Key Term Review

- **Cognitive dissonance theory** holds that when individuals are presented with information that is inconsistent with their beliefs, they will strive to reachieve balance.
- **Contagion theories** explain how networks of people spread "infectious" attitudes and behavior.
- **Contagion by cohesion r**efers to the influence of those with a tendency toward direct communication on those with a tendency toward indirect communication.
- **Contagion by structural equivalence** refers to the mutual influence of those who have similar communication patterns.
- **Effective communication** is a message that is easily understood and accepted.
- **Elements of communication** include words, gestures, movement, posture, eye contact/gaze, adornment and other artifacts, rate of speech, pauses, facial expression, silences, touch, sound effects, intonation, and proxemics or use of space.
- **Language expectancy theory** holds that language is a rule-governed system and that people develop expectations about message strategies that others employ in their attempts to persuade. It explains how speakers vary language intensity to make their messages more persuasive**.**
- Human communication is **multimodal,** which means that more than one piece of information is interpreted to convey meaning, and includes verbal and nonverbal aspects.
- **Social cognitive theory** posits that if people are to perform a behavior, it is important to communicate what the behavior is and how to achieve it, to support the behavior, to model or observe the behavior, and to build confidence that the behavior will appear.

Leadership Development Exercises

Leadership Development Exercise 7-1

Identify which of the characteristics in Box 7-1 (p. 138) match up with your leadership style. Devise a plan to incorporate at least three characteristics into your work relationships in the next 3 months, and then monitor your progress and share your findings with three classmates or colleagues.

Leadership Development Exercise 7-2

Examine the goals in the section on assertive communication, pages 139–142. Make three recommendations for involving the nursing staff in the implementation of three goals. Present your findings to three classmates or colleagues.

■ **Leadership Development Exercise 7-3**

From the list of ingredients of effective interpersonal communication (see Effective One-on-One Communication, pages 137–141) select one and identify at least one personal goal to take action on. Write up a plan, and set an implementation date. Share your findings with three other learners.

■ **Leadership Development Exercise 7-4**

Identify at least two ways to use emotional intelligence to communicate with others, and draw up a plan for using this concept with staff. Monitor your results, and share your findings with three other learners.

■ **Leadership Development Exercise 7-5**

Sit in on four or more nurses' intershift reports. Summarize your findings, and share them with three others learners. If you observed problems, identify a solution, and discuss your suggestion with one head nurse, if possible.

■ **Leadership Development Exercise 7-6**

Describe communication strategies for various generations in the workforce. Identify a plan for enhancing communication between generations, and try it out. Write up your results, and share them with three other learners.

■ **Leadership Development Exercise 7-7**

Identify ways to enhance collaborative communication with physicians by rereading pages 146–147. Decide on a plan for enhancing communication between nurses and physicians. Discuss your ideas with three other learners. Together, find a way to try out or participate in an action that enhances nurse-physician communication.

■ **Leadership Development Exercise 7-8**

Sit in on a staff meeting. Describe the group communication that you observe. Share your findings with three other learners. Brainstorm together, and come up with at least four possible solutions for enhancing group communication.

Advanced Leadership Development Exercises

■ **Leadership Development Exercise 7-9**

Develop a problem statement to study one aspect of leader communication.

■ **Leadership Development Exercise 7-10**

Teach communication skills to novice leaders. Write up your experience, and share it with three other learners.

■ **Leadership Development Exercise 7-11**

Plan and complete a small research project related to leader communication. Write up your findings, and share them with three other learners.

Optional: Submit an article based on your findings to an appropriate journal.

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