SPC 141
Interpersonal Communication

Concepts & Skills Workbook

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Greet & Meet Scavenger Hunt

Goal: Meet as many people as you can.

Task
1. Walk around the room and meet at least eight (8) new people.
2. Ask each person you meet to answer ONE question from the list below.
3. For each question, write the answer and name of the person you met. All questions must be answered. “No” is not an appropriate answer. Find someone who can answer yes.

1) Type and Name of Pet:
   Classmate:

2) What high school did you attend:
   Classmate:

3) Last Vacation Location:
   Classmate:

4) Name(s) of child/children:
   Classmate:

5) Describe tattoo:
   Classmate:

6) Make/model of car:
   Classmate:

7) Social media most often used:
   Classmate:

8) Something in common (unrelated to MCC):
   Classmate:
Writing Expectations

The goal of this course is for you to apply what is learned in the classroom and through the assigned readings to your real-life relationships. One way to demonstrate your understanding of course ideas is through formally written papers which is an interpersonal communication skill. Therefore, college-level writing and the use of a professional format is expected. This course is designated as a Writing Intensive (WR) course meaning that you will earn the associated credit on your transcript for this work. Because of these course expectations, the Rule of 5 will be applied to all formal writing (see syllabus).

Though the particular writing assignments will differ (and be clarified in class), the standards for each will remain the same. Be sure to follow these requirements carefully. If the criteria for these papers are not met, your paper may not be accepted.

FORMAT

1. All papers must be typed, double-spaced using 12-point type size. Handwritten papers are not acceptable and will earn zero points.

2. Use formal writing, paragraph form, grammar, spelling and punctuation (remember to use the spelling/grammar check function on your computer – but don’t rely on its accuracy). Be sure to proofread carefully. College level writing is expected (see the syllabus for the Rule of 5.)

3. Include your name, the date it was written, course and section number (see syllabus) as the heading to the first page. A cover page is not necessary.

4. Papers must completely respond to the directions of the assignment. In doing so, edited work is not to exceed three (3) pages in length (unless specified otherwise). Proofread all work.

5. Staple pages together. (I do not carry a stapler and papers may not be accepted/will be penalized without a staple.)

RESEARCH

When the support of research is required, note that Wikipedia is not a valid source for this course. The format for references (MLA/APA/etc.) is the writer’s choice as long as source material is clearly listed. The use of endnotes with sources noted within the text is acceptable. Research is expected to include work outside of our course texts/notes. For help, see the MCC Library www.monroec.edu/depts/library.

DEADLINES*

Deadlines are specified on the syllabus and confirmed in class. All papers are due at the start of class. If you are late to class/late to submit the paper, your work may not be accepted.

GRADING

The points to be earned for each paper is indicated on your syllabus and/or discussed in class. Grading is based on the quality of entries (accuracy and insight) and format (as described above). The “Rule of 5” applies to formal writing assignments (see the syllabus for an explanation of this rule).

If the above format requirements are not met, your paper may not be accepted and you will earn zero points. Make-ups and late papers are not accepted and will earn zero points. If you are unable to attend class, papers will be accepted via email as long as the deadline is met and the paper is in .rtf or .pdf format.

Tip: It’s always useful to contact me when issues arise, though this does not guarantee that I may be able to help it does represent your professional communication skills. Complete your work before deadlines as computers/printers seem to be uncooperative when you need them most.
Adler Textbook Chapter Responses (via Blackboard)
5 entries @ 5 points = 25 points

Readings from the Adler textbook supplement what we discuss in class. There is far more information in the text than we have time to cover in class, therefore, these chapter responses allow you to customize your learning by selecting ideas that mean the most to you.

Work ahead! Each chapter response (original posting and reply) is due via Blackboard by the "Assignment Due" date listed on the syllabus for each chapter. This means that the original posting is due by the class prior to this date and the reply is due ten minutes prior to the start of class on the “Assignment Due” date. This original posting date allows others/you to reply. Thoughtful and supported replies will earn credit, not simple dis/agreements.

This work counts towards your homework grade. Each submission is worth up to 5 (five) points (original post = 3 points; reply = 2 points). Five (5) chapter responses are due this semester, beginning with Chapter 4, therefore there are nine (9) chapters from which you can choose to write your five (5) responses. Be sure to keep track of the chapters to which you respond.

- Chapter 4: Perception
- Chapter 5: Emotions
- Chapter 6: Language
- Chapter 7: Nonverbal Communication
- Chapter 8: Listening
- Chapter 9: Communication and Relational Dynamics
- Chapter 10: Interpersonal Communication in Close Relationships
- Chapter 11: Improving Communication Climates
- Chapter 12: Managing Interpersonal Conflicts

For each chapter response submission, respond briefly to the following questions by posting your original answers and thoughtfully replying to someone else. Be sure to submit to the appropriate chapter discussion via Blackboard (see syllabus for login info):

1 - Identify and explain in your own words one concept from the chapter that you found interesting (be sure to cite the pages you will be reflecting upon).

2 - Describe why you chose this concept. How did you react/respond to this idea after your reading? What did you learn/realize/understand?

3 – Apply the concept, using an example, to demonstrate how it relates to your own life experience.

FORMAT DETAILS
Use paragraph form (at least three paragraphs corresponding to the questions above), with proper spelling (use spell check) and grammar. See the Writing Expectations page in this book and the Rule of 5 in the syllabus.

See the deadlines on the syllabus. Late work will not earn credit.
Mediated Communication (MC)

10 points
(Based on Adler’s Chapter 2 – Interpersonal Communication & Social Media)

This course focuses on face-to-face communication and while we will spend the semester analyzing and developing techniques to develop these one-on-one relationships, it is also important to consider the impact of technology (mediated communication) as well.

READING & RESEARCH
1 - Begin by reading Adler’s Chapter 2 - Interpersonal Communication & Social Media.

