Understanding Intercultural Communication 3rd edition Ting-Toomey Test Bank

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NONVERBAL COMMUNICATION:

Studies and Applications

Sixth Edition

Instructor's Manual/Test Bank

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Understanding Intercultural Communication 3rd edition Ting-Toomey Test Bank

INSTRUCTOR'S RESOURCE GUIDE AND TEST BANK

for

Nina-Jo Moore, Mark Hickson, III, and Don W. Stacks's *NONVERBAL COMMUNICATION: STUDIES AND APPLICATIONS, SIXTH EDITION*

Prepared by Nina-Jo Moore of Appalachian State University.

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PREFACE

This manual is written as a supplement to *Nonverbal Communication: Studies and Applications, Sixth Edition.* Having used many instructional manuals before, I have included things that I believe are most important to being an organized and knowledgeable professor while using this textbook. It is to be used in addition to reading the textbook; indeed, it will not be very helpful if you depend only on the outlines and test questions included within.

Included within this manual are the following:

1. **Detailed Teaching Outlines** – These are included for all 14 chapters as well as the Appendix, and they are very detailed. There may be a temptation to use these outlines without reading the textbook; that could prove disastrous. The detail the outlines are written in may cause you to think there is no need to read the text, but the examples used in the text (one of our "selling points" of the book) exemplify many of these concepts. The studies cited in the textbook are also important in clarifying many of the concepts. You may wish to skip parts of chapters, or not go into as much detail as we do, so that is another reason for reading the text as well as using the outlines.
2. **Test Questions – PLEASE NOTE:** ***These are not meant to be the definitive questions for the text; most people write better questions for their own classes than any instructional manual could (or should) ever provide. Most professors have a preferred way of writing questions, and a professor rarely uses only the questions found in an instructor's manual.*** For Chapters 1 through 10 and the Appendix, multiple choice, short answer, and discussion questions are included; for Chapters 11 through 14, short answer and discussion questions are included. **NOTE**: Since Chapters 11 – 14 make up the "Application Section" of this text, I opted not to write multiple choice questions for this section. It is my firm belief that by the time you reach these chapters, so many examples of application will have been presented in your class, either through discussion or from using the "Observational Activities," that those questions should come from those examples. Research has shown that application questions are the best way to determine cognitive learning, and the more realistic the examples, the more you should be able to determine if your students truly understand the material. I did include more "Short Answer" and "Discussion Questions" for these chapters than the earlier chapters, which should also assist in the process of your writing your own questions for these chapters.
3. **PowerPoint Presentations**. I have included PowerPoint presentations for each chapter. These are as detailed as anyone would need; in fact, they are probably far too detailed for some. Feel free to pare them down more, and use them as you see will best benefit your classes.

It is my fellow authors' and my hope that you will enjoy the experience of using this new edition of a book that many of you have used in all its previous editions, and that some of you are trying for the first time.

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CHAPTER 1
FOUNDATIONS OF NONVERBAL COMMUNICATION

I. Nonverbal Interactions – behaving without words:
- A. 38% of the emotional meaning is VOCAL.
- B. 55% of the emotional meaning of the message is expressed via FACIAL EXPRESSION.
- C. 7 % of the emotional expression is expressed VERBALLY.
- D. Approximations say that nonverbal communication accounts for 60-70% communication – although some researchers say it is as much as 93%.
- E. Not widely studied as a systematic process.
- F. We are not always aware of nonverbal communication, although it is not always an unconscious act.

II. Basic Definitions:
- A. Communication:
  1. Interactive process whereby people seek to induce some form of change in attitude, belief, or behavior.
  2. Process of senders stimulating meaning in the minds of receivers and then having the receivers respond to the message they have received and interpreted (feedback).
- B. Intentionality versus Unintentionality:
  1. Messages sent on purpose = intentional.
  2. Messages received that are not sent on purpose = unintentional.
- C. Reciprocal Process – norm of reciprocity, dyadic effect
  1. We should expect to receive a response similar to our initial communication.
  2. Expectancy Violations Theory – when that reciprocal message does not occur, your expectations have been violated.
- D. Nonverbal communication – transmission and reception of messages that are not a part of the natural language systems.
  1. We combine verbal and nonverbal codes.
  2. This text uses the five most commonly known senses of human beings: sight, touch, hearing, smell, and taste.
- E. Nonverbal communication may come via the characteristics of the speaker, the receiver, the situation (context), or it may come from an interaction of all three.
- F. May be interpersonal (between others) or intrapersonal (within your own mind).

