From last class
- Internet communications model
- Media uses inventory
- Sign up for case study presentation

Developing a communication model of Internet usage
- Develop a model that represents usage of the Internet
- Consider the factors related to communication
- Identify an outcome to work backward from
- Sketch in antecedent, intervening factors

Communication model criteria

<table>
<thead>
<tr>
<th>Selection</th>
<th>Creation</th>
<th>Dissemination</th>
<th>Reception</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decoding</td>
<td>encoding</td>
<td>Gate keeping</td>
<td>feedback</td>
</tr>
<tr>
<td>Accessibility</td>
<td>Agenda setting</td>
<td>Media availability</td>
<td>Selective exposure</td>
</tr>
<tr>
<td>Selective choices</td>
<td>Appeal/attention</td>
<td>Media characteristics</td>
<td>Choice making</td>
</tr>
<tr>
<td>Value</td>
<td>Motivations</td>
<td>News diffusion</td>
<td>Information seeking</td>
</tr>
<tr>
<td>Audience</td>
<td>Message content</td>
<td>Channel changes</td>
<td>effects</td>
</tr>
<tr>
<td>Norm</td>
<td>Style and tone</td>
<td>gratifications</td>
<td></td>
</tr>
</tbody>
</table>
Human communication models

- Osgood-Schramm interpersonal communication model

Source – Encoder \[\text{Signal}\] Decoder - Receiver

Newcomb’s ABX Model

- Explains how two intervals might communicate about an idea, person or event
- Cognitive consistency, balance, co-orientation theories based on this model

Agricultural communications

- How is agricultural communications different from mass communications?
- How do these differences impact meaning and communication?
- Can we develop a model for agricultural communication? What’s our desired outcome?
Why is interpersonal communication important for ag communicators?

- We can usually identify an issue.
  - Harder to identify communication aspects of the issue (differences in individual motivations, beliefs and experiences that affect opinion and intent to take some action).
- Understanding interpersonal communication can be used to resolve conflict and get individuals to engage in a desirable action.
  - How do you get conflicting viewpoints to agree?
  - How do you specifically frame information so it gets people’s attention and changes their attitudes and behavior?
  - How do you get people who don’t have much frame of reference with your side to see things your way?
  - How do you communicate information that is fairly involved to low involvement audiences?

Characteristics

- **Dyad**: Two people in a relatively enduring social relationship.
- **People move from impersonal to personal**.
- **Begins with self.**
  - Self-image or self-concept.
  - Who we are, what we are, where we are in the social order.
  - My self-image, my image of the other, the other’s self-image and the other’s image of me.
- **Personae: “masks.”**
  - **Personality**: Major psychological traits and social characteristics of an individual.
  - **Locus of control** (inner or outer directed)
  - **Impression management** (how we want to be perceived by others)

Johari Window

- Joseph Luft and Harry Ingham developed the Johari Window, one of the most useful models describing the process of human interaction. A four paned “window” divides personal awareness into four different types, as represented by its four quadrants: open, hidden, blind, and unknown. The lines dividing the four panes are like window shades, which can move as an interaction progresses.
The "open" quadrant represents things that both I know about myself, and that you know about me. For example, I know my name, and so do you. The knowledge that the window represents can include not only factual information, but my feelings, motives, behaviors, anything describing who I am.

The "blind" quadrant represents things that you know about me, but that I am unaware of. So, for example, you may know me to be frivolous, but I don’t realize it.

The "hidden" quadrant represents things that I know about myself, that you do not know. So for example, I have not told you I am afraid of flying. As we get to know and trust each other, I will then feel more comfortable disclosing more intimate details about myself. This process is called: "Self-disclosure."

The "unknown" quadrant represents things that neither I know about myself, nor you know about me. For example, I may disclose a dream that I had, and as we both attempt to understand its significance, a new awareness may emerge, known to neither of us before the conversation took place. Being placed in new situations often reveal new information not previously known to self or others.
Social constructions and cognitions

- People are causal agents
- We care about how we present the self, because we know that it affects other’s perceptions of us, and that they may be manipulating how they present themselves (or their reaction to our self presentation)
- What is reality?