2 - Do some formal research to fully explore how technology affects interpersonal communication. Be sure this research is cited within the text to differentiate research from your experience. The research expected is in addition to what can be found within the Adler text.

*Formal research does not include personal experience or what friends/relatives share. Formal references are an objective, credible source. Wikipedia is not considered a credible source. Use at least two (2) credible sources, summarize (do not quote) the information and notate the source where it is used within the text of your paper.

WRITING TASK
3 – Explain the benefits (pros) and challenges (cons) of using “mediated communication” within one-on-one relationships. Be sure pros and cons are clear. Examples to illustrate points are often helpful. (A minimum of three (3) benefits and three (3) challenges are expected.) (6 points)

4 – Identify at least one specific change in the use of MC that could be made to improve relationships and reduce the negative impact of using technology to communicate. (2 points)

FORMAT DETAILS
College level writing is expected. See the Writing Expectations page. (1 point)

Include a list of references (outside of the Adler textbook) used to support your ideas. (1 point)
• Indicate the use of each reference within the text of your paper.
• Do not copy/quote/reference. Use your own explanation of ideas.

See syllabus for due date and possible points to be earned. (No late papers.)
Learning Objectives for this Assignment

1 - Apply the concepts of Myers-Briggs Type to your life.
2 - Demonstrate your knowledge and communication of these preferences in your relationships.
3 - Further your awareness about how you communicate with others.

Task

Create something that represents your Myers-Briggs Type. This could be a collage, drawing, poem – anything! Exercise your creativity!

Consider this a project that allows you to teach me about your Type.

Be sure to explain how the Myers-Briggs preferences and poles are represented in your creative work (examples). Explanations may be handwritten alongside any depictions.

Do not simply restate what has been discussed in class. Instead, use examples and explanations that are unique to you and different than those used in class.

8 points (2 points per preference) based on:

• accuracy of pole and preference
• example application and creativity

Format Details (2 points)

Be creative, unique to you and specific. Only original examples/ideas will earn credit. Do not repeat examples from class. DO NOT use glitter.

Include your name, the date, course and section number (see syllabus).

Be sure I can EASILY carry (size, shape, weight) your work – along with the other (20+) projects I will receive.

Be professional, mature and original so that your project is a depiction of you.

This is an informal writing assignment. Still, take care to use proper grammar, sentence structure, etc. Spelling counts. Take pride and care to spell Myers-Briggs terms correctly.

Be sure to permanently attach work/pages together. (I do not carry a stapler and papers may not be accepted/will be penalized if not attached.)

See syllabus for due date. (No late submissions.)
Application Paper 3 – Rules of Considerate Conduct
(Based on Choosing Civility: The Twenty-Five Rules of Considerate Conduct by P.M. Forni)

Learning Objectives for this Assignment
1 – Demonstrate an understanding of Forni’s message of civility and how this translates to behavior within interpersonal relationships.
2 – Produce a mutually agreed upon work (one group paper) demonstrating consensus.
3 – Apply civility rules within a small group.

Task (One paper for Task 1 and one Final Paper will be submitted per group)
1 – Meet to agree upon: group ground rules/expectations, specific timeline of each member’s assigned tasks according to specific deadlines (include reading, writing & proofreading) and who will return the book. This plan must be submitted on a date tbd in class with the full name of each group member listed alphabetically by last name.
2 – Read Choosing Civility: The Twenty-Five Rules of Considerate Conduct by P.M. Forni. Each member is expected to read the Forni book in its entirety.
3 – As a group, discuss each of the 25 rules and how they affect relationships, to ensure an understanding of Forni’s work. This discussion does not have to be part of the paper. If consensus was difficult to reach over some rules, this may be discussed in the paper.*
4 – Begin the paper with a definition of civility (in your group’s own words, of course). (1 point)
5 – Reach agreement about the top three (3) rules that most greatly affect interpersonal relationships.* Describe each rule in your own words and explain your group’s choice. Include your own specific example (not one from the book) of how each rule may be applied within relationships. (9 points = 3 points/rule)
6 – Explain how well/poorly we as a society demonstrate each of your top rules and what can be done to improve civility. (3 points)

Civil Behavior
It is expected that each member of the group will contribute to this group project. After all, this is one way to demonstrate your civil behavior. If group dynamics negatively affect the outcome of this project:
1 – Call a meeting of all group members (with the Professor, optional) to discuss the expectations of being a group member (as set in step one) and what challenges prevent these from being met. Move forward with renewed expectations. A note taker must take notes at this meeting. The notes must be signed by each group member and submitted to the Professor.
2 – If the group member continues to make choices that negatively affect the group, the group may fire the student. This must be in writing and presented to the student at a separate meeting where the Professor may be present.
3 - The fired member may be required to complete this assignment individually or receive a zero (0).

An in-class survey of your group’s civility behaviors will be completed on the due date. (5 point individual grade)

Details
1 – See page 3 for Writing Expectations. College level writing is expected. Names should be listed in alphabetical order by last name. (2 points)
2 -- See syllabus for due date and points to be earned. No late papers will be accepted.
3 – Each member of the group will receive the same grade for this assignment, plus an individual grade based on a final survey. One group paper, written in a “singular voice” will be submitted.
4 – Up to five (5) points may be deducted if the Forni book was loaned and not returned.
Application Paper 4 - One Problem/3 Approaches

**Goal**
To summarize what you might take away from this course, choose one significant life experience you have had and identify three concepts from this course that were/could have been applied to this example in an attempt to improve the relationship and solve the problem.

**Learning Objectives for this Assignment**
1. Identify one significant interpersonal experience from your life that could have been dealt with better so as to improve the relationship.
2. Apply three (3) concepts from our course, using any course texts and/or classroom discussions, to this example to demonstrate your course knowledge and skills.
3. Explain how these ideas may improve your communication with others in the future.

