

Messages

Building Interpersonal Communication Skills

Fifth Canadian Edition

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*To our students and colleagues from whom we continually learn, and to our families
who remind us every day of the joy (and challenges)
of interpersonal communication.*

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TEST YOURSELF

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WELCOME TO *MESSAGES: BUILDING INTERPERSONAL COMMUNICATION SKILLS,* FIFTH EDITION

It's a great pleasure to present this new edition of *Messages*. Although significantly revised, the book continues to emphasize its original two interrelated purposes: (1) to present you with an overview of interpersonal communication—what it is and what we know about it—and (2) to provide you with numerous ideas for improving your interpersonal communication and relationship skills. These two purposes influence everything included in the text—the topics discussed, the way each topic is presented, the specific skills highlighted, and the pedagogy incorporated.

This book was written in response to the need for a text that integrates **critical thinking** into all aspects of interpersonal communication, encourages the development of **interpersonal skills** (the practical skills for personal, social, and professional success), explains the influence of **culture** and **gender** on interpersonal communication, and stresses **listening** as an essential (but too often neglected) part of interpersonal communication. *Messages* answers these needs by providing thorough coverage of each of these major elements, which are introduced in Chapter 1 as integral components of interpersonal competence and then reinforced throughout the book through discussion, real-life examples, and exercises.

This fifth edition of *Messages* also responds to the specific needs of Canadian students. Although there are many similarities between Canadians and Americans, there are also clear cultural and demographic differences in our countries that affect communication. Therefore, we have included Canadian examples, told Canadian stories, and, where possible, quoted Canadian research. Because Canadians haven't been as prolific in communication research, we encourage our students to pursue graduate studies and add more original Canadian research to the existing knowledge bank!

WHAT'S NEW IN THE FIFTH EDITION?

This new edition of *Messages* is a major revision with new features and content that we hope will make your study of interpersonal communication more satisfying and rewarding.

- Each chapter begins with a profile of a Canadian who has made a significant contribution to Canadian society—and a discussion of the role of effective communication in the achievement of his or her contribution. The Canadian Profile Wrap-Up at the end of each chapter invites you to reconsider and perhaps think more deeply about this communication in light of what you learned in the chapter.
- **Learning objectives** focus on knowledge, application, and problem solving to highlight the major concepts and skills of the chapter. At the end of each major section a series of **questions** asks you to test yourself to see whether you can, in fact, accomplish the objectives.
- The concept that **choice** is central to all communication is integrated throughout the text; you're encouraged to consider your choices in many contexts throughout each chapter using Interpersonal Choice Points and Ethical Choice Points.
- Discussions throughout the book portray how **social media** is changing the way we communicate and relate interpersonally.
- **Developing Language and Communication Skills** boxes incorporate the latest brain research to examine how we learn vocabulary and the subtleties of interpersonal communication from birth through the teenage years. These serve as a reminder that communication abilities begin at birth, and continually develop and change over the life span.

- **Messages in the Media** boxes use brief examples and photos from popular television programs to introduce important concepts covered in each chapter.
- **Viewpoints** photos and captions ask you to consider a variety of communication issues, many of which are research based and/or focus on the themes of social media, the workplace, and culture.

CHAPTER-BY-CHAPTER UPDATES

Here, briefly, are some of the chapter-by-chapter changes. In addition to these changes, all chapters have been revised for greater clarity and less redundancy and include updated coverage of research and theory.

Part One: The Foundations of Communication

Chapter 1 offers new discussions of the choice nature of interpersonal communication and the nature and problems of information overload. Also new is an explanation of the Four Ways of Talking and Listening. The chapter has also been rearranged for greater clarity; the section on competence now concludes the chapter. *Chapter 2* on culture includes a new table on the metaphors of culture that presents an interesting way to view culture. New sections explore how culture connects us globally and how cultural behaviours and decisions in other parts of the world can cause confusion, concern, and discomfort here at home in Canada. *Chapter 3* has been significantly revised to explore perception of both the self and others. The chapter includes new sections on the ways in which social networks enable and encourage social comparisons and a new exercise on perception checking. *Chapter 4*, on listening, explains the process of listening, which is redefined to include social media message reading. A new section on Mindful Listening has been added, which provides insight into a new and growing field.

