



DEPARTMENT OF EDUCATION
GRADE 11
PERSONAL DEVELOPMENT
UNIT 3 - MY RELATIONSHIPS



FODE DISTANCE LEARNING



**PUBLISHED BY FLEXIBLE OPEN AND DISTANCE EDUCATION
FOR THE DEPARTMENT OF EDUCATION
PAPUA NEW GUINEA**



Writers and Editors

Writer

Jeffery Wama Gepul

Editors

Regina Mark Konga



GRADE 11

PERSONAL DEVELOPMENT

UNIT MODULE 3

MY RELATIONSHIPS

TOPIC 1: RELATIONSHIPS

TOPIC 2: TYPES OF COMMUNICATION

TOPIC 3: SELF-AWARENESS AND THE CHARACTER OF OTHERS

**TOPIC 4: TOLERANCE, PREJUDICE, STEREOTYPES, STIGMA AND
DISCRIMINATION**

TOPIC 5: BEING A ROLE MODEL IN RELATIONSHIPS



Acknowledgements

We acknowledge the contributions of the contract writers and editors who helped to develop this module.

Our profound gratitude goes to the former Principal of FODE, Mr. Demas Tongogo for leading the FODE team towards this great achievement. Special thanks to the Staff of the Personal Development Department of FODE who played an active role in coordinating writing and editing processes.

We also acknowledge the professional guidance provided by the Curriculum and Assessment Division throughout the processes of writing, and the services given by members of the Personal Development Subject Review and Academic Committees.

The development of this book was co-funded by GO-PNG and World Bank.

DIANA TEIT AKIS
PRINCIPAL

Published in 2017

© Copyright 2017, Department of Education
Papua New Guinea

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means of electronic, mechanical, photocopying, recording or any other form of reproduction by any process is allowed without prior permission of the publisher.

ISBN: 978 – 9980 – 89 – 484 – 7
National Library Services of Papua New Guinea

Compiled and finalised by: Personal Development Department-FODE

Printed by the Flexible, Open and Distance Education



CONTENTS

	Page
ACKNOWLEDGEMENTS AND COPY RIGHT	2
CONTENTS	3
INTRODUCTION	6
LEARNING OUTCOMES	6
11.3.1 Relationships	
<input type="checkbox"/> 11.3.1.1 The range of relationships.....	8
<input type="checkbox"/> 11.3.1.2 What is appropriate behaviour?.....	18
<input type="checkbox"/> 11.3.1.3 Appropriate behaviour in male-female relationships.....	25
<input type="checkbox"/> 11.3.1.4 Negotiating.....	29
<input type="checkbox"/> 11.3.1.5 Starting and ending relationships appropriately.....	33
<input type="checkbox"/> Answers to Learning Activities.....	41
11.3.2 Types of Communication	
<input type="checkbox"/> 11.3.2.1 Assertive, aggressive, passive communication.....	44
<input type="checkbox"/> 11.3.2.2 Body language and spoken language.....	50
<input type="checkbox"/> 11.3.1.3 Reasons to clearly expressing your feelings in words.....	53
<input type="checkbox"/> Answers to Learning Activities.....	57
11.3.3 Self-awareness and Characters to Others	
<input type="checkbox"/> 11.3.3.1 Different Personality Types.....	59
<input type="checkbox"/> 11.3.3.2 Personality can change overtime with good role models.....	65
<input type="checkbox"/> 11.3.1.3 Describing the character of others using the Myers-Briggs and other sources...	70
<input type="checkbox"/> Answers to Learning Activities.....	75
11.3.4 Tolerance, prejudice, stereotypes, stigma and discrimination	
<input type="checkbox"/> 11.3.4.1 Tolerance.....	78
<input type="checkbox"/> 11.3.4.2 Prejudice	81
<input type="checkbox"/> 11.3.4.3 Stereotypes.....	84
<input type="checkbox"/> 11.3.4.4 Stigma and Discrimination.....	88
<input type="checkbox"/> Answers to Learning Activities.....	98
11.3.5 Being a Role Model in Relationships	
<input type="checkbox"/> 11.3.5.1 What is a role model?.....	101
<input type="checkbox"/> 11.3.5.2 Advocacy	107
<input type="checkbox"/> 11.3.1.3 Assertiveness.....	110
<input type="checkbox"/> Answers to Learning Activities.....	113



SUMMARY.....	115
REFERENCES.....	117
GLOSSARY.....	118



SECRETARY'S MESSAGE

Achieving a better future by individual students and their families, communities or the nation as a whole, depends on the kind of curriculum and the way it is delivered.

This course is a part of the new Flexible, Open and Distance Education curriculum. The learning outcomes are student-centred and allows for them to be demonstrated and assessed.

It maintains the rationale, goals, aims and principles of the national curriculum and identifies the knowledge, skills, attitudes and values that students should achieve.

This is a provision by Flexible, Open and Distance Education as an alternative pathway of formal education.

The course promotes Papua New Guinea values and beliefs which are found in our Constitution, Government Policies and Reports. It is developed in line with the National Education Plan (2005 -2014) and addresses an increase in the number of school leavers affected by the lack of access into secondary and higher educational institutions.

Flexible, Open and Distance Education curriculum is guided by the Department of Education's Mission which is fivefold:

- To facilitate and promote the integral development of every individual
- To develop and encourage an education system satisfies the requirements of Papua New Guinea and its people
- To establish, preserve and improve standards of education throughout Papua New Guinea
- To make the benefits of such education available as widely as possible to all of the people
- To make the education accessible to the poor and physically, mentally and socially handicapped as well as to those who are educationally disadvantaged.

The college is enhanced to provide alternative and comparable pathways for students and adults to complete their education through a one system, many pathways and same outcomes.

It is our vision that Papua New Guineans' harness all appropriate and affordable technologies to pursue this program.

I commend all those teachers, curriculum writers, university lecturers and many others who have contributed in developing this course.

UKE KOMBRA, PhD

Secretary for Education



UNIT 3: MY RELATIONSHIPS

INTRODUCTION

The purpose of this module is for you to know the skills and standards of appropriate behaviour in relationships, including male-female relationships. You can talk confidently and appropriately with a wide range of peers and explain the importance of this behaviour. You are role models for tolerance towards difference and diversity and continue to build your self-confidence and self-esteem. The emphasis is on applying your skills and attitudes in relationships.

The following icons are used in this module:



Student Aims



Student Activity



Time Frame



Answers to Learning Activities



Objectives or aims

On successful completion of this module, students will be able to:



Time Frame

This unit should be completed within 10 weeks.

If you set an average of 3 hours per day, you should be able to complete the unit comfortably by the end of the assigned week.

Try to do all the learning activities and compare your answers with the ones provided at the end of the unit. If you do not get a particular exercise right in the first attempt, you should not get discouraged but instead, go back and attempt it again. If you still do not get it right after several attempts then you should seek help from your friend or even your tutor. Do not pass any question without solving it first.



11.3.1 RELATIONSHIPS

11.3.1.1 The range of relationships

Relationship

The term 'relationship' is often overused and oversimplified in conversations and writings without ever trying to grasp its meaning. Normally, one would naturally take this term for granted, stating that its meaning is obvious and not in need of further elaboration or definition. However, relationships are the foundation and theme of human existence. Human behavior mostly takes place within the context of the individual's relationship with others in the community.

At a social level, a relationship is demonstrated by individuals' interaction with one another. Such interactions influence their behavior over their life span. Influence, therefore, is a defining hallmark of any relationship. Parties in a relationship aim to influence each other through their series of behaviors. Each partner imposes strong, mutual influences on each other's behavior for an extended period of time.

The context in which human relationships are formed and exist strongly influences an individual's behavior and his/her development over the life span. A relationship therefore is a recurring social interaction between people within a social setting such as a school, village, family, and so on.

We can say that a relationship is a system that has input in terms of behaviors, and that behaviors interact, resulting in output or outcomes. There is also a feedback loop that allows each partner to know how their behavior affects each other.

This feedback loop has a tendency to reinforce itself as it increases the probability that the next event or behavior will occur. This increases the intensity of the event occurring. Thus, positive feedback reinforces positive behavior. Similarly, negative feedback reinforces negative behavior, sometimes leading to corrective behavior.

A relationship therefore is a recurring social interaction between people within a social setting such as a school, family, village, and so on.