III. Considerations for Definitions:
- A. Behavior versus Communication:
  1. Nonverbal behaviors – behaviors a person uses that have a potential to communicate; not done intentionally.
  2. Nonverbal communication – happens when someone has interpreted a nonverbal message as having meaning; can be either intentional or unintentional.
- B. Ways you can communicate:

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1. Intrapersonally – communicating within your own mind; communicating with yourself.
    a. Social Cognition – weighing the social consequences of a nonverbal act.
2. Interpersonally – communication with others, usually face-to-face.
3. Publicly – one to many.
4. Through Media – using the many channels of media available.

C. Intentionality – the message received is the message that was intended.
1. The perception of some form of intent is enough for it to be considered communication.
2. Nonverbal communication occurs when a message is decoded (interpreted) as having some meaning, regardless of sender's intent.
3. Most verbal communication is intentional; nonverbal communication is not necessarily intentional.
4. Nonverbal communication is rarely as easily understood as verbal communication is.
5. As long as the receiver perceives intent, then communication has occurred.

D. Sign versus Symbol – if we are to be understood, the people with whom we communicate must comprehend the symbols we use to communicate.
1. Symbol – when a word takes the place of something else.
2. Sign – a natural representation of the event or act.
3. Much of nonverbal communication falls under the definition of sign – although nonverbal communication is sometimes considered symbolic.
4. Nonverbal code is more implicit – meaning implied or understood. Verbal code is more explicit.
5. Norms – what is normal in one situation may not be the norm in another situation.
6. Unwritten Rule to always abide by: "Unless I know both the context and the individual(s), I run the risk of being incorrect in my perceptions" (p. 11).
7. We often believe that nonverbal messages are more accurate than verbal messages.

E. Nonverbal communication – defined as: "A process of creating meaning in the minds of receivers, whether intentionally or unintentionally, by use of actions other than, or in combination with words and language. Nonverbal communication includes norms and expectations, usually imposed by society, for the expression of experiences, feelings, and attitudes" (p. 12).

IV. Approaches to Nonverbal Communication – approach refers to getting close to a subject, which is often identified by 1 of 3 related but separate factors:

A. One's theoretical point of view.
1. Nurture Approach – we learn our nonverbal communication norms from sources that nurture our education.
2. Nature Approach – nonverbal behavior is a part of the genetic structure of humans as well as other animals; hereditary; innate.
3. Functional Approach – assumes nothing about learning or genetics; it focuses on the types and functions that nonverbal communication performs.

B. Disciplinary Approaches (or one's field of study/discipline).

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1. Oldest discipline that studied nonverbal communication issues was Public Speaking; early Greeks and Romans analyzed delivery in the public speaking context.
2. Elocutionary movement looked at the proper use of voice and gesture; it was prescriptive in nature.
3. Nurture view was common in many social science fields, especially when the social scientists believed understanding the verbal and nonverbal codes was important to communicate effectively.
    a. Nonverbal communication is not universal; it varies across cultures.
4. There are many behaviorists and social scientists who still agree with the nature approach; some also believe the functional approach is the best way to study nonverbal communication.

C. Methodological Approaches (for undertaking research).
1. Nature approach – ordinarily observe similarities in behaviors of humans and other animals.
2. Nurture approach – observe over a period of time how nonverbal communication occurs in groups.
3. Functional approach – focus on specific functions of nonverbal communication to determine how they work in specific contexts.

D. This textbook reviews all of these approaches, but it uses a functional approach, combined with teaching you how to apply what you learn about those functions.

V. Nonverbal Functions and Subcodes – these are the areas we choose to study when looking at nonverbal communication.

A. Touch (Haptics or Tactics) and Space (Proxemics)
1. Touch is defined as "zero space" – when we are touching there is no space between the persons touching.
2. Space looks at personal space and then at the environment, including how we structure our environments.

B. Physical Appearance – our bodies and how they appear to others to communicate messages.

C. Body Movements and Gestures (Kinesics) – the study of overt bodily behaviors that communicate messages to others.

D. Vocalics – the nonverbal contribution the voice makes to create your vocal expressiveness, realizing that the words you use are verbal communication, but the voice is considered a nonverbal factor of communication.

E. Covert Body/Temporal Communication – this includes phenomena we do not usually see but which is communicated to us all the same: scent and smell (Olfactics), perceptual aspects such as deception cues, and time as a communicator (Chronemics).

VI. Nonverbal Functions – nonverbal communication functions in several ways in relation to verbal communication, six of which are identified here:

A. Identification and self-presentation – we use nonverbal communication to let others know who we are.

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B. Control of the interaction – we use nonverbal communication to take the floor, maintain the floor, request the floor, or to deny the floor; these are also called regulators.
C. Relationship of interactants – we illustrate through our nonverbals how well we like the other persons or how much we dislike them, who is in a position of power in the relationship, and other things of a relational nature.
D. Display of cognitive information – we use nonverbal behaviors to send specific information to others.
E. Display of affective (emotional) information – we use nonverbal behaviors to let others know what we are feeling emotionally.
F. Display of deception – we use nonverbal behaviors to try and mask what we are thinking or feeling, or sometimes to hide an outright lie.