Part Two: The Building Blocks of Communication

Chapter 5, on verbal communication, covers verbal messages and contains new sections, including those on onymous and anonymous messages and immediacy. Also new are additional guidelines for appropriate use of cultural identifiers and a comparison table on confirmation and disconfirmation. *Chapter 6*, on nonverbal communication, has been reorganized around principles of nonverbal communication. The section on nonverbal competence has been reorganized around encoding and decoding skills. *Chapter 7*, on emotional messages, features a discussion of two new principles (that emotions can be used strategically and that emotions have consequences), along with a new visual of the model of emotions. Also new are tables on negative emotions at work, emotional happiness, verbal expressions of emotion, and a comparison table on ineffective and effective emotional expression. *Chapter 8*, on conversation messages, has been refocused to emphasize the skills involved in these interactions. Also new is a table on unsatisfying conversational partners, a new diagram explaining conversational turn taking, and a new self-test on small talk.

Part Three: Communication in Context

Chapter 9, on interpersonal relationships, has an expanded discussion of both positive and negative aspects of social media on relationships. Sections on cyberbullying and relationship violence have been updated. *Chapter 10*, on conflict, has been significantly revised to look at three commonly used strategies for mediating and resolving conflict drawn from cultural and spiritual orientations from around the world. The newest research on **conflict resolution** offers suggestions for mediating and resolving conflict. *Chapter 11*, on workplace communication, focuses on communication in the workplace, and provides and reviews effective communication strategies suitable for different workplace contexts and cultures.

MESSAGES FOCUS ON CONTEMPORARY TOPICS

Discussions of contemporary topics help you communicate effectively in today's increasingly complex world.

criticism is especially threatening and will surely be seen as a personal attack.

Active and Inactive Listening

Active listening is one of the most important communication skills you can learn (Gordon, 1975). Consider this brief statement from Julia, and the four possible responses that follow.

Julia: That creep gave me a C on the paper. I really worked on that project, and all I get is a lousy C.

Robert: That's not so bad; most people got around the same mark. I got a C, too.

Michael: So what? This is your last semester. Who cares about marks anyway?

Hana: You should be pleased with a C. Misha and Michael both failed, and John and Haruki both got a D.

Diana: You got a C on that paper you were working on for the last three weeks? You sound really angry and hurt.

All four listeners are probably eager to make Julia feel better, but they go about it in very different ways and—you can be sure—with very different outcomes. The first three listeners give fairly typical responses. Robert and Michael both try to minimize the significance of a C grade. Minimizing is a common response to someone who has expressed displeasure or disappointment; usually, it's also inappropriate. Although



VIEWPOINTS Politeness in Social Media

Much of the thinking and research on listening and politeness has focused on face-to-face communication skills. But how would you describe listening politeness on the phone or on social network sites? (See Table 4.4.) Do the same principles apply, or do we need an entirely different set to describe social networking listening politeness?

Social Media

Interpersonal communication via **social media** is now fully integrated throughout the book. Interpersonal communication, as viewed here, incorporates the varied forms of social media that are now an essential part of our communication lives. And so, to take just one example, the definition of listening—long defined as the reception of auditory signals—is redefined to include the reading of social media messages. The reasoning is simply that if posting on Facebook and Google+ are examples of interpersonal communication (which they surely are), then the reading of these messages must also be part of interpersonal communication and seems to fit most logically with listening.

Culture

As in previous editions of *Messages*, the crucial role that culture plays in our communication experiences is a recurring theme. We live in a world defined by cultural diversity, where we interact with people differing in affectional orientation, socioeconomic position, ethnicity, religion, and nationality. Because of our growing global interdependence, we are impacted by the values, beliefs, and behaviours of others, even in countries seemingly far away. For this reason, this text not only focuses on culture in its own chapter but also integrates discussions of the impact and influence of culture throughout.

Conflict

Conflict is inevitable and, in some cases, can strengthen interpersonal relationships at school and work, at home, and socially. However, we are often not very good at knowing how to deal with conflict effectively and respectfully. How we relate to and communicate with others based on our culture, religion, or sense of self can determine whether conflict is positive or negative. The text offers some suggestions on how we might learn to mediate and resolve conflicts peacefully.

The Aim of a Cultural Perspective

As illustrated throughout this text, culture influences interpersonal communications of all types (Moon, 1996). It influences what you say to yourself and how you talk with friends, partners, and family in everyday conversation. Adopting a cultural perspective will help you to understand how interpersonal communication works and to develop successful interpersonal skills. And, of course, you need cultural understanding to communicate effectively in a wide variety of intercultural situations. Success in interpersonal communication—on your job, at school, and in your social life—will depend on your ability to communicate effectively with persons who are culturally different from yourself.

This emphasis on culture doesn't imply that you should accept all cultural practices or that all cultural practices are equal (Hatfield & Rapson, 1996). You've probably already encountered cultural practices that make you uncomfortable or that you simply can't support. Further, a cultural emphasis doesn't imply that you have to accept or follow the practices of your own culture. Often, personality factors (such as your degree of assertiveness, extroversion, or optimism) will prove more influential than culture (Hatfield & Rapson, 1996). Of course, going against your culture's traditions and values is often very difficult. But it's important to realize that culture influences; it does not determine.

