the STAR framework to tell a story about yourself. It is short – just one to two minutes – so it is just one story. If you have a personal website, you can use it to introduce yourself or to sell yourself. Here are some Personal Brand Pitches produced by students at other colleges. Some are pretty simple; some suggest a student in film production must have helped. Let's start with a student from Prince George's Community College:

https://www.youtube.com/watch?v=1NV5bSVts5U

https://www.youtube.com/watch?v=fZYyBXqFA5k

https://www.youtube.com/watch?v=OwfhVe0CMfw

https://www.youtube.com/watch?v=7qmThA7W4Zk

https://www.youtube.com/watch?v=z2AUdvv6SIE

Preparing a Personal Brand Pitch

Remember What a Personal Brand Is

· It's about the real "authentic" you.

· It **differentiates** you – it tells your audience how you're different than other students.

· It is based on (and proven by) your stories.

· Everything you say and do goes into it – every interaction, email, phone call, etc.

Define Your Goal

Write down the major and career you feel is the best fit for you right now. (It's okay if this changes over time.)

Your Big Impact

Think about experiences you've had in your life (projects, events, jobs/internships, service, adventures, major life events, etc.) and consider where you have had the biggest impact. Write down what that is. Then, write down the skills, values, interests/passions, and or personality traits associated with what you did that made an impact.

These can be in bullet points. This will help you think about what differentiates you, the stories you have, and your values and impact. For example:

How/Where I Made a Big Impact	VIPS Involved
I made my biggest impact in my music class. I've done music for 11 years, and will obtain my equivalent to a bachelor's degree in November.	· Persistence · Musical ability/talent · Passion for music

My Three Brand Themes

· Good ethics/morals

· Loyalty

· Optimism

Differentiators (What are some things that make you and your experiences unique?)

· Not a lot of people do classical music

· Not a lot of people do activities for 10 years

· I'm completing an associate's degree in music as a freshman in college.

My Unique Value Proposition (What do you want to be known for? What can you offer to an employer that is special and unique?)

I want to be known for never giving up regardless of the task at hand and for experience with critical analysis and problem-solving skills.

My Mantra or Mission Statement (optional)

My Top STAR Story (supports each of the above)

· **Situation**: I had an internship the summer before my senior year and it was a business analytics internship for nine weeks total.

· **Task**: To add features to BigDash, a software that helps hotels and resorts maximize their revenue, using JSX and React Native.

· **Action:** We used business analytics concepts and programming languages that we learned to improve the software.

· **Results:** The CEO was impressed with the changes we made and the team got a certificate for our internship work.

The next step is to pull all this together to draft the outline for your Personal Brand Pitch.

As you develop your outline, keep the following in mind:

· What would you like to showcase as part of your personal brand? (You don't need to include everything above. Just choose a few to focus on.)

· What memorable STORY can you tell that pulls your brand together and will make you stand out? For some tips to get started, watch Perfecting your elevator pitch - what to do and what not to do!

Outline for your Personal Brand Video

· Look for a theme that ties your personal brand together: Your instructor needs to be able to say, "This student's brand is about _____"

· Consider your audience (recruiters, potential networking contacts).

· Remember, be focused, concise, authentic, differentiated, and memorable.

· Write an outline for your statement. Bullet points are just fine.

Outline:
-- Experience with critical analysis and problem-solving (business analytics internship)

-- I'm dedicated and show it by having done music for 11 years and receiving my associate's degree.

-- Never give up is my mission statement.

Before you do your Personal Brand Pitch, watch this video. (A personal brand pitch and an elevator pitch are the same thing.)

Perfecting your elevator pitch - what to do and what not to do!



PRACTICAL EXERCISE

- Open a YouTube or Vimeo account. Prepare a Personal Brand Pitch. Upload it to your YouTube or Vimeo account. Provide the link as instructed so both your classmates can see it and your instructor can grade it.

Preparing for a Job Interview

A behavioral-based interview's questions are also best answered using the STAR framework: Situation, Task, Action and Result. Here are some same questions:

· Tell me about a situation when you persuaded someone to accept your ideas or point of view.