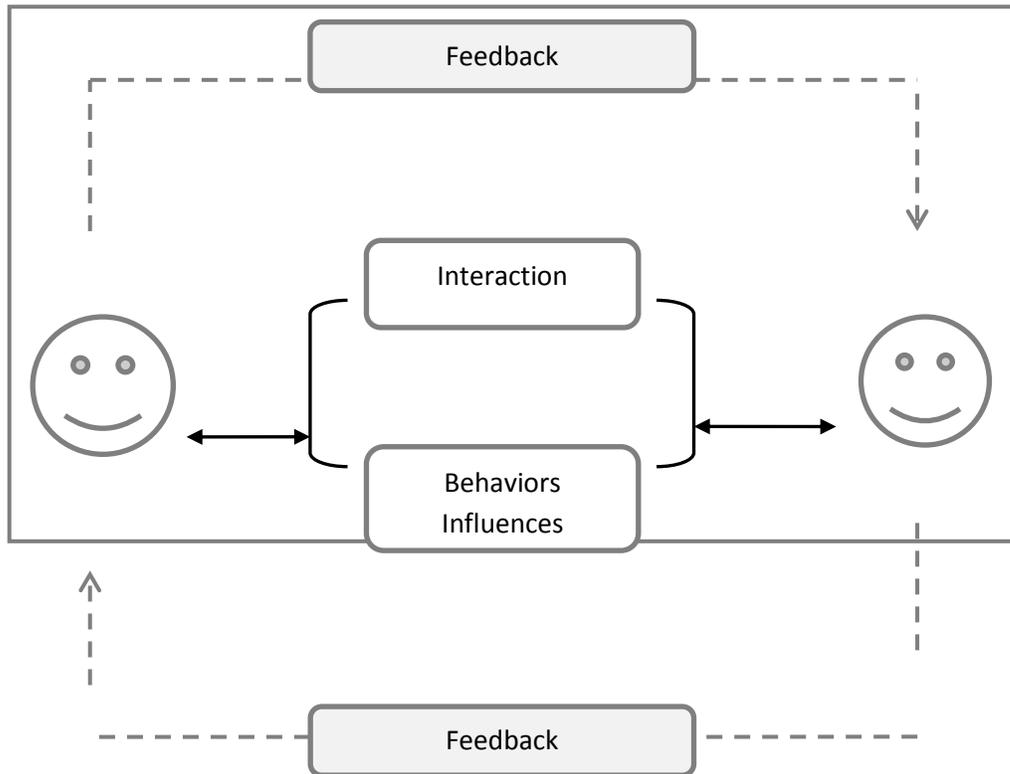


Figure 11.3.1 A Simple Relationship Model.

Relationships can also be formed by organisations such as businesses. The same principles of behavior influence and interactivity applies here. Each party involved in a relationship is motivated by their respective goals such as profit, if it is a business. However, in this study, we only consider personal relationships.

Interpersonal relationships

An interpersonal relationship is a strong, deep, or close association between two or more people that may range in duration from brief to enduring. This association may be based on love, solidarity, regular business interaction, or some other type of social commitment. Parties in a relationship try to achieve their goals by being in a relationship. Basic needs such as love and belonging are achieved through interpersonal relationships.

Interpersonal relationships are formed by every one of us from time to time. Some of these associations are for a life time; others only for a short while. In both temporary and enduring types of associations we show some form of commitment that keeps a relationship. It is the commitment that keeps relationship alive.



Interpersonal relationships take place in a great variety of contexts, such as family, friends, marriage, associates, work, club, neighborhoods, and churches. They may be regulated by law, custom, or mutual agreement, and are the basis of social groups and society as a whole.

Although humans are fundamentally social creatures, interpersonal relationships are not always healthy. Some relationships can be unhealthy such as abusive relationships and codependence. Codependence is the dependence of two people on each other, especially when this reinforces mutually harmful behaviors. For example, a drug addict and his/her supplier form a mutual relationship which is harmful in nature. They both hurt each other in many ways by staying in a relationship.

A relationship can be formed between two individuals such as a romantic or intimate relationship, or a parent-child relationship. Individuals can also have relationships with groups of people such as the relationship between a pastor and his congregation, an uncle and a family, or a mayor and a town. Even nations may have relationships with each other.

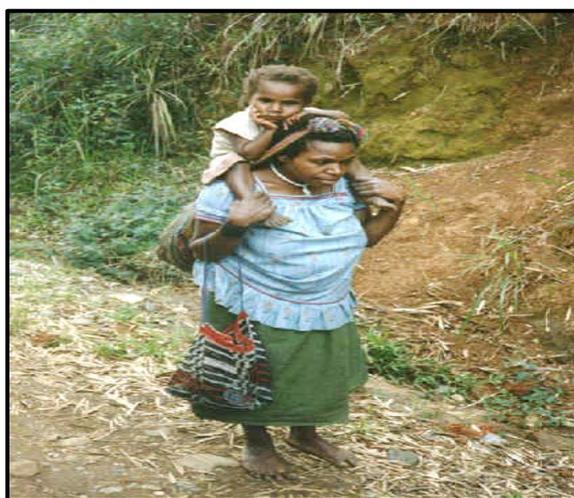


Figure 11.3.2 A Mother-child Relationship.

People in a relationship tend to influence each other, share their thoughts and feelings, and engage in activities together. This mutual interaction and influence enable a relationship to endure in time. Because of this interdependence, change or impact on one member of the relationship will affect the other member too.

In every relationship, each and every behavior influences future behavior. Therefore, relationships are temporal in nature. Human relationship context also strongly influences each individual's behavior and his/her development over the life span.

The study of interpersonal relationship involves several branches of the social sciences, including sociology, psychology, anthropology and other areas of study in behavioral sciences.



Sociologists, for example, are interested in the social interactions of humans and their behaviors. Psychologists study why people behave in certain ways in order to find a pattern in the lives of groups of people.

The Relationship Cycle

Interpersonal relationships are dynamic systems that change continually while in existence. Like living organisms, relationships have a beginning, a lifespan and an end. They tend to grow and improve gradually, as people get to know each other and become closer emotionally. On the contrary, relationships can gradually deteriorate or weaken as people drift apart, move on with their lives and form new relationships.

There exists a model of relationship development that is applied to every kind of interpersonal relations. According to the model, the natural development of a relationship follows five stages as shown in Figure 11.3.3 and explained further below.

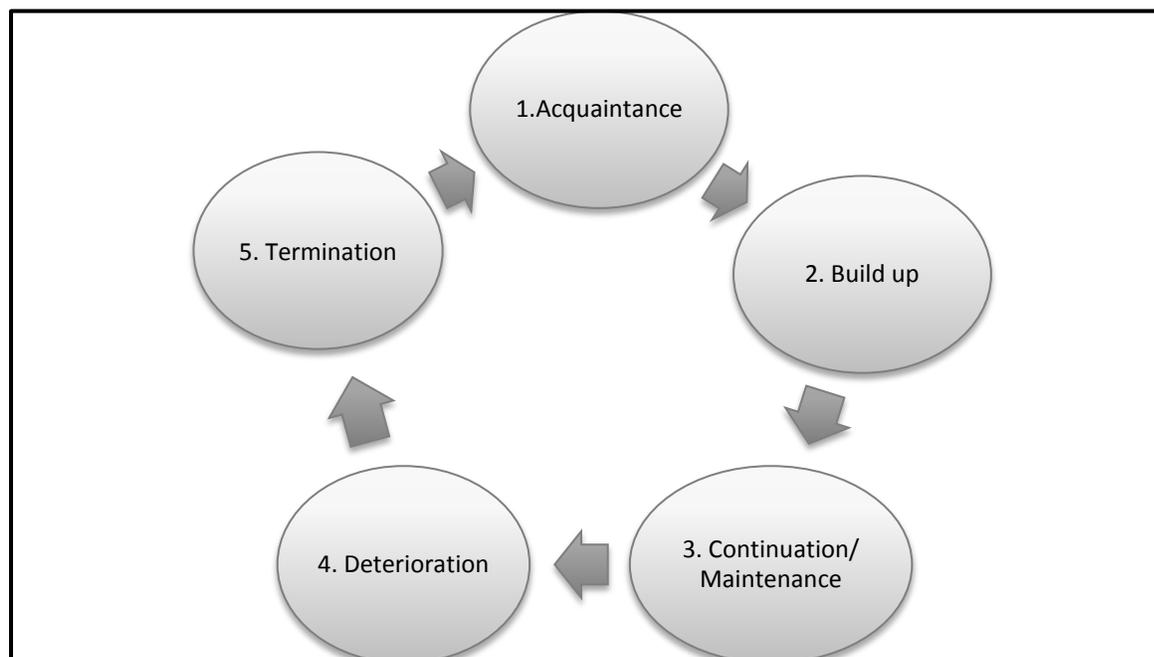


Figure 11.3.3 Flow diagram showing development of Interpersonal relationship.

1. **Acquaintance** – Becoming acquainted with each other depends on previous relationships, physical proximity, first impressions, and a variety of other factors. If two people begin to like each other, continued interactions may lead to the next stage, but acquaintance can continue indefinitely.
2. **Build up** – During this stage, people begin to trust and care about each other. The need for compatibility (common traits or characteristics), common background and common goals



will determine whether or not interaction continues. Usually, people who have a lot of things in common tend to build relationships.

3. **Continuation** – This stage follows a mutual commitment to a long term friendship, romantic relationship, or marriage. It is generally a long, relatively stable period. Nevertheless, continued growth and development will occur during this time. Mutual trust is important for sustaining the relationship.
4. **Deterioration** – Not all relationships deteriorate, but those that do, tend to show signs of trouble. Boredom, resentment, and dissatisfaction may occur, and individuals may communicate less and avoid self-disclosure. Loss of trust and betrayals may take place as the downward spiral continues. If no intervention takes place to rescue a dying relationship, the termination stage is reached.
5. **Termination** – The final stage marks the end of the relationship, either by death in the case of a healthy relationship, or by separation.

Like living organisms, relationships have a beginning, a lifespan and an end.

Different types of relationships

There are various types of relationships. Depending on circumstances such as environment, social setting, cultures and other factors, various types of relationships can be formed. Again, there is no specific set of relationships which we can claim as good or right. Below are some types of relationships which are formed in any community.