As demonstrated throughout this text, cultural differences exist across the interpersonal communication spectrum—from the way you use eye contact to the way you develop or dissolve a relationship (Chang & Holt, 1996). But these differences shouldn't blind you to the great number of similarities existing among even the most widely separated cultures. Remember also that differences are usually matters



VIEWPOINTS Cultural Relativism

Part of Canada's multicultural approach is the belief in cultural relativism: that no culture is either superior or inferior to any other (Berry et al., 1992; Mosteller, 2008). So in 2013–2014 a controversy erupted when the Quebec government proposed a charter that it believed would increase social cohesion in the province.

SKILL-BUILDING EXERCISE

Responding to Confrontations

Sometimes you'll be confronted with an argument that you can't ignore and that you must respond to in some way. Here are a few examples of confrontations. For each statement below, write a response in which you (a) let the person know that you're open to her or his point of view and that you view this perspective as useful information (listening openly), (b) show that you understand both the thoughts and the feelings that go with the confrontation (listening with empathy), and (c) ask the person what he or she would like you to do about it.

1. You're calling these meetings much too often and much too early to suit us. We'd like fewer meetings scheduled for later in the day.

2. There's a good reason why I don't say anything—you never listen to me anyway.
3. I'm tired of having all the responsibility for the kids—volunteering at their school, driving to soccer practice, checking homework, making lunch.

Confrontations can give you valuable feedback that will help you improve; if responded to appropriately, confrontations can actually improve your relationship.

MESSAGES EMPHASIZE CONTEMPORARY ISSUES

Discussions of important issues challenge students to ponder their communication decisions.

Choice

Throughout interpersonal interactions, we need to make choices: between saying one thing or another, between sending an email or calling on the phone, between being supportive or critical, and so on. Because of the central importance of choice, **Interpersonal Choice Points** (brief scenarios placed in the margins) invite an analysis of choices for communicating.

Politeness

Canadians are known around the world for being polite. Now interpersonal communication scholars, along with business professionals throughout the world, are coming to realize that politeness is more than simply being a nice person. While politeness can help us be better communicators, it can also cause challenges when we try to resolve conflicts. The role that politeness plays in interpersonal interactions and the skills for polite interpersonal communication are emphasized throughout the text.

Ethics

Because the messages we use have effects on others, they also have an ethical dimension. As such, ethics receives focused attention throughout the text. Chapter 1 introduces ethics as a foundational concept in all forms of interpersonal communication. In all remaining chapters, *Ethical Messages* boxes highlight a variety of ethical issues in interpersonal communication and ask us to apply ethical principles to various scenarios. We'll consider ethical issues that come into play in various communication situations; for example, with potentially conflicting cultural practices and ways to engage in interpersonal conflict ethically. These boxes will serve as frequent reminders that ethical considerations are an integral part of all the interpersonal communication choices/decisions you make.

Mindfulness

More and more educators, students, and employers are becoming aware of the benefits of mindfulness for general stress reduction and well-being. Introduced in chapter 2 and described in detail in chapter 4 in the context of effective listening, mindfulness can enhance both our relationships and our performance, whether in school or at the workplace. In our fast-paced world of multitasking, multiple electronic devices, and multiple demands on our time and attention, mindfulness training teaches us how to be truly in the present, how to focus, and how to be aware of our own feelings and perceptions. It helps us give undivided attention to the task at hand or to the person with whom we engage.

INTERPERSONAL CHOICE POINT

Reconsidering First Impressions

We all know that first impressions have a disproportionately high impact on our judgment of a person. Sometimes this leads to missing out on an opportunity to develop a wonderful friendship or to hire a person who would bring great value to a workplace. What are some of the things you can do to avoid the trap of making judgments based on first impressions? In what circumstances do you think you should trust your first impression?

Try to express surprise using only facial movements. Do this in front of a mirror, and try to describe in as much detail as possible the specific movements of the face that make up a look of surprise. If you signal surprise as most people do, you probably use raised and curved eyebrows, long horizontal forehead wrinkles, wide-open eyes, a dropped-open mouth, and lips parted with no tension. Even if there were differences from one person to another—and clearly there would be—you could probably recognize the movements listed here as indicative of surprise.

As you've probably experienced, you may interpret the same facial expression differently depending on the context in which it occurs. For example, in a classic study, when researchers showed participants a smiling face looking at a glum face, the participants judged the smiling face to be vicious and taunting. But when presented with the same smiling face looking at a friend, the participants judged the same smiling face to be friendly and warm.

