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Early Childhood Care and Education

2020WI

Effective Interpersonal Communications

ECC 157 / CVS3 & CVS4

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**Running Head: CRITICAL THINKING PROBE 1**

**Journal Assignment**

**ECC 157 / CVS3 & CVS4**

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**Due Date: February 19th, 2020**

**CRITICAL THINKING PROBE 2**

**Journal One**

**Part 1 Elements of Communication**

**Chapter 1 Human Communication: What and Why**

**Must Communication Be Intentional?**

**Page 7**

**Some theorists believe that any behaviour that has meaning to others should be considered communication, whether it is intentional or not, to them, an involuntary grimace or overheard remark is worthy of study. Other scholars believe that only messages that are intentionally sent and received should be considered communication. They argue that the broader definition means that the study of communication has no boundaries.**

**Which position do you take? Be prepared to support your answer in a discussion with others who hold the opposing viewpoint.**

**Must Communication Be Intentional?**

No. I believe communication is supported by both intentional “done deliberately”

(Oxford Learner’s Dictionaries, 2020), and unintentional communication, “not done

deliberately, but happening by accident” (Oxford Learner’s Dictionaries, 2020), as

communication is a continuous process with many types, needs, and characteristics involved.

Intentional communication, one person is sending a message, can be supported in a

number of ways. Consciously, through verbal language by taking to a friend – dyadic

communication, by being “present in three-person interactions or even in small groups” (Adler,

R.B., Rodman, G. & Sevigny, A, 2019, p. 7), –interpersonal communication, or having a

conversation with your family – “small group communication” a message is being sent to other

person intentionally.

**CRITICAL THINKING PROBE 3**

Talking to oneself we hear the sound of our own thinking - intrapersonal communication.

“Symbols are used to represent processes, ideas, or events in ways that make communication

possible” (Adler, R.B., Rodman, G. & Sevigny, A, 2019, p. 6). Along with intentional non-

verbal body language, facial expressions, and gestures a person can powerfully (expressing

feelings and emotions) send a message to another person. However non-verbal messages can be

unintentional and unconsciously send via behaviour, tone of voice, and physical posture by a

person which makes it confusing for the person receiving the message. They then have to start

the process of communication to understand the message, the sound of their own thinking, which

may lead to dyadic communication, which may lead to interpersonal communication.

Demonstrating, “communication is continuous” (Adler, R.B., Rodman, G. & Sevigny, A, 2019,

p. 4), through intentional and unintentional communications.

**CRITICAL THINKING PROBE 4**

**Journal Two**

**Part 1 - Elements of Communication**

**Chapter 2 - Perception, the Self, and Communication**

**Perceiving Others and Yourself**

**Page 50**

1. **You can gain appreciation for the way perceptual errors operate by proposing two different explanations for each of the situations that follow. First, explain the behaviour as you (me) would if you were the person involved. Second, explain it as you would if the person involved were someone (Gina) you dislike.**
2. **If your explanations of these behaviours differ, ask yourself why. Are the differing attributions justifiable, or do they support the tendency to make the perceptual errors listed on pages 44-47?**

* **Dozing off in class**

Me - I had trouble sleeping last night due to drinking coffee past 3pm.

How embarrassing, I feel like everyone is staring at me in class – judging myself in a negative

manner, therefore I am lowing my self-esteem.

Gina - she was most likely parting to 3pm last night.

“We are influenced by what is most obvious – you can observe about another person through

your five senses (Adler, R.B., Rodman, G. & Sevigny, A, 2019, p. 45), e.g. now I see Gina

dozing off in class.

* **Getting angry at a customer on the job**

Me - I would internally hold in my frustrations, as I am at work. However, I would

verbally express what I am thinking to the customer in a direct professional manner. I do not like

conflict, I like to find a solution, and it is not ok to be angry.

Gina - She is becoming argumentative with a customer and her voice is getting louder

**CRITICAL THINKING PROBE 5**

and louder. She is also waving your pointed index at the customer. “when we lash out, it’s

because we’re under a lot of stress at the moment” (Adler, R.B., Rodman, G. & Sevigny, A,

2019, p. 44).

