

Communication and Relationships

OVERVIEW

Throughout this book students have been learning about themselves and what they want out of life. In this final chapter they read about how to improve their relationships with others. In Section 9.1 they focus on interpersonal communication. They explore the communication process, learn how to become effective speakers and active listeners, and examine how to use their communication skills to resolve conflicts with others. In Section 9.2 they explore the nature of relationships, learning how they form and develop and what skills they can use to strengthen them.

LEARNING OBJECTIVES

After they complete this chapter, students should be able to:

- Describe the six elements of communication.
- Summarize the forms and functions of nonverbal communication.
- List several skills necessary for effective speaking and active listening.
- Explain the relationship between stereotypes, prejudice, and empathy.
- Define intimacy and explain how to develop it in a relationship.
- Cite the characteristics of satisfying intimate relationships.
- Explain how to handle conflict effectively.

OUTLINE

Chapter Topics

EFFECTIVE COMMUNICATION

A Look at Communication

- Interpersonal Communication

- Elements of Communication

- Communication Breakdown

Nonverbal Communication

- Functions of Nonverbal Communication

- Forms of Nonverbal Communication

- Interpreting Nonverbal Cues

Improving Your Communication Skills

- Becoming an Effective Speaker

- Becoming an Active Listener

HEALTHY RELATIONSHIPS

A Look at Relationships

- Group Relationships

- Conformity

- Diversity

- Rejecting Stereotypes and Prejudice

- Developing Empathy

Interpersonal Relationships

- Intimacy

- Self-Disclosure

- Successful Intimate Relationships

- Handling Relationship Conflict

- Respect and Success

Chapter Activities

ACTIVITY 46 How Much Do You Know About Communication? (pp. 329–330)

ACTIVITY 47 Analyzing Communication (pp. 335–336)

ACTIVITY 48 Body Language Log (pp. 341–342)

ACTIVITY 49 Giving Feedback (pp. 347–348)

ACTIVITY 50 Your Close Relationships (pp. 358–359)

Personal Journal 9.1 **"I" Statements** (p. 344)

Personal Journal 9.2 **Understanding Diversity** (p. 352)

Personal Journal 9.3 **Circles of Yourself** (p. 354)

Personal Journal 9.4 **Dealing With Conflict** (p. 363)

Chapter Features

Applying Psychology ARE YOU LISTENING TO ME? (p. 339)
PROFESSIONAL DEVELOPMENT Getting Your Résumé Right (p. 346)
INTERNET ACTION E-Mail Empathy (p. 357)

FOCUS

Introducing the Chapter

Have students reread the beginning of Chapter 1, particularly the section entitled “Ingredients of Success.” Ask a volunteer to explain how positive relationships affect success. (“No one ever succeeds without the help, ideas, and emotional support of others. The happiest and most fulfilled people are usually those who make time for other people in their lives instead of focusing all their energy on piling up accomplishments.”) Explain that in this chapter students will read about how to cultivate positive relationships. Ask students what attributes they think a “positive” relationship has. Make a list and keep it for reference for the Chapter 9 Culminating Activity.

Real-Life Success Story “How Do I Stand Up for Myself?”

(p. 326)

Ask a volunteer to read the Real-Life Success Story. Then ask the following questions: Is Joe handling the situation the right way by being silent, or would it be a better idea for him to bring up the situation with his boss? Why? Does Joe have any other options in this situation? Ask students to suggest ways he could handle his situation. Should he go along with what his coworkers say, or should he do something different? Also, ask for volunteers to describe experiences from their own lives that mirror Joe’s. For example, have any of the students had experience with a difficult, highly critical supervisor? What did they do in the situation, and was it effective?

Opening Quote (p. 327)

“The most important single ingredient in the formula of success is knowing how to get along with people.”

Write the quote on the board or make a transparency of it using the online reproducible master. Ask students what they think the statement means. What exactly does it mean to “get along with people”? Do they agree that knowing how to get along with people is the most important ingredient of success? Why does Roosevelt say “*knowing how* to get along with people” rather than simply “getting along with people”?

Ask students to think about people who they feel are good at getting along with others. Ask, “What qualities do these people have that make them easy to be around?” As a class, create a list of these qualities and write them on the board.