Polite and Impolite Listening

Canadians are known throughout the world as a polite society. There are even jokes about the Canadian who apologizes when his foot is stepped on, even though it wasn't his fault. Politeness is often thought of as the exclusive function of the speaker, as solely an encoding or sending function. But politeness (or impoliteness) may also be signalled through listening (Fukushima, 2000).

Of course, there are times when you wouldn't want to listen politely (for example, if someone is being verbally abusive or condescending or using racist or sexist language). In these cases, you might want to show your disapproval by conveying to the speaker that you're not even listening. But most often you'll want to listen politely, and you'll want to express this politeness through your listening behaviour. Here are a few suggestions for demonstrating that you are in fact listening politely. As you read these strategies, you'll notice that they're designed to be supportive of the speaker's needs for both positive face (the desire to be viewed positively) and negative face (the desire for autonomy).

INTERPERSONAL CHOICE POINT

Responding Politely

You're working as the manager at a restaurant, and a regular customer complains about the server: "I don't like the way she treated me, and I'm not coming back." What are some of the things you might say without losing the customer or your server (who's usually excellent)? Are there things you'd be sure not to say?

ETHICAL MESSAGES

The Ethics of Impression Management

Impression management strategies may also be used unethically and for less-than-noble purposes. As you read these several examples, ask yourself at what point impression management strategies become unethical.

- People who use affinity-seeking strategies to get you to like them so that they can extract favours from you.
- People who present themselves as credible (as being competent, moral, and charismatic) when in fact they are not.
- People who use self-handicapping strategies to get you to see their behaviour from a perspective that benefits them rather than you.
- People who use self-deprecating strategies to get someone to do what they should be doing.
- People who use self-monitoring strategies to present a more polished image than one that might come out without this self-monitoring.
- People who use influence strategies to deceive and for self-gain.

- People who use image-confirming strategies to exaggerate their positive and minimize their negative qualities.

Ethical Choice Point

You're ready to join one (perhaps several) online dating services. You need to write your profile and are wondering whether, since everyone (or nearly everyone) exaggerates, you shouldn't also. Specifically, you're considering saying that you earn a very good salary (actually, it's not so great, but you're hoping for a promotion), are twenty pounds lighter (actually, you intend to lose weight), and own a condo (actually, that's a goal once you get the promotion and save enough for a down payment). If you don't exaggerate, you reason, you'll disadvantage yourself and not meet the people you want to meet. Also, you figure that people expect you to exaggerate and assume that you're probably a lot less ideal than your profile would indicate. Would this be ethical?

MINDFUL LISTENING



Dr. Dina Wyshogrod

Dr. Dina Wyshogrod is a practising clinical psychologist and an international trainer in Mindfulness-Based Stress Reduction (MBSR). This program teaches people how to listen to themselves, to become aware of the

thoughts and feelings that are interfering with their being totally present in the moment. Knowing how to really listen to oneself may be very helpful in learning to really listen to others.

Q: You're a trained clinical psychologist and an author. What would you say is the most valuable skill you use in your work?

A: Being able to really listen. Listening to someone, deeply, completely, is one of the most precious gifts you can ever give that person.

intention to focus fully on the person in front of you. Second, distractions don't arise only from outside, they arise from within: our roving minds scamper like monkeys, remembering things we have to do later, rehashing past events, scampering from association to association just as monkeys swing from branch to branch. This kind of internal agitation is perfectly normal; it's part of being human, so it's nothing we need to criticize ourselves for. At the same time, it requires that we train our minds to settle down, to become quieter, to become still, so that, sitting together, I can hear you talking to me, without all that internal noise. It's like getting a clear radio transmission with no static.

Q: What would you say is hardest about learning to genuinely listen?

The challenge in listening to someone else talk to you—about anything—is to stay focused and present and to bring your attention back when it wanders. We speak of this as giving someone

PRACTICAL PEGADGOGY ENABLES US TO EXPLORE, UNDERSTAND, AND INTEGRATE CONCEPTS THAT WILL IMPROVE OUR INTERPERSONAL COMMUNICATION

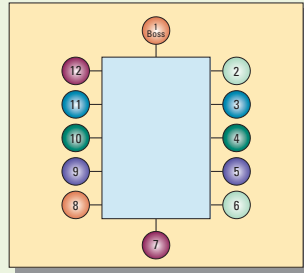
Practical pedagogy helps students study and learn the concepts covered.

SKILL-BUILDING EXERCISE

Choosing the Right Seat

The graphic here represents a meeting table with 12 chairs, one of which is already occupied by the boss. Below are listed five messages you might want to communicate. For each of these messages, indicate (a) where you would sit to communicate the desired message, (b) any other possible messages that your choice of seat would likely communicate, and (c) the messages that your choice of seat would make it easier for you to communicate.