VII. Nonverbal Communication and Perception
A. Perception – the way we sense things; the way we interpret messages we receive.
    1. Once we sense something, through the five senses, we interpret those stimuli and evaluate it as a message.
    2. Through the process of perceiving, the external world becomes a part of what we refer to as knowledge.
    3. Filters – there are a number of factors that filter, or influence, our perceptions or interpretations (e.g., race, age, sex and gender) cultural background, etc.).
B. Process Structure – refers to how the brain processes incoming sensations.
    1. Hemispheric style – left brain/right brain issues.
        a. Left hemisphere is responsible for most people's verbal communication.
            1) Specialized in an abstract, logical, and analytical way that is best suited for analysis of language.
        b. Right hemisphere is responsible for the spatiotemporal, gestalt, emotive forms of communication.
            1) Often the side of the brain that processes more of the affective (emotional) and creative information.
    2. Formerly scientists believed that one side of the brain dominated the other; today it is believed that each hemisphere includes a small share of the other hemisphere's specialty.
    3. Each hemisphere of the brain is specialized to analyze either verbal or nonverbal communication.
        a. Nonverbal communication is more spontaneous.
        b. Verbal communication is more symbolic.
    4. Some scholars say that the two brain hemispheres differ only in terms of style; each is best suited for either verbal or nonverbal communication.
    5. How each hemisphere of the brain operates also helps determine what type of material is being processed.
        a. Verbal communication is more digital; it is more discrete and found in finite units.

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b. Nonverbal is more analogical; the material is composed of continuous, infinite, and natural representations of what people observe.
    1) A metaphor for this concept is a color spectrum.
6. There are two distinctions made in processing information:
    a. The linguistic distinction – the verbal relies on language and nonverbal does not.
    b. The continuity distinction – the verbal message is discontinuous, meaning it has a start and a finish; nonverbal communication is continuous, meaning it is ongoing, and does not need verbal components to have meaning.
7. Each of the two codes has its own structure:
    a. Nonverbal communication is much less structured than verbal communication.
    b. The verbal code can be indicative of the past, present, and future; it can be expressed in a number of different languages.
        1) Nonverbal communication has no particular set of rules, grammar, or syntax.
8. Nonverbal communication – tends to be highly contextual.

C. Age – this is a primary factor in the communication process.
1. Space usage is one area affected by age factors.
2. Age may also affect other aspects of nonverbal communication.
    a. Physical appearance is one area where age may play a role.

D. Culture and Race – these factors create many varied results when looking at nonverbal communication.
1. Two cultural variables are high-context and low-context issues:
    a. High-context communication – where most of the information is either in the physical context or internalized in the coded, implicit, transmitted part of the message; it is much more indirect, ambiguous, and more dependent on the nonverbal code for understanding.
    b. Low-context communication – is seen when the mass of information is in the explicit code; it is more direct, precise, clear, and is more dependent on the verbal code for understanding.
2. Individualistic versus Collectivistic cultures are also important.
    a. Individualistic cultures are ones where the individual goals take precedence over the group goals; they promote self-realization more and see each individual as having a unique set of talents and potential.
    b. Collectivistic cultures are ones where group goals take precedence over individuals' goals, requiring individuals to fit into a group; emphasis is placed on collectivity, harmony, and cooperation within the group.
3. Power distance is another cultural variable that affects nonverbal communication.
    a. High power distance – when people believe that the people with more power should be the ones in control and their nonverbal communication will indicate this.

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b. Low power distance – when people believe people should be treated as equals, even if there is a status differential (USA is a low power distance culture).

4. Uncertainty Avoidance

a. This cultural component deals with how comfortable we are with being uncertain about our communication in a particular context.

b. High Uncertainty Avoidance: cultures high in this component (meaning they try to avoid uncertainty at all costs) will have many social rules, both written and unwritten, for what is acceptable or unacceptable in that specific culture.

c. Low Uncertainty Avoidance: these cultures are more flexible when it comes to communication rules; they are likely to be less formal in most situations due to the fact that they are not following prescribed rules.

5. Masculinity versus femininity is one final cultural variable.
   a. Masculine cultures are ones where gender roles are more distinct: men are supposed to be assertive, tough, and focused on material success; women are supposed to be more modest, tender, and concerned with the quality of life.
      1) People in highly masculine cultures value things, power, and assertiveness; they emphasize differentiated sex roles, performance, ambition, and independence; they tend to have little contact with members of the opposite sex when growing up, and they see same-sex relationships as more intimate than opposite-sex relationships.
   b. Feminine cultures are ones where gender roles overlap; both men and women are supposed to be modest, tender, and concerned with the quality of life.
      1) People in highly feminine cultures value quality of life and nurturance; they value fluid sex roles and interdependence.
   c. Androgynous cultures are ones that reject the rigid sex roles often imposed by society; they have both masculine and feminine characteristics.