INSTRUCT

Teaching Tips

The following topics are discussed in this chapter. You may want to expand on them in large or small class groups.

A Look at Communication (pp. 328–334)

Have students work in pairs to create two role-plays. The first role-play should illustrate the six elements of communication: sender, message, receiver, channel, feedback, and context. The second role-play should demonstrate how one of the types of barriers (physical, emotional, or language and cultural) interferes with the communication process.

Nonverbal Communication

(pp. 334–340)

Begin by having students tell you what you are trying to convey when you demonstrate the following actions: shrugging your shoulders and turning your palms upward (I don't know); smiling and waving (hi, good to see you); raising and shaking your fists (anger about something). Explain that these were all nonverbal signals, and ask students what nonverbal means. Tell them that the definition of *verbal* is “of or associated with words” and that *nonverbal*, therefore, means “without words.” Finally, write the definition of *nonverbal communication* on the board (the process of giving or exchanging information without words). Ask students to cite specific examples. Elicit examples of nonverbal cues besides body language, such as style of dress, tone and pitch of voice, and even smell.

Improving Your Communication Skills

(pp. 340–348)

Have students work together in small groups. Ask them to think about what makes a person an effective speaker or a good listener. Have each group make two lists: one listing the characteristics of an effective speaker, and the other listing the characteristics of an active listener. After about 10 minutes, come back together again as a class and allow groups to share their lists. Ask students to describe people they know who are effective speakers and/or active listeners. Are these people good at getting along with others?

A Look at Relationships

(pp. 349–356)

Write the definition of *group* on the board (a set of people, usually three or more, who influence each other) and ask students to make a list of every group to which they belong. Their groups could include a family group, a school or student body, an ethnic group, a religious group, a social club, or a work group. Then ask, “What are some of the benefits people receive from belonging to a

group? What are some problems that come with belonging to a group?” Have students cite specifics from their own experience. As a class, discuss their answers.

Interpersonal Relationships

(pp. 356–364)

Have students work in pairs to write a role-play that describes the resolution of a conflict between two friends, family members, or coworkers. Students' role-plays should include a clear explanation of the origin and nature of the conflict. Allow students to perform their role-plays, then discuss what actions they took to help resolve the conflict. Would these strategies be effective in real life? Why or why not?

In-Chapter Answers and Notes

ACTIVITY 46

How Much Do You Know About Communication?

(pp. 329–330)

- A-B. Responses will vary, but students will probably be surprised that all of the statements are true.
- C. Students' answers will vary but should recognize that showing respect is reflected in other good communication strategies, such as being an attentive listener and responding with positive comments.
- D. Students' responses will vary but should be at least somewhat consistent with their score in question A.

FIGURE 9.1

Elements of Communication

(p. 331)
Answers will vary but could mention mass communication, such as television, radio, and advertising. Many written communications, such as memos or letters, and sometimes e-mail, also prevent immediate feedback.

ACTIVITY 47

Analyzing Communication

(pp. 335–336)

- A. Students' observations will vary but should demonstrate an understanding of the six elements of communication, the difference between verbal and nonverbal communication, and the possible effects of the three barriers.
- B. Students' responses will vary as in question A, above.

Sample Answers

- A. Observe a conversation between two people you've never met. Note all six elements of communication: the identity or role of the sender, the content of the message, the channel of the message, the identity or role of the receiver, the content of the feedback, and the context of the conversation.

Sender: father

Message: Yelling: "You were supposed to call me if your plane was going to be late!"

Channel: face-to-face conversation

Receiver: teenage daughter

Feedback: Pouting, acknowledgement, explanation: "I couldn't get through."

Context: airport gate at midnight

Could you figure out the relationship between the sender and the receiver? If so, how? If not, why not? (Consider both verbal and nonverbal information.)

The receiver referred to the sender as "dad," and their body language showed that they were on intimate terms.

Did any physical, emotional, or cultural barriers affect the conversation? Explain.

Yes. The father was so distressed that he was not listening to his daughter's reasons for not calling (the flight was delayed in progress and she could not use her cell phone on the plane). It was also very noisy by the gate. The father might have been less emotional and accusatory if he had realized that he was talking so loudly.