1. You want to ingratiate yourself with your boss.
2. You aren't prepared and want to be ignored.
3. You want to challenge your boss on a certain policy that will come up for a vote.
4. You want to help your boss on a certain policy that will come up for a vote.
5. You want to be accepted as a new (but important) member of the company.



Nonverbal choices (such as the seat you select or the clothes you wear) have an impact on communication and your image as a communicator.

Skills

Messages continues the focused approach to skill development that was established in the first edition. Improving interpersonal communication skills is integral to all the text discussions and appears in all chapters. **Skill-Building Exercises** appear throughout the text; completing these exercises will help us apply the material in the chapter to specific situations and thereby increase the effectiveness of our interpersonal skills.

Interactive Approach

This edition continues to provide numerous opportunities to interact with the material in the text in a number of ways. **Test Yourself** boxes appear throughout the text and invite us to analyze our patterns of communication and think about how we can alter our communication in the future. **Interpersonal Choice Points** appear throughout the text to encourage us to examine the choices we have available for communicating in actual real-life situations and to apply what we're learning to these situations. **Viewpoints** captions, accompanying all interior photos, pose questions (mostly based on interpersonal research) designed to elicit discussion of a variety of different viewpoints.

TEST YOURSELF

What's Your Time?

Indicate whether each of the following statements is true (T) or false (F) as it pertains to your general attitude and behaviour.

1. I work hard today basically because of tomorrow's expected rewards.
2. I enjoy life as it comes.
3. I enjoy planning for tomorrow and the future generally.
4. I avoid looking too far ahead.
5. I'm willing to endure difficulties if there's a pay-off/reward at the end.
6. I frequently put off work to enjoy the moment.
7. I prepare "to do" lists fairly regularly.
8. I'm late with assignments at least 25 percent of the time.
9. I get very disappointed with myself when I'm late with assignments.
10. I look for immediate payoffs/rewards.

How Did You Do? These questions were designed to raise the issue of present and future time orientation: whether you focus more on the present or more on the future. Future-oriented individuals would respond with T to odd-numbered statements (1, 3, 5, 7, and 9) and F to even-numbered questions (2, 4, 6, 8, and 10). Present-oriented individuals would respond in reverse: F for odd-numbered statements and T for even-numbered statements.

What Will You Do? As you read more about time and nonverbal communication generally, consider how these time orientations work for or against you. For example, will your time orientation help you achieve your social and professional goals? If not, what might you do about changing these attitudes and behaviours?

LEARNING OBJECTIVES After reading this chapter, you should be able to:

1. Understand the ranges of diversity within the workplace.
2. Describe the culture of a particular workplace.
3. Use different modes of workplace communication to become more effective in your place of employment.
4. Establish positive relationships with peers, supervisors, and people whom you supervise.
5. Use appropriate leadership skills.
6. Understand the principles of power in the workplace.
7. Use assertiveness when appropriate.

Learning Tools

An array of tools help you learn efficiently and study effectively. The **learning objectives** prefacing each chapter have been totally reworked to more accurately reflect current pedagogical thinking and emphasis. These objectives highlight the major concepts and skills of the chapter. The learning objectives

system used here identifies three major levels of thinking, each of which is included throughout the text (Bloom, 1956; Eggen & Kauchak, 2013; Teacher & Educational Development, 2005):

- **Knowledge** (recalling, remembering, and comprehending), introduced by such specific verbs as *define*, *paraphrase*, *describe*, and *differentiate*.
- **Application** (applying a concept to a new situation), introduced by such specific verbs as *diagram*, *illustrate*, *use*, and *give examples*.
- **Problem solving** (analyzing/breaking a concept into its parts, synthesizing/combining elements into a new whole, and evaluating/making value or appropriateness judgments), introduced by such specific verbs as *assess*, *construct*, *organize*, and *evaluate*.

INSTRUCTOR AND STUDENT RESOURCES

- **Test Item File.** This testbank, provided in Microsoft Word format, is a comprehensive test bank featuring 600 questions in multiple choice, true–false, short answer, and essay format.
- **Instructor’s Manual.** The Instructor’s Manual provides chapter overviews and learning and skill objectives for each chapter. It also offers ideas to activate class discussions and contains exercises to illustrate the concepts, principles, and skills of interpersonal communication.
- **PowerPoints.** Chapter-by-chapter PowerPoint presentations highlight the key concepts from the text. Several slides from each chapter have been reproduced and integrated within the text itself as In-Class Notes.
- **CourseSmart.** CourseSmart goes beyond traditional expectations—providing instant, online access to the textbooks and course materials you need at a lower cost for students. And even as students save money, you can save time and hassle with a digital eTextbook that allows you to search for the most relevant content at the very moment you need it. Whether it’s evaluating textbooks or creating lecture notes to help students with difficult concepts, CourseSmart can make life a little easier. See how when you visit www.coursesmart.com/instructors.