E. Status is another factor that affects nonverbal communication.
   1. How we interact nonverbally with superiors and subordinates will differ.
   2. Posture and gesturing, as well as space and touch, are areas where we see major differences.

F. Gender – meaning the psychological determination.
   1. We look at this as a continuum – masculinity at one end, femininity at the other end and androgyny in the middle.
      a. An example would be that many see men use nonverbal communication to control interactions, and women use it as a process to negotiate.
   2. Status differentials differ between males and females.
      a. The majority of research on gender in the workplace indicates that the "superior" nonverbal behaviors are those that most consider typically male behaviors.

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3. There are several positions regarding relationships between power, gender, and nonverbal communication, and we place these along a continuum also.
    a. Some scholars report no difference.
    b. Some point to differences but say those differences exist as a result of legitimate authority, not because of gender.
    c. Some say males always dominate females and that nonverbal communication is just another such area where this occurs.
    d. Others point to the idea that men and women both exhibit power, but it is not to be viewed as dominance.
4. Some point to the idea that changes in Affirmative Action and Equal Opportunity laws have created changes in behaviors. What might have been acceptable in the workplace close to twenty years ago is not acceptable today, and most of our society has been educated about this topic.
5. The "Amount of Talk" is another gender issue, meaning who speaks more in interpersonal encounters.
    a. Interruptions – there are 3 types of interruptions:
        1) Positive interruptions – those where a clarification is sought.
        2) Neutral interruptions – those that we often see as "asides."
        3) Negative interruptions – often referred to as overlaps – meaning you overlap someone else's speech with your own.
    b. Interruptions add to the picture of who communicates more, men or women, and there have been several general findings:
        1) Men interrupt more often.
        2) Interruption is often seen as dominance.
        3) Interruption has also been seen as a signal of interest as opposed to dominance.
        4) Women will interrupt more with questions, men with statements.
        5) Interruptions and overlaps are different, according to some theorists.
        6) Overlaps are not gender related.
        7) 75% of the time, overlaps are cooperative.
        8) Sometimes overlaps are simply conversational "duets."
        9) Men use interruptions more to control conversations; women use them more to indicate interest and to respond.
        10) Men more often consider interruptions as normal and good-natured, at least within masculine environments, so it carries over into all environments.
6. Silence – this has long been considered a vocalic subcode factor that communicates much information.
    a. Power is not the only issue in the use of silence.
        1) We use it to establish interpersonal distance.
        2) We use it to put our thoughts together.
        3) We use it to show respect for another person.
        4) We use it to modify others' behaviors.
    b. It has not been determined that one gender or the other uses more silence.

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7. Deference – meaning that we can expect subordinates to defer to their superiors in terms of conversations and other communication.
    a. One way we defer is through nonverbal gesturing.
    b. Mass media reflect the gender roles of our society, and they also contribute to these roles.
8. As an overview, keep in mind that males and females differ in their uses of:
    a. Facial expressions.
    b. Posture and bearing.
    c. Eye contact.
    d. Gesturing.
    e. Clothing, grooming, and physical appearance.
    f. Use of space.
    g. Use of touch.
    h. Use of vocalics.
    i. Their accuracy of interpreting nonverbal cues and being responsive to nonverbal cues.

VIII. The Importance of Research

A. Because perception and individual evaluation are important parts of nonverbal communication, it is important to realize that scientific research needs to be a part of this process. See the Appendix to cover Research Methods when teaching a research-based approach to Nonverbal Communication.

CHAPTER 1

TEST QUESTIONS

1. This concept deals with looking at whether messages were sent on purpose or not. Which concept is this?
    A. How norms play a part in nonverbal communication.
    B. The things that make up perception as it applies to nonverbal communication.
    *C. The difference between intentionality and unintentionality.
    D. The reasons we use silence.
    E. None of the above.

2. The basic definition of communication includes all except which of the following:
    A. An interactive process.
    B. Process of senders stimulating meaning in the minds of receivers.
    *C. Attitudes, beliefs, and behaviors are expected to remain the same in the process.
    D. Responses to messages received.
    E. None of the above.

3. We use silence to do which of the following:
    A. To put our thoughts together.
    B. To establish interpersonal distance.
    C. To show respect for another person.

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D. To modify behaviors.
*E. All of the above.