- B. Now describe the same elements for a conversation in which you were involved.

Sender: coworker

Message: "You're not going to believe this! They just moved our presentation up by an hour and I'm worried I might not have enough time to finish. Do you possibly have some time this morning to help me assemble the folders? I'm really freaking out."

Channel: phone conversation

Receiver: myself

Feedback: concern, assent, humor

Context: my desk, 8:30 AM

What was the relationship between you and the other person, and how do you think it influenced the conversation? For example, how did it affect the words you chose, your tone of voice, and so on?

We were coworkers and that person was my superior, but we had a good relationship. I knew he had a tendency to get stressed out easily, so I tried to joke a little bit to calm him down.

Did any physical, emotional, or cultural barriers affect the conversation? Explain.

Since we weren't face-to-face, I couldn't immediately see what he needed to be done, but I could tell from the tone of his voice how anxious he was, so I agreed to do it.

Exploring Further

Ask students to recall a conversation or part of a conversation that they had while experiencing a strong negative emotion such as anger, guilt, shame, distress, or sadness. Then ask them to consider the following questions: How did your emotions affect what you said and how you said it? How did your emotions affect the way you reacted to the other person's words? Ask students to write a short paragraph answering these questions, then discuss students' answers as a class. If desired, ask students to contrast these experiences with similar experiences involving a strong positive emotion.

Applying Psychology

ARE YOU LISTENING TO ME? (p. 339)

Answers will vary. Some will indicate that sitting up straight with direct eye contact with the instructor helps them focus on the discussion. Others will say they tend to lean back—or forward—depending on their interest. Many will not have considered how their facial expressions convey to the instructor whether or not they are understanding (or even paying attention to) the lecture. Some may comment that they are afraid to show any facial expressions as they may be called upon to give their input. Those who tend to have a relaxed listening style may have a similar conversation style, or could be the opposite and feel more comfortable communicating at a close distance. Familiarity with the topic being discussed—whether in class or with another person—can make the difference.

FIGURE 9.2

Influences on Nonverbal Communication (p. 339)

Answers will vary but should show an understanding of the fact that women are socialized to be less assertive and more submissive than men, which is reflected in their nonverbal behavior.

ACTIVITY 48

Body Language Log (pp. 341–342)

A-D. Students' observations will vary but should reflect an understanding of how people use body language to express themselves and how the meaning of nonverbal signals is affected by cultural differences, gender differences, and individual differences.

Exploring Further

Arrange for a video camera and player to be available to the class during an earlier part of the course. Videotape (or ask a class member to videotape) a group discussion or even a one-on-one discussion. Try to be as unobtrusive as possible so that people react not to the camera, but to one another. When you get to this section of the course, play the tape back for the class without sound. Ask each student to observe him- or herself using the same criteria used in Activity 48. Next, play the tape a second time, asking students to observe and make notes on another individual. Finally, play the tape a third time, with sound. Have students discuss their observations and the difference that sound made to their interpretations, if any. (Note: If it is not possible to videotape the class, bring in a recording of a television show or film and perform the second and third parts of the exercise, asking students to concentrate on the nonverbal behavior of one individual, first without and then with sound.)

Personal Journal 9.1

"I" Statements (p. 344)

"I" statements will vary but should be worded as, "I feel...about...because..." or "I feel...when you...because..."

Sample Answers

Change each of the following "you" statements into an "I" statement.

You always interrupt when I'm talking.

I feel unhappy when you interrupt me, because I feel that you are being disrespectful.

You just have to criticize, don't you.

I feel humiliated when you criticize me, because I feel like you don't think very much of me.

You're late again, as usual.

I feel unhappy about your being late so often, because I think you don't value my time. You need to help out more around the house. I feel frustrated when you don't help around the house, because it seems like you don't want to share responsibility for taking care of our home. You get on my nerves when you act so babyish. I feel annoyed when you pout if you don't get your way, because I feel like you are trying to manipulate me.

PROFESSIONAL DEVELOPMENT

Getting Your Résumé Right (p. 346)

Answers will vary but should recognize that the people who read résumés are very busy and want to view the qualifications of the candidates as quickly as possible.

