

OUTLINE

Use this outline to take notes as you read the chapter in the text and/or as your instructor lectures in class.

I. INTRODUCTION TO INTERPERSONAL COMMUNICATION

A. Communication Is Important

B. We Communicate to Satisfy Needs

1. Physical needs
2. Identity needs
3. Social needs
 - a. Pleasure
 - b. Affection
 - c. Companionship
 - d. Escape
 - e. Relaxation
 - f. Control
4. Practical goals
 - a. Instrumental goals
 - 1) Influence other's behavior
 - 2) Career success
 - b. Maslow's basic needs
 - 1) Physical
 - 2) Safety
 - 3) Social
 - 4) Self-esteem
 - 5) Self-actualization

II. THE PROCESS OF COMMUNICATION

A. Linear View

1. Sender
2. Encodes
3. Message
4. Channel
5. Receiver
6. Decodes
7. Noise - external

B. Transactional View

1. Communicator is simultaneously sender and receiver
 1. Environments
 - a. physical
 - b. cultural
 - c. experiential
 2. Noise disrupts communication
 - a. External
 - b. Physiological
 - c. Psychological
 3. Transactional communication is *with* others
 4. Definition

III. COMMUNICATION PRINCIPLES AND MISCONCEPTIONS

A. Communication Principles

1. Communication can be intentional or unintentional
2. It's impossible not to communicate

3. Communication is irreversible
4. Communication is unrepeatable
5. Communication has content and relational dimensions.

B. Communication Misconceptions

1. Meanings are not in words
2. Successful communication doesn't always involve shared understanding
3. More communication is not always better
4. No single person or event causes another's reaction
5. Communication will not solve all problems

IV. THE NATURE OF INTERPERSONAL COMMUNICATION

A. Two Views of Interpersonal Communication

1. Quantitative --dyadic (two people involved)
2. Qualitative view emphasizes
 - a. Uniqueness - rules and roles
 - b. Irreplaceability
 - c. Interdependence
 - d. Disclosure
 - e. Intrinsic rewards
 - f. Scarcity

B. Technology and Interpersonal Communication

1. CMC (computer mediated communication) can enrich communication
2. CMC can increase the quantity and quality of interpersonal communication
3. CMC can enhance, not replace face-to-face communication

C. Personal and Impersonal Communication: A Matter of Balance

V. WHAT MAKES AN EFFECTIVE COMMUNICATOR?

A. Communication Competence Defined

1. No ideal way exists
2. Situational
3. Relational
4. Can be learned

B. Characteristics of Competent Communicators

1. Wide range of behaviors
2. Ability to choose most appropriate behavior
 - a. Context
 - b. Goal
 - c. Knowledge of the other person
3. Skill at performing behaviors
 - a. Beginning awareness
 - b. Awkwardness
 - c. Skillfulness
 - d. Integration
4. Cognitive complexity
5. Empathy
6. Self-monitoring
7. Commitment
 - a. Commitment to the other person
 - b. Commitment to the message

C. Competence is Intercultural

1. Co-cultures include nationality, age, race/ethnicity, occupation, sexual orientation, ability, religion, activity
2. Learn specific cultural rules
3. Develop motivation, tolerance for ambiguity, open-mindedness, knowledge and skill.

Communication and Identity: Creating and Presenting the Self

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I. COMMUNICATION AND THE SELF-CONCEPT**A. Definitions**

1. Self-concept: The relatively stable set of perceptions you hold of yourself
2. Self-esteem: Evaluation of your self-worth

B. Biological and Social Roots of the Self

1. Biology and the self
 - a. Personality – characteristic ways of thinking and behaving
 - b. Traits – a matter of degree
2. Socialization and the self-concept
 - a. Reflected appraisal (through significant others)
 - b. Social comparison (through reference groups)
 - 1) superior/inferior
 - 2) same/different

C. Characteristics of the Self-Concept

1. The self-concept is subjective
 - a. Obsolete information
 - b. Distorted feedback
 - c. Emphasis on perfection
 - d. Social expectations
2. The self-concept resists change (cognitive conservatism)
 - a. Failure to acknowledge change
 - b. Self-delusion and lack of growth
 - c. Defensiveness

D. Culture, Gender and Identity

1. Culture
 - a. Individualistic
 - b. Collectivistic
2. Sex and gender

E. The Self-Fulfilling Prophecy and Communication

1. Definition: expectations and behaviors based on expectations make an outcome more likely. (Four stages to the process)
2. Types
 - a. Self-imposed
 - b. Imposed by others