4. We sense something through the 5 senses and then interpret and evaluate those messages; the external world becomes a part of what we refer to as knowledge; and these stimuli are filtered through many factors in order to create our interpretations. To what do these things refer?
A. How norms play a part in nonverbal communication.
*B. The things that make up perception as it applies to nonverbal communication.
A. The difference between intentionality and unintentionality.
B. The reasons we use silence.
C. None of the above.

5. Norms are an important part of our nonverbal communication. This often means what we communicate is based on context. To what concept does this refer?
A. What people decide to do nonverbally is based on what they hope to accomplish.
B. Communication rules are absolute; they do not vary.
*C. What is regular behavior in one situation may not fit in another situation.
D. It doesn't matter if we learn about communication rules because they vary so much.
E. None of the above.

6. If my nonverbals are negative to you, I should expect your nonverbals to be negative to me. If my posture is relaxed, yours is more likely to be relaxed also. What concept is this?
A. Sign.
B. Symbol.
*C. Norm of Reciprocity.
D. Linguistic Distinction.
E. None of the above.

7. The linguistic distinction is concerned more with:
A. Proxemics.
B. Olfactics.
C. Research findings.
*D. Verbal aspects, including language and grammatical rules.
E. None of the above.

8. This concept says that verbal communication has a definite start and finish; nonverbal communication is ongoing and usually has no identifiable start and finish. Which concept is this?
A. Sign.
*B. Continuity Distinction.
C. Norm of Reciprocity.
D. Linguistic Distinction
E. None of the above.

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9. If I wave to you, you get the nonverbal representation of a greeting that I am trying to convey to you. To what concept does this refer?
    *A. Sign.
    B. Symbol.
    C. Norm of Reciprocity.
    D. Linguistic Distinction.
    E. None of the above.

10. This way to communicate is seen when you communicate with others in a smaller setting, usually in a face-to-face setting. Which is it?
    A. Media Communication.
    B. Public Communication.
    *C. Interpersonal Communication.
    D. Intrapersonal Communication.
    E. None of the above.

11. Intrapersonal communication is defined as:
    A. Communicating through the use of technology.
    B. Speaking to an audience.
    C. Communicating between 2 and 7 people.
    *D. Communicating with yourself, in your own mind.
    E. None of the above.

12. This subcode of nonverbal communication studies how we use space to communicate to others.
    *A. Proxemics.
    B. Haptics or Tactics.
    C. Kinesics.
    A. Vocalics.
    B. None of the above.

13. Haptics or Tactics refers to which of the following:
    A. When you are listening to someone's voice and it sounds soothing.
    *B. When you are looking at why someone has decided to touch you.
    C. When you smell an odor and you attach a nonverbal message to it.
    D. When you are concerned with why someone is always late for meetings.
    E. None of the above.

14. When you tell your friends that you are studying nonverbal communication this semester, most of them will say "Oh – body language." You will learn that it is a whole lot more than just body language. Which area of nonverbal communication is body language?
    A. Chronemics.
    B. Olfactics.
    *C. Kinesics.
    D. Proxemics.
    E. None of the above.

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16. This nonverbal function says we use nonverbal behaviors to send specific information to others, or to teach them. Which is it?
    A. Display of Affective Information.
    *B. Display of Cognitive Information.
    A. Control of Interaction.
    B. Identification and self-presentation.
    C. None of the above.

17. Affective displays of information are concerned with which of the following?
    A. Mass media messages.
    *B. Emotional messages.
    C. Displays of certain signs and symbols.
    D. Intercultural messages of information.
    E. None of the above.

18. You have a friend that you realize always sends the same nonverbal message with how he/she dresses, how he/she holds his/her posture, and even how he/she smells. Which nonverbal function is communicating to you here?
    A. Display of Affective Information.
    B. Display of Cognitive Information.
    C. Control of Interaction.
    *D. Identification and self-presentation.
    E. None of the above.

19. You have a friend you like very much and an acquaintance you do not much care for. Your nonverbal communication shows your feelings about these two people. Another example of this might be disliking your boss immensely, but you do not show that contempt by your nonverbal communication. Which function of nonverbal communication is this?
    *A. Display of Affective Information.
    B. Display of Cognitive Information.
    C. Control of Interaction.
    D. Identification and self-presentation.
    E. None of the above.

20. This cultural variable where culture/race affects communication looks at whether a person's personal goals are most important or if the culture looks more at the goals of the entire group than just personal goals. Which is it?
    A. Masculinity/Femininity Dimension.
    *B. Individualism/Collectivism Dimension.
    A. High Context/Low Context Dimension.
    B. Power Distance.
    C. None of the above.

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Short Answer Questions:

1. Tell the characteristics that are included in nonverbal communication.
2. Tell the principles of intentionality as it applies to nonverbal communication.
3. Tell the things that affect the processes of nonverbal communication.
4. Tell the positions that exist regarding relationships between power, gender, and nonverbal communication.
5. Tell the general findings about interruptions.