Exploring Further

Ask students to draft an up-to-date, one-page résumé using the guidelines presented in the feature. Request that students bring a copy of their résumé to class. Have students pass their résumés to their neighbor on the right or left. Then group students into teams and instruct them to review all the résumés they have and to select the one that demonstrates the strongest communication skills. After this is done, regroup as a class and ask students to discuss features of the résumés they liked the best. As a class, make a list of strategies for demonstrating good communication skills on a résumé. (Note: Emphasize that this activity is about helping everyone write the best possible résumé, not about criticizing or finding fault with any particular résumé. By the time the class has reached Chapter 9, students should have developed respect and understanding for one another. If the class is not as cohesive as you might wish, you could instruct students to omit their names on their résumés.)



SECTION 9.1

SELF-CHECK (p. 346)

1. Communication is the process of giving or exchanging messages.
2. The three barriers to good communication are physical barriers, emotional barriers, and language and cultural barriers.
4. EAR stands for the three active listening skills of encouraging, attending, and responding.

ACTIVITY 49

Giving Feedback (pp. 347–348)

Students' responses will vary but should include paraphrasing and reflecting in statements worded as, "It sounds like you feel (emotional content of the message) because (factual content of the message)." For example, the first active listening response could be: "It sounds like you feel that Mr. Havivi doesn't trust you because he watches you so closely when you're doing the receipts."

Exploring Further

This in-class activity is designed to help students review their knowledge of active listening skills. Make a transparency of the online reproducible master, "Listening Do's and Don'ts." Ask students to work in pairs or small teams to decide whether each item on this list represents a good listening practice or a poor listening practice. Check the answers together as a class. If you wish, make a transparency of the online reproducible master that contains the correct answers.

Personal Journal 9.2

Understanding Diversity (p. 352)

Responses will vary, but this activity should help students recognize their personal experience with diversity.

Exploring Further

Ask students to describe a situation in which social or cultural diversity might lead to conflicts. For example, how might misunderstandings arise between students who are of different cultures or subcultures (such as between Caucasian American students and African American students, or between Mexican students and Mexican American students)? How might misunderstandings arise when members of one culture (such as the dominant Caucasian American culture) look at the music or lyrics produced by members of another culture (such as hip-hop culture)?

Personal Journal 9.3

Circles of Yourself (p. 354)

Students' responses will vary, but could mention religious, ethnic, racial, cultural, or national groups, as well as groups that reflect physical or mental characteristics or personal interests.



INTERNET ACTION

E-Mail Empathy (p. 357)

Answers will vary but could include that written communication is usually more formal than oral communication and that written communication lacks the nonverbal cues that are present in oral communication.

ACTIVITY 50

Your Close Relationships (pp. 358–359)

A-D. Students' responses will vary but should demonstrate a serious reflection on the relationships listed.

Sample Answers

A. Write down the names of up to six people with whom you have close relationships, and describe their relationship to you (e.g., wife, father, friend). Then describe what impor-

tant thoughts and feelings you share with one another and what important thoughts and feelings you don't share (or haven't yet shared) with one another.

Name/Relationship

mother

We Share

everyday worries, joys

We Don't Share

deeper worries

Name/Relationship

boyfriend

We Share

thoughts about our lives and our future

We Don't Share

our feelings about having children

Name/Relationship

best friend

We Share

innermost thoughts

We Don't Share

how we feel about our other friends

Name/Relationship

older brother

We Share

family concerns

We Don't Share

discussions on ideas or romantic relationships

B. Are you satisfied with the level of intimacy in your relationships? Why or why not?

I am pretty happy with the intimacy in most of my relationships, but I would like to be able to talk about more subjects with my brother.

C. Would you like to share more with any of the people on your list? If so, what would you want to share and why? If not, why not?

I would probably share most with my best friend.

I am very close to my mother, but I don't like to worry her by talking too much about my own problems. There are also some things that my brother and boyfriend wouldn't understand or be sensitive to, such as how I feel about my weight and physical appearance. I wish I could talk to them about these kinds of topics, but this isn't realistic.