**Task**
1. Identify one specific interpersonal situation that you have been involved with and explain it as clearly as you can so that I understand what happened as well as any background information that might be important. You may use first names, but omit last names for anonymity. (2 points)

2. Choose three (3) concepts* from class discussions/texts and clearly apply each to your situation to demonstrate how you and/or the other person could have used each concept. (9 points - 3/concept)

   *Limitation Note:
   Only one of the following techniques may be used, if any of the three are chosen:
   perception checking  or  I language  or  assertiveness.

3. Explain how the situation could have been handled differently to maintain/strengthen the relationship if each concept was used. (3 points)

4. Describe what you have learned about your own interpersonal communication this semester and explain one change you may make to strengthen your communication/relationships. (3 points)

**Format Details**
See page 3 for Writing Expectations. (3 points)

See syllabus for due date and points to be earned. (No late papers.)
<table>
<thead>
<tr>
<th></th>
<th>True or False</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>When two people communicate, it is known as a sequential 2-way exchange of information.</td>
</tr>
<tr>
<td>2.</td>
<td>Because of the various techniques of successful communication, interpersonal relations is considered a “science.”</td>
</tr>
<tr>
<td>3.</td>
<td>Our perceptions determine whether or not we communicate effectively.</td>
</tr>
<tr>
<td>4.</td>
<td>What we see is often more important in communication than what we hear.</td>
</tr>
<tr>
<td>5.</td>
<td>The communication skill we need most is the one we rarely learn to develop.</td>
</tr>
<tr>
<td>6.</td>
<td>The earliest form of communication, dyadic communication, is the least common.</td>
</tr>
<tr>
<td>7.</td>
<td>Just knowing about communication skills makes you a better communicator.</td>
</tr>
<tr>
<td>8.</td>
<td>More communication is not always better.</td>
</tr>
<tr>
<td>9.</td>
<td>Communication is repeatable.</td>
</tr>
<tr>
<td>10.</td>
<td>Understanding someone’s basic needs will not improve the chances for effective communication.</td>
</tr>
</tbody>
</table>
Consider Communication

1. What is interpersonal communication?

2. Describe the behaviors of a good (competent) communicator.

3. List the stages of learning to be a competent communicator.

4. Why is it useful to study interpersonal communication?

(4) Steps to Successful Communication
**Who Do You Think You Are?**

**Objective:** Begin to identify your own self concept by responding to each idea/question below.

1 - List 5 single words that describe you.

2 - Describe your physical appearance. (*tall, attractive, overweight...*)

3 - Explain how you interact with others. (*talkative, overbearing, sarcastic...*)

4 - What skills/talents do you possess? What are you good at doing? (*pianist, softball...*)

5 - Describe your intellect/school habits. (*smart, curious, poorly focused...*)

6 - What do you believe in strongly? (*freedom of speech, vegetarian, Judaism...*)

7 - What message do you believe is most true in your life? (*Do unto others, You get what you expect...*)
What They Would Say

Objective: To consider how others view you.

Directions:
1 - For this exercise, ask someone meaningful in your life to respond to the questions below.
   Do not defend yourself or retaliate – instead accept this as a gift of your reflection and give thanks.

2 – Reflect on what you discussed/learned by adding your response to what your partner said.

1 – How appropriately does your partner use a variety of communication styles to respond to others in different situations (compliments, requests for help, conflict, etc.)?

2 – Explain how well your partner is able to share emotions (fear, concern, anger, frustration, joy, etc.)?

3 – How does your partner respond to feedback about a behavior that could be changed?

4 – What communication strengths does your partner possess?

5 – What one change in communication style could your partner make?
### Developing the Self Concept

Review the *Invitation to Insight “Ego Boosters” and “Ego Busters”* from Chapter 2.

As you think about your life experiences and relationships, when did you feel like a champion and when did you feel like a chump?

Consider the specific actions others took that contributed to your sense of importance or lack thereof. List at least three (3) experiences below for each column.

<table>
<thead>
<tr>
<th>Champion</th>
<th>Chump</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong> Teacher wrote “clear description” on an essay. Girlfriend said I was <em>hot</em>.</td>
<td><strong>Examples:</strong> Dad said “What else is new?” when he saw my failing grades. Classmate laughed at a question I asked.</td>
</tr>
</tbody>
</table>

Now consider the things you have said or done that made others feel this way. List at least three (3) experiences below for each column.

<table>
<thead>
<tr>
<th>Champion</th>
<th>Chump</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong> I called my Aunt when she had surgery. I gave my friend a ride when his car was in the shop.</td>
<td><strong>Examples:</strong> I told my brother he was a jerk. I blew my friend off for a movie we planned to see.</td>
</tr>
</tbody>
</table>
**Change**

“The only person who truly enjoys change is a baby.”

**2 Types of Change**

1 – Incremental

2 – Fundamental

**The Change Process**

1 – Contentment

2 – Denial

**Why do we resist change?**

3 – Experimentation

4 – Integration

*(After the new behavior integrates into our routine, we again become content.)*
Myers Briggs Type

Name 1: _____________________________________________

Name 2: _____________________________________________

Type as a Tool  

It’s ALL RIGHT with Type!
1. understand myself and why I behave as I do
2. understand others and why they behave as they do
3. appreciate, develop and use opposite behaviors as needed

Type Poles/Preferences

---Energized---

---Informed---

---Decide---

---Lifestyle---

Preference Percentages: E_____ I_____ S_____ N_____ T_____ F_____ J_____ P_____  

Your Type: _______ _______ _______ _______
Myers Briggs Type Challenge

Each Type preference has certain characteristics. Do your best to identify which preference is represented by the short quote or behavioral description below. Understand each statement first (research as needed).