Social group Membership

This consists of two or more people who interact with one another, share similar characteristics and collectively have a sense of identity.

Households

This is made up of one or more persons who share main residence, and share meals or living space. A basic household consists of two parents and children/s.

Peer group Membership

These are special interest groups made up of people of a similar interest and characteristics such as age, gender, trade, profession, and so on

Organisational Membership

An organization is a special group which organizes and distributes tasks for a common goal. Legal or formal types of organisations include corporations, governments, non-government organisations, churches, cooperatives, charity organisations, schools, universities, and so on



Community or Society Membership

A society is a body of individuals who have a common bond and are interdependent on each other. It is characterized by a national and cultural identity, social solidarity, language or hierarchical organization.

Intimate Relationship

This is interpersonal relationship based upon a mutually agreed-upon commitment to one another involving exclusivity, honesty, trust or some other behavior. The term is mostly used with informal relationships such as 'going steady', but may encompass or cover any relationship where an expressed commitment is involved. Below are some forms of intimate relationships:

- Close friendship
- Courtship
- Long term relationships

Long term intimate relationships can be in the form of:

- Monogamy – involving a single, long term sexual partner
- Polygamy – many long term sexual partners
- Polyandry – having many long term male sexual partners
- Polygyny – having many long term female sexual partners



Figure 11.3.4 Two People Courting.

A Marriage

A marriage is a form of long term intimate relationship. It involves a husband and a wife and their children. This close-knit association unit is also referred to as a household.

Domestic Friendship

This can take the form of boyfriend-girlfriend relationships who are involved in a steady relationship.

Others

There are other forms of intimate relationships such as extramarital affairs, same-sex relationships, cross-generational sexual relationships and casual workplace relationships.

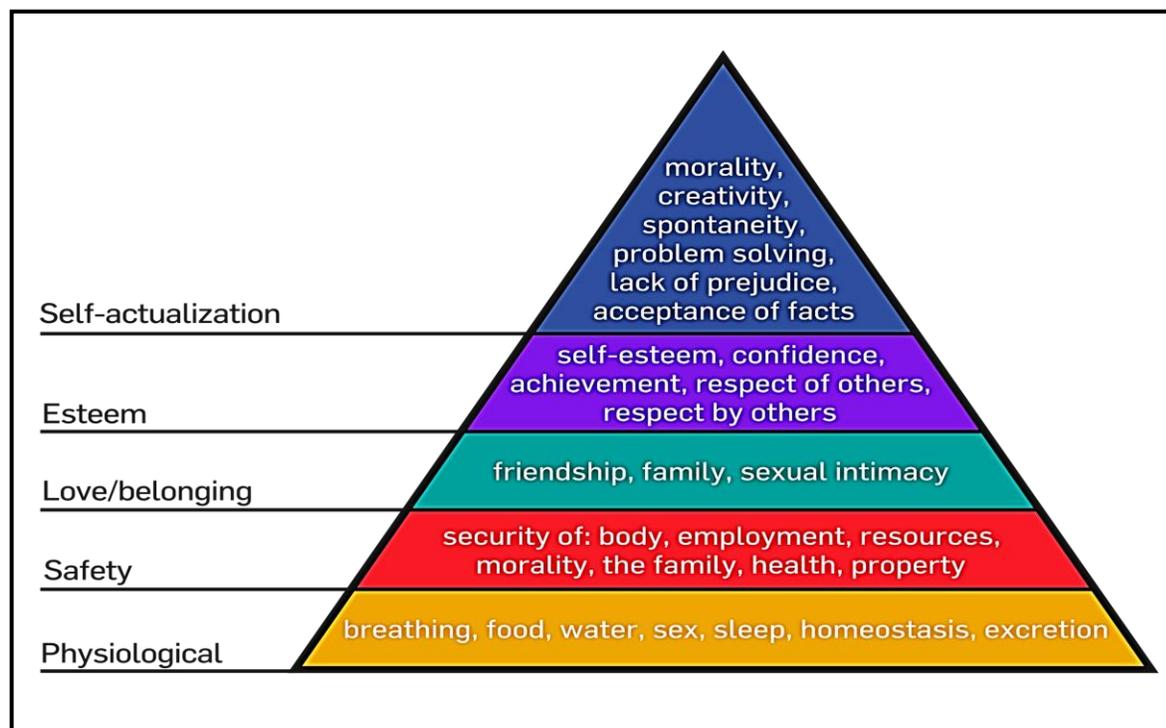
Importance of interpersonal relations

Human beings are innately social and are shaped by their experiences with others. There are multiple perspectives or angles to understand this inherent or in-built motivation to interact



with others. Relationships are vital for many different reasons. In fact all relationships are formed for specific reasons such as meeting human needs. Because human needs contribute significantly to the formation of relationships, a diagram (Figure 11.3.6) is provided below. It is based on the work of Abraham Maslow, an American psychologist, whose classification of human needs called 'Maslow's Hierarchy of Needs' is still relevant today.

The work of Abraham Maslow and others have contributed much to our understanding of human needs. The basis of every human action, activity, relationship, and so on is the human needs. Most importantly, human relationships aim to fulfill human needs such as food, water, security, love, belongingness, self-respect, achievement, and so on. Even the minorities that are selfless and people-oriented have at least a need to fulfill by being in a relationship.



Physiological Needs

Both in traditional and modern societies, people develop relationships and form groups or associations to increase their chances of surviving. Basic survival needs such as food, water, shelter and clothing are obtained individually as well as in groups. During our pre-historical past our ancestors hunted and gathered for survival. Their strength of survival came from the groups they formed such as families, clans, tribes, and so on



Safety Needs

Maslow rightfully included safety as a basic or fundamental need in his hierarchy. Safety includes the security of the body, work, resources, the family, health, property, and so on. The elements of human safety needs can only be met successfully by being in a relationship with others. Protection from danger and harm is something we in PNG are well aware of. In fact, our modern cities and towns are unsafe places to live in. So, forming networks of relationships is the only guarantee for safety.

Need to belong

According to Maslow's hierarchy of needs above, it is clear that the third level of needs is love and belonging. All humans need to feel loved (sexual/non-sexual) and accepted by individuals and social groups (family, peer groups). In fact, the need to belong is so naturally fixed that it may be strong enough to overcome physiological and safety needs, such as children's attachment to abusive parents or staying in abusive romantic relationships. Such examples illustrate the extent to which the psychobiological drive to belong is rooted or embedded.



Figure 11.3.6 The 'need to be loved' is a friendship motivator.

Social exchange

Another way to appreciate the importance of relationships is in terms of a reward framework. Individuals engage in relationships that are rewarding in both tangible and intangible ways. Most of these rewards are in fulfillment of human needs. The concept of reward system fits into a larger concept of social exchange. This concept is based on the idea that relationships develop as a result of cost-benefit analysis.

Individuals seek out rewards or benefits in interaction with others and are willing to pay a cost for known and desired rewards. In the best-case scenario, rewards will exceed costs, producing a net gain. This can lead to 'shopping around' or constantly comparing alternatives to maximize the benefits (rewards) while minimizing costs. Cost can be measured in terms of money, time and other material resources. Of these three, time is the constant cost factor in all types of relationships. Time is needed to start, develop and maintain a relationship.



Relational self

Relationships are also important for their ability to help individuals develop a sense of one self. The relational self is the part of an individual's self-concept that consists of the feelings and beliefs of oneself that develops through interactions with others. In other words, one's emotions and behaviors are shaped by prior relationships. Thus, relational self-theory suggests or posits that prior and existing relationships influence one's emotions and behaviors in interactions with new individuals, particularly those individuals that remind him or her of others in his or her past and present life.

Abraham Maslow puts this as esteem needs. Here the individual is motivated by the need to develop his/her self-image by being in a relationship. Through social exchanges and interactions, an individual can develop a better self-image or self-esteem.

Self-actualisation

This is the highest sense of personal achievement. It follows from the successful achievement of lower order human needs. Successful people in life are those that have also built lasting and successful relationships with others. That is because in all of the lower needs there is a constant presence of human interaction. It indicates that a person has had positive, successful and happy encounters to achieve all the lower order needs to reach the top.



11.3.1.1 Learning Activities

1. Define the term, inter-relationship in your own words and provide two examples that you are currently involved in.

2. Explain briefly how important the feedback loop is in any relationship.

3. What is co-dependence?



4. Explain briefly how is Maslow's hierarchy of needs is related to human relationships.



11.3.1.2 What is appropriate behavior?

What is behavior?

Behavior refers to the way in which we act or conduct ourselves, especially towards others. It is the way humans, including animals, act in response to a particular situation or stimulus. Some behaviors are shared by every human on the planet; others are only expressed or experienced by a select group of people under specific circumstances. For example, the ways combat soldiers react to each other on a battle field are behaviors that start and end there. Such behaviors have a specific place and time and cannot be replicated elsewhere.

On a broader scale, behaviors include a range of actions and mannerisms made by individuals, organisations, systems and all other animals in conjunction with themselves or their environment. Their responses to various stimuli or inputs can be internal or external, conscious or subconscious, overt or covert, voluntary or involuntary. So we can say that behavior is the internally coordinated responses (actions or inactions) of whole living organisms (individuals or groups) to internal and external stimuli.