D. Very few people reveal everything of themselves to another person. Are there any private thoughts or feelings that you would never share with anyone? Explain.

Yes. I think there are some thoughts which would only hurt or offend some people, and no good would be served by expressing those thoughts.

FIGURE 9.3

The Johari Window (p. 361)

Students' responses may vary, but most students will probably say that the Open Self pane contains the most information because it is information known to both yourself and others.

Exploring Further

Make a transparency of Figure 9.3 using the online reproducible master. Display the figure and ask students what they think the arrows (one pointing down and one pointing to the right) mean. Explain that these arrows indicate ways of expanding the amount of information contained in the open self. The open self contains information about a person that he or she knows about him- or herself and that he or she has no reason to hide from others. By self-disclosing (vertical arrow), a person increases the amount of information that others know about him or her. By soliciting feedback (horizontal arrow), a person increases the amount of information he or she knows about him- or herself. Ask students to think of questions they could ask others to expand their knowledge about themselves. Are there any areas of their lives in which they would rather *not* become more self-aware? Why or why not?

Personal Journal 9.4

Dealing With Conflict (p. 363)

Students' responses will vary but may refer to some of the conflict-resolution strategies mentioned in the text.



SECTION 9.2

SELF-CHECK (p. 364)

1. Conformity is a change in behavior caused by a desire to follow the norms of a group.
2. A stereotype is a set of oversimplified *beliefs* about the attributes of a group of people. Prejudice is a negative *feeling* or attitude toward a group of people.
3. Four sources of conflict are needs, values, emotions, and power.

Additional Activities

These additional activities are exclusive to this Instructor's Resource Manual. They are designed to meet the special needs of your students. The activities can be used as in-class activities or as take-home assignments. They can be assigned to individual students, pairs of students, or groups of students.

Critical Thinking

SELF-DISCLOSURE Self-disclosure, the communication of one's real thoughts, desires, and feelings, is required for intimacy to develop in a relationship. Yet many people do not self-disclose, or are afraid to do so. Ask students why this might be the case. Why does self-disclosure involve risk? Ask students to brainstorm a list of the possible negative outcomes of self-disclosure. Explain that major risks of self-disclosure are indifference, rejection, loss of control of a situation or person, and betrayal. In what specific situations might self-disclosure lead to a negative outcome? Why? Encourage students to use examples from their personal experience.

CONFORMITY One of the most famous studies in the history of psychology was conducted by Solomon Asch in the 1950s. Participants in Asch's experiments were shown one card with three lines of varying lengths (one

short, one medium, and one long) and a second card that had a single line matching one of the other three in length (in other words, one line that was either short, medium, or long). Participants were asked to identify the line on the first card that matched the line on the second card. When respondents were interviewed alone, they gave the correct answer 99 percent of the time. This changed when they were interviewed in groups of seven. When Asch hired six people in each group to lie and give the wrong answer, he discovered that the seventh (unwitting) person in the group, after hearing the six wrong answers, often conformed and gave the wrong answer as well. On average, participants conformed 37 percent of the time.

Give students a brief summary of Asch's study, then ask them to explain why a person might conform in this situation. Explain that people sometimes conform to gain social acceptance and sometimes conform because they believe others know better. Do students believe they would conform in such a situation? What does this study tell them about the power of group norms?

UNCOVERING STEREOTYPES Visit www.tolerance.org, an educational Web project of the Southern Poverty Law Center. Locate the "Writing for Change" activities and print the worksheet titled "Uncovering Impressions." Give students five minutes to complete each of the sentences in their own words, using the first thought that comes to mind. (Emphasize that this exercise is about examining stereotypes, not judging the groups mentioned in the exercise or singling out students who have stereotypes.) For each of the statements, ask a volunteer to reveal what he or she wrote. What stereotypes—positive or negative—do students' answers reveal? What is the likely origin of these stereotypes? Ask students to think about what other stereotypes they might have and to try to pinpoint the origin of these beliefs. Do students believe that it is possible to be

entirely free of stereotypes? Why or why not? As a follow-up homework assignment, ask students to write a paragraph or more about how this exercise made them reexamine their stereotypes.