· Describe a time when you had to convince a person or group to re-evaluate their decision.

· Tell me about a situation where you did not get along with your supervisor.

· Provide an example of how you've used creativity and analytical skills to solve a problem.

· Describe a situation in which you faced an ethical challenge in the workplace and how you resolved it.

Watch this video for some practical interviewing tips:

How To NAIL A Job INTERVIEW - Advice From Kevin O'Leary



And before you do your practical exercise, watch this video to get inside the mind of a recruiter and find out exactly what they are looking for when you are being interviewed.

Amp up your interview



PRACTICAL EXERCISE

Role Play – Job Applicant

After being paired with a partner, conduct a short job interview. You should first be the interviewee, and then, after being paired with another partner, should be the interviewer. You will be graded on how well you perform as the job applicant.

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CHAPTER OVERVIEW

11: The First Days (and Weeks) On The Job

11.1: The First Day (and Weeks) of Your New Job

11.2: Working in Teams

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11.1: The First Day (and Weeks) of Your New Job

Congratulations! You applied for the job you wanted. You aced the interview and you got it. Now what?

To some extent, it all depends upon the hiring process where you are working. To use a personal example, when I was recruited to *The Wall Street Journal*'s copy desk many years ago (I'm the "hunchback" in the picture below), the hiring process was that the company brought the prospective employee all expenses paid to New York for a week.



Photo copyright Dow Jones & Company. All rights reserved.

Wall Street Journal copy desk, circa 1968. (author's collection)

For the first three days, the candidate edited Xerox copies of stories that were going into the next day's paper. The chief copy editor (in the "slot") took them home, marked them up like a college professor and went over them with the candidate the next day. If the candidate was successful, for the last two days he edited live stories for the paper. If that was successful – and if he got along with the other copy editors – toward the end of the fifth day, he was made an offer. During his week in New York, the candidate was given brochures and booklets describing the history of the company, benefits, etc.

When the new copy editor reported to work a couple of weeks later, he filled out some personnel forms and began to work. He'd already been introduced to the culture of the company.

On the other hand, the first day on the job at Boston Beer Co,, maker of Samuel Adams Boston Lager, begins in the company pub with an address by the founder and chairman, Jim Koch, describing how he founded the company and how it grew. Next was a tour of the company's brewery. One of the unique things about Boston Beer is that Koch wanted every employee – whether she was a brewmaster or an accountant -- to be able to conduct a brewery tour. And the first day ends with happy hour in the pub. If you work for a beer company, you better like beer!

At other companies, your first day may begin in your hiring manager's office where you would fill out a ton of personnel forms, and then be walked over to your work area, introduced to your co-workers and your team leader, and you're off and running.

How to Succeed in Your First Job

Tori Dunlap graduated from the University of Portland, and in her first job at the age of 22 was the head of marketing communications for a Fortune 500 company. In this video, she explains how to succeed in your first job out of college:

How to Succeed in Your First Job Out of College



- Make a list of her four major tips, and the subpoints under them.

You're always being evaluated for your next job, and sometimes that includes jobs that don't even exist yet. So you want to make a great impression from day one. Adriana Girdler, one of Canada's leading efficiency experts, explains how to make that great impression here:

First Day at Work (START WITH CONFIDENCE)



- Make a list of 5 tips she shares that resonate with you. Be prepared to discuss in class. If an online class, submit the list to your instructor.

Of course, many jobs today are virtual. How does starting a 100% virtual job differ?

Slay Your First Week (Remotely)



- Watch the above video with Jennifer Brick, make a list of her tips and be prepared to discuss both how to begin a job conventionally and how to begin a job remotely. If you are in an online class, make a list of the tips from the three speakers that are the same, the tips that seem to apply only remotely and the tips that seem to apply only in a face-to-face setting.

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11.2: Working in Teams

American business does its work, for the most part, in teams. Imagine you're a brand manager. Who's on your brand team will depend, of course, to some extent upon what your product is. But it's likely to include not only package designers, manufacturing experts, accountants, legal (to worry about trademarks, for instance), social media experts, and others. Those "others" might include a content marketer, an SEO strategist, a visual designer, an editor, and a public relations expert.