F. Changing Your Self-Concept

1. Have a realistic perception of yourself
2. Have realistic expectations
3. Have the will to change
4. Have the skill to change

II. PRESENTING THE SELF: COMMUNICATION AS IMPRESSION MANAGEMENT**A. Public and Private Selves**

1. Perceived self
2. Presenting self (face)

B. Characteristics of Identity Management

1. We strive to construct multiple identities.
3. Identity management is collaborative.
4. Identity management can be deliberate or unconscious.
4. Identity management varies by situation.
5. People differ in their degree of identity management.
(high and low self-monitors)

C. Why Manage Identities?

1. To start and manage relationships
2. To gain compliance of others
3. To save others' face

D. How Do We Manage Identities?

1. Face-to-face impression management
 - a. Manner
 - 1) Words
 - 2) Nonverbal behavior
 - b. Appearance
 - c. Setting
2. Impression management in mediated communication

E. Impression Management and Honesty

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I. THE PERCEPTION PROCESS

A. Selection is influenced by

1. Intense stimuli
2. Repetitious stimuli
3. Contrast or change in stimulation
4. Motives

B. Organization

1. Figure-ground organization
2. Perceptual schema
 - a. Appearance
 - b. Social roles
 - c. Interaction style
 - d. Psychological traits
 - e. Membership
3. Stereotyping
4. Punctuation

C. Interpretation

1. Degree of involvement with the other person
2. Personal experience
3. Assumptions about human behavior
4. Attitudes
5. Expectations
6. Knowledge
7. Self-concept
8. Relational satisfaction

D. Negotiation

1. Narratives tell our stories
2. Narratives may clash
2. Narratives may enhance relationships

II. INFLUENCES ON PERCEPTION

A. Physiological Influences

1. Senses
2. Age
3. Health
4. Fatigue
5. Hunger
6. Biological Cycles
7. Psychological Challenges

B. Cultural Differences

1. World view
2. Value of talk and silence
3. Ethnocentrism
4. Geography

C. Social Roles

1. Gender Roles (masculine, feminine, androgynous, undifferentiated)
2. Occupational Roles
 - a. careers
 - b. Zimbardo experiment

D. Self-Concept

1. Judgments of others

2. Judgments of self

III. COMMON TENDENCIES IN PERCEPTION

- A. We Judge Ourselves More Charitably Than Others
- B. We Pay More Attention to Others' Negative Characteristics
- C. We Are Influenced by the Obvious
- D. We Cling to First Impressions (halo/devil effect)
- E. We Assume Others Are Similar to Us

IV. PERCEPTION CHECKING

A. Elements of Perception Checking

1. Describe behavior
2. Interpret behavior two ways
3. Request clarification

B. Perception-Checking Considerations

1. Completeness
2. Nonverbal congruency
3. Cultural rules
 - a. Low-context cultures
 - b. High-context cultures
4. Face saving

V. EMPATHY AND COMMUNICATION

A. Definition

1. Empathy – ability to re-create another's perspective
 - a. Perspective taking
 - b. Emotional dimension
 - c. Genuine concern
2. Sympathy – compassion for another's predicament from your point of view

B. The Pillow Method – A Tool for Building Empathy

1. Position One: I'm right, you're wrong
2. Position Two: You're right, I'm wrong
3. Position Three: Both right, both wrong
4. Position Four: The issue isn't as important as it seems
5. Conclusion: There is truth in all four perspectives

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I. COMPONENTS OF EMOTIONS

- A. Physiological Factors
- B. Nonverbal Reactions
- C. Cognitive Interpretations
- D. Verbal Expression

II. INFLUENCES ON EMOTIONAL EXPRESSION

- A. Personality
- B. Culture
- C. Gender
- D. Social Conventions
- E. Fear of Self-Disclosure
- F. Emotional Contagion

III. GUIDELINES FOR EXPRESSING EMOTIONS

- A. Recognize Feelings
- B. Recognize the Difference between Feeling, Talking and Acting
- C. Expand your Emotional Vocabulary
 - 1. Avoid emotional counterfeits
 - 2. Express verbally
 - a. Use single words
 - b. Describe what's happening to you
 - c. Describe what you'd like to do
 - 3. Avoid minimizing feelings
 - 4. Avoid coded feelings
 - 5. Focus on a specific set of circumstances
- D. Share Multiple Feelings
- E. Consider When and Where to Express your Feelings