CHALLENGING ASSUMPTIONS

This activity ties in to the previous activity, "Uncovering Stereotypes." Go to www.tolerance.org and print out the student activity worksheet titled "Challenging Your Assumptions." Ask students to identify the assumptions inherent in each statement regarding age, ability, appearance, ethnicity, gender, race, religion, sexual orientation, and socioeconomic power or status. (For example, the sentence "We need more manpower" reflects the norm that men are effective and powerful.) Then ask students to rewrite each sentence to remove the unjustified assumption.

Application

USING NONVERBAL COMMUNICATION

Have students divide into pairs. (If there is an uneven number of students, have one student complete the activity with you.) Each student should try to convey one of the following emotions, without first letting their partner know which one, by reciting the first seven letters of the alphabet.

love	fear
happiness	jealousy
hate	disappointment
pride	curiosity
sadness	pleasure
sympathy	disgust
anger	sarcasm
nervousness	urgency

The first student should ask his or her partner to close his or her eyes. The speaker should communicate the emotion through speed, pitch, volume, and tone. If the partner is unable to identify the emotion, have the students discuss what voice or listening elements might have helped. Variation for use with

hearing impaired students: Rather than asking students to convey emotions using vocal aspects, ask them to use facial expressions, posture, and gestures.

COMMUNICATION AND INTERVIEW SUCCESS Revisit the Exploring Further activity suggested for the Professional Development feature “Image Consulting” on page 142 in Chapter 4. Did students mention good communication skills as an important element of a positive first impression? Ask students to think again about what would make a good impression on a job interviewer. Ask them to work in small groups and to make two lists: one of communication habits that would make a positive impression on an interviewer and the other of communication habits that would make a negative impression. Reunite the class and ask students to share their ideas. Display a transparency of the online reproducible master, “Communication and Interview Success,” and add any ideas that are not listed here. Emphasize to students that the communication skills required for interview success are the same skills required for career success—interviewers are looking for candidates who have the skills to do well on the job. If desired, ask students to create interview role-plays demonstrating good (and bad) communication habits.

Internet Activities

NONVERBAL COMMUNICATION AND ETHNICITY The nonverbal communication styles of Caucasian North Americans often differ from those of African Americans, Latinos, Asian Americans, and Native Americans. For example, some African Americans and Latinos avoid making eye contact with the person to whom they are speaking, especially if this person is in a position of authority. Some Caucasian Americans take this as a sign of indifference or rudeness, but in fact this behavior simply represents a

cultural difference in nonverbal communication. Explain these facts to students and ask them to conduct online research on the nonverbal behavior of a particular ethnic group in North America. For example, how does the nonverbal communication behavior of Native Americans differ from that of the dominant Caucasian culture? What misunderstandings or awkward situations might this create? Ask students to share the highlights of their research with the class. If desired, ask them to present short role-plays illustrating their findings.

RELATIONSHIP ADVICE The Internet is full of Web sites and articles offering advice on relationships, “rules” for good relationships, relationship self-quizzes, and other similar materials. Ask students to browse the World Wide Web and to select one relationship quiz and one relationship advice article. Students should take the quiz and read the article and then summarize the content. Do students think that the quiz and/or article have genuine, meaningful advice to offer? Why or why not? What are the possible dangers of seeking advice on serious topics on the Internet? How can students be sure that the advice they are receiving comes from a reputable source?

ASSESS

Review and Activities Answers

Review Questions (p. 366)

1. Emotions can create barriers to communication when they make it hard to pay attention to what someone is trying to communicate or when they make it hard to formulate a clear message.
2. Cultural awareness is the ability to recognize the ways cultures differ and how these differences affect cross-cultural interactions.

3. Examples will vary but might include some of the following: crossed arms can reflect defensiveness; hands on hips can show aggressiveness; looking down or away can demonstrate self-consciousness or guilt; and a smile, eye contact, upright posture, and a firm handshake can reflect self-confidence.
4. Paraphrasing and reflecting are both part of the active listening skill of responding. However, paraphrasing is restating the factual content of the message, while reflecting is restating the emotional content of the message.
5. Positive stereotypes can put pressure on members of a group to fit that stereotype. If they can't or don't want to conform, they may face criticism and develop low self-esteem. Positive stereotypes may also mask negative feelings about a group.
6. Self-disclosure is communicating your real thoughts, desires, and feelings. It is important in relationships because it demonstrates emotional openness and lets the other person know that you care about the relationship.