In the medical world, a primary care doctor will head a team that will include, typically, a nurse, an LPN, and an administrative assistant. So, being able to be a good team player is crucial to success. Everyone has to work with others to achieve their goals. That includes someone working at a Fortune 50 company, a college professor, or an entrepreneur. Let me share three examples:

· Producing this textbook has involved a team that consists of several people. I wrote it; my department chair and my course coordinator edited it; the head of Prince George's Community College's faculty development unit, who oversees the mechanics of open educational resource development, coordinated production, and a student worker formatted it into LibreText.

· A real estate investor probably has a team consisting of a rental agent, a handyman for repairs, and several different types of contractors (HVAC, painters, carpet installers, plumbers), and, perhaps, a property manager for a rental house.

· Except for the very smallest businesses, a small business person always leads a team. Take a local ice cream parlor: At the very least, there will be several people to work the counter, scooping the ice cream. Behind the scenes there will be a payroll service, an accounting service to prepare tax returns, and, on call, plumbers, refrigeration experts and others.

Our team might include those who give us emotional support, including our family or perhaps coworkers. So, what makes a good co-worker?

First, you must be **accountable**. If you say you're going to do something, do it. If you make a mistake, own up to it. This is part of integrity, but only part.

Second, you must be **flexible**. Being willing to take on new challenges to support your peers is important. T.Rowe Price, the Baltimore investment advisor who is known as the father of growth stock investing, often said, "Change is the businessman's only certainty." In reality, he could have said, "Change is the only certainty," a point emphasized by Sophie Tucker, one of the most popular radio personalities of the first half of the 20th Century who once said, "I've been rich and I've been poor, and richer is better."

At work, as in life, "Change is inevitable. Growth is optional." (Maxwell, 2022). To take just one example, when the Covid pandemic struck in 2019, colleges across the country went into an almost instant transformation. The undergraduate experience which had been face-to-face became remote within a matter of, typically, two weeks. While there is some debate about whether this was necessary, at the time it was believed to be necessary to deal with a fast-spreading and deadly virus that even experts didn't understand very much about.

And it wasn't just colleges. Offices emptied. Bosses bemoaned the loss of creativity, team-building, productivity. (Studies later showed productivity actually increased as people worked from home, setting the stage for battles over whether and how often people should return to offices.)

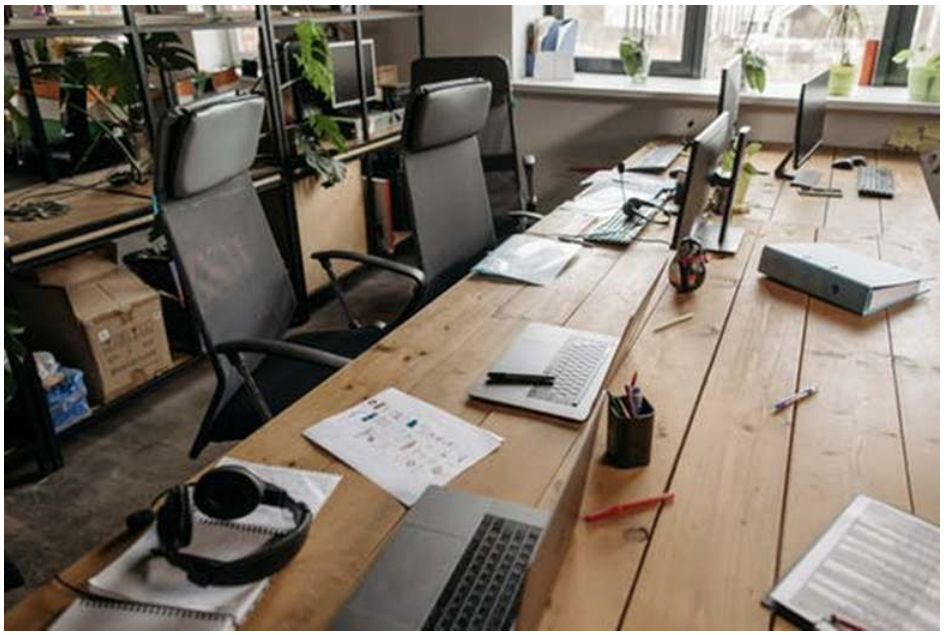


Figure 11.2.1: An empty office during covid. (CC0;Pavel Danilyuk viaPaxels)