* **Dressing sloppily in public**

Me – I am running late to pick up by brother from his dentist appointment. Therefore I

stay dressed in my sloppily gardening clothes. Oh well, take me as I am, no big deal, no need to

stress about my clothes. I feel fine in my gardening clothes identity.

Gina – The first time I meet Gina she was wearing sloppily clothes, and today she

continues to wear sloppily clothes in public. “Given the almost unavoidable tendency to form

first impressions, the best advice we can offer is to keep an open mind and be willing to change

your opinion as events prove that the first impressions were mistaken” ((Adler, R.B., Rodman,

G. & Sevigny, A, 2019, p. 47).

* **Being insensitive to a friend’s distress**

Me - My friend Jay lost his brothers hockey book that he was reading. I told Jay to go

buy another book, “it’s no big deal” I said. Then I rushed him out the door so we could play

street hockey. What I did not see or hear was Jay’s anxiety, along with the knowledge that the

book was his brothers favourite as it had Wayne Gretzky autograph on the inside cover. All I was

thinking about was playing hockey, thinking about myself, not my friend and his distress. I did

not show any empathy.

Gina - Bevan confided in Gina that he did not get into the college he applied for. Before

he could express his feelings about it, Gina rudely said to Bevan “the college only allows smart

students to attend”, then turned her back on him and worked away. Gina was not being fair to

**CRITICAL THINKING PROBE 6**

Bevan or a good listener, she was rude, negative and disrespect to him.

* **Laughing at an inappropriate or offensive joke**

Me - I laughed so hard at the joke Glenn shared in class, but my friends around me glared

at me with non-approval eyes.

Gina - Outside the class room in the court yard Gina shared the same joke Glenn shared

in class. I could see her friends around her reacted the same way as my friends did in class, with

the non-approval stare. “We tend to assume that others are similar to us – people commonly

image that others have the same attitudes and motives that they do”, in reality “others don’t

always think or feel the way we do” (Adler, R.B., Rodman, G. & Sevigny, A, 2019, p. 47).

**How do these perceptual errors operate in making judgments about others behaviour, especially when those others come from different social groups?**

“When we judge ourselves more charitably than we judge others, when we are influenced by

what is most obvious, when we cling to first impressions, even if wrong, when we tend to

assume that others are similar to us, when we tend to favour negative impressions over positive

ones” (Adler, R.B., Rodman, G. & Sevigny, A, 2019, p. 44 - 47), and choose to place blame on

others and not ourselves, when we compare men and women, different cultures and ones

identity, we have a tendency to focus first on the negative aspects of ones behaviour. Therefore

the truth about a person’s behaviour, no matter from which social group they are connected to,

can often be easily distorted. It is important to take the time to go through the process of

perception-checking to gain a better and more accurately understanding of one’s behaviour.

**CRITICAL THINKING PROBE 7**

**Journal Three**

**Part 2 – Interpersonal Communication**

**Chapter 6 – Interpersonal Relationships**

**Stages in Non-Romantic Relationships**

**Page 236**

**Knapp’s model of relational development and decline offers a good description of communication stages in traditional romantic relationships. Some critics have argued that if doesn’t characterize other sorts of the relationships so well. Identify you position in the debate by following these steps:**

1. **Explain how well (or how poor) the model describes one other type of relationship: among co-workers, friends (either close or more distant), parent and child, or another relational context of your choosing.**
2. **Construct a model describing communication stages in the relationship type you just identified. How does this model differ from Knapp’s?**

There are 10 stages in the Knapp’s development model of how communication operates

in relationships:

Knapp’s Relationship Development Knapp’s Relationship Decline

1 Initiating 6 Differentiating

2 Experimenting 7 Circumscribing

3 Intensifying 8 Stagnating

4 Integrating 9 Avoiding

5 Bonding 10 Terminating

I believe the Knapp’s relationship and decline development model can be applied to

many relationships.