1. May be alarmed if someone is unhappy.

2. May work too quickly to get things done or make a decision without taking in enough information.

3. “Man cannot long survive without air, water, and sleep. Next in importance comes food. And close on its heels, solitude.” Thomas Szasz

4. “Genius is one percent inspiration and ninety-nine percent perspiration.” Thomas Edison

5. “I would never read a book if it were possible to talk half an hour with the man who wrote it.” Woodrow Wilson

6. Likes working with their hands.

7. May bottle up emotions.

8. “Nothing is repeated and everything is unparalleled.” Guncourt Brothers

9. “Just the facts, ma’am.” Jack Webb

10. “Don’t talk unless you can improve the silence.” Vermont Proverb

11. First impressions create lasting perceptions.

12. “A fact in itself is nothing. It is valuable only for the idea attached to it.” Claude Bernard

13. May easily notice inconsistencies and will seek truth regardless of personal interests.

14. May neglect and hurt other people’s feelings without knowing it.

15. “The buck stops here!” Harry S. Truman

16. “Resistance to change is like trying to stop the seasons, and just about as unnecessary.” Anonymous

17. “People don’t ask for facts in making up their minds. They would rather have one good soul-satisfying emotion than a dozen facts.” Robert Leavitt

18. Gives more attention to ideas or things than to human relationships.

19. May be uncomfortable with new problems unless there is a standard way to solve them.

20. Spontaneously appreciates.
MBTI Preference Identification

Objective: Identify and explain preferences by analyzing behavior.

Task: Read each situation. Identify which preference (up to two) best represents the behavior(s) of each character. **NOTE:** There is not enough information to identify a Type for each character.

-1- Joel enjoys sports, music and hanging out with his friends. His mom has strict rules about how he should behave at home. Joel’s mom is always nagging about how Joel never completes his chores. Joel believes he does what he needs to do when he needs to do them.

Joel -

Mom -

-2- Trish and Colleen invite Jackie to dinner and then back to Trish’s place to watch a movie. When the three arrive back at Trish’s house, they learn that the movie they were going to watch was erased from the DVR. Trish pulls out a deck of cards and Colleen calls the people next door to join them in a game. Upset about the movie, Jackie decides to go home early.

Trish –

Colleen –

Jackie -

-3- Bob comes home early from his date. He barely says hello to his parents on his way to his room. After Bob’s brother barges into his room to hear all about his “hot” date, Bob yells at him for not knocking and kicks him out of the room. When Bob’s mom asks why he was so rude to his brother who was just concerned about the date, Bob simply replies that he must knock before entering.

Mother -

Brother –

Bob –

-4- After a long day at work, Sharon decides to pour a cup of tea and read the paper. The phone rings. Sharon allows the call to go to voice mail and continues reading the paper.

Sharon -
Brain Teasers - Translate the meaning of each puzzle into a word or common phrase/cliché.

1. SAND  
2. MAN BOARD  
3. STAND I  
4. WEAR LONG  

5. READING  
6. ROAD  
7. WATER  

8. CYCLE  
9. LE VEL  
10. 0 M.D. B.A. Ph.D.  
11. KNEE LIGHT  

12. LOL  
13. THE ROAD - TRAVELED  
14.  

15. GROUND  
16. e m i t  
17. MIND MATTER  

18. HE’S / HIMSELF  
19. ECNALG  

20. DEATH LIFE
6 Men of Indostan
-John G. Saxe

What each of the Six Men saw:

1 –
2 –
3 –
4 –
5 –
6 -

Who is responsible for successful communication?
The Cookie Thief

By: Valerie Cox

A woman was waiting at an airport one night,
With several long hours before her flight
Hunted for a book in the airport shop,
Bought a bag of cookies and found a place to drop.

She was engrossed in her book,
But happened to see
That the man beside her
As bold as could be
Grabbed a cookie or two from the bag between
Which she tried to ignore to avoid a scene.

She munched cookies and watched the clock
The gutsy cookie thief diminished her stock.

She was getting more irritated
As the minutes ticked by
Thinking if I wasn’t so nice
I’d blacken his eye.

With each cookie she took, he took one too.
When only one was left, she wondered what he’d do.

With a smile on his face and a nervous laugh
He took the last cookie and broke it in half.

He offered her half as he ate the other,
She snatched it from him
And thought “Oh brother!”

This guy has some nerve,
And he’s also rude.

Why he didn’t even show any gratitude.
Perception Checking Model/Technique

Apply the perception checking model (written as if speaking to the person who causes the perception) to open the lines of communication about this situation and reduce a defensive reaction.

1 – Describe the behavior
   - Be nonjudgmental and do not attack (“you”)
   - Use specific language to describe what the other person said or did
   - State the action that triggered the perception

2 – Offer 2 interpretations of the behavior
   - Write in closed-ended question format
   - Answer why you think the behavior happened using two (2) pillow method steps:
     - I’m right
     - You’re right

3 – Ask for clarification (ask why the behavior happened)
   - Use a general, open-ended question
   - Allow for another reason for the behavior to be discussed

Practice

1 - Behavior:

2 - Interpretation #1:

   Interpretation #2:

3 - Clarification:
Recognizing Perception Checking Elements

For each of the following statements, identify the steps of the perception-checking model (behavior, 2 different interpretations, clarification) that are missing or are incorrect. Make correction(s) as needed. (You may need to be creative.)

1 – I saw that. It wasn’t funny. Why would you do such a thing?

2 – When I was left alone to watch TV last night I thought you were sick. Are you feeling OK?

3 – You must be either really excited about your grades or really anxious to talk about something. What’s up?

4 – When I heard the cheer, I figured you were ready to go or wanted me to stay.

5 – I thought you were angry with me when I was stood up for our date this afternoon. But then I thought maybe something came up at work. What’s going on?

6 – When I was passed the ball, I thought you wanted me to shoot. Did you?

7 – Why is it that you’re so pleased with yourself? Did you win the lottery or get a better job? What’s going on?

8 - Why did you send me those flowers? Is this a special occasion or what?
Perception Checking

Practice your Perception Checking by applying the Perception Checking Model to the situations below.