Any change is uncomfortable, even when the ultimate result is better. Usually, change takes place incrementally, over time, so people have time to adjust. In the case of Covid pushing classes online, it was almost instantaneous. There was a lot of talk among faculty at the time about how stressful it was; two years later, teaching online classes was no longer a big deal. For students, the situation was somewhat different: Students 18-24 were very discombobulated by the move of college classes online. For the traditional college age group, a major part of the college experience was the socialization experience. For those 30 and up, many decided online was good because it helped them manage their other responsibilities – work, child care, etc.

If change is inevitable, developing a growth mindset is crucial for personal and business success. In this video, Carol Dweck, a Stanford professor, explains the early research:

Developing a Growth Mindset with Carol Dweck



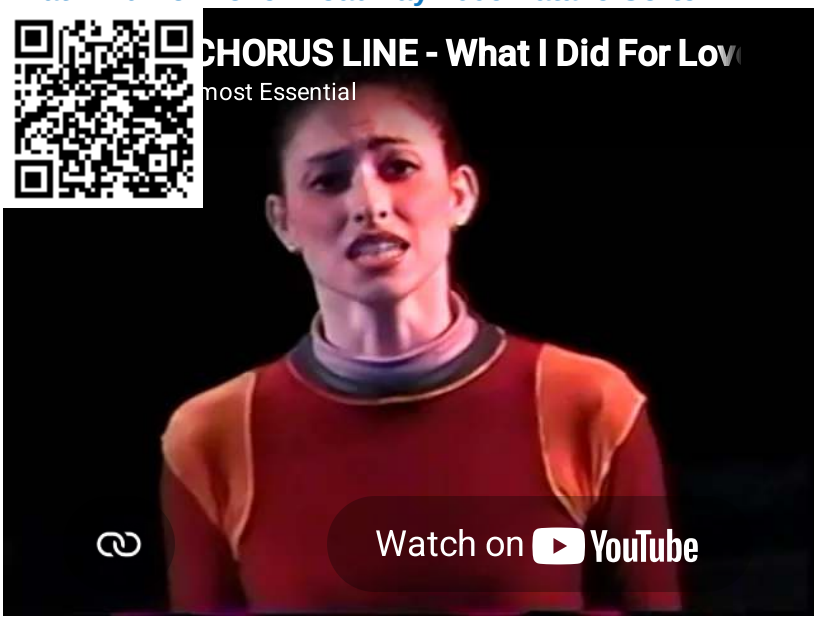
A positive mental attitude keeps morale high. People who have a positive mental attitude are optimistic, uplifting, and don't give in to hopelessness even in the worst of times. It used to be that a positive mental attitude was something that only motivational speakers talked about. Now it's something that serious researchers are studying. Here's Dr. Alia Crum, a psychology professor at Stanford University, explaining that if you change your mindset you change the game.