Discussion Questions

1. Discuss how much of our communication is nonverbal.
2. Using an example, discuss how you have seen an unintentional nonverbal message interpreted as an intentional message.
3. Using an example, discuss how you have seen your own perception shape a nonverbal message you have received from someone.
4. Using an example, discuss how you have seen men and women differ in their communication, being specific about which nonverbal subcode(s) you are discussing.

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CHAPTER TWO
HAPTICS (TOUCH)

I. The study of touch.
- A. Most commonly known as "haptics."
- B. Also known as "tactics" – tying it to the tactile sense.
- C. We refer to it as "zero proxemics" – no space between individuals.
- D. We begin our approach to the nonverbal subcodes (channels) with touch since it has been called "the mother of all senses."
  1. It may be the most important nonverbal subcode in terms of social and personal development; it is the one we respond to most when it is violated.
  2. Being deprived of touch can also bring devastating results.

II. Animal Studies
- A. There are similarities between studies of lower animals and humans regarding healthy development.
- B. Touch is an important factor in the communication of lower animals.
- C. Touch also plays an important role in animal development beyond sexual and courtship factors.
  1. Two significant touch activities of animals include gentling and licking behaviors.

III. Tactile Development and Humans
- A. The early portion of human life is extremely dependent upon touch.
  1. Children 14 months to 2 years old receive more touch than infants younger than 14 months.
  2. Female children receive more tactile affection than male children.
  3. The child's first orientation toward the world is discovered through touch.
  4. Touching clearly continues to be a significant aspect of communication throughout life.
  5. Development as a "healthy" individual seems related to the amount of touch received as an infant.
     a. As a child moves through life, the amount of touch decreases.
     b. Touch needs that are met in infancy result in 4 major values:
        1) Biological
        2) Communicative
        3) Psychological
        4) Social
     c. Social value of touch; a lack of touch can result in:
        1) Marasmus, or the "wasting away" of individuals.
        2) Increased speech and learning difficulties.
- B. Types and Functions of Touch
  1. Researchers report many different types of touch, and these touches can communicate attitudes, regulate interactions, or even be meaningless.
  2. 5 functions of touch, which we consider to be on a continuum – at one end would be very little interpersonal involvement and at the other end would be a high level of intimacy:

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a. Functional-Professional Touch – touch used as a part of a professional encounter; little to no interpersonal involvement (e.g., a doctor's touch, a cashier touches your hand when giving change, etc.)
b. Social-Polite Touch – a little interpersonal involvement, but it is very minimal (e.g., a handshake when meeting someone).
c. Friendship-Warmth Touch – here there is some interpersonal involvement; it comes from people you know and like (e.g., putting your hand on someone's forearm or shoulder, putting your arm around someone's shoulders, etc.)
d. Love-Intimacy Touch – shows a strong degree of intimacy and liking for the person (e.g., a caress, touching someone's face or hair, holding hands, etc.)
e. Sexual Arousal Touch – this one is sometimes hard to describe since different people view it differently. Note that sometimes people interpret these last two areas as being similar, which leads to many misunderstandings, especially in couples.

3. As you move from the functional-professional level of touch to other levels, you increase the individuality of the relationship and "humanize" the other person.

C. Factors Influencing Touch
1. Immediacy – a way to communicate liking, approachability.
a. We tend to touch people we like and avoid those we dislike.
b. Touch is not especially important in classrooms, which may come from perceived "correctness."
1) Touch from a teacher is often seen as "corrective" in nature.
2) Today it has become taboo for teachers to touch students, resulting in less touch in classroom settings.
c. Immediacy – associated with "responsiveness" to students.
1) Verbal "stroking" has replaced physical touch in the classroom.
d. Immediate messages are perceived more positively.
1) Immediate approaches may substitute for touch where touch is not possible in today's classroom.

2. Area of the body touched – various types of touch as they are applied to different parts of the body.
a. Four types: pats, squeezes, brushes, and strokes.
1) Touches of these types are generally considered positive.
b. Responses of males and females differ here:
1) Females discriminated among the body parts touched more than males did.
2) Males were less concerned with specific body parts touched.
3) Males were more concerned with the type of touch than with the area of the body touched.
c. Touching in intimate relationships is much different than in friend and acquaintance relationships.
1) Less intimate areas include forearms, shoulders, hands, upper back, and the knee area.
2) More intimate areas include the head, face, hair, small of the back, the thigh, as well as more sexually related areas.