Critical Thinking (p. 366)

7. Answers will vary but should recognize that when we feel love and kindness toward others, we have the open, empathetic attitude necessary to establish meaningful connections with other human beings. This helps to satisfy our need for relatedness, boosts our self-esteem, and provides a source of understanding and support. This, in turn, helps us develop inner happiness and peace.
8. Answers will vary but should recognize that people with large vocabularies have the tools to express their thoughts and feelings more effectively than people with smaller vocabularies do.

Application (p. 366)

9. Answers will vary. Allow students to demonstrate to the class some of the more unusual (but appropriate) displays of non-verbal communication they witnessed.
10. Answers will vary. Allow time for students to discuss their findings in small groups.

Internet Activities (p. 367)

11. Answers will vary. Two sources are John Gray's book *Men Are from Mars, Women Are from Venus* and Deborah Tannen's book *You Just Don't Understand*.
12. Answers will vary, but values featured include ambition, appreciation, civility, commitment, compassion, courage, and dependability.

Real-Life Success Story "How Do I Stand Up for Myself?" (p. 367)

Letters will vary but should include suggestions for specific "I" statements, an explanation of why assertiveness is important and necessary for self-esteem, and a suggestion to use one or more of the strategies for resolving conflict (move away from confrontation, listen actively, state your needs, generate options for resolving the conflict, be flexible and open-minded, and commit to a solution).

CLOSE

Culminating Activity

Remind students of the list of attributes of a positive relationship that they made at the beginning of the chapter (see "Introducing the Chapter" on page 161.) Review the list. Now that students have completed the chapter, ask whether they have anything to add (or subtract) from the list. Can the class agree on the two or three attributes that are most important in a satisfying relationship (romantic or otherwise)? Ask students how each attribute relates to communication.

To extend the activity, have students complete the online reproducible master, “Improving Relationships Through Communication,” and discuss their answers in class.

Personal Success Portfolio

Lead this activity using one of the suggestions given on pages 9 and 10.

Additional materials that you may wish students to include in their Personal Success Portfolio for Chapter 9 include:

- a paragraph describing the two or three communication skills the student most needs or wants to develop, and why
- an action plan for enlarging the student’s vocabulary
- a review of a best-selling book on communication and/or relationships
- a brief report about nonverbal communication behavior in another culture
- an action plan for broadening the student’s cultural awareness; the plan might include a bibliography, a listing of cultural activities, and a list of people the student will try to get to know better
- documentation of a person the student finds to be an effective speaker, including a description of the person’s specific communication skills and practices and ways the student can use these in his or her own communication

ADDITIONAL RESOURCES

The following books and periodicals offer information on interpersonal communication, stereotypes and prejudices, empathy, interpersonal interaction, and conflict resolution.

Books

Adler, Ronald B. and Neil Towne. *Looking Out, Looking In: An Introduction to Interpersonal Communication*. 10th ed. New York: Holt, Rinehart, and Winston, 2002.

Adler, Ronald, Laurence B. Rosenfeld, and Neil Towne. *Interplay: the Process of Interpersonal Communication*. 5th ed. Ft. Worth: Harcourt Brace Jovanovich, 1992.

Blaine, Bruce Evan. *The Psychology of Diversity: Perceiving and Experiencing Social America*. New York: McGraw-Hill Higher Education, 2000.

Ciaramicoli, A. P., and Ketcham, K. *The Power of Empathy: A Practical Guide to Creating Intimacy, Self-Understanding, and Lasting Love in Your Life*. New York: E. P. Dutton, 2000.

Dana, Daniel. *Conflict Resolution*. New York: McGraw-Hill, 2001.

Fisher, Bruce and Nina Hart. *Loving Choices: An Experience in Growing Relationships*. 2nd ed. Atascadero, CA: Impact Publishers, 2000.

Gamble, Teri Kwal and Michael Gamble. *Communication Works*. 9th ed. New York: McGraw-Hill/Irwin, 2008.

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