Change your mindset, change the game | Dr. Alia Crum



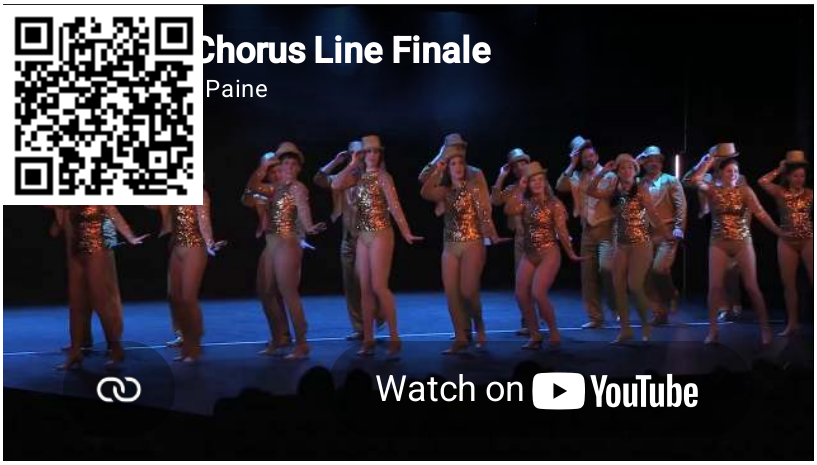
So, what are the characteristics of a positive mindset? First, **resilience**. Resilience is being able to recover from stressful and challenging life events. Resilient faculty and students transitioned online without getting all worked up during the Covid pandemic; it was a challenge to be met and conquered, and nothing more. **Courage** allows you to go after what you want. Remember the video with the woman who at 22 was in charge of marketing communications for a Fortune 500 company? She exemplified courage in going for that job. **Optimism** involves transforming negative thought patterns into positive ones; "there are no problems, there are only opportunities." **Gratitude –** being thankful for the small things as well as the big things in a day – makes us healthier and happier. **Acceptance.** Radical acceptance is accepting whatever happens; it's saying goodbye to the way of life we once knew. Sometimes we have no choice; a football player's career comes to an end because of injuries or age; a tornado destroys our home; cancer changes our life. Radical acceptance is summed up in this song from the Broadway hit musical Chorus Line:

A CHORUS LINE - What I Did For Love Broadway 2006 Natalie Cortez



Just for fun, here's the finale of A Chorus Line, when it became the longest-running Broadway show on September 29, 1983, after 3,389 performances. (It has subsequently been surpassed by Les Misèrables, Cats, and Phantom of the Opera.)

A Chorus Line Finale



Sometimes You Just Have to Vent

Sometimes you just have to let out your frustrations. But venting can be risky. Career threatening, even. So, be careful when doing so.

Rule No. 1: Don't vent to your boss. Ever. Or to those below you in the organizational chart. And keep your comments about your co-workers and bosses objective: "Bob was rude when he interrupted me, and that made me feel he doesn't have confidence in my work." Don't fling blame.

Develop an action plan. Do you need to talk to the co-worker who created the situation or go for a walk to cool down?

Rule No. 2: Don't put your complaint on social media, in-house or public. Ever. Anything written on screen can be risky. Instead, consider sending yourself a voice memo. Then delete it.

Sometimes, of course, venting to others has its upsides. Some call center workers vent to each other about customers who are especially rude, or about their kid's latest tantrums. But be aware that venting to others can make them feel more negative emotions, and make them more likely to treat others rudely that day. And even venters can feel worse after venting. (Feintzeig, 2022)

PRACTICAL EXERCISE

- What do you think about the concept of a positive mental attitude being important to a successful? Have you experienced an example in your life where a positive mental attitude made a difference to a team you were on?

Your instructor may break you down into teams of three or four people or may choose to have you work independently. In either case, write a short paper (no more than 250 words) explaining how a positive mental attitude improved your performance at work. Be sure to cite at least three separate sources, one of which should be from an academic journal. In a face-to-face class, be prepared to discuss/present.

-OR-

With other members of your team, develop a short video illustrating one type of behavior that is distracting to people in a work environment.

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CHAPTER OVERVIEW

12: Teams

12.1: Leading Teams
12.2: Teams – The Problem Solving Process

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12.1: Leading Teams

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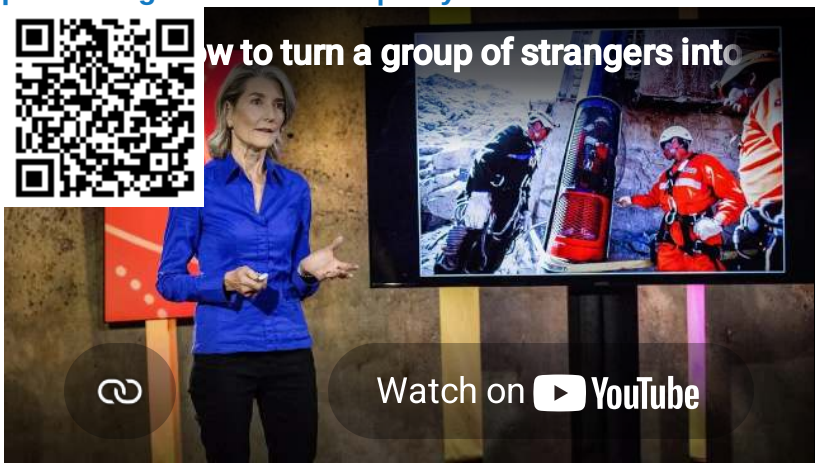
CREDIT: Pavil Danilyuk/Paxels