Perception Checking Model
1 – Describe the behavior (action oriented)
2 – Offer two interpretations for why the behavior may have happened
3 – Request clarification for how to interpret the behavior.

1 – During last week’s exam you felt your phone vibrate and saw you were receiving a text from a friend taking the same exam.

   Behavior:

   Interpretation #1:

   Interpretation #2:

   Clarification:

2 – Yesterday you saw your friend walking on the beach engaged in what looked to you like an intense conversation with your significant other, Chris. This concerned you.

3 – Ever since the school year began, your family members have continuously asked you if you are doing your schoolwork.

4 – When you walk into your apartment, your roommate turns away from you with a sigh.

Perception Checking Technique...continued...
...continued... Perception Checking Technique

5 – Your friend has been dating someone for a few months. When you ask how things are going they say, “Oh, it’s OK I guess.”

6 – Your co-worker, who is the opposite sex, has asked you to go to lunch for the third week in a row. You are wondering why they keep asking you to go out.

7 – You and your neighbor stop and chat at least once a week. You haven’t seen this person in two months, until now. You decide to find out why.

8 – Your coworker said that she would help you with a big project that’s coming up. She hasn’t offered her help yet and the deadline is approaching.

9 – You’ve missed class twice in a row. Your teacher is concerned and asks you about your absences.
How Do You Feel?

Aggressive  Agonized  Anxious  Apologetic  Arrogant  Bashful  Blissful
Bored  Cautious  Cold  Concentrating  Confident  Curious  Demure
Determined  Disappointed  Disapproving  Disbelieving  Disgusted  Distasteful  Eavesdropping
Ecstatic  Enraged  Envious  Exasperated  Exhausted  Frightened  Frustrated
Grieving  Guilty  Happy  Horrified  Hot  Hungover  Frustrated
Hysterical  Indifferent  Idiotic  Innocent  Interested  Jealous  Joyful
Loaded  Lonely  Lovestruck  Meditative  Mischiefous  Miserable  Negative
Obstinate  Optimistic  Pained  Paranoid  Perplexed  Frigid  Puzzled
Regretful  Relieved  Sad  Satisfied  Shocked  Sheepish  Smug
Surly  Surprised  Suspicious  Sympathetic  Thoughtful  Undecided  Withdrawn
Components of Emotion

Objective: To identify the chain of reaction emotions take and how they may be initiated.

Task: For each activity, identify the corresponding emotion and components (physiological, nonverbal, cognitive).

<table>
<thead>
<tr>
<th>Stimulus</th>
<th>Emotion</th>
<th>Physiological</th>
<th>Nonverbal</th>
<th>Cognitive/Verbal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tribune</td>
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<tr>
<td>Event</td>
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<td>Concert</td>
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<td>Party</td>
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<tr>
<td>Performance</td>
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</tbody>
</table>

Example:
Public speaking: nervous heart pounds pace back and forth Oh, I can’t do this.

1 – You’re out with friends and someone asks you to dance.

2 – You’re at a bus stop and a stranger approaches.

3 – You tell a story and your listener yawns.

4 – The phone rings at 2:00 in the morning.

5 – You earn an “A” as your grade in this class.

6 – You see a police car with its lights on behind you as you’re driving.
**Clearly Express Emotion(s)**

Objective: Clearly express emotions related to specific situations.

Task: For each statement below, write a statement that clearly expresses the emotion that might apply to the situation. Write the statement as if you are speaking to the person who causes the emotion.

**Tip:** Use the behavior step (of perception checking) and add an emotion that results from the behavior.

1 – A good friend did not show up at the movie theatre after you rescheduled this time to see the movie when s/he cancelled the first time you planned to go.

2 – You have to discuss a new arrangement for paying for utilities because there have been too many late charges the way you and your best friend/roommate split the cost.

3 – The teacher has just spent ten minutes explaining the next assignment and you still have questions.

4 – Your significant other is teasing you about something important to you in front of your mutual friends. You have already spoken about how this makes you feel and requested that this behavior stops.

5 – After you and your roommates have a party, you are stuck cleaning up the mess.

6 – You’re significant other did not return the messages you left today.

7 – A coworker told your boss you skipped out early to go to a concert after they said they would cover for you.
Debilitative Emotions through Self Talk (Fallacies)

Objectives
1 – To discover self-talk in many common statements.
2 – To identify fallacies in self-talk.
3 – To dispute irrational self-talk.

Directions
1 – Identify the fallacy(ies) in the self-talk statements.
   (Perfection, Approval, Should, Overgeneralization, Causation, Helplessness, Catastrophic Expectations)
2 – Rewrite the statement to create a more positive, realistic thought without fallacies.

<table>
<thead>
<tr>
<th>STATEMENT/THOUGHT</th>
<th>FALLACY</th>
<th>REVISED THOUGHT: POSITIVE/REALISTIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Example:</td>
<td>I’ll never make him happy.</td>
<td>Overgeneralization, Helplessness</td>
</tr>
<tr>
<td></td>
<td></td>
<td>I do some kind and helpful things for him.</td>
</tr>
<tr>
<td>1 – No one appreciates me around here.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2 – I don’t know why I bother to study for her stupid tests.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3 – This place is miserable with him here.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4 – I can’t do anything right.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 – This is the best I can do.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 – I can’t believe you told me to buy this stupid car.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7 – This guy is a total jerk.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8 – She’s just like her mother.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>9 – He’s perfect for me!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10 – We’ll never get her to stop talking.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What does this language mean?

Describe how each of the following phrases could be interpreted.

1 – That is hot!

2 – It was a hard test.

3 – I liked what you made for dinner, but I probably wouldn’t make it for myself.

4 – Good job on that project you completed.

5 – You are doing much better.

6 – That’s the only idea you ever have.

7 – You always do that to me.

8 – It can’t be done.

9 – You have a nice car.

10 – It’s warm in here.
Language (Chapter 6)

Language is.....