There is an important concept in psychology called 'response to stimuli.' This concept refers to the conditioning of human behavior based on stimuli. Every animal, including humans can be conditioned using stimulants such as food, pain, fear, hear, love, and so on Specific stimulants have been used to obtain desired behaviors from animals in laboratories. It was discovered through experiments that animals can respond to certain stimuli. The same applies to human beings.

Behavior refers to the way in which we act or conduct ourselves, especially towards other people or situations.

The work of psychologists has explained the reasons why humans behave in certain ways. By altering the conditions or stimulants human behavior can be also altered.

Appropriate Behavior

Behaviors involve our actions, conduct, manners, or responses to certain stimuli from the external environment. We all have our individual behavior patterns which we display and of which we are known for. People around us form generalisations of our behavior based on their interactions with us. Some of our behaviors are considered appropriate; others considered inappropriate.

Appropriate behavior is a set of actions, conducts or responses that are considered acceptable to the society. Positive or appropriate behaviors attract positive interest and attention from other humans because they like it. For instance, being kind to children will result in children liking you and wanting to be around with you.



Inappropriate behaviors, on the other hand, are those that are not correct or proper. Improper behaviors lead to dislike, dissatisfaction and even hatred and animosity. When our behavior becomes inappropriate it can affect our relationship with others. Naturally, no one wants to remain in a relationship that is full of negative or inappropriate behaviors.

To give further meaning to appropriate behavior, it is worthwhile to consider a very important concept called ‘moral and ethical principles.’ Morals and ethics are the unwritten rules of human behavior. These unwritten rules have been found to be useful for societies through constant usage over time. We can measure our behavior against these moral and ethical principles to gauge or obtain a reasonable assessment of where we stand.

Moral and ethical principles are a very important guide. These rules will guide us and help us refine our behavior until we develop a behavior which is appropriate. By following these rules and developing appropriate behaviors, we can develop healthy relationships based on love, trust, fairness and fulfillment.

Morals and ethics are the unwritten rules of human behavior.

Relationship Behavior

Human beings crave for intimacy – the need to love and be loved. Yet people have much trouble doing so. Many people do not know what a healthy relationship looks like. Therefore, it is important to study the fundamental rules of relationship. You can find the ten important rules to build a good relationship with someone. These rules cover marriage, romantic and other long term, enduring relationships. To have a long lasting and rewarding relationship, these 10 rules can be applied.

1. Choose Wisely

We are attracted to people of all kinds and for all kinds of reasons. It is important to evaluate a potential friend or partner. Look at their character, personality, values, their generosity of spirit, the relationship between their words and actions, their relationships with others and their overall temperament. In a love relationship, it is advisable to allow time for each partner to know the other well before deciding whether to continue the relationship further. Remember, it is often difficult to terminate relationship if it is with a wrong partner or party once it is established. Choosing who to be in a relationship will help you prevent any disappointments and headaches in the future.



Figure 11.3.7 It is important to wisely choose a marriage partner.

2. **Know your partner and yourself well**

Different people have different and often conflicting beliefs about relationships. This is quite true in romantic friendships as it is in other types as well. You do not want to fall in love with someone who expects lots of dishonesty in relationship; they will create it where it does not exist. It is better to know your partner's beliefs about the relationship and figure out if it is close to your beliefs.

Remember that partners in a relationship are not mind readers. A relationship benefits when partners know their needs and speak up for them. A relationship is not a guessing game. Many people fear stating their needs and, as a result, hide them. The result is disappointment at not getting what they want and anger at a partner for not having met their desired needs.

We must understand that love is not an absolute or a limited commodity that we are in of or out of. It is a feeling that flows depending on how we treat a partner in the relationship. If we learn new ways to interact, the feelings can come flowing back, often stronger than before.

3. **Practice Good Virtues**

A virtue is a quality or good point that stands to help us live good, happy and successful lives. Virtues are important in relationships as they are in other facets of life. We can apply them to build good, happy and lasting relationships. Below are a few of those good virtues for you.

- **Respect.** Inside and outside the relationship, act in ways so that your partner always maintains respect for you. Mutual respect is essential to a good relationship.



- **Apologise.** Anyone can make a mistake. Repair attempts are crucial. They can be clumsy or funny, even sarcastic but willingness to make up after an argument is central to every happy relationship.
- **Self-respect.** It is easier for someone to like you and be around you when you like yourself.
- **Dependency.** Some dependency is good, but complete dependency on a partner for all of one's needs is an invitation to unhappiness for both partners. We are all dependents to a degree, on friends, mentors, spouses, parents, and so on
- **Cooperate.** Share responsibilities since relationships work only when they are two-way streets, with much to give and take.

A virtue is a quality or good point that can help us live good, happy and successful lives.

4. **Know How to Negotiate and Solve Problems**

Knowing how to manage differences is the key to success in relationships. Disagreements do not destroy relationships. Name-calling does. Learn how to handle the negative feelings that are the unavoidable byproduct of the differences between two people. If you do not understand or like something your partner is doing, ask about it and why he/she is doing it. Talk and explore, Do not assume. Avoiding conflicts is not a recommended conflict management technique.

Solve problems as they arise. Do not let resentments simmer or boil. Most of what goes wrong in relationships can be traced back to hurt feelings, causing partners to erect defenses against one another and to become strangers or enemies.



Figure 11.3.8 Problem-solving is an important skill.



Learn to negotiate as it is a useful conflict resolution tool. Modern relationships no longer rely on roles cast by the culture. Couples create their own roles, so that virtually every act requires negotiation. It works best when good-will prevails. Because people's needs are fluid and change over time, and life's demands change too, good relationships are negotiated and re-negotiated all the time.

5. **Practice Teamwork and Intimacy**

View yourselves as a team. This means you are two unique individuals bringing different perspectives and strengths. Your differences represent a valuable asset for the relationship. As a team you have individual and joint goals and objectives. Individual goals and objectives can only be achieved by working as a team.

As members of one team partners in a relationship must always maintain closeness or unity. Closeness doesn't happen by itself. In its absence, people drift apart and are susceptible to affairs. A good relationship isn't an end goal; it is a lifelong process maintained through regular attention. Closeness cannot exist without honesty, sincerity and commitment.

6. **Strategize**

To strategize means to take a long-range view. A marriage is an agreement to spend a future together. Check out your dreams with each other regularly to make sure you're both on the same path. Update your dreams regularly.

7. **Tolerate**

The success of a relationship depends on tolerance. Partners should recognize and appreciate ups and downs in a relationship. No relationship is totally free from fluctuations. It is a lie if we say that some relationships always enjoy a constant high all the time. Both ups and downs serve their own purposes. For example, working together through the hard times will make the relationship stronger. Likewise, sharing the good times will motivate partners to continue their relationship.

8. **Reflection and Review**

It is important to reflect and review a relationship from time to time. Make good sense of a bad relationship by examining it as a reflection of your beliefs about yourself. Do not run away from a bad relationship; you'll only repeat it with the next partner. Use it as a mirror to look at yourself, to understand what in you is creating this relationship. Change yourself before you change your relationship.

9. **Enrich your Relationship**

Enrich your relationship by bringing into it new interest from outside the relationship. The more passions in life that you have and share, the richer your relationship will be. It is unrealistic to expect one person to meet all of your needs in life. Doing small but



significant things right, a relationship will be greatly enriched. For example, giving a surprise birthday gift will no doubt enrich a relationship. Likewise, going on a trip together will enrich the relationship.

10. **Communicate Well**

Communication is a vital tool for a healthy relationship. Communicate openly with your partner to develop a good relationship based on equality. Communication style is more important than commitment levels and personality traits. Healthy couples do not avoid conflict, but they do know how to keep the lines of communication open. Happy couples know that best conversations happen without the distraction of phones, television and laptops.



Figure 11.3.9 A happy couple communicates well.

Communication is often affected when one or the other partner fails to listen. It is equally important to listen to your partner's complaints, concerns and opinions. Listening is an important communication skill and one that enriches a relationship greatly. Much of the time, just having someone listen is all we need for solving problems. It also opens doors to confiding. And empathy is crucial. Look at things from your partner's perspective as well as your own.



11.3.1.2 Learning Activities

1. Define the term “behaviour”.

2. State examples of two (2) positive and two (2) negative behaviours.

3. Why is it important to choose the right partner for marriage?

4. “Your partner is not a mind reader.” What does this statement mean?



11.3.1.3 Appropriate Behavior in Male-Female Relationships

Male/female Relationship

'No man is an island' is an expression which truly reflects human nature. No one can ever successfully live an isolated life like an isolated island in the middle of the ocean. Even if they try, they will always return to live in a community because of the lack of socialization and communication.

As people move around, perform jobs and attend gatherings, they come into contact with many other people - male and female. Through such constant interactions friendships of all sorts are developed. Some of these friendships are only casual, such as a familiar face you greet every morning or afternoon at the bus stop. Other friendships develop into deeper associations which can last a long time well after the initial meeting.

Our focus here is the male/female type relationships which develop between opposite sexes. It must be made clear here that not every male/female relationship is sexual or romantic in nature. In deed there are many very good, mutual or equal friendships that developed between men and women, which are as fruitful, rewarding and lovable as the romantic or sexual ones.