Figure **12.1.1**: A team at a coffee break. (CC0; Pavil Danilyuk via Paxels)

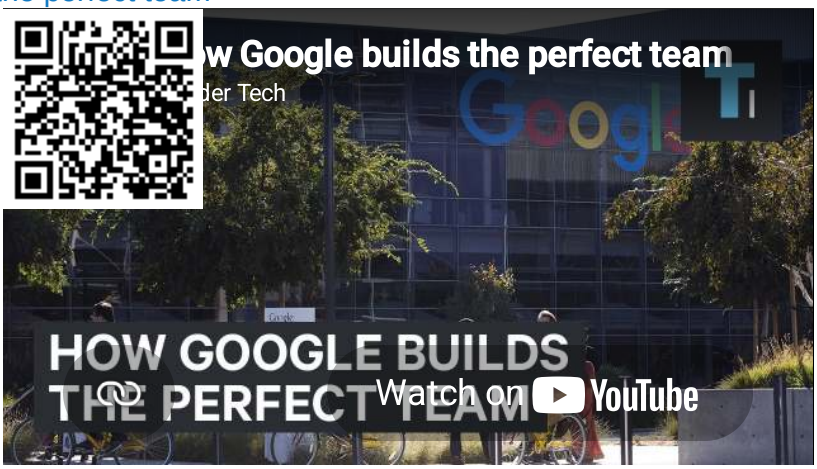
Teams exist to get things done, and it's almost inevitable you're going to be on a team – and you're going to be leading a team. Watch Harvard Business School Prof. Amy Edmondson talk about how to turn a group of strangers into a team.

How to turn a group of strangers into a team | Amy Edmondson



So, what's the key to building a successful team? Here's what Google found out after researching the subject intensely:

How Google builds the perfect team



So, how do you lead a team?

First-Time Leader? 5 Tips on How to Lead a Team Effectively



- List her five tips

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12.2: Teams – The Problem Solving Process

Life is full of challenges. A huge part of life is solving those challenges. Sometimes those challenges are at home – how do we keep pine needles from clogging our gutters? Other times they are at work. Ford Motor Company is spending a lot more money fixing product defects after the car has left the factory lot than General Motors.

Teams exist to solve problems. That's true whether it's a committee the PTA president has put together to figure out how to raise money for new playground equipment or a team to launch a new product. Often a big problem turns out to be a problem wrapped in a problem wrapped in a problem wrapped in a . . . . well, you get the idea. So, one large team might be composed of a number of smaller teams, each focused on solving one part of a larger problem.

In the following video, Ariana Glantz shares her approach to tackling each day's problems with a solution-minded point of view.

Find Problem, Solve Problem | Ariana Glantz | TEXxMemphis



- What are the five components of being solution-minded? Be prepared to discuss in class. If an online class, list the five steps.

But what, exactly, is the problem-solving process? This video gives a seven-step process for both personal and professional life. Watch this video and identify the seven steps.

How to solve any real-life problem with these 7 steps (Problem solving explained)



- List and explain each of the seven steps. In an online class, submit the list to your instructor. In a face-to-face class, this will be discussed in class.

Only an engineering graduate student would have applied the problem-solving process to making a small boat to sail in a cocktail. See how she did it, here:

Problem-Solving Process



Your instructor will assign you to a team. You and your teammates will define a social problem and develop a solution. The solution will be presented in class in the form of a PowerPoint (or similar) presentation.

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