Mother and Baby Co-worker and Co-worker

Knapp’s relationship development model:

**CRITICAL THINKING PROBE 8**

1 Initiating – First impressions and face to face contact

“Hello baby” “Nice to meet you co-worker”

Mother and baby’s body scent Co-worker’s perfume, overall appearance,

to know details of how the business operates

2 Experimenting – Getting acquainted, common interests

Both mother and baby enjoy Co-worker asks questions, “what food do you,

the sound of the mother’s like, what is your favour movie”, etc.

humming voice.

3 Intensifying - Interpersonal relationship, feelings, and closeness occur

“I love you my sweet baby” “we are a great team”

4 Integrating – relationships strengthens and the 2 individuals are together all the time

Mother and baby-toddler-child Co-workers become best friends

tween relationship grows

5 Bonding – the relationship is publicly known by others

A commitment with a strong bond between 2 individuals can be romantic or non-

romantic.

Knapp’s relationship model decline:

6 Differentiating – both individuals use a variety of strategies to gain privacy from one

another, creating space for being an individual, maintaining a commitment

Mother – going to yoga class Best friends separate to play on different

Teenage son – at home studying sports teams, soccer and tennis

homework

**CRITICAL THINKING PROBE 9**

7 Circumscribing – communication between the 2 individuals decreases both in quantity

and quality

Both mother and son avoid conflict Best friends relationship has plateau in

due to a unresolved disagreement development and communicate has become

static

Both parties choose not to communicate to the other individual in regards to this

decline and opt for a mental or physical or both withdrawal of the relationship.

8 Stagnating – no growth occurs

Circumscribing continues for both parties.

Mother and son continue the same Best friends go to work, see the same people,

daily routines, work, school, sports play sports, see the same people, visit family,

homework and repeat see the same people and repeat

9 Avoiding – creating distance in the relationship

E.g. choosing not to go home, ignoring a telephone call, not returning a message, or

telling the other individual you do not want to see them.

10 Terminating – the final stage of the relationship coming apart.

Son leaves the family home to Best friends separate and go on with their

begin his own life and routines own lives on different pathways

With the foundation of the 10 stages the model gives a clear view of how a relationship

can develop and decline. However, all relationships have their own unique and different patterns;

the stages could go back and forth, go around in circles, repeat themselves or even miss a stage.

I believe at stages 6 Differentiating and 7 Circumscribing there is room for the 2 individuals to

save their declining relationship. With the right communication skills and an open mind, go back

to stage 2 Experimenting and try again.

**CRITICAL THINKING PROBE 10**

**Journal Four**

**Part 3 - Communication in Groups**

**Chapter 8 - Group Communications**

**Functional and Dysfunctional Roles**

**Page 338**

**Identify the functional and dysfunctional roles in an established group. You might analyze a group that you belong to (e.g., an athletic team or class group), a group that you can observe in action (e.g., city council, faculty senate), or even a fictional group (e.g., those in the films featured in this chapter’s Communication On-Screen” boxes).**

Parent Basketball Concession Fundraising Group

Functional Roles (same times called informal roles)

Initiator/Contributor – “Contributes ideas and suggestions; proposes solutions and

decisions; proposes new ideas or states old ones in a novel fashion” (Adler, R.B.,

Rodman, G. & Sevigny, A, 2019, p. 333).

Elaborator/Clarifier – “Elaborates on ideas and other contributions; offers rationales for

suggestions; tries to deduce how an idea or suggestion would work if adopted by the

group” (Adler, R.B., Rodman, G. & Sevigny, A, 2019, p. 333).

Energizer – “Prods the group to action” ((Adler, R.B., Rodman, G. & Sevigny, A, 2019,

p. 334).

Treasurer - Over sees the financial affairs, e.g.; cash flow, banking, and reconciling the

books.

Secretary – “Keeps notes on the group’s progress” ((Adler, R.B., Rodman, G. & Sevigny,

A, 2019, p. 334).

**CRITICAL THINKING PROBE 11**

**How do the roles in the group you are analyzing contribute to the group’s success (or lack of it)?**

Initiator/Contributor – By proving ideas and suggestions also brings passion and

motivation, which is important to be successful.

Elaborator/Clarifier – Setting realistic goals.