Because of PNG's short period of modernization our perceptions of male/female relationships are still traditional or conservative in nature. For example, when we see a young man and woman talking to each other, our first conclusion or suspicion is that they must be in a sexual relationship already. However, they could be family members or class mates who happen to be there discussing something of mutual interest or concern. Such perceptions or beliefs and conclusions have to be refined or changed because the world around us has changed greatly.

Good friends

Males and females can develop mutual friendships out of something other than sex. Good friendship is a vital part of humanity as it provides a means of socialization, cooperation, helping, reasoning, problem-solving, and so on. One thing that stands in the way of good friendship is people's perception, as mentioned earlier above. Another obstacle is the perception of men or society on women.

The general perception or traditional belief in Papua New Guinea is that women are sexual objects and are commodities that can be traded or accessed in exchange for money and other forms of materials or gifts. Furthermore, the traditional perception is that their predominant role is childbearing, housekeeping, and providing emotional support to men. Such perceptions and practices are part of our traditional cultures which have deeply rooted through practice by our ancestors. These traditional cultures differentiate people on the basis of gender and sex roles. Many of our cultures are still alive today reinforcing the role of women and their conduct in life.



Modernisation, Western education and globalization continue to challenge our traditional beliefs and practices such as friendship, marriage, and so on. These continuous changes mean that our perception of sex, friendship, roles and responsibilities and other aspects are changing.

Developing a good, non-sexual friendship is possible if men or boys remove the common perception or stereotype of women as objects of sex. This is not easy given the strong cultural influences which we all have, but if men take women as equal partners, many things will change. When the traditional, sexist perceptions of women change then we can truly form mutual, cross-gender relationships based on mutual respect.

Appropriate Behavior

The term 'behavior' has already been defined and explained earlier on. For the purpose of revision, behavior is a noun which means "the way in which one acts or conducts oneself, especially towards others." It is one's conduct, way of acting or behaving in a community or relationship. Sometimes it is the way in which someone reacts or responds towards a certain situation or stimulus.

Behavior is a noun which means "the way in which one acts or conducts oneself, especially towards others."

No two persons share exactly the same pattern of behavior. We all are different; therefore our behaviors are uniquely different from each other. Sociologists and psychologists have developed categories for the common human behaviors displayed by all humans.

These are:

- Passive-aggressive behavior
- Aggressive behavior
- Passive behavior
- Assertive behavior

Passive-aggressive Behavior

People exhibiting passive-aggressive behavior are contradictory and unreliable because they are constantly acting in contradiction to their intentions.

Aggressive Behavior

Aggressive behavior is based on the desire to dominate and control others. Aggression is the result of feeling helpless, and it is an attempt by a helpless person to regain feelings of being in



control by bullying others. However, aggression, if not controlled, can get out of control and affect a relationship in a negative way.

Passive Behavior

Passive behavior is the result of an irrational desire to please everyone at the expense of one’s true feelings and emotions. This is a state of self-denial and which is also not a true reflection of oneself. People who exhibit this behavior are unreliable because they try to be everything to everyone. Like aggression, passive behavior is only useful in select circumstances.

Assertive Behavior

Assertiveness is regarded as the ideal behavioral style. That is because it is balanced and realistic. The behavior style is not domineering, and neither is it too giving. It is rooted in healthy respect for self and others.

The behavior exhibited by humans range from mundane to strange or unusual types. Human behavior changes over time in response to the interaction of factors including age, genetics, and attitude and prevailing societal norms. Human societies encourage conformity, which explains the mind boggling collection of formal and informal rules and regulations governing behavior. Responses to these rules vary from one behavior to the next. Other influences on behavior include religious and personal philosophies.

We can conclude that peoples’ communication styles discussed in topic two (2) also follow their behavior patterns studied above. When you come to topic two you will begin to see this pattern clearly.



11.3.1.3 Learning Activities

- 1. “No man is an island.” Explain what this expression means.

- 2. How do our traditional beliefs on human sexuality affect our perception of male/female relationships?



3. Why do some people develop aggressive behaviour in relationships?

4. How does conformity to social norms affect our behaviour?



11.3.1.4 Negotiating

What is negotiation?

Negotiation is an important concept as it relates to relationships and to conflict resolution. People use negotiation as a technique to settle their differences and build healthy relationships. Successful negotiation is a skill which must be learnt and perfected by people.

Negotiation simply means a discussion aimed at reaching an agreement. It is a means of resolving differences between people. Not only are different opinions taken into account, but also individual needs, aims, interests and differences in background and culture are taken into account. Here we will look at two types of negotiation outcomes: 'win-lose' and 'win-win.' The win-lose approach is sometimes known as bargaining or haggling. The win-win approach is preferable when you want to build a meaningful and strong interpersonal relationship.

Negotiation simply means a discussion aimed at reaching an agreement.

Win-lose approach to negotiation

This type is sometimes expressed as 'getting your own way', 'driving a hard bargain' or 'beating off the opposition.' In the short term this approach may well achieve the aims for your side, but this outcome may well damage future relationships between parties. It also can lead to relationship breakdown, of people walking out or refusing to deal with the 'winners' again and the process ending in a bitter dispute.

In this type of bargaining, individuals decide what they want, then each side takes up an extreme position, such as asking the other side for much more than they expect to get. Through haggling - the giving and making of concessions - a compromise is reached, and each side's hope is that this compromise will be in their favor.

While this form of bargaining may be acceptable in the used car market, and even expected in some cultures, has drawbacks or disadvantages. These drawbacks can have serious consequences if applied to social situations. For example, win-lose negotiations

- may serve to turn the negotiation into a conflict situation, and can serve to damage any possible long-term relationship
- is dishonest because both parties try to hide their real views and mislead the other
- may reach a compromise solution which may not be the best possible outcome for either party



- is less likely to lead to agreements be reached as each side has made a public commitment to a particular position so they must defend it, even though they know it to be an extreme position originally

There are times when bargaining is an appropriate means of reaching an agreement. However, generally a more sensitive approach is preferable. Negotiation concerning other people's lives is perhaps best dealt with by using an approach which takes into account the effect of the outcome on thoughts, emotions, beliefs and relationships.

The Win-Win Approach to Negotiation

Many skilled negotiators prefer to aim towards what is known as a win-win solution. This involves looking for resolutions that allow both sides to gain. In other words, negotiators aim to work together towards finding a solution to their differences that result in both sides being satisfied.

Key points to consider when aiming for a 'win-win' outcome are:

- focus on maintaining the relationship – separate the people from the problem
- focus on interests not solutions
- generate a variety of options that offer gains to both parties before reaching an outcome
- aim to base the resultant outcome on an objective standard which is fair for both parties

Negotiation in a relationship

During any interpersonal negotiations, the focus must always be on maintaining the relationship. This means not allowing the disagreement to damage the interpersonal relationship. It also means not blaming others for the problem and aiming to confront the individual problem instead of the people. This can involve actively supporting the other individuals while confronting the problem. This may sound foolish but it is worth considering.

Disagreements and negotiations are rarely 'one-off' happenings or occurrences. At times of disagreement, it is important to remember that you may well have to communicate with the same people in the future. For this reason, it is always worth considering whether 'winning' the particular issue is more important than maintaining a good relationship. If a relationship is valuable then it is better to submit in a minor argument for now instead of risking it.

Remember, negotiation is about finding an agreeable solution to a problem, not an excuse to undermine others. It is possible to hold people in deep regard, to like them, to respect their worth, their feelings, values and beliefs, and yet to disagree with the particular point they are



making. One valuable approach is to continue to express positive regard for an individual, even when disagreeing with what he/she is saying.

Remember, negotiation is about finding an agreeable solution to a problem, not an excuse to undermine others.

The following are examples of statements that might be used by a good negotiator:

- “You’ve expressed your points very clearly and I can now appreciate your position. However....”
- “It is very clear that you are concerned about this issue, as I am myself. Yet from my viewpoint...”

Another way of avoiding personal confrontation is to avoid blaming the other party for creating the problem. It is better to talk in terms of the impact the problem is having personally, or on the organization or situation, rather than pointing out any errors.

Instead of saying....

“You’re making me waste a lot of time on this argument,”

the same point can be presented as...

“I’m not able to spend any more time on this problem. I wonder if there is any way we could solve it quickly.”

By not allowing ‘disagreements over issues to become disagreements between people, a good relationship can be saved and maintained, regardless of the outcome of the negotiation.



11.3.1.4 Learning Activities

1. Define the term ‘negotiation.’



2. What is 'win-win' negotiation

3. Why do partners in a relationship disagree sometimes?

4. How can partners in a relationship minimise their disagreements?



11.3.1.5 Starting and ending relationships appropriately

Love gives meaning and depth to intimate human relationships and connects people physically and emotionally. It also allows people to think in the bigger picture about themselves and the world around them. Love or romantic relationships have the capacity to start and blossom through time when partners commit to it. Romantic, interpersonal relationships and its development take four (4) stages:

- attraction;
- initiation;
- development; and
- sustaining vs. terminating.

Attraction

The noun 'attraction' means "the action, power, quality or liking that evokes interest in or liking for someone or something." Attraction can occur between acquaintance, coworkers, lovers, and so on, based on sexual arousal, intellectual stimulation, or respect. Attraction can be influenced by externally induced arousal, stimulation, excitement or encouragement. All human senses are needed during this stage to send images, messages and sound to the brain. The brain processes this data based on the input. If our eyes like what it sees, then this message is sent to the brain. Likewise if our hands like what it feels or touches, the same message is sent to the brain. The attractiveness of someone or something is instantly determined through this communication process.