Language Impacts

1 – Naming & Identity

2 – Affiliation

3 – Power

Language Barriers

- Equivocal
- Relative
- Static
- Abstract
- Irresponsible Language

“I” Language/Statements help focus on facts, clarify perceptions and explain results.

1 – behavioral description: action-oriented and nonjudgmental

2 – interpretation – perception/possible reason why the behavior happened

3 – feeling – the emotion caused by the behavior

4 – consequence – the (past) result of the behavior
Using Clear Behavioral Language

Objective: To use specific, behavioral language and emotional vocabulary.

Task:
1 – Identify what language barrier exists in each statement below.
2 - Change the language used from a judgment/demand statement to an objective description of the behavior.
3 – Include emotional vocabulary that specifically correlates to the behavior.

TIPS: Think about what actions would have caused these statements then “make-up” the behavioral description to match the action. Remember, behavioral statements are specific, nonjudgmental action statements. (The revised statements should reflect the first (behavior) step of the perception checking technique.) The emotion included should match this behavior.

Example:
You did it! (Abstract) The report was specific, appropriately referenced and delivered before the due date. I’m proud of you.

1 - Jesse makes stupid mistakes when he can’t deal with issues.

2 – You can’t rely on Randy.

3 – Get organized.

4 – Stop being lazy and clean up after yourself.

5 – That teacher loads on the work.

6 – Josh just blows me off when he doesn’t agree with what I have to say.

7 – She is so rude.

8 – You’re too emotional.

9 – Get something good to eat this time.

10 – Listen to me when I’m talking to you.
“I” Language/Statement

This “I” language/statement provides a clear description of a behavior presented directly to the person who demonstrates the behavior. The intent is to discuss the outcome of the behavior while decreasing defensiveness so that a change in behavior may occur.

Objective: To rewrite evaluative/judgmental statements into descriptive, outcome-based statements.

Task: Rewrite the following statements using the 4-step “I” statement.
   1 – behavioral description: action-oriented and nonjudgmental
   2 – interpretation – perception/possible reason why the behavior happened
   3 – feeling – the emotion caused by the behavior
   4 – consequence – the (past) result of the behavior

1 - You never clean up after yourself.
   Behavior:
   Interpretation:
   Feeling:
   Consequence:

2 – Don’t make a mistake when balancing the checkbook again.

3 – That was a ridiculous thing to do.

4 – Because of that right turn you made, we are in a dead end.

continued....
...continued....“I” Language/Statement

5 – That red shirt made the white clothes pink.

6 – You didn't finish what's on your plate.

7 – I told you not to move my books from that table.

8 – Stop trying to control me.

9 – I'm sick of hearing that you don’t like what I cook for dinner.

10 – You don’t ever trust me.

continued....
...continued....“I” Language/Statement

11 – You never want to hear my side of the story.

12 – You can’t take a joke!

13 – You have such a bad attitude.

14 – Didn’t you know that lamp would break if you threw that ball this way?

15 – Every time I ask you to do something you always have to work.

16 – That dog is more important than me.
## Nonverbal Behaviors

**Objective:** To describe the nonverbal behaviors that indicate various emotional & attitudinal states.

**Task:**
For each situation below, list and describe the types of nonverbal communication that corresponds.

<table>
<thead>
<tr>
<th>SITUATION</th>
<th>NONVERBAL BEHAVIORS</th>
</tr>
</thead>
</table>
| Example: You’re too eager to please. | Time: Completes requests immediately.  
Posture: Leans toward the person – a bit too closely.  
Face/Eyes: A smile shines during the entire conversation. |

1 - He’s so mean.

2 – My messages are never returned.

3 – He’s not paying attention.

4 – She acts like she’s in charge.

5 – You’re such a flirt.

Nonverbal Behaviors, continued…
### SITUATION

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>6</td>
<td>You make a big deal out of everything.</td>
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<tr>
<td>7</td>
<td>You don’t seem confident.</td>
</tr>
<tr>
<td>8</td>
<td>He seems friendly.</td>
</tr>
<tr>
<td>9</td>
<td>You’re not exactly a “ray of sunshine.”</td>
</tr>
<tr>
<td>10</td>
<td>I’ve been told I’m too aggressive.</td>
</tr>
</tbody>
</table>
Nonverbal communication makes up 55% of the way we receive and send messages. Being able to identify nonverbal cues helps us to gain a more accurate understanding of the actual message being transmitted.

Objective:
Work with a classmate and identify the nonverbal types (see textbook) and corresponding function used by others, and infer the message communicated. This reinforces how nonverbal communication creates perceptions and, sometimes, miscommunication.

Assignment

1. Work in teams as assigned in class.

2. Visit a common area of the college where people are interacting/having conversations.

3. Watch people interacting (be discreet about this). Do not be part of the conversation, but observe from afar. There is no need to hear the conversation.

4. Watch carefully to complete the chart below.
   - Describe the scene/action of the nonverbal so that someone who was not there could understand what happened.
   - List the type of nonverbal used in the conversation. (Identify at least 5 different types of nonverbals observed.)
   - Explain what you think each nonverbal meant or implied from your perspective.
   - Identify the function of each nonverbal and why you chose the function you did.

<table>
<thead>
<tr>
<th>Describe scene/action</th>
<th>Nonverbal Type</th>
<th>Perceived Message</th>
<th>Function of NVC</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

Submit this chart, with each team members’ name on the paper as well as the section number of the course.

This will either be due at the start of the next class or at the end of the class assigned. Deadline will be announced in class.
   - If due at the end of class, drop it off to me at my office (5-218). You should slip your paper under my door if I am not there.

Late papers will receive no credit.
Listening is a skill we use the most, yet develop the least. The value of our relationships often are based on our ability to listen. Consider your listening behaviors and answer the following questions about yourself—honestly. Remember, this is a learning and self-awareness activity.

Using a scale from 1 to 5, rate your own listening skills based on a typical conversation with someone close to you.