Energizer – High energy may come naturally for one group member but not for another

member. Having an energetic member helps the group to meet their goals and expectations

Treasurer – To be honest, reliable, and organized.

Secretary – To be a good listener and provide clear communications.

**How might members take on different roles to make the group more effective?**

Members can also take on “social roles (also called “maintenance roles”) help the

relationships among the members run smoothly” (Adler, R.B., Rodman, G. & Sevigny, A, 2019,

p. 336).

Initiator/Contributor and Supporter/Encourager – “Praises, agrees with, and accepts the

contributions of others; offers warmth, solidarity, and recognition’ (Adler, R.B., Rodman, G. &

Sevigny, A, 2019, p. 336).

Elaborator/Clarifier and Conciliator “Offers new options when his or her own ideas are

involve in a conflict; willing to admit errors to maintain group cohesion” (Adler, R.B., Rodman,

G. & Sevigny, A, 2019, p. 366).

Energizer and Feeling Expresser – “Makes explicit the feelings, moods, and relationships

in the group; shares own feelings with others (Adler, R.B., Rodman, G. & Sevigny, A, 2019, p.

366).

**CRITICAL THINKING PROBE 12**

Treasurer and Harmonizer – “Reconciles disagreements; mediates differences; reduces

tensions be giving group members a chance to explore their differences” (Adler, R.B., Rodman,

G. & Sevigny, A, 2019, p. 366).

Secretary and Tension Reliever – “Jokes or in some other way reduces the formality of

the situation; relaxes the group members” (Adler, R.B., Rodman, G. & Sevigny, A, 2019, p.

366).

**Identify the functional and dysfunctional roles in an established group.**

Dysfunctional Roles

Blocker – “Interferes with progress by rejecting ideas or taking a negative stand on any

and all issues; refuses to co-operate” (Adler, R.B., Rodman, G. & Sevigny, A, 2019, p.

366).

Dominator – “Interrupts and embarks on long monologues; is authoritative; tries to

monopolize the group’s time” (Adler, R.B., Rodman, G. & Sevigny, A, 2019, p. 366).

Cynic – “Discounts chances for the group’s success” (Adler, R.B., Rodman, G. &

Sevigny, A, 2019, p. 366).

According to Robert Bales, the idea ration is 2:1, with task-related behaviour dominating.

This ratio allows the group to get its work done while at the same time taking care of the

personal needs and concerns of the members. I also believe a group’s success is the combination

of roles, rules, goals, interaction, brainstorming positive/open thinking, problem solving abilities,

clear communications along with hard work, respect, creativity and passion.

**CRITICAL THINKING PROBE 13**

**Journal Five**

**Part 3 - Communications in Groups**

**Chapter 8 - Group Communications**

**The Pros and Cons of Cohesiveness**

**Page 362**

**1. Based on the information on pages 361 – 363 of this chapter and your own experiences, give examples of groups that meet each of the following descriptions:**

1. **A level of cohesiveness so low that it interferes with productivity**

Lost at Sea Exercise

Seven class mates and I were placed in a group to rank 14 items, in their relative order of

importance, to help us survive our sunken yacht, no skipper, no crew, lost at sea scenario.

The eight of us, passengers, were the only reminding survivors.

A group member suggested re-reading the scenario. Another member said “we do not

need to”. Right away there were many disagreements about which items were of value or not of

value. There were members of the group that were adamant about an item’s value and refusing to

be persuaded differently. There was a member not participating in the group discussions. There

were members of the group talking over one another and members thinking we were on land and

other members thinking we were still in the water. There were members trying hard to write an

item list and others joking telling stories of drinking rum and eating chocolate. Members getting

frustrated, getting up, and deciding to work alone. A recipe for disaster, with an end result of an

incomplete list of ranked items.

During this class team building and leadership style training exercise I learnt the

importance, value, and impact of group cohesiveness.

**CRITICAL THINKING PROBE 14**

**For your answer to a, offer advice on how the level of cohesiveness could be adjusted to improve productivity.**

I believe it is extremely important for all group members to fully understand the task, to

set goals, followed by completing the task. By re-reading and discussing the scenario allows

members to understand the task and gives them a direction with goal planning for the task.