Attraction is "the action, power, quality or liking that evokes interest in or liking for someone or something."

Beauty is the first thing our eyes catch. There is an expression which goes like this "beauty is in the eyes of the beholder." It means that beauty is based on the individual. It is also subjective in that what appear to be beautiful to one person may not necessarily be beautiful to another. However, beauty is the first point of attraction in romantic human relationships.

Initiation

There are several catalysts or promoters of a new relationship. One commonly studied factor is physical proximity or nearness of people. Greater physical proximity always leads to a greater level of relationship initiation. Proximity increases chance encounters, which lead to the launch of new relationships. This is closely related to the mere exposure effect, which states that the more an individual is exposed to a person or object, the more he/she likes it.



Another important factor in the initiation of new relationships is similarity. As the saying goes, 'birds of a feather flock together.' Put simply, individuals tend to be attracted to and start new relationships with those who are similar to them. These similarities can include beliefs, rules, interests, culture, education, job, sports; and so on. Individuals seek relationships with others who are like them. That is because they are most likely to validate or justify shared beliefs, perspectives and opinions. Interaction between them are usually positive, rewarding and without conflict.

Development

Development of interpersonal relationships can be further split into committed versus non-committed romantic relationships. The two types of relationships have different behavioral characteristics. More committed relationships by both genders are characterized by greater resource display, appearance enhancement, love and care, and verbal signs of possession. In contrast, less committed relationships are characterized by jealousy, differences and men using greater resource than women, who use more appearance enhancement as a mate-retention strategy than men.



Figure 11.3.10 Spending time together to develop a relationship.

Sustaining vs. terminating

After a relationship has developed, it enters into a phase where it will be sustained if it is not otherwise terminated. Sustaining relationship means to keep it growing/ going despite a few conflicts or misunderstandings. Sustaining a relationship is a challenge for both parties. Through interactions in life both parties try to do the necessary things to keep their relationship alive.

Some important qualities of strong, enduring relationships include emotional understanding and effective communication between partners. Idealisation of one's partner is linked to stronger interpersonal bonds. Idealisation is the pattern of overestimating a romantic partner's positive virtues, qualities or merits. It also means underestimating a partner's negative faults in comparison to the partner's own self-evaluation.



In general, individuals who idealise their romantic partners tend to experience higher levels of relationship satisfaction. Romantic partners that engage in exciting physical activities together are more likely to experience higher levels of relationships satisfaction than partners that concentrate solely on mundane activities.

In his triangular theory of love, psychologist Robert Sternberg defines love as a mix of three components:

1. passion or physical attraction;
2. intimacy, or feeling of closeness, and
3. commitment to sustain a relationship.

The presence of all three components creates consummate or perfect love, the most durable type of love. In addition, the presence of intimacy and passion in marital relationships indicates marital satisfaction. Also, commitment is the best predictor of relationship satisfaction, especially in long term relationships. Positive consequences of being in love include increased self-esteem or self-worth.

Starting a relationship

There is nothing more exciting than a new relationship in love. A relationship brings with it hope for good things and adds a bit of mystery that intrigues you to learn more about the other person. As inducing at it may be, you have to take it slow and play by the rules if you want to have a good relationship that can blossom over time into a perfect one.

Most young lovers rush into romance and want to know everything it has to offer within the first few days. But entering a new relationship isn't like tearing the wrapper off your Christmas present. You have to take your time to open the layers to appreciate and understand each layer.

From a new relationship to a good relationship

In a mature relationship, keeping the excitement alive may seem like the biggest nuisance. But in a new relationship, it's learning to hold back the excitement that ends up distancing new lovers. If you have just met a perfect partner and do not want to ruin a perfect start, here are all the points you need to take it from a new relationship to a good relationship.

1. Meet often.
2. Don not get clingy. Learn to give each other space.
3. Do not be lavish with your gifts.



4. Do not push sex in too quickly.
5. Do not get possessive in a relationship.
6. Accept each other's habits.
7. You do not have to say I love you.
8. Do not introduce your date to your friends too soon.
9. Talk to each other as openly as possible.
10. Make your limits known to the other party and maintain them.

Keeping a relationship alive

Once a relationship is formed the next task is to keep it alive. It is particularly important for a love relationship such as a marriage or a steady love relationship/friendship. There are some few tips offered here for couples to keep their relationship alive.

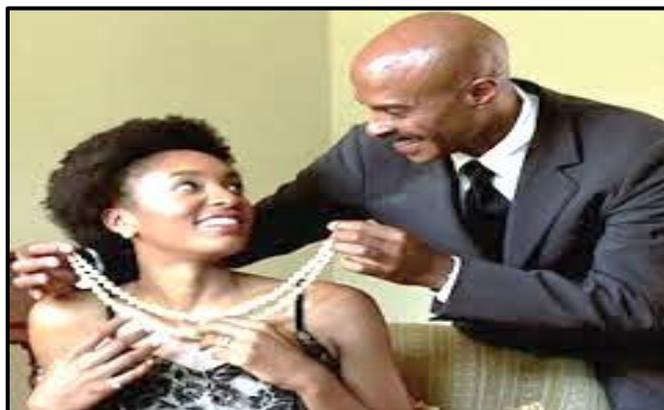


Figure 11.3.11 Presenting a gift is one effective way of keeping a relationship alive.

- **Communication**

Communication is a key to keeping any relationship alive. It is one of the most important qualities in keeping a healthy relationship. However, not everyone knows how to communicate properly, or even communicate at all. Happy and healthy couples have their communication game down. They communicate well. They openly express their love for each other while at the same time discuss the bad things too. In order to move forward and grow as a couple, you need to be able to talk about your feelings. No matter how awkward or uncomfortable it feels, it will make for a long-lasting and fulfilling relationship.



- **Respect**

Respect for your partner comes in many forms. Maintaining a joyful relationship means respecting your partner's time, heart, character, and trust. However, there are many things people do in a relationship that can break down respect between one another. Some of these are name-calling, talking negatively about the other with friends or family, and/or threatening to leave the relationship.
- **Quality time**

It does not matter how much time you and your partner spend together. The most important part is about the quality of this time. There is a huge difference between having dinner at a table and talking about your day at work, versus having dinner and watching television on the couch. It is critical to make sure that you two are engaging and spending quality time together to maintain a deep connection.
- **Love languages**

People have unique ways of feeling loved. The five love languages, according to Gary Chapman, are: words of affirmation, receiving gifts, quality time, acts of service, and physical touch. It is important to have a specific set of love languages understood by both parties. Telling each other what makes you feel loved and special helps both of you stay connected.
- **Appreciation**

Often we forget to let other people in our lives know that we appreciate them. We think of it but we do not remember to show it. This occurs in our romantic relationships as well. Show your special someone that you love him or her. This could be done by words, cards, flowers, acts of kindness, or more. Remember, a flower a day keeps the relationship healthy.
- **Positive vs. Negatives**

Sometimes we get caught up in the negative. We have our jobs, are annoyed with our friends and our boyfriend or girlfriend is getting on our last nerves. It is vital that we look at our partner's positive qualities as well as the negatives. Nobody is perfect, and that includes both parties in the relationship. So instead of focusing on the other person's bad, let's make a conscious effort to look at the good.
- **Avoid Comparisons**

Comparing belittles the essential worth of a person. We often compare ourselves to others – what jobs people have, their homes, or their clothes. We also tend to compare our relationships as well. But the happiest of couples do not look to see what it is like with other relationships. They are happy with their own relationship.



- **Ending a Relationship Properly**

There is always a reason why some relationships experience breakdowns or endings. Long-term relationships and marriages end for specific reasons. If the reasons are not clear and understood by both parties, grudges and guilt will destroy good memories. The breakup could end up as baggage affecting future unions.

Relationships bring joy and sadness, delight and suffering. But what you remember about a relationship often depends on how it ends. If you are contemplating leaving a long-term relationship, there are ways to do it that can limit the collateral damage. Below are three key points to note about breaking up in a relationship.



Figure 11.3.12 Walking Away from a Relationship.

- **Be certain you want to end the relationship.**

Do not threaten to leave in an effort to get your partner to change. Be sure there really is a lack of love, respect, or joy – and that it can't be revived. If there's still hope, get counseling to determine if there is a way to save a relationship. It is better to feel certain instead of angry when you make the choice to say goodbye. What we like, hopes for, and leaves behind shifts through their phases of our lives. This can create confusion, disappointment and resentment when it causes partners to grow apart. Talk about these changes with your partner. Even if you have trouble articulating what you feel, the process of trying to share your thoughts is vital.

All satisfying relationships value frequent and honest communications as crucial to their success. We know that sharing negative feelings can be risky. Your partner may get defensive. That is why it can be wise to call on a couples counselor or therapist to help facilitate the conversation.

- **Do not kill the relationship before you end it.**

Blame, criticism, accusations, complaining, and secrets may get you the end you desire, but the process will be unnecessarily painful. Do not find fault with your partner in an



effort to cover your guilt for wanting to leave. Take responsibility for your choice. Identify what you want from a partner, and from your life. If you are sure you can't find it in your current relationship, set a date to leave.