3. Comfort Touch – touch we use to comfort others or that we wish to receive when we want to be comforted.

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a. Expectant mothers were one group studied:
    1) Women ages 20-34 viewed touch more positively than women ages 14-19.
    2) Whites perceived touch more positively than nonwhites.
    3) Single or divorced women perceived touch more negatively than married or separated women.
    4) The hand was the one area touched that created the most positive responses.
    5) The abdomen or pelvic areas were the areas touched that created the most negative responses.
    6) Most positive touches were received from husbands or family, followed by nurses.
b. Touch is known as a "comforting behavior."
    1) Hugs, pats, and increased miscellaneous touch create comforting touches.
    2) Males and females differ in how they use touch communication.
        a) Males use more pats than females.
        b) Females use more hugs and miscellaneous touches.

4. Same-sex touch – these are looked at in many different ways.
    a. There are cultural influences.
    b. Interpersonal attractiveness affects this.
    c. Problem-solving tasks will affect this.
    d. Men fear same-sex touches more than women do.
    e. Men will avoid affectionate same-sex touch to avoid the appearance of being feminine.
    f. When fathers and sons expressed affection, the amount was dependent on how nonverbally affectionate the son was, not the father.
5. Gender issues – these create many touch norms.
    a. Females anticipate more negative feelings about opposite-sex touch than males.
        1) Females had similar anticipatory feelings about same-sex touch.
        2) Males had strong negative feelings about same-sex touch.
        3) Both males and females consider same-sex touch negative, with related feelings of violation and harm.
        4) Males scored higher on homophobia and they touch the same sex less.
    b. Women and men perceive touch differently:
        1) Females are more likely to discriminate about where they are touched on their bodies.
        2) Males are more discriminating about the type of touch they receive (pats, caresses, rubbing).
        3) Women are more likely to initiate hugs and touches to express affiliation.
        4) Men are more likely to touch to assert control or power.
        5) Remember – these are cultural findings for the USA; they would be different in other cultures.
    c. Touch and the relationship of the interactants is another issue.
        1) A son's age will affect the amount of touch he receives, and sons are less accepting of touch.
        2) Males are more likely to initiate the first touch during courtship; females are more likely to initiate touch after marriage.

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3) The upbringing of a male child is affected by his father's use (or nonuse) of affection.

6. The factors influencing touch include:
   a. Type of touch.
   b. Degree of liking or disliking in a relationship.
   c. The situation at hand.
   d. The degree of perceived similarity between interactants.
   e. Another issue is to realize that women will usually wait until the male initiates the first touch in a relationship; once that barrier is broken, women usually touch more than men.
   f. In nursing home settings, females touch more often.
   g. The concept of whether we do or do not like to be touched is a significant factor.
      1) We seem to tolerate touch in most professional situations.
      2) We seem to like touch if that touch is consistent with the relationship and message of the moment.
      3) At other times, we feel that we have been violated by someone's touch:
         a) By people we do not know or do not know well.
         b) People we find unattractive.
         c) People whom we do not like.
         d) When we are touched in what we consider to be an intimate zone when the relationship is not an intimate one.
   h. Negative communication can occur in situations of jealousy.
      1) Women have been shown to use more violent communication than did men in situations of jealousy.

D. Frequency of Contact – how often we are touched.
   1. A number of filters influence how we use nonverbal communication, with culture being a major filter in a human's use of touch.
      a. Many differences exist between cultures.
      b. One thing that varies culturally is the parts of the body that are touched more often.
      c. Other variables across cultures include status, positive attitudes toward the other, immediacy, and the perceived meaning of the touch.

IV. Violations of Haptic Expectations

A. Little is known of what happens when we violate touch expectations.
   1. Three variables seem to be important:
      a. The location of the touch.
      b. The duration of the touch.
      c. The intensity of the touch.
   2. "Accidental touch" leads to more positive evaluations of the toucher.
   3. Other norms include contextual ones:
      a. More likely to touch as the persuader than as persuadee.
      b. More likely to touch when giving advice than when receiving it.
      c. More likely to touch when giving orders rather than receiving them.
      d. More likely to be touched when getting "worry" or "concern" messages.

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e. More likely to touch or be touched when involved in deep conversations, in social settings, and when signaling excitement and enthusiasm.

4. There is an impact on attitude and credibility from the use of touch.

B. Substitutes for "Real Touch."
   1. As children our senses tend to follow the sequence of touch, vision, and hearing.
   2. As adults and with the learning of language, this changes to vision, hearing, and touch.
   3. We tend to buy "touch-for-hire" as we get older, hiring "licensed touchers" (hairstylists, masseuses, etc.); we also use substitutes such as petting an animal, sucking a thumb, or smoking a cigarette.
      a. We need touch as adults, just as we did as infants, but we satisfy that need in unusual and unnatural ways.
      b. When we receive these more intimate types of touches, we communicate on a more intimate level than with a regular acquaintance.
   4. It appears that adults want to touch and be touched, yet the norms of American society pressure us to avoid touching.
      a. We are much more touch-avoidant than some other cultures.