Schema

- Cognitive structure that represents knowledge about a concept or type of stimulus—Susan Fiske
  - Person scheme (“outgoing” “shy”)
  - Social goals (revenge, love)
  - Role schemas (“graduate student”)
- Schemas guide memory and influence judgments
- Schema versus evidence; cognitive dissonance

Attention

- Two processes—encoding (taking information in and making sense of it) and consciousness (awareness)
- Salience—when external objects capture our attention
  - Schemas can do this
  - Our causal attributions can be exaggerated
  - Our evaluations can be polarized
Memory and Heuristics

- Person memory and inference are full of error and bias
  - Developing an impression set of a person uses a higher cognitive load
  - Self-reference and actual interaction create more involvement, better set
- We use heuristics (seat of the pants rules for cognition) to make a judgment when we do not have time or attention to process more carefully
  - Representativeness heuristic (s/he looks/talks like a farmer; that plant looks pretty, how could it be invasive?)
  - Availability heuristics (ease of remembering examples (I know someone who… knows someone who had SARS… it’s a plague!)

Styles of communication

- Analytical
  - Thinking person; good at figuring things out, works methodically, likes to work alone
- Driver
  - Action oriented; good at starting things, making decisions, loves to compete and win
- Amiable
  - Is sociable; relates to others with warmth and friendliness; cooperates and prefers working on a team
- Expressive
  - Promotes ideas; relates to others through the power of personality; creates energy and enthusiasm

Styles of communication

- Analytical
- Driver
- Amiable
- Expressive

- Describe yourself in terms of your communication style
- Talk to a partner and try to determine their communication style
- Try to determine communications styles of:
  - Your instructor
  - Another instructor you both know
  - A political celebrity
  - And entertainment celebrity
What is a case study?

- Narrative account of an actual or realistic problem that typically portrays someone (a manager, policy-maker, communicator, farmer) with the need to make a decision.
- Presents information, not analysis.
  - Task of students is to provide the analysis as a tool for learning and discussion

Misconceptions about communication

- Meanings are in words
  - Let’s do Exercise pg. 57
- Communication is a verbal process
- Telling is the same as communicating
- Communication will solve all of our problems.
- Communication is always desirable; a good thing—the more the better.
- It’s a natural ability.
- Communication competence is the same as communication effectiveness.

What is a case discussion?

- A learning experience in which students prepare for discussion by researching the case in order to answer the following:
  - Who are the decision makers?
  - What are the decision makers’ objectives, perceptions and motivations?
  - What are the key communication issues?
  - How are these issues connected to relevant theory or other things you’ve learned?
  - What are the constraints or opportunities which suggest potential actions?
  - What should be done strategically, and how.
Reviewing a case
- Try to get a quick sense of the whole case.
  - Main actors
  - Audiences/publics involved
  - Major issue
  - Decisions to be made
  - Decision makers
  - Outcomes/“if or” scenarios

Knowing the case—analyze the components—IMRR
- Intro
  - Facts
  - Perspectives
  - Issues
- Methods
  - Problem identification
  - Analysis/connections
- Results
  - Outcome
  - Possible solutions
- Recommendations/Evaluation

Writing a case analysis
- Take notes during class discussion.
- Use IMMR structure to analyze.
- Reference readings by way of explaining your assumptions as to motivations, perceptions, issues, and outcomes.
- Identify and rank alternative actions and consequences.
- Suggest a strategic solution and provide your rationale.
- You will present cases as teams using PowerPoint.
Case # 1 - Invasive species

- In the U.S., invasive species are said to be more destructive than air and water pollution, and because they spread, more insidious.
- At least 4,500 species of “alien” origin have established free-living populations in the U.S.
- Weed control is, essentially, eradication of non-indigenous species.

Did you know?

- Many nurseries import and install in landscapes commercially desirable ornamentals that are also non-indigenous species.
- Some invasive species were originally introduced deliberately (Kudzu, mellaleuca).
- Measures to eradicate the problem can include pesticides and poisons which can destroy the environment and the native species in it.
- Bubonic plague, a bacterium, journeyed to Europe and the New World by way of a flea, a rat and a ship…