Many relationships linger for years after the energy has drained out. After this slow erosion, something happens and one partner 'wakes up' to how unhappy he or she feels. You can usually trace a path of complaints, disrespect, and neglect leading up to this outcome. Try to recognize these signs and talk about them before the relationship is killed. Once respect is lost, it's not likely to revive a relationship unless drastic measures are taken to reverse a breakup.

- **If you have to walk away, start with forgiveness.**

Forgive your partner for being human. Forgive yourself for choosing to leave. If you do so, you may still not be able to make a clean break, but you will be less likely to inflict harm as you walk out.

Do not sneak out – unless you fear a violent outburst. Choose a private place to share your decision with your partner. Prepare to stay calm if the response is anger or manipulative behavior. Hopefully, you have had discussions, or even met with a therapist, before you reached this place, so your partner shouldn't feel shocked. But there could still be an emotional reaction. Do not attempt to calm your partner down. Be honest. Answer questions with kindness. Apologise for the pain they feel, not your decision. Then ask when you can find the time to disentangle property and expenses.

You may still face a difficult break or divorce. You probably won't be friends. But try to show respect to the person you once loved – and who may still love you deeply.

Once you have begun the separation process, set your boundaries. If you have explained your reasons for leaving, you do not have to do it again. You might establish a friendship later but you may need time to confidently establish a life apart. Also, you might need to find ways to cope with loneliness other than appeasing it with your ex-partner.



11.3.1.5 Learning Activities

1. Define the word "attraction."



2. “Beauty is in the eye of the beholder.” Explain what this expression mean.

3. “Birds of a feather flock together” is an idiomatic expression. How does it relate to relationship formation?

4. What is the difference between passion and intimacy?

End of Topic Test

Turn to your assessment booklet and do the end-of-the-topic test 1. Submit your test to your provincial FODE center for marking. It is a normal piece of assessment so do it and submit it promptly on time.



ANSWERS TO LEARNING ACTIVITIES

11.3.1 Learning Activities

11.3.1.1 Learning Activities

1. A relationship is a bond or connection between two individuals or between an individual and a group. This bond allows for further interaction which then reinforces the relationship. A relationship also has inputs in behavioral terms and outputs as well.
2. The feedback loop provides an important source of feedback to those involved in a relationship. It allows partners or those involved in relationship to know how their behaviours affect each other. Positive feedback reinforces the relationship while negative feedback requires more work to maintain the relationship. Negative feedback also means that the relationship is not healthy.
3. This is a type of dependency which results in negative behaviors. In other words, it reinforces harmful behaviors in those involved as they become increasingly dependent on each other.
4. Abraham Maslow, the U.S. psychologist's needs hierarchy is relevant to human relationships because in essence human relationships are formed to fulfill all those five needs identified by Maslow. It is relevant also because humans begin by fulfilling their basic needs, and progress in that order until they reach a stage of full achievement call self-actualization.

11.3.1.2 Learning Activity

1. It refers to the way in which we behave, respond to or conduct ourselves towards other people, situations or stimuli.
- 2.

Positive Behaviors	Negative Behaviors
a. Showing respect to others	a. Getting angry quickly
b. Abiding by laws and rules	b. Fighting
c. Listening actively	c. Swearing
d. Smiling	d. Being rude
e. Being friendly	e. Being careless
f. Helping other people in need	f. Skipping classes and homework



3. It is very important because a marriage partner is meant for a lifetime. You will spend the rest of your life on earth with this person. In most societies a marriage, once formed, is deemed to be permanent and can only be separated after a lengthy process. Because there is cost (financial, emotional, and so on) involved in ending a marriage, it is important that a marriage is based on mutual love and trust.
4. This expression implies or means that it is not possible to know what someone is thinking or feeling unless he/she tells us in words or expresses in some other ways. Often times we expect our partners to guess or know us and how we feel or think. Such practices lead to disappointment when our partners express, say or do the opposite things. Therefore, it is important to clearly communicate the feelings, emotions, thoughts, decisions, intentions, and so on.

11.3.1.3 Learning Activity

1. This popular expression means that no one can live a solitary life like an isolated island in the middle of the deep ocean. All human beings need to live in communities, interact with people, build relationships and satisfy needs through those relationships in order to survive.
2. Because of our traditional practices many people in PNG confuse good friends with romantic friendships. Such judgements or assumptions stem from traditional systems that separate males and females on the basis of gender and gender-based roles. The only time man and woman are together is when they are married or when they have a special, sexual relationship.
3. These are people who are mostly insecure in their lives. They are afraid that a partner will leave them, or that they act out of their insecurity. Aggression is also a product of one's character and personality. It reflects who they are.
4. Here we may be restricted from acting outside of the social norms, particularly if it is something positive or new which we would like to try out. Because of the social norms we may be restricted. Also, some people are restricted from expressing themselves fully. For example, until recently females wearing trousers in public was unacceptable. Today this is changing, and females are able to experience different dress styles as a way of self-expression and freedom.

Activity 11.3.1.5

1. Negotiation simply means a discussion aimed at reaching an agreement. It is a means of resolving differences between people. Not only are different opinions taken into account, but also individual needs, aims, interests and differences in background and culture are considered.



2. This involves looking for resolutions that allow both sides to gain fairly. In other words, negotiators aim to work together towards finding a solution to their differences that satisfies both sides.
3. It could be for many reasons, some of them valid enough, but the main reason is that no two humans have the same needs, desires, wants, wishes, goals and aims. Due to differences in personality, behavior and character, disagreements over what they want out of a relationship can lead to conflicts.
4. One way of minimizing conflicts or disagreements is by communicating openly about their differing needs, wants, desires, hopes, aims, goals, and so on. In that way compromises can be reached, leading to a good and happy relationship. Often times, the lack of good communication results in relationship problems and break ups.
5. This word means to pull or to be pulled towards. Attraction results from a desire or like for something or someone.
6. This popular expression means that beauty is a subjective thing. In other words, there is no standard, universal definition for beauty. It really depends on the individual. Something or someone that appears beautiful to someone may not be beautiful to another person. The way we judge or perceive beauty depends on who we are, how we define beauty and what beauty means to us.
7. This is another popular expression relating to relationships. Literally speaking, all animals, including birds live, move around and socialize in groups made up of their own kind. It is hard to find two birds, or animals for that matter, of different species living or flying around together. When you apply this fact to a relationship you will see that people are attracted to each other based on common characters, traits, behaviours, likes, and so on. In other words, there must be something that two people have in common that attracts them towards each other and eventually into a relationship.
8. Passion means the desire, compulsion, hunger, thirst, craving, urge or appetite and the spark and flare for something or someone. Intimacy means closeness, familiarity, and affection, close relationship, caring, and confiding in someone.

We can say that passion comes before intimacy. That is because before a close, caring and affective relationship is formed, there must be a passion or desire for something or someone.



11.3.2 TYPES OF COMMUNICATION

Communication is the purposeful exchange of facts, ideas, opinions or emotions. The methods of communication can be done orally, written, and gestural. It can even be electronic or manual and can be long-distance or face-to-face. These are called methods of communication.

Communication is a two-way process involving a sender, a receiver and a message. The message is coded or composed by the sender and decoded or interpreted by the receiver. A feedback is usually sent back by the receiver to the sender. This is also part of the process and forms what is called the 'feedback loop.' Feedback determines whether the message was received as intended by the sender.

The diagram below shows the communication process described above.

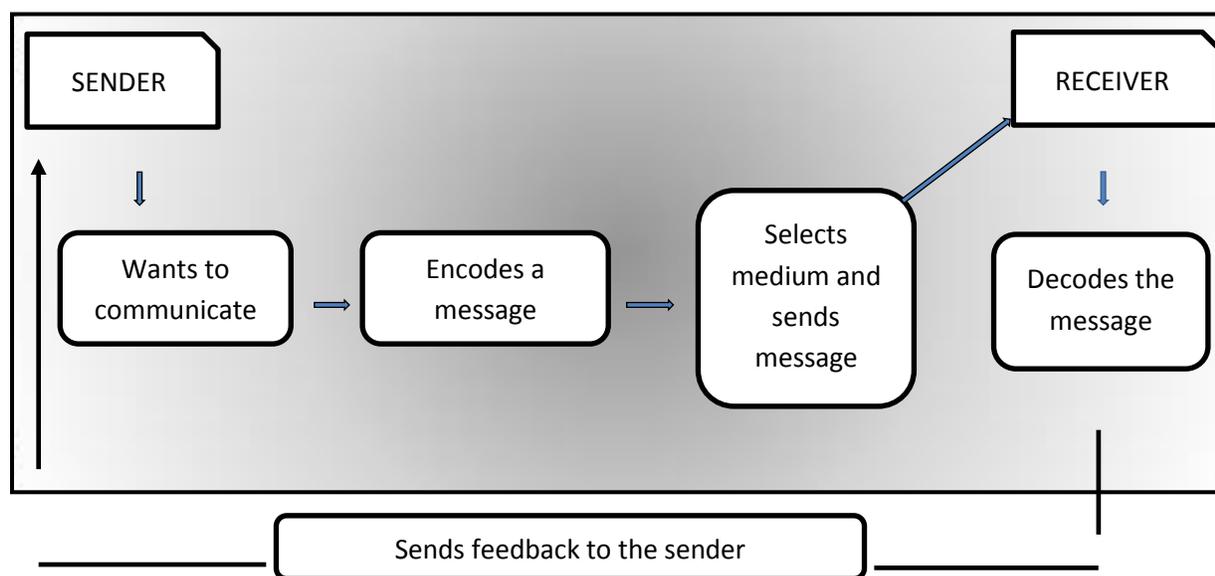


Figure 11.3.13 Simple communication model.