V. Functional Approaches to Touch
   A. Identification and Self-Presentation – some people are much more "touchy-feely" than others, and this trait becomes part of their persona.
      1. Gender, culture, and age can affect a person's traits.
   B. Regulation of interaction – we reach out to touch others, especially on the forearm, to enter a conversation; we shake hands when we initiate conversation; we use different types of touch to request a turn.
   C. Relationship of Interactants – males initiate touch more often during early stages of a relationship; later, women initiate more touch. We touch differently with close friends than we do with acquaintances; with people we do not like than with those we do like; with our bosses than with our friends.
   D. Display of instructional information – not so commonly used for this function, although we do see it used to teach youngsters that doing certain things can be dangerous.
   E. Display of liking (affection) – we touch others we like more than those we do not like.
   F. Deception – not a common area to determine deception, although most of us know we have touched others (say with a handshake or a hug) whom we do not care for, which would be deceptive.

CHAPTER TWO
TEST QUESTIONS

1. You go to the doctor and he/she must touch you in areas that really are considered intimate zones; a hairstylist touches your hair, head, and face area; a cashier touches your hand when returning your change to you. To what type/function of touch does this refer?
   A. Social-Polite Touch.

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B. Friendship-Warmth Touch.
C. Love-Intimacy Touch.
D. Sexual Arousal Touch.
*E. None of the above. (Functional-Professional)

2. You go to a party when the school year starts in the fall. You hug your friends you haven't seen for the summer months, or you "high five." To what type/function of touch does this refer?
   A. Social-Polite Touch.
   *B. Friendship-Warmth Touch.
   C. Love-Intimacy Touch.
   D. Sexual Arousal Touch.
   E. None of the above.

3. You go to a business interview, hoping to get that long-promised "job after graduation." You shake the hand of the interviewer. To what type/function of touch does this refer?
   *A. Social-Polite Touch.
   B. Friendship-Warmth Touch.
   C. Love-Intimacy Touch.
   D. Sexual Arousal Touch.
   E. None of the above.

4. You touch your significant other on the face with a nice caress; you put your arm around his waist or her shoulders; you rub the inner side of his/her arm while holding hands. To what type/function of touch does this refer?
   A. Social-Polite Touch.
   B. Friendship-Warmth Touch.
   *C. Love-Intimacy Touch.
   D. Sexual Arousal Touch.
   E. None of the above.

5. Because it helps in the early healthy development of life, it assists with learning speech as well as motor skills; it helps avoid marasmus. To what does this refer?
   *A. The aspects of why touch is important in the early life of human beings.
   B. Touch violations.
   C. The definition of functional-professional touch.
   D. The reason why touch is sometimes referred to as "tactics."
   E. None of the above.

6. Location, duration, and intensity. To what do these 3 things refer?
   A. Friendship-warmth touch norms.
   *B. The variables that are important when looking at touch violations.
   C. The definition of Comfort Touch.
   D. Effects of interpersonal attractiveness.
   E. None of the above.

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7. Used to make people feel better. Most studies have been done with expectant mothers. Hugs and pats are more commonly used for this. To what do these refer?
    A. Functional approach to touch.
    B. Reasons to use field experiments when studying touch..
    *C. The definition of Comfort Touch.
    D. Norm of reciprocity.
    F. None of the above.

8. It is the tactile sense.
    A. The aspects of why touch is important in the early life of human beings.
    B. Touch violation norms.
    C. The definition of Comfort Touch.
    *D. The reason why touch is sometimes referred to as "tactics."
    E. None of the above.

9. Which of the following is NOT one of the factors of same-sex touch?
    A. There are cultural influences.
    B. Men fear same-sex touch more than women do.
    *C. When fathers and sons express affection, it will be dependent on how nonverbally affectionate the father is, not the son.
    D. Interpersonal attractiveness affects this.
    E. None of the above.

10. You are more likely to receive touch when you are the persuadee, not the persuader, when you are receiving advice, not when giving it, when you are receiving orders, not giving them, and when you are receiving worry or concern messages. To what does this refer?
    A. Substitutes for real touch.
    B. The filters that influence how much touch we receive.
    C. The factors influencing touch.
    *D. Contextual norms of receiving touch.
    E. None of the above.

11. Hairstylists, masseuses, manicurists, pets, cigarettes, even bottled drinks. What are these things?
    *A. Substitutes for real touch.
    B. Norm of reciprocity in touch contexts.
    C. Factors that influence touch.
    D. Gender issues that affect touch norms.
    E. None of the above.

12. Culture, sex and gender, status, positive attitudes toward others, immediacy. What are these things?
    A. Substitutes for real touch.
    *B. The filters that influence how much touch we receive.
    C. Structural approach issues of touch usage.
    D. Contextual communication issues.

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