- F. Accept Responsibility for your Feelings
- G. Be Mindful of the Communication Channel

IV. MANAGING DIFFICULT EMOTIONS

- A. Facilitative and Debilitative Emotions
 - 1. Intensity
 - 2. Duration
- B. Sources of Debilitative Emotions
 - 1. Physiology
 - a. Genetic makeup
 - b. Amygdala's "fight or flight" response
 - 2. Emotional Memory
 - 3. Self-talk
 - a. rational-emotive theory
 - b. rumination
- C. Irrational Thinking and Debilitative Emotions
 - 1. Fallacy of perfection
 - 2. Fallacy of approval
 - 3. Fallacy of shoulds
 - 4. Fallacy of overgeneralization
 - a. Limited amount of evidence

- b. Exaggerated shortcomings
- c. Abuse of the verb "to be"
- 5. Fallacy of causation
 - a. Belief: you cause emotions in others
 - b. Belief: others cause your emotions
- 6. Fallacy of helplessness
- 7. Fallacy of catastrophic expectations

D. Minimizing Debilitative Emotions

- 1. Monitor your emotional reactions
- 2. Note the activating event
- 3. Record your self-talk
- 4. Dispute your irrational beliefs

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I. LANGUAGE IS SYMBOLIC

- A. signs
- B. symbols

II. UNDERSTANDINGS AND MISUNDERSTANDINGS

- A. Understanding Words: Semantic Rules**
 - 1. Equivocation
 - 2. Relative language
 - 3. Static evaluation
 - 4. Abstraction vs. behavioral language
 - a. advantages
 - b. problems
- B. Understanding Structure: Syntactic Rules**
 - 1. Grammar
 - 2. Order
- C. Understanding Context: Pragmatic Rules**
 - 1. Often unstated
 - 2. Relies on coordination
 - 3. Personal codes

III. THE IMPACT OF LANGUAGE

- A. Naming and Identity**
 - 1. Connotations
 - 2. Personal identity
 - 3. Group identity
- B. Affiliation**
 - 1. Convergence
 - 2. Divergence
- C. Power**
 - 1. Powerless speech mannerism
 - 2. Culture and context
- D. Disruptive Language**
 - 1. Fact-opinion confusion
 - 2. Fact-inference confusion
 - 3. Emotive language
- E. The Language of Responsibility**
 - 1. "It" statements
 - 2. "But" statements
 - 3. Questions vs. statements
 - 4. "I" and "You" language
 - a. "You" language judges
 - b. "I" statements describe
 - 1) other's behavior
 - 2) your interpretation
 - 3) your feelings
 - 4) consequences of the behavior
 - c. Advantages of "I" language

- 1) Accepts responsibility
- 2) Reduces defensiveness
- 3) Is more accurate
- d. Reservations about "I" language
 - 1) Anger impedes use
 - 2) Defensiveness with poor nonverbal
 - 3) Sounds artificial without confidence
 - 4) Too much sounds narcissistic
5. "We" language
 - 1) May signal inclusion and commitment
 - 2) May speak improperly for others
 - 3) Consider combining "I" and "we"

III. GENDER AND LANGUAGE

A. Content

1. Some common topics
2. Sex talk restricted to same gender
3. Many topics vary by gender

B. Reasons for Communicating

1. build and maintain social relationships
 - a. Men: more joking and good-natured teasing
 - b. Women: more feelings and relationships
2. Women – nourish relationships, build harmony
3. Men – task-oriented, advice, status, independence

C. Conversational Style

1. Men: judge, direct, and "I" language
2. Women: questions, intensifiers, emotion, uncertainty, support, maintain conversations

