Chapter 1 Outline
(Bolded italicized words are key words)

I. Interpersonal communication is the complex process through which people express, interpret, and coordinate messages in order to create shared meaning, meet social goals, manage personal identity, and carry out their relationships.
   A. Interpersonal communication involves the exchange of messages, which is a performance that uses words, sentences, and/or nonverbal behavior to convey the thoughts, feelings, and intentions of the speaker.
      1. The process of choosing the words, sentences, and nonverbal behaviors to form a message is called encoding.
      2. Decoding is the process of interpreting the messages received from others.

II. Interpersonal communication is a process, or a systematic series of actions that leads to an outcome.
   A. Message production is the actions performed when sending a message.
      1. Interaction goals are the things a message sender wants to accomplish through communication.
      2. Goals-Planning-Action theory of message production proposes that goals motivate us to communicate, but planning determines what we actually say.
      3. Message planning is identifying one or more strategies you can use that will accomplish the goal of your message.
      4. A canned plan is a learned communication strategy for a specific type of situation.
         a. Canned plans include scripts, which are sequences of communication behaviors or specific messages that are designed to carry out a plan.
   B. Message interpretation is the activities those listening to the message perform to understand what the speaker intends.
   C. Interaction coordination is the activities participants perform to adjust their behavior to that of their partner.
      1. Feedback is actual information about how your message was received.
   D. Communication context is background conditions surrounding the interaction.
      1. A Social context is the type of relationship that exists between the participants.
      2. A Historical context influences understanding of current communication by providing the background of previous communication between participants.
      3. A Psychological context includes the moods and feelings of each participant.
      4. A Cultural context is the set of beliefs, values, and attitudes that belong to a specific culture and are brought by each participant into an encounter.
      5. Noise is any stimulus that interferes with sharing meaning.
         a. External noises are sights, sounds, or other stimuli that draw attention away from the intended meaning.
         b. Internal noises are thoughts and feelings of the receiver that interfere with meaning.
         c. Semantic noises are distractions caused by a speaker’s symbols.
III. The purposes of interpersonal communication include: share meaning, meet social goals, manage personal identity, and conduct relationships.

A. **Meaning** is the significance that the sender (speaker) and the receiver (listener) each attach to a message, and **shared meaning** occurs when the receiver’s interpretation of the message is similar to what the speaker thought, felt, and intended.

B. Meeting social goals is another reason people communicate.

   1. Any time we talk with someone we have a **primary goal**, a need, want, or other desire motivating us to communicate that directs us to a canned plan.

   2. **Secondary goals** are additional motivations that affect the specific scripts we choose to use to accomplish our primary goals.

C. **Personal identity** is comprised of the traits and characteristics that, taken as a whole, distinguish people from one another and consists of three facets.

   1. Who you think you are.
   2. Who you want others to think you are.
   3. Who others think you are.

D. Through interpersonal communication, we create and manage our **relationships**, which is a set of expectations that two people have for their behavior with respect to each other, based on the pattern of interaction between them.

IV. There are five characteristics of interpersonal communication.

A. Interpersonal communication is transactional; in each interpersonal communication episode, each participant gains something from the episode.

B. Interpersonal communication is irreversible; once the exchange takes place, it can never be ignored or taken back.

C. Interpersonal communication is situated; it occurs within a specific communication setting that affects how the messages are produced, interpreted, and coordinated.

D. Interpersonal communication reveals relationship qualities.

   1. **Dominance** is the degree to which one person attempts to control the behavior of another, either directly or by establishing status over the other; its opposite is submission.

      a. A **symmetrical message** is one that matches the dominance or submission implied in your partner’s previous message.

      b. A **complimentary message** is one that is opposite to the dominance or submission implied in your partner’s previous message.

   2. **Affiliation** is the appreciation or esteem one person has for another; its opposite is disaffiliation.

E. Interpersonal communication is continuous; when we are in the presence of someone, and we are aware of each other’s presence, we constantly consciously or subconsciously send verbal and nonverbal messages.

V. Interpersonal communication and ethics are linked.

A. **Ethics** is a set of moral principles held by a society, group, or individual; there are ethical principles that inform interpersonal communication.

   1. **Truthfulness and honesty** are ethical standards that compel people not to lie, mislead, or deceive.

   2. Ethical communicators act with **integrity**, which is the ethical standard that compels one to maintain consistency in belief and action.

   3. Ethical communicators act in **fairness** so that the right balance of interest in regard to one’s own feelings and the other side of a conflict are in check.
4. Ethical communicators show *respect* or regard for a person, his point of view, and his rights.
5. Ethical communicators are *responsible* by being accountable for their actions.
6. Ethical communicators show *empathy*, which is the principle of understanding the feelings of others.

VI. The dark side of interpersonal communication is a metaphor for inappropriate and/or unethical interaction.

A. **Dark-side messages** are those that fail to meet standards for ethical and/or appropriate behavior.

VII. Diversity affects interpersonal communication.

A. **Diversity** is the variation between and among people and affects nearly every aspect of interpersonal communication.

VIII. There are specific ways to increase interpersonal communication competence.

A. **Communication competence** is the impression that communicative behavior is both effective and appropriate in a given relationship.

1. **Effective messages** achieve the goals that you and your partner have for the interaction, and **appropriate messages** conform to the social, relational, and ethical expectations of the situation.
2. People need to have knowledge about the communication process in order to be competent.
   a. **Emotional intelligence** is the ability to monitor one’s own and others’ emotions and to use this information to guide your communication.
   b. Over time, emotional intelligence may be learned and developed.
3. People need to practice **communication skills**, which are generic message scripts that are situationally appropriate and effective at meeting the goals of the interaction.
   a. **Micro skills** are learned message templates with a specific interaction purpose.
   b. **Macro skills** are broader skills that apply to certain types of interactions and relationships and help us generate longer sequences of messages.
4. People need to have the motivation to improve both their knowledge and their skills to communicate competently.
5. There are skills associated with competent communication—in particular, **behavioral flexibility**, which is the ability to analyze a communication situation and adapt use of various communication skills to fit the situation.
6. To become a better communicator, write a formal communication improvement plan.
   a. The plan should state the problem.
   b. The plan should state the specific goal.
   c. The plan should outline a specific procedure for reaching the goal.
   d. The plan should include a method of determining when the goal has been reached.

IX. Understanding Social Media and Interpersonal Communication

A. We use **social media** technologies that facilitate communication and interaction.

B. Using social media helps us practice **digital communication**.

C. We use social media to remain connected with others in our **social network**, a group of individuals who are connected by varying factors.

X. There are several traits of social media technology.

A. **Interactivity** refers to the ability of a communication tool to facilitate social interaction between groups or individuals through its inherent attributes.
B. **Temporal structure** refers to the time it takes to send and receive messages or the time that elapses during a communication interaction.
   1. *Synchronous* forms of communication occur in real time.
   2. *Asynchronous* methods of communication do not occur at the same time.
C. **Social cues** are the verbal and nonverbal aspects of a message that offer more information about the context, meaning, and identities of involved parties.
   a. *Media Richness Theory* suggests that certain media are better suited than others for some types of messages because digital communication varies in how well they reproduce the intended meaning.
D. **Storage and replicability** refer to the fact that digital communication transpires in an environment that saves messages and provides continued electronic access which makes it possible to view, copy, and redistribute messages.
E. **Reach** refers to the ability to connect with people in distant places.
   1. A *viral* message is one whose reach is at a level unanticipated by its original sender.