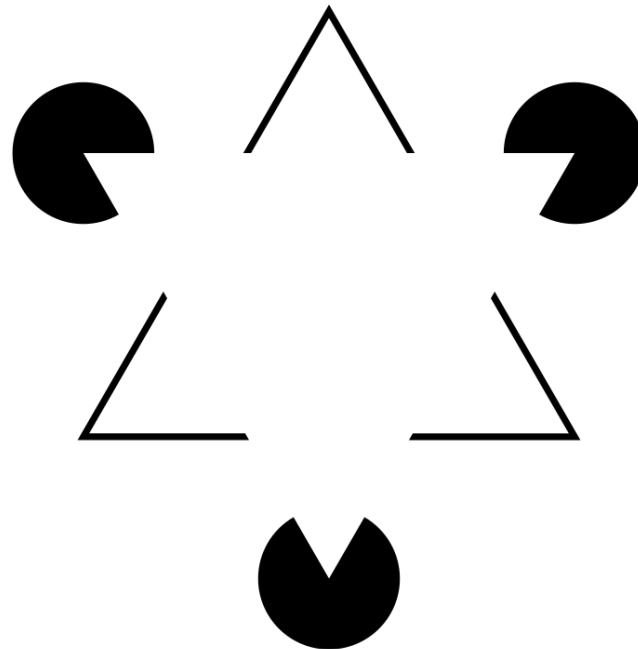




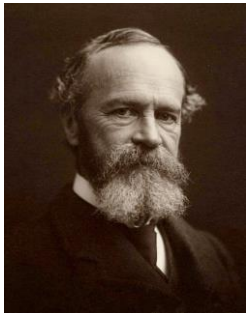
Fabio Caon Michele Regini

Communicating and
Putting change into practice





Identity, Context, and the Other



William James
Psychologist
1842 - 1910

Identity is continuously negotiated between the individual and the context which organizes itself with actions and intentions, and cannot be separated by the presence of the Other (be it a memory, a human creation, or a real person).

There are as many social selves as the people you know and whose opinion we are interested in.



attention

Watch the 2 videos

1) Basket

https://www.youtube.com/watch?v=IGQmdoK_ZfY&t=3s

1) Mr Smith

<https://www.youtube.com/watch?v=ubNF9QNEQLA>



50% of spectators does not notice the gorilla (video basket) or other changes in the scene (video Mr Smith)!!

-In your context, what may be the «gorilla»?

-Blindness for changes

Do we see through eyes or brain? Our brain tends to create a narration which makes sense based on what it sees and perceives.

In group there are fewer «blunders».



4 volunteers for an activity

4 volunteers:

Each one is given a label to put on his/her forehead (without reading).

Labels are like «I am wise, listen to me», «I am beautiful, look at me», «I am useless».

The 4 people have to solve a problem (they can decide which one, connected to the sport team/association) considering the labels and behaving accordingly.

Debriefing: reflection on how they behaved.



Theory decides what can be observed

W. K. Heisenberg

1. Labelling → (withholding) judgement;
2. Each one puts labels and perceives those labels;
3. Labelling and judgement build/generate a new reality;
4. Personal responsibility on labels/judgements to use;
5. Non-verbal;
6. It is difficult to get out from the role the others have given;
- 7. Self and identity** are built within a semantic or symbolic space (G.H. Mead);
- 8. Identity is negotiated between the individual and the context, it cannot be separated by the presence of the Other** (W. James);
9. "Since we were children we were taught to define personality through what it is in itself and not through relations with other things". G. Bateson.
10. Self-fulfilling prophecy.



Rosenthal Effect



In 1965, experiment by Robert Rosenthal (prof. of Social Psychology at Harvard) and Lenore Jacobson (school teacher in San Francisco).

2 groups. 1 group randomly defined as the better one.

The teacher acted differently.

At the end of the year the group defined as smarter really performed better.



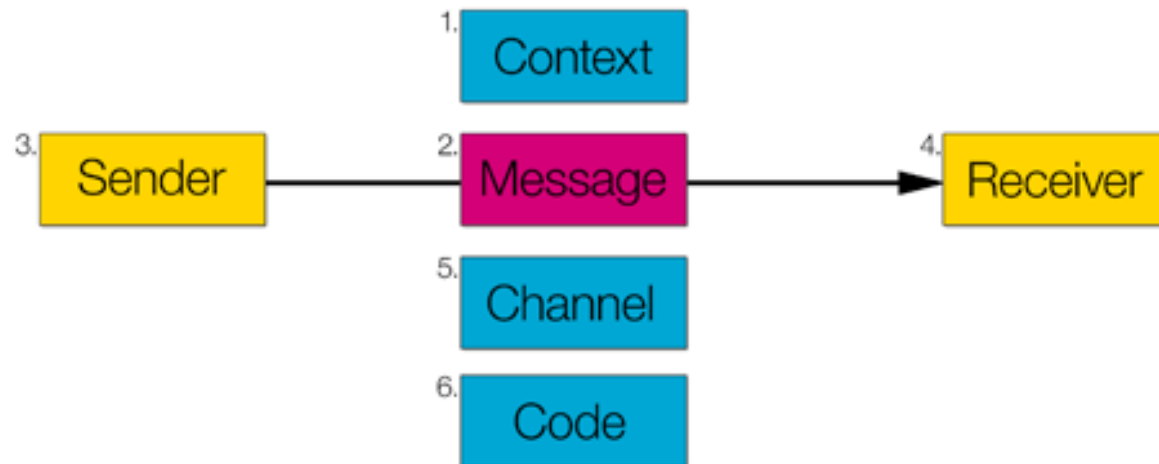
Role and communication

“The difference between a lady and a florist is not in the way in they behave, but in the way **they are treated.**”

George Bernard Shaw



A model of communication (Jakobson)





Dialogic science

Language generates, builds and keeps a discursive configuration which sets itself as a reality, in its pragmatic effects.



Discursive repertoires:

Jointed sentences evaluated as true, aimed at generating (building)/ keeping a narrative coherence.

how vs technical competences



(Turchi, Gherardini, 2014)



Linguistic Repertoires

ACTIVITY: which is the most effective? Put them in order from the less to the most effective

1. Since you are late, you don't fill in the register, do it now!
2. Could you complete the register?
3. Since there is a plenty of patients to insert, complete the register!
4. You never fill in the register, do it now!
5. If you can, complete the register
6. Complete the register!!
7. The daily register has to be completed...
8. I guess there is the register to be completed
9. You are so inaccurate as usual, complete the daily register



Linguistic Repertoires

Mantaining	Hybrid	Generative
Sanctioning reality	Prescription/order	Proposal/question
Always, never	Do! Take! You have to...!	?
Judgement	Possibility	Preview
Good, right, distracted	Could you...	It happens that a, b, c etc
Opinion		Description
According to my opinion, to you		

(source: Turchi, Gherardini, 2014)



"I am sure that even in the last moment of our life we have the chance to change our destiny" Giacomo Leopardi

DON'Ts

1. Don't make generalizations : avoiding «All...»;
2. Don't set off: "he is always..»"it's impossible" "never..";
3. Don't judge (right, wrong, ecc.);
4. Be careful when using "according to my opinion";
5. Do not give interpretations of situations;

DOs

1. Taking communicative responsibility → transforming the affirmation in I person;
2. Describing: something concrete and measurable;
3. Transforming into questions;
4. Bringing something forward (hypothesizing many possibilities).



Linguistic Repertoires

«The way in which a question is asked determines the way in which an answer can be found»

Heinz von Foerster



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