1 = never     2 = rarely     3 = sometimes     4 = often     5 = very often

RATING

I avoid staying on any one subject, changing the topic of conversation often. ________

I make assumptions about the feelings or thoughts of the person with whom I am speaking. ________

I consider what I will say next before the person speaking is finished talking. ________

I bring up past issues during current disagreements. ________

I interrupt this person’s conversation. ________

I use sarcasm and/or jokes to respond when this person talks. ________

I respond to a complaint with a complaint. ________

I often ask this person to repeat what s/he said. ________

I see only my point of view. ________

After a dialog, my partner and I are equally satisfied with the discussion. ________

Add for a Total Score ________
Listening Feedback

Select a person with whom you communicate on a regular basis: a friend, husband/wife, teenage child; mother/father; co-worker, etc. Ask them to consider the following questions about YOUR listening behaviors and have them complete the following questions – honestly.

Ask this person to complete the following:

Think of the listening skills of the person who requested your feedback. Consider the following questions and provide your response based on the scale below.

**NOTE:** *The person requesting this feedback has been instructed to openly accept this feedback without defense as this is intended as a learning and self-awareness activity.*

Using a scale from 1 to 5, rate this person’s listening skills based on a typical conversation with you.

1 = never  2 = rarely  3 = sometimes  4 = often  5 = very often

This person…

<table>
<thead>
<tr>
<th>RATING</th>
</tr>
</thead>
<tbody>
<tr>
<td>…avoids staying on any one subject, changing the topic of conversation often. ____</td>
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<tr>
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<td>…interrupts my conversation. ____</td>
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<td>….uses sarcasm and/or jokes to respond when I talk. ____</td>
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<tr>
<td>…responds to my complaints with a complaint. ____</td>
</tr>
<tr>
<td>…often asks me to repeat myself. ____</td>
</tr>
<tr>
<td>…see only their point of view. ____</td>
</tr>
</tbody>
</table>

After a dialog, my partner and I are equally satisfied with the discussion. ____

**Add for a Total Score**  ____

Thank you for contributing to this person’s development of interpersonal communication skills.
Something An Ineffective Listener Would Say...

Make a list of the 7 Types of Ineffective Listeners, then match each response statement below with the appropriate Ineffective Listener.

1 – You’re hanging out with some new friends when the pizza delivery arrives. You ask your roommate to cover it this time and he sarcastically says, “Sure Bob, I’ll add this to the money you owe me for the last pizza you ordered.”

2 – After the mechanic states that he has to order the parts needed to fix the car, you say in a short tone, “So, when will the car be fixed?”

3 – As your brother-in-law is talking about the trip you got him to see a Nascar race, his wife who was walking by and overheard the conversation, stops and says, ‘Oh, wasn’t that the event you said you’d never go to again?”

4 – You’re watching the end of your favorite show when your roommate asks you to move your car so he can leave. You say, “Yeah, I’ll be right there.”

5 – A friend explains how he picked up a car on E-Bay by flying to and driving it back from North Carolina. Then he rebuilt the classic car from engine to paint, spending countless hours and money. After hearing about the cost and detailing done on it, you say, “I love the beaches in North Carolina.”

6 – A friend is ranting about how she hates it when her phone calls are not returned especially after discussing this problem with you twice already. You reply, “I totally understand how you could feel upset and I promise I will never do that again.”

7 – Your mother asks you to return a video the family borrowed and you say, “I was already planning to drop it off tomorrow.”

8 – Your brother explains that he found his needle nose pliers lying on the cooler in the garage. You ask, “Was it my responsibility to pick up all the tools?”

9 – During a conversation with your neighbor, you asked how her relationship was going. She shares how her new boyfriend wined and dined her on their date last night. You then tell her that you used to date his sister and explain what a terrible match you were.

10 – After explaining to your boss that you were not at work because your child was hospitalized yesterday, your boss simply states, “the report you were working on was due yesterday.”

11 – As the teacher is reviewing the list of material for the next test you blurt out, “So active listening is going to be on the test?”

12 – After your roommate explains the busy day and the traffic that caused her to miss some appointments, you respond by stating that you hate construction season and understand how everything that needed to be done wasn’t. Three days later, you ask why the extra key for the house wasn’t made like you had discussed.
# Active Listening Technique (P.O.R.E. Listening)

<table>
<thead>
<tr>
<th>Prompting</th>
<th>Open Ended Question</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Clues that tell the speaker to continue.</em></td>
<td><em>Seeks to add clarity and details to what has been already shared.</em></td>
</tr>
<tr>
<td>Verbal</td>
<td>What?</td>
</tr>
<tr>
<td>Nonverbal</td>
<td>How?</td>
</tr>
<tr>
<td>Silence</td>
<td>Why?</td>
</tr>
</tbody>
</table>

## Rephrasing

*Using your own & the speaker’s words to understanding of content and emotions by paraphrasing.*

Include:

1. Main point of the conversation
2. Feeling of the speaker (specified or inferred)

## Empathy

*Use your own specific example of a confirm situation where the same emotion/point was experienced.*

*This demonstrates interest and understanding. Be brief.*

I understand because it reminds me of when...