Learning Solutions Managers

Pearson’s Learning Solutions Managers work with faculty and campus course designers to ensure that Pearson technology products, assessment tools, and online course materials are tailored to meet your specific needs. This highly qualified team is dedicated to helping schools take full advantage of a wide range of educational resources by assisting in the integration of a variety of instructional materials and media formats. Your local Pearson Education sales representative can provide you with more details on this service program.

Pearson Custom Library

For enrolments of at least 25 students, you can create your own textbook by choosing the chapters that best suit your own course needs. To begin building your custom text, visit www.pearsoncustomlibrary.com. You may also work with a dedicated Pearson Custom editor to create your ideal text—publishing your own original content or mixing and matching Pearson content. Contact your local Pearson representative to get started.

All the instructor supplements are available for download from a password-protected section of Pearson Education Canada’s online catalogue. Navigate to your book’s catalogue page to view a list of supplements that are available. See your local sales representative for details and access.

Student Resources

CourseSmart CourseSmart goes beyond traditional expectations—providing instant, online access to the textbooks and course materials you need at a lower cost for students. And even as students save money, you can save time and hassle with a digital eTextbook that allows you to search for the most relevant content at the very moment you need it. Whether it’s evaluating textbooks or creating lecture notes to help students with difficult concepts, CourseSmart can make life a little easier.

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Rena Shimoni and Dawne Clark

ABOUT THE AUTHORS

Dr. Rena Shimoni has an undergraduate degree in the humanities and a post-graduate certificate in Early Childhood Studies from the Hebrew University in Jerusalem; an M.Sc. in Applied Social Studies and Certification in Social Work from Oxford University, U.K.; and a Doctorate in Educational Policy and Administration from the University of Calgary. Her career has involved teaching in early childhood education and social work and served as Associate Dean of Health and Human Service Programs at Mount Royal College (now University), Dean of Health and Human Services, and Dean of Applied Research and Innovation at Bow Valley College in Calgary. She has co-authored three textbooks and several articles on children, families, communities, leadership, health workforce, online learning, and cross-cultural studies. She has directed a wide range of research projects in the field of health, education, and human service and has developed a number of new educational programs for health and human service professionals. Rena has spearheaded major projects engaging communities and post-secondary partners in collaborations resulting in enhanced learning opportunities for diverse populations. Currently Rena is serving as a Research Advisor to the VP Academic at Bow Valley College, and is a proud grandmother of two young boys.

Dr. Dawne Clark has been teaching children and those who work with children for over 40 years. She has a Ph.D. in Intercultural Education, Educational Policy and Administration from the University of Calgary. Currently, Dawne is a professor in the Department of Child Studies and Social Work and Director of the Centre for Child Well-Being (CCWB) at Mount Royal University in Calgary. Her research focuses on child well-being as broadly defined: early brain and child development, child and youth mental health, resilience, preschool physical literacy, and respectful practices with diverse and vulnerable children and families. The CCWB engages community partners, students, and faculty in a circle of learning with goals of mentorship, broad dissemination of knowledge, enhancing practice, and impacting policy development. Connected to the CCWB, the Child Development Lab is a unique facility that enables students, researchers, parents, and community partners to observe, learn, and enhance their skills in helping young children reach their potential. Dawne has three grown children and has recently become a grandmother.

WHAT KIND OF LEARNER ARE YOU?*

AN INTRODUCTION TO LEARNING STYLES

It happens in nearly every college and university course: students attend classes, listen to lectures, and participate in class activities throughout the semester. Each student hears the same words at the same time and completes the same assignments. However, after finals, student experiences will range from fulfillment and high grades to complete disconnection and low grades or withdrawals.

Many causes may be involved in this scenario—different levels of interest and effort, for example, or outside stresses. Another major factor is learning style (any of many particular ways to receive and process information). Say, for example, that a group of students is taking a first-year composition class that is often broken up into study groups. Students who are comfortable working with words or happy when engaged in discussion may do well in the course. Students who are more mathematical than verbal, or who prefer to work alone, might not do as well. Learning styles play a role.

There are many different and equally valuable ways to learn. The way each person learns is a unique blend of styles resulting from abilities, challenges, experiences, and training. In addition, how one learns isn't set in stone; particular styles may develop or recede as responsibilities and experiences lead someone to work on different skills and tasks. The following assessment and study strategies will help you explore how you learn, understand how particular strategies may heighten your strengths and boost your weaknesses, and know when to use them.