Members of the group will be “draw closer when they share a similar aim or when one solution

will satisfy all of them, even if their specific goals are not the same” but “compatible, this

collection of individuals will find a bond that draws them together (Adler, R.B., Rodman, G. &

Sevigny, A, 2019, p. 361). Dividing the eight member group into two groups with 4 members

may help to reduce the dramatic and dysfunctional behaviours the group experienced in the past.

Smaller groups settings, allows equal participation, encourages quieter group members to speak

out, and creates co-operation and productivity.

1. **An optimal level of cohesiveness**

Under 14 Youth Soccer Team – Bottle Fundraiser

The group consisted of all 15 team players and one parent of each team player. Prior to

collecting the bottles, players and parents placed flyers on the front door of communities homes

explaining their request to pick up bottles the home owner wished to donate to help raise money

for the soccer team tournament costs.

On the day of collecting the bottles, the large group was divided into 3 groups of ten.

Team One: Team players and parents drove to the designated locations to collect the bottles.

Then unloaded them at the outdoor sorting site at the Return It Depot

Team Two: Team players and parents sorted out the bottles.

Team Three: Team players and parents stacked the bottles onto carts and wheeled them into the

Return It Depot in exchange for fundraising money.

**CRITICAL THINKING PROBE 15**

A large amount of funds was raised due to an optimal level of cohesiveness. All members

of the group understood the task along with the rules and roles – delivering flyers, collecting

bottles, and sorting out bottles. All members of the group had the same goal – raising money for

the soccer tournament costs. And all of the members felt they belonged together in this group,

they communicated in positive manners, respected one another, and interacted with one another

through verbal and non verbal connections and celebrated together once the task was complete.

1. **A level of cohesiveness so high that it interferes with productivity**

**For your answer to c, offer advice on how the level of cohesiveness could be adjusted to improve productivity.**

Basketball Food Concession Meetings

When there is a high level of cohesiveness it demonstrates there is “the factor of mutual

attraction and friendship” forming “a group that stays together because its members enjoy on

another’s company” (Adler, R.B., Rodman, G. & Sevigny, A, 2019, p. 362). I haveexperience

this level of cohesiveness and understand the pit fall of our group being unproductive when

attending basketball food concession meetings. To improve our level of productivity as a group

we decided it was best to have a clear agenda, to stay on topic, and to have a set amount of time

for discussions along with a member of our group to keep us on track. We soon realized being

efficient with our meeting skills was a win-win. We all got what we all wanted. Productive food

concession goals and planning strategies finalized along with enjoying one another’s company.

1. **Are there ever situations where maximizing cohesiveness is more important than maximizing productivity? Explain your answer, supporting it with examples.**

I believe through the process of “exploring and creating” can be a situation where

maximizing cohesiveness is more important than maximizing productivity.

**CRITICAL THINKING PROBE 16**

Art Time at the Daycare Centre

Today, you and your co-workers have decided the children are going to participate in a

large group art active.

One long rolled out piece of white paper across the room, with many colourful crayons

available, and lots of room for the teachers and children to move around the paper.

Together we will create a giant mural.

Family Teen Dinner

Tonight my two teen sons along with their two friends and I are making lasagna for

dinner.

I am making the pasta noodles; Cameron and his friend are preparing the ground beef and

tomato sauce, and Carson and his friend are preparing the ricotta, shredded mozzarella

and parmesan cheese. Together we will assembly the lasagna.

During the process of these two examples comes a natural level of excitement, joy, and,

energy. Individuals have times to interact, communicate, and co-operate with the group. Having

a comment goal together builds a community and a sense of comradery. Along with sharing

ideas, encouraging, and supporting one another through the process.

When the process is complete, the product - the giant mural may look different to what

you expected, and the lasagna may not taste the same as when your grandma made it, the

important piece of the process is the experience of maximizing cohesivenessand allowing

community, social, and communication skills to develop and last a life time.

”Individual commitment to a group effort – that is what makes a team work, a company

work, a society work, a civilization work”. Vince Lombardi

**CRITICAL THINKING PROBE 17**

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