*Do not judge or offer advice.*
6 Conflict Behaviors (Personal Conflict Styles)

1 - Avoidance

2 - Accommodation

3 - Defensive
   - Rationalize
   - Counterattack
   - Compensate
   - Regress

4 - Direct Aggression

5 - Passive Aggression

6 - Assertiveness (Clear Message Format)
   1. Describe Behavior (action-oriented)
   2. Interpret Meaning (perception of why the behavior happened)
   3. Share Feeling (emotion caused by the behavior)
   4. Describe Consequences (what happened as a result)
   5. State Intention (future desired action)
Conflict Behaviors Practice

Identify which *conflict behavior* is being used for each statement below.
- Avoidance
- Accommodation
- Defensiveness
- Direct aggression
- Passive aggression
- Assertion (the statement will not reflect all 5 steps – identify which step is represented)

1. Stan keeps joking around to keep us from talking about commitment.

2. I can’t believe you were so stupid to have erased the disk.

3. Even though he wanted to go to the party, Allen stayed home with Sara rather than hear her complain.

4. By mentioning how allergic she was to smoke, Joan hoped that her guest would smoke outside.

5. Smoking in the house makes me sick to my stomach.

6. Rather than tell Nick about his frustration, Howard complained to others about Nick’s unreliable behavior.

7. It amazes me how you say you lost your keys whenever you are late.

8. Carol wouldn’t answer the phone after their disagreement because she knew Nancy would call her back.

9. Faced with his obvious distress, Nikki put her important work aside to listen.

10. That’s a great joke if you’re 8 years old.

11. Sure, I can’t wait to have a long, stuffy dinner with your parents again.

12. The next time you take my car I will have to show you what pain feels like.

13. I can’t ever reach the top shelf of the cabinet.

14. Because my grades are all passing I should pass the course even though I have six absences.
Identify which element of the *Assertiveness Technique* is being used for each statement below:

- Behavioral description
- Interpretation
- Feeling
- Consequence
- Intention

1. I’m happy you said that.
2. I see that the $20 was never repaid.
3. I haven’t noticed a smile in a while.
4. It seems that you’re not taking this seriously.
5. I’m worried about being here.
6. Ever since then I’ve found myself avoiding you.
7. I’m sorry you didn’t like my work.
8. I want you to know how important this is for me.
9. Did you mean to embarrass me?
10. I see my ring being worn again.
11. From now on, you can count on me.
12. Joe was cursed at and a door was slammed in his face.
13. Since then I’ve been sleeping at my dad’s house.
14. I’ll find another place to live.
15. Now I can’t work overtime.
17. Now I have a cold too.
18. I’ve never heard anyone described as being so ignorant before.
19. You could send me an email next time.
20. These questions were answered correctly. 😊
Conflict Behaviors Practice

Objective: To identify and distinguish between different conflict behaviors.

Task: For the 4 conflicts below, write a response using each conflict behavior.

Conflict 1

Three weeks ago, your friend borrowed an article of clothing, promising to return it that week. You haven’t seen it since and your friend hasn’t mentioned it at all.

Avoidance

Accommodation

Defensiveness (rationalize)

Direct Aggression

Passive Aggression

Assertiveness (Clear Message Format)

1 - Describe Behavior (action-oriented)

2 - Interpret Meaning (perception of why the behavior happened)

3 - Share Feeling (emotion caused by the behavior)

4 - Describe Consequences (what happened as a result)

5 - Share Intention (future action)
Conflict 2

Someone you just met at a party criticizes a mutual friend in a way you think is unfair and inappropriate.

Avoidance

Accommodation

Defensiveness (*counterattack*)

Direct Aggression

Passive Aggression

Assertiveness (Clear Message Format)

1 - Describe Behavior (action-oriented)

2 - Interpret Meaning (perception of why the behavior happened)

3 - Share Feeling (emotion caused by the behavior)

4 - Describe Consequences (what happened as a result)

5 - Share Intention (future action)
Conflicts 3

You’re at a football game and someone in front of you, rooting for the opposite team, blows a loud air horn and turns to you and says, “how’d ya like that!” every time their team makes progress.

Avoidance

Accommodation

Defensiveness (*compensate*)

Direct Aggression

Passive Aggression

Assertiveness (Clear Message Format)

1 - Describe Behavior (action-oriented)

2 - Interpret Meaning (perception of why the behavior happened)

3 - Share Feeling (emotion caused by the behavior)

4 - Describe Consequences (what happened as a result)

5 - Share Intention (future action)
Conflict 4

Earlier in the day you asked your roommate to stop by the store and pick up snacks for a party you are having this evening. Your roommate arrives home without the food and your guests will arrive any minute.

Avoidance

Accommodation

Defensiveness (regress)

Direct Aggression

Passive Aggression

Assertiveness (Clear Message Format)

1 - Describe Behavior (action-oriented)

2 - Interpret Meaning (perception of why the behavior happened)

3 - Share Feeling (emotion caused by the behavior)

4 - Describe Consequences (what happened as a result)

5 - Share Intention (future action)
5 Conflict Management Methods

These management styles are based on two dimensions of behavior:

*Assertiveness* – the degree to which one person satisfies his/her own needs and wants

*Cooperativeness* – the degree to which one person attempts to satisfy another person’s needs and wants
Win-Win Problem Solving (*Collaboration*) Method

Objective/Task: To apply the win-win (collaborative) problem-solving method to a personal conflict.

Briefly explain the situation:

**Step 1: Identifying (acknowledging) the Problem/Need**

**Step 2: Make a date to talk**

**Step 3: Describe the problem using the Assertiveness Technique**
- Behavioral description
- Interpretation
- Feeling
- Consequence
- Intention

**Step 4: Consider your partner’s point of view (Active Listening Technique)**
- Prompting
- Open-ended Questions
- Rephrasing
- Empathy

**Step 5: Negotiate a solution**
- Brainstorm potential solutions
- Evaluate potential solutions
- Choose a solution (everyone can support)

**Step 6: Follow through**
Reflection/Feedback

Your honest and thoughtful responses to the following questions are most appreciated. More often than not, what you provide here will be incorporated into this class in the future. Thank you, in advance, for your opinions and ideas.

At the beginning of the semester you set goals for yourself describing the interpersonal communication skills you would like to improve. Describe the **specific skills you believe you have improved and what contributed** to the development of these skills. Please include specific examples.

Describe what you **liked about this class and why**. Please be as specific as possible (offer examples).

Describe how you think this class should be changed so that it better helps you and others develop interpersonal communication skills. Be as specific as possible (offer examples).

Please offer any additional comments you would like to share.