MULTIPLE INTELLIGENCES THEORY

There is a saying, “It’s not how smart you are, but how you’re smart.” In 1983, Howard Gardner, a Harvard University professor, changed the way people perceive intelligence and learning with his theory of multiple intelligences. This theory holds that there are at least eight distinct *intelligences* possessed by all people, and that every person has developed some intelligences more fully than others. Gardner defines an “intelligence” as an ability to solve problems or fashion products that are useful in a particular cultural setting or community. According to the multiple intelligences theory, when encountering an easy task or subject, you’re probably using a more fully developed intelligence; when having more trouble, you may be using a less developed intelligence.

In the following table are descriptions of each of the intelligences, along with characteristic skills. The *Multiple Pathways to Learning* assessment, based on Gardner’s work, will help you determine the levels to which your intelligences are developed.

INTELLIGENCES AND CHARACTERISTIC SKILLS

Intelligences	Description	Characteristic Skills
Verbal/Linguistic	Ability to communicate through language through listening, reading, writing, speaking	<ul style="list-style-type: none">• Analyzing own use of language• Remembering terms easily• Explaining, teaching, learning, and using humour• Understanding syntax and meaning of words• Convincing someone to do something
Logical/Mathematical	Ability to understand logical reasoning and problem solving, particularly in math and science	<ul style="list-style-type: none">• Recognizing abstract patterns and sequences• Reasoning inductively and deductively• Discerning relationships and connections• Performing complex calculations• Reasoning scientifically

*This material was originally created by Sarah Kravits.

Intelligences	Description	Characteristic Skills
Visual/Spatial	Ability to understand spatial relationships and to perceive and create images	<ul style="list-style-type: none"> • Perceiving and forming objects accurately • Manipulating images for visual art or graphic design • Finding one's way in space (using charts and maps) • Representing something graphically • Recognizing relationships between objects
Bodily/ Kinesthetic	Ability to use the physical body skilfully and to take in knowledge through bodily sensation	<ul style="list-style-type: none"> • Connecting mind and body • Controlling movement • Improving body functions • Working with hands • Expanding body awareness to all senses • Coordinating body movement
Intrapersonal	Ability to understand one's own behaviour and feelings	<ul style="list-style-type: none"> • Evaluating own thinking • Being aware of and expressing feelings • Taking independent action • Understanding self in relationship to others • Thinking and reasoning on higher levels
Interpersonal	Ability to relate to others, noticing their moods, motivations, and feelings	<ul style="list-style-type: none"> • Seeing things from others' perspectives • Cooperating within a group • Achieving goals with a team • Communicating verbally and nonverbally • Creating and maintaining relationships
Musical/ Rhythmic	Ability to comprehend and create meaningful sound and recognize patterns	<ul style="list-style-type: none"> • Sensing tonal qualities • Creating or enjoying melodies and rhythms • Being sensitive to sounds and rhythms • Using "schemas" to hear music • Understanding the structure of music and other patterns
Naturalistic	Ability to understand features of the environment	<ul style="list-style-type: none"> • Understanding nature, environmental balance, ecosystems • Appreciating the delicate balance in nature • Feeling most comfortable when in nature • Using nature to lower stress

PUTTING ASSESSMENTS IN PERSPECTIVE

Before you complete *Multiple Pathways to Learning*, remember: no assessment provides the final word on who you are and what you can and cannot do. An intriguing but imperfect tool, its results are affected by your ability to answer objectively, your mood that day, and other factors. Here's how to best use what this assessment, or any other, tells you:

Use assessments for reference. Approach any assessment as a tool with which you can expand your ideas of yourself. There are no "right" answers or "best" set of scores. Think of an assessment in the same way you would a pair of glasses or contacts. The glasses won't create new paths and possibilities, but they will help you see more clearly the ones that already exist.

Use assessments for understanding. Understanding which of your intelligences seem to be more fully developed will help prevent you from boxing yourself into limiting categories. Instead of saying "I'm no good in math," you might be able to make the subject easier by using appropriate strategies. For example, if you respond to visuals, you might draw diagrams of math problems; if you have language strengths, you might talk through the math problem with another. The more you know about your strengths, the more you'll be able to assess and adapt to any situation—in school, work, and life.

MULTIPLE PATHWAYS TO LEARNING

Rate each statement: rarely = 1, sometimes = 2, often = 3, almost always = 4

Write the number of your response on the line next to the statement and total each set of 6 questions.

1. ____ I enjoy physical activities.

2. ____ I am uncomfortable sitting still.

3. ____ I prefer to learn through doing rather than listening.

4. ____ I tend to move my legs or hands when I'm sitting.

5. ____ I enjoy working with my hands.

6. ____ I like to pace when I'm thinking or studying.