D. Nongender Variables

1. Occupation & Social philosophy
2. Historical and gender roles

V. CULTURE AND LANGUAGE

A. Verbal Communication Styles

1. Direct/indirect (low-context and high-context cultures)
2. Elaborate/succinct
3. Formality/informality

B. Language and World View

1. Linguistic relativism
2. Sapir-Whorf hypothesis

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I. CHARACTERISTICS OF NONVERBAL COMMUNICATION

A. Nonverbal Skills are Important

B. All Behavior Has Communicative Value

1. Deliberate
2. Unintentional

C. Nonverbal Communication Is Primarily Relational

1. Managing identity
2. Defining relationships
3. Conveying emotion

D. Nonverbal Communication Serves Many Functions

1. Repeating
2. Complementing
3. Substituting
4. Accenting
5. Regulating
6. Contradicting
7. Deceiving - leakage

E. Nonverbal Communication Is Ambiguous

1. Silence
2. Sexual behavior
3. NVLD

II. INFLUENCES ON NONVERBAL COMMUNICATION

A. Gender

1. Physical and social
2. Subordinate roles
3. Cultural norms

B. Culture

1. Sending nonverbal messages
2. interpreting nonverbal communication

III. TYPES OF NONVERBAL COMMUNICATION

A. Body Movement

1. Body Orientation
 - a. Facing toward or away
 - b. Signals interest or exclusion
2. Posture
 - a. Emotions
 - b. Tension/relaxation
3. Gestures
 - a. Illustrators
 - b. Emblems
 - c. Adaptors (manipulators)
4. Face and Eyes
 - a. Face: number, speed, microexpressions
 - b. Eyes: Involvement, attitude, , dominance, interest

B. Voice (Paralanguage)

1. Emphasis
2. Tone, Speed, Pitch, Volume, Pauses, Disfluencies
3. Sarcasm
4. Credibility and liking

C. Touch (Haptics)

1. Signals type of relationship
2. Context matters: who, where, when
3. Shapes responses: s liking
4. Essential to development and health

D. Appearance

1. Physical Attractiveness
2. Clothing

E. Physical Space (proxemics)

1. Distance
 - a. Intimate
 - b. Personal
 - c. Social
 - d. Public

2. Territoriality

F. Physical Environment

1. Architecture and design
2. Shaping interactions

G. Time (Chronemics)

1. Status
2. Culture: monochronic/polychronic

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I. LISTENING DEFINED

- A. Hearing vs. listening
- B. Mindless listening
- C. Mindful listening

II. ELEMENTS IN THE LISTENING PROCESS

- A. **Hearing - Physiological**
- B. **Attending - Psychological**
- C. **Understanding - Making Sense**
- D. **Responding - Observable Feedback**
- E. **Remembering - Recalling**

III. THE CHALLENGE OF LISTENING

A. Types of ineffective listening

- 1. Pseudolistening
- 2. Stage Hogging
- 3. Selective Listening
- 4. Insulated Listening
- 5. Defensive Listening
- 6. Ambushing
- 7. Insensitive Listening

B. Why we don't listen better

- 1. Message Overload
- 2. Preoccupation
- 3. Rapid Thought
- 4. Effort
- 5. External Noise
- 6. Faulty Assumptions
- 7. Lack of Apparent Advantages
- 8. Lack of Training
- 9. Hearing problems
- 10. Media Influences

C. Meeting the challenge of listening better

- 1. Talk Less
- 2. Get Rid of Distractions
- 3. Don't Judge Prematurely
- 4. Look for Key Ideas

IV. TYPES OF LISTENING RESPONSES

A. **Prompting: encouraging**

B. **Questioning: clarifying**

- 1. Ask sincere questions
- 2. Avoid counterfeit questions that
 - a. trap the speaker
 - b. tag questions
 - c. make statements
 - d. carry hidden agendas
 - e. seek "correct" answers
 - f. are based on unchecked assumptions

C. **Paraphrasing: reflecting understanding**

- 1. Factual information

2. Personal information
 - a.. Change the speaker's wording
 - b. Offer an example
 - c. Reflect the underlying theme
3. Remain tentative
4. Use sparingly
 - a. If the problem is complex enough
 - b. If you have necessary time and concern
 - c. If you can withhold judgment
 - d. If it is proportional

D. Supporting: expressing solidarity

1. Types
 - a. Empathizing
 - b. Agreement
 - c. Offers to help
 - d. Praise
 - e. Reassurance
2. Potential problems ("cold comfort")
 - a. Denying others the right to their feelings
 - b. minimizing the significance of the situation
 - c. focusing on "then and there" not "here and now"
 - d. casting judgment
 - e. defending yourself
3. Guidelines
 - a. Approval not necessary
 - b. Monitor reaction
 - c. Support not always welcome

E. Analyzing: interpreting

1. Be tentative
2. Have chance of being correct
3. Receptive other
4. Motivated to be helpful

F. Advising: offering a solution

1. Be accurate
2. Be sure other is ready to accept
3. Best if blame is not likely
4. Deliver supportively, in a face-saving manner

G. Judging: evaluating

1. Be sure judgment is asked for
2. Be genuinely constructive

H. Choosing the best listening response

1. Gender
2. The situation
3. The other person
4. Your personal style

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I. WHY WE FORM RELATIONSHIPS

