LO1 Assess the needs (physical, identity, social, and practical) that communicators are attempting to satisfy in a given situation or relationship.

It turns out that interpersonal communication is more than haphazard interaction. We communicate to satisfy physical needs (e.g., touch is therapeutic and comforting). Communication also helps us to discover what we’re like as individuals (our identity needs) and to attain the pleasure, affection, and relaxation that come when our social needs are met. Finally, communication is practical: It helps us get a deal, meet a special someone, or find out where the nearest Tim Hortons is located.

LO2 Apply the transactional communication model to a specific situation.

Before reading this chapter, you might have thought of interpersonal communication as two people sending messages back and forth (the linear model). But communication is more complicated than that. In transactional communication, communicators send and receive messages simultaneously, and their individual interpretations of messages are influenced by the degree to which they share an environment or by the external, physiological, or psychological noise they are experiencing.

LO3 Describe how the communication principles on pages 9–10 and misconceptions on pages 10–11 are evident in a specific situation.

Regardless of our situation, several communication principles hold true: Communication can be intentional or unintentional; it is both irreversible and unrepeatable; we cannot stop communicating because we continually send nonverbal cues; finally, all communication events have content and relational dimensions. Communication misconceptions are rampant: We tend to think that more communication is always better, that meanings are in words, that successful communication involves shared understanding, that people or events cause our reactions, or that communication solves all problems.

LO4 Describe the degree to which communication is qualitatively impersonal or interpersonal, as well as the consequences of these levels of interaction.

You can look at interpersonal communication from both a quantitative and a qualitative perspective. A quantitative definition involves two individuals (a dyad) in impersonal communication, like that between a clerk and a customer. A qualitative definition involves a relationship between two or more individuals and the relational dimension of communication.
and a customer. A qualitative view entails much more. Communication is more personal, with the people involved treating one another as unique and irreplaceable. This view of communication is also characterized by interdependence (the other’s joy is our joy) and the disclosure of thoughts and feelings. Finally, individuals in qualitatively interpersonal relationships communicate for intrinsic rewards—that is, for the joy of it.

**LO5** Diagnose the effectiveness of various communication channels in a specific situation.
Communicating through text messages, e-mails, or tweets or by using social networking sites such as Facebook can be as effective as face-to-face communication. Electronic devices allow us to connect with people with similar interests or to interact with individuals anywhere in the world. They also help us to enhance our present relationships and to make new friends. But there are challenges: These messages are generally leaner than face-to-face communication in that they lack nonverbal cues, often making them difficult to interpret. We also tend to send messages without considering the consequences (disinhibition) and to forget about the permanent nature of the Internet. Those weekend photos might not appeal to a potential employer.

**LO6** Use the criteria on pages 17–20 to determine the level of communication competence in a specific instance or relationship.
Just as you learn new computer applications, so too can you learn new communication skills. For instance, communication competence depends on the situation and your relationship with the other person; thus, there’s no “proper” way to communicate. But competent communicators do share some similarities. They possess a wide range of behaviours and choose the most appropriate depending on the context, the goal, and the other person. They also demonstrate empathy, cognitive complexity, and self-monitoring and have an understanding of intercultural communication. These strengths allow them to fare well in the workplace.

**Chapter 1 Quiz Questions**

1. A view of communication that suggests that communicators simultaneously send and receive messages best describes the ____ view of communication.
   a. linear
   b. transactional
   c. qualitative
   d. quantitative

2. You explain something to your friend and find out later that she completely misinterpreted your meaning. This example suggests that
   a. meaning is not in words
   b. communication is unrepeateable
   c. communication is unintentional
   d. more communication is not always better
3. Suggesting that interpersonal communication is defined by the worth, value, and uniqueness of the individuals best describes a ______ view of communication.
   a. linear
   b. transactional
   c. qualitative
   d. quantitative

4. Decoding is the same as
   a. cognitive complexity
   b. commitment
   c. interpretation
   d. encoding

5. Caitlyn always seems to know what to say and how to act. She can walk into a room, and within minutes she knows how to behave. It is obvious to you that Caitlyn
   a. is a high self-monitor
   b. has the ability to choose the most appropriate behaviour
   c. demonstrates cognitive complexity
   d. demonstrates empathy

6. You were checking out a classmate’s Facebook page, and she posts more information about herself than anyone you know. She talks about her sex life, her arguments with parents and co-workers, even how she shortchanges people at work. This example could best be described as
   a. mediated communication
   b. content messages
   c. transactional communication
   d. disinhibition

7. Kristen enjoys meeting and interacting with people from other cultures. She finds it entertaining when she does something “wrong” because the gesture, norm, or behaviour tends to mean something very different than it does in her culture. Which attribute of intercultural communication competence does this example best demonstrate?
   a. motivation
   b. tolerance for ambiguity
   c. open-mindedness
   d. knowledge and skill

8. Maslow’s hierarchy of needs is important to the study of interpersonal communication because
   a. we all have needs
   b. we can’t understand our needs without communication
   c. communication can help us meet each need
   d. the need for communication is the sixth, “hidden” need

9. Integrated communicators express themselves in skilful ways because
   a. their communication is a self-conscious act
   b. they have more experience
   c. skills are basic to communication
   d. they have internalized effective behaviour
10. According to the chapter,
   a. while effective communication can help you get a job, it's not so important afterward
   b. there's no relationship between communication and employee satisfaction
   c. engineers don't have a need for effective communication because of the nature of their work
   d. communicating on the job can be challenging these days because four generations with four different value systems work side by side

Chapter 1 Questions for Thought and Discussion

1. Provide examples from your own life that explain how communication was used to satisfy your physical, identity, and social needs and to meet an instrumental goal.
2. Explain why the transactional model of interpersonal communication more accurately explains what happens when individuals communicate than does the linear model.
3. “Mediated communication is great for developing and maintaining relationships, but it is not so effective for communication.” Do you agree or disagree with this statement? Provide support for your answer.
4. Your two friends will be teaching English as a second language in Japan next semester. What advice would you give them about intercultural communication?

Answers

1.b; 2.a; 3.c; 4.c; 5.a; 6.d; 7.c; 8.c; 9.d; 10.d