____ TOTAL for Bodily-Kinesthetic (B-K)

25. ____ I listen to music.

26. ____ I move my fingers or feet when I hear music.

27. ____ I have good rhythm.

28. ____ I like to sing along with music.

29. ____ People have said I have musical talent.

30. ____ I like to express my ideas through music.

____ TOTAL for Musical (M)

7. ____ I use maps easily.

8. ____ I draw pictures or diagrams when explaining ideas.

9. ____ I can assemble items easily from diagrams.

10. ____ I enjoy drawing or taking photographs.

11. ____ I do not like to read long paragraphs.

12. ____ I prefer a drawn map over written directions.

____ TOTAL for Visual-Spatial (V-S)

31. ____ I like doing a project with other people.

32. ____ People come to me to help them settle conflicts.

33. ____ I like to spend time with friends.

34. ____ I am good at understanding people.

35. ____ I am good at making people feel comfortable.

36. ____ I enjoy helping others.

____ TOTAL for Interpersonal (Inter)

13. ____ I enjoy telling stories.

14. ____ I like to write.

15. ____ I like to read.

16. ____ I express myself clearly.

17. ____ I am good at negotiating.

18. ____ I like to discuss topics that interest me.

____ TOTAL for Verbal-Linguistic (V-L)

37. ____ I need quiet time to think.

38. ____ When I need to make a decision, I prefer to think about it before I talk about it.

39. ____ I am interested in self-improvement.

40. ____ I understand my thoughts, feelings, and behaviour.

41. ____ I know what I want out of life.

42. ____ I prefer to work on projects alone.

____ TOTAL for Intrapersonal (Intra)

19. ____ I like math.

20. ____ I like science.

21. ____ I problem-solve well.

22. ____ I question why things happen or how things work.

23. ____ I enjoy planning or designing something new.

24. ____ I am able to fix things.

____ TOTAL for Logical-Mathematical (L-M)

43. ____ I enjoy being in nature whenever possible.

44. ____ I would enjoy a career involving nature.

45. ____ I enjoy studying plants, animals, forests, or oceans.

46. ____ I prefer to be outside whenever possible.

47. ____ When I was a child I liked bugs, ants, and leaves.

48. ____ When I experience stress I want to be out in nature.

____ TOTAL for Naturalist (N)

Face challenges realistically. Any assessment reveals areas of challenge as well as ability. Rather than dwelling on limitations (which can lead to a negative self-image) or ignoring them (which can lead to unproductive choices), use what you know from the assessment to look at where you are and set goals that will help you reach where you

want to be. Following the assessment, you'll see information about the typical traits of each intelligence and more detailed study strategies geared toward the five intelligences most relevant for studying this text. During this course, make a point of exploring a large number of new study techniques; consider all the different strategies presented here, not just the ones that apply to your strengths.

Growth. Because you have abilities in all areas, though some are more developed than others, you may encounter useful suggestions under any of the headings. You will use different intelligences depending on the situation, and your abilities and learning styles will change as you learn.

Strategies help build strengths in all areas. Knowing your strongest learning styles isn't only about guiding your life toward your strongest abilities; it's also about choosing strategies to use when facing life's challenges. Using your strengths to boost your areas of challenge may help when you face tasks and academic areas that you find difficult. For example, if you're not strong in logical-mathematical intelligence and have to take a math course, the suggestions geared toward logical-mathematical learners may help you further develop that intelligence. As you complete the assessment, try to answer the questions objectively—in other words, answer the questions to best indicate who you are, not who you want to be (or who your parents or instructors want you to be). Remember, the assessment will show you where your strengths are; then it's up to you to use your strengths to support other areas.

SCORING THE ASSESSMENT

Find out what your scores are by completing the table below. A score of 20–24 indicates a high level of development in that particular type of intelligence, 14–19 a moderate level, and below 14 an underdeveloped intelligence.

	20–24 (Highly Developed)	14–19 (Moderately Developed)	Below 14 (Underdeveloped)
Bodily-Kinesthetic			
Visual-Spatial			
Verbal-Linguistic			
Logical-Mathematical			
Musical			
Interpersonal			
Intrapersonal			
Naturalist			

STRATEGIES FOR DIFFERENT LEARNING STYLES

Finding out what study strategies work best for you is almost always a long process of trial and error, often because there is no rhyme or reason to the search. If you explore strategies in the context of learning style, however, you'll give yourself a head start. The five intelligences that have the most relevance in this text are bodily-kinesthetic, interpersonal, logical-mathematical, verbal-linguistic, and visual-spatial. Now that you've completed the *Multiple Pathways to Learning* assessment, you'll be able to approach the text with a more informed view of what may help you most. We hope this self-assessment helps you become a more confident and effective learner.