- A. Appearance
- B. Similarity
- C. Complementarity
- D. Reciprocal attraction
- E. Competence
- F. Disclosure
- G. Proximity
- H. Rewards: Social exchange theory

II. RELATIONAL DEVELOPMENT AND MAINTENANCE

- A. Models of Relational Development
 - 1. Developmental Models illustrate coming together, coming apart and/or relational maintenance (Knapp)
 - a. Initiating
 - b. Experimenting
 - c. Intensifying
 - d. Integrating
 - e. Bonding
 - f. Differentiating
 - g. Circumscribing
 - h. Stagnating
 - i. Avoiding
 - j. Terminating
 - 2. Dialectical Perspectives/tensions
 - a. Connection vs. autonomy
 - b. Openness vs. privacy
 - c. Predictability vs. novelty
 - d. Managing dialectical tensions
 - a) Denial
 - b) Disorientation
 - c) Alternation
 - d) Segmentation
 - e) Balance
 - f) Integration
 - g) Recalibration
 - h) Reaffirmation
- B. Characteristics of Relationships
 - 1. Relationships are constantly changing
 - 2. Relationships are affected by culture
 - 3. Relationships require maintenance
 - a. positivity
 - b. openness
 - c. assurances
 - d. social networks
 - e. sharing tasks
- C. Repairing Damaged Relationships
 - 1. Types of relational transgressions
 - a. minor vs. significant
 - b. social vs. relational
 - c. deliberate vs. unintentional
 - d. one-time vs. incremental

2. Strategies for relational repair
 - a. acknowledgement
 - b. apology
 - c. compensation
3. Forgiving transgressions

III. COMMUNICATING ABOUT RELATIONSHIPS

- A. Content and Relational Messages
 1. Content: subject
 2. Relational: feelings
- B. Types of Relational Messages
 1. Affinity
 2. Immediacy
 3. Respect
 4. Control
 - a. Decisional
 - b. Conversational
- C. Metacommunication

C H A P T E R N I N E
Intimacy and Distance in Relational Communication

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I. INTIMACY IN RELATIONSHIPS

A. The dimensions of intimacy

1. Physical
2. Intellectual
3. Emotional
4. Shared activities

B. Masculine and feminine intimacy styles

1. Value placed on talk or activity
2. Gender role not biological sex influences

C. Cultural influences on intimacy

1. Historical
2. National cultures
 - a. individualist
 - b. collectivist
3. Co-cultures and class

D. Intimacy in Computer-Mediated Communication

1. speed
2. choices

E. Limits of Intimacy

1. time and energy
2. satisfaction

II. SELF-DISCLOSURE IN RELATIONSHIPS

A. Definition

1. Deliberate, significant, unknown by others
2. usually in dyads, incremental, scarce, context

B. Degrees of Self-Disclosure

1. Social penetration model: Breadth and depth
2. Clichés, facts, opinions, feelings

C. A Model of Self-Disclosure: Johari Window

1. Open
2. Hidden
3. Blind
4. Unknown

D. Benefits and Risks of Self-Disclosure

1. Benefits
 - a. Catharsis
 - b. Reciprocity
 - c. Self-clarification
 - d. Self-validation
 - e. Identity management
 - f. Relational maintenance
 - g. Social influence
2. Risks
 - a. Rejection
 - b. Negative impression
 - c. Decrease in relational satisfaction
 - d. Loss of influence
 - e. Hurting the other person

E. Guidelines for Self-Disclosure

1. Moral obligation
2. Importance of the other to you
3. Appropriate amount and type
4. Risk
5. Relevance
6. Constructive effects
7. Clear and understandable
8. Reciprocation

III. ALTERNATIVES TO SELF-DISCLOSURE

A. Silence

B. Lying

1. Benevolent lies
2. Reasons for lying
 - a. Save face
 - b. Avoid tension/conflict
 - c. Guide social interaction
 - d. Expand/reduce relationships
 - e. Gain power
3. Effects of lies - threats to the relationship

C. Equivocating

1. Spares embarrassment
2. Saves face
3. Provides an alternative to lying

D. Hinting

1. May prevent receiver or sender embarrassment
2. Hints may not be perceived

E. The Ethics of Evasion

1. Manage difficult situations
2. motives and effect
1. lies may be unchallenged if they
 - a. are expected
 - b. are mutually advantageous
 - c. avoid embarrassment
- d. avoid unpleasant truths
- e. were requested

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I. COMMUNICATION CLIMATE: THE KEY TO POSITIVE RELATIONSHIPS

A. Confirming and Disconfirming Communication

1. Types of confirming messages
 - a. Recognition
 - b. Acknowledgement
 - c. Endorsement
2. Types of disconfirming messages
 - a. Impervious responses
 - b. Verbal abuse
 - c. Generalized complaining
 - d. Interrupting
 - e. Irrelevant responses
 - f. Tangential responses
 - g. Impersonal responses
 - h. Ambiguous responses
 - i. Incongruous responses

B. How Communication Climates Develop

1. Escalatory conflict spirals
2. De-escalatory conflict spirals

II. DEFENSIVENESS: CAUSES AND REMEDIES

A. Causes: Face-Threatening Acts

B. Types of Defensive Reactions

1. Attacking the critic
 - a. Verbal aggression
 - b. Sarcasm
2. Distorting critical information
 - a. Rationalization
 - b. Compensation
 - c. Regression
3. Avoiding dissonant information
 - a. Physical avoidance
 - b. Repression
 - c. Apathy
 - d. Displacement

C. Preventing Defensiveness in Others

1. Evaluation versus description
2. Control versus problem orientation
3. Strategy versus spontaneity
4. Neutrality versus empathy
5. Superiority versus equality
6. Certainty versus provisionalism

III. SAVING FACE: THE CLEAR MESSAGE FORMAT

A. Behavior

1. behavioral description
2. objective, factual

B. Interpretation

1. based on experience, assumptions
2. subjective

C. Feeling

D. Consequence

1. What happens to you, the speaker
2. What happens to the person you're addressing
3. What happens to others

E. Intention

1. Where you stand on an issue
2. Requests of others
3. How you plan to act in the future

F. Using the Clear Message Format

1. Order may vary
2. Use personal style
3. Combine elements
4. Take your time

IV. RESPONDING NONDEFENSIVELY TO CRITICISM

A. Seek more information

1. Ask for specifics
2. Guess about specifics
3. Paraphrase the speaker's ideas
4. Ask what the critic wants
5. Ask about the consequences
6. Ask if anything else is wrong

B. Agree with the critic

1. Agree with the facts
2. Agree with the critic's perception

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I. THE NATURE OF CONFLICT

A. Conflict Defined

1. Expressed struggle
2. Perceived incompatible goals
3. Perceived scarce resources
4. Interdependence
5. Interference from the other party

B. Conflict Is Natural

C. Conflict Can Be Beneficial

II. CONFLICT STYLES

A. Avoiding (Lose-lose)

B. Accommodating (Lose-Win)

C. Competing (Win-Lose may degenerate to Lose-Lose)

1. Passive-Aggression
2. Direct Aggression

D. Compromising (Partial Lose-Lose)

E. Collaorating (Win-Win)

F. Which Style to Use?

1. Relationship
2. Situation
2. Other person
3. Your goals

III. CONFLICT IN RELATIONAL SYSTEMS

A. Complementary, Symmetrical, and Parallel Styles

1. Complementary
2. Symmetrical
3. Parallel

B. Intimate and Aggressive Styles

1. Nonintimate-Aggressive
2. Nonintimate-Nonaggressive
3. Intimate-Aggressive
4. Intimate -Nonaggressive
5. Traditionals, separates and intimates
6. No single best style

C. Conflict Rituals

1. patterns of behavior
2. problematic if the *only* pattern

IV. VARIABLES IN CONFLICT STYLES

A. Gender

1. Socialization
2. Situation

B. Culture

1. Individualism versus collectivism
2. Low-context versus high-context
3. Indirect and direct

4. Ethnicity
5. Biology and environment

V. CONSTRUCTIVE CONFLICT SKILLS

A. Identify Your Problem and Unmet Needs

1. Who owns the problem?
2. Identify relational needs

B. Make a Date

C. Describe Your Problem and Needs

1. Clear messages
2. Listening and paraphrasing

D. Consider Your Partner's Point of View

E. Negotiate a Solution

1. Identify and define the conflict
2. Generate a number of possible solutions
3. Evaluate the alternative solutions
4. Decide on the best solution

F. Follow Up the Solution

VI. CONSTRUCTIVE CONFLICT: QUESTIONS AND ANSWERS

- A. Isn't Win-Win Too Good to Be True?
- B. Isn't Win-Win Too Elaborate?
- C. Isn't Win-Win Negotiating *Too* Rational?
- D. Is It Possible to Change Others?