Communication is the purposeful exchange of facts, ideas, opinions or emotions.

11.3.2.1 Assertive, aggressive, passive communication

Our communication style reflects our behaviors and how much we are influenced by our external environment. However, not many people know their communication style and continue on with the same communication pattern throughout their lives. Here we will study the four main communication styles. Through this study you will realize which style of



communication truly fits you. You will also see and appreciate which style is best for your interpersonal communication.

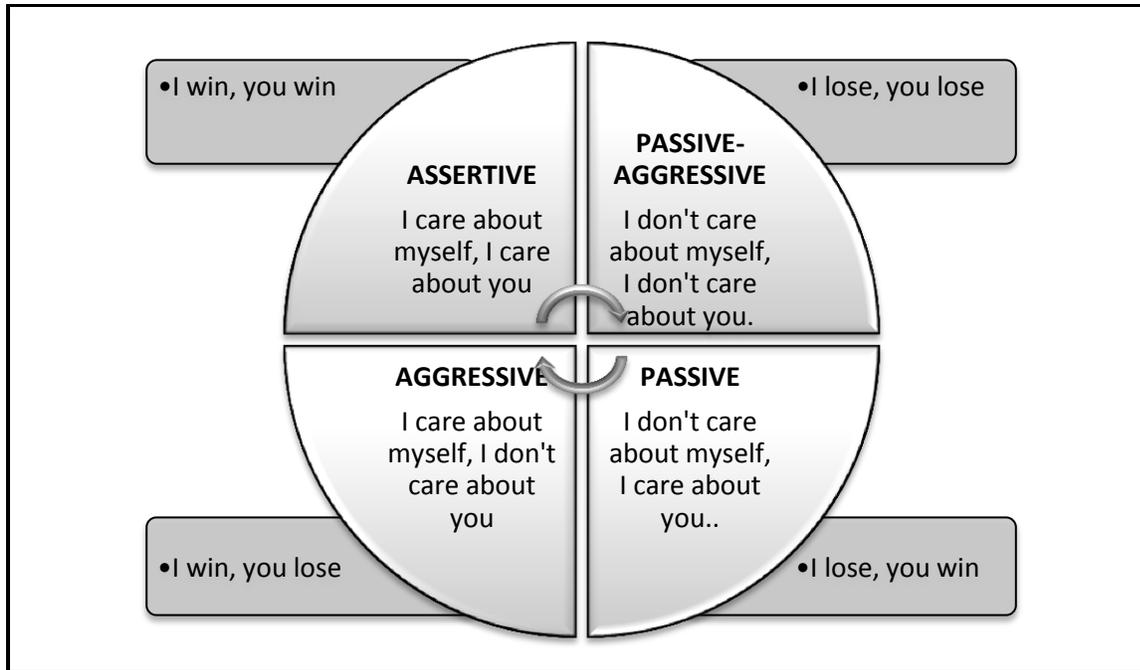


Figure 11.3.14 Four Main Communication Styles.

Aggressive Communicator

Aggressive communicators are those that tend to 'run over' people. Such people believe they're never wrong and their opinions are more important than those of others.

Because of such misguided beliefs, they:

- tend to interrupt others during communication.
- publicly criticize others
- use aggressive and threatening languages
- blame others when problems arise
- fail to appreciate the achievement of others
- dismiss new ideas without hearing them.

Because of their style, aggressive communicators tend to:



- provoke fear in others
- invite resistance, strikes, lying, covering up behaviors
- damage group culture and morale.

Passive Communicator

The passive communicator tends to turn people off by being indirect and meek during interpersonal communication. They think other people's opinions are more important than their own. These beliefs often lead to the following behaviors:

- put up with unfair treatment
- ask for permission unnecessarily
- complain more; act less
- delegate personal choice to others
- retreat from interpersonal conflict
- agree rather than question.

Because of their communication style, passive communicators tend to:

- become frustrated and mistrust because they are confused
- conclude that they lack the courage to be leaders
- slow down or delay communication.

Passive-Aggressive Communicator

Passive-aggressive communicators tend to 'go behind people's backs' instead of dealing with them directly. These unhealthy beliefs often lead to undesirable behaviors such as:

- appearing to agree with others when they really Do not
- making sarcastic remarks to provoke others
- sending critical or provocative messages via email or SMS
- unforgiving and wanting to 'get even'
- reluctant to help others.



Because of their style, passive-aggressive communicators have the following effects on others:

- create factions and promote favoritism
- practice negative gossip or 'back-stabbing'
- have low interpersonal trust

Assertive Communicator

The assertive communicator interacts effectively with others to maintain healthy and long-term relationships. This type of communicator:

- values the opinions of other people
- believe that the process of coming to a decision is as important as the decision itself
- allow input from others to boost morale and make collective decision.

Beliefs held by assertive communicators lead to the following desirable behaviors:

- expectations rather than demands are communicated
- proactive and action-oriented conversations are promoted
- communication is very direct and honest
- personal goals are pursued without compromising other peoples' goals.

Assertive communicators influence others in the following manners:

- provide increased independence and self-control
- develop an increased level of self-motivation
- improve sense self-respect and appreciation of other people
- increased level of interpersonal trust, respect and honesty.

Self-assertion

Self-assertion is a communication style or strategy that is very popular because of its ability to create positive relationships. It involves training techniques that can help in any relationship where there is undesirable aggression by one party and submission or mutual aggression by the other party. There are two vital aspects of self-assertion training:



1. Teaching people their rights, and
2. Teaching people how to communicate so others respect their rights.

In recent years there have been many attempts to define people's personal rights. This led to various human rights such as the following bill of rights made popular by Lyn Z. Bloom and others, in the book titled *'The New Assertive Woman'*

Every person's bill of rights:

1. You have the right to be treated with respect.
2. You have the right to have and express your own feelings and opinion.
3. You have the right to set your own priorities.
4. You have the right to say NO without feeling guilty.
5. You have the right to make mistakes.
6. You have the right to change your mind.
7. You have the right to be illogical in making decisions.
8. You are entitled to say 'I Do not know', 'I Do not understand', or 'I Do not care.'
9. You have the right to ask for what you want and get what you pay for.
10. You have the right to become submissive or assertive.

A bill of rights like this can provide a sound basis for self-respect and give you flexibility in your dealings with others.

Getting what you deserve

Instructors involved in self-assertion classify people's behaviors in relationships as 'submissive', 'aggressive', or 'assertive'. These behaviors are related to the communication styles explained earlier in topic one (1).

Submissiveness

Submissive people avoid expressing their own feelings, needs and issues. They ignore their own rights and let others infringe on them. Such people avoid unpleasant situations such as tensions, confrontations and conflict. To this end their behavior is emotionally dishonest, indirect, and self-denying. Anxiety, disappointment with self, and possibly anger and resentment are the results of submissive behavior. These feelings fuel bitterness and pain



because they too have to be bottled up or suppressed. A submissive person shares a lot of similarities with a passive communicator.

Aggressiveness

Aggressive people look to dominate the people around them. Their aim is to achieve personal goals or outcomes. However, in so doing, they frustrate others and end up creating enemies. It is a selfish behavior in which the aggressive person gets on the nerves of other people regularly. When they do not obtain the desired outcomes, they feel angry, frustrated, bitter and lost.

Aggressive communicators damage the flow of open and honest communication and can result in poor decision-making. The aggressive person practices the passive-aggressive style of communication covered earlier in this unit.

Assertiveness

Assertive people express their feelings, needs and ideas and stand up for their rights without violating the rights of others. Assertive people are honest, direct and expressive. Assertiveness leads to better self-esteem and self-confidence. They lead to freer and more honest relationships with others, and often result in goals being achieved. An assertive person practices the empathetic style of communication covered earlier in this unit.



11.3.2.1 Learning Activities

1. What is communication?

2. Explain how the feedback loop enriches or supports the communication process.

3. Which of the four styles of communication is self-centered?

4. Which of the four styles of communication involves self-denial?



11.3.2.2 Body language and spoken language

Non-verbal Communication

Non-verbal communication includes the use of facial expressions, the tone and pitch of the voice, gestures displayed body language, and the physical distance between the communicators. Non-verbal signals can give clues and additional information and meaning apart from oral communication. Body language is also known as kinesics. The physical distance between the communicators is referred to as proxemics.

Non-verbal messages allow people to:

- Reinforce or back up what is said in words. For example, people may shake their heads in disagreement.
- convey information about how they feel emotionally
- provide feedback to the other person

Non-verbal communication includes facial expressions, the tone and pitch of the voice, gestures or body language and the physical distance between the communicators.

Non-verbal communication consists of a complete package of expressions, hand and eye movements, postures and gestures which should be interpreted along with speech (verbal communication). However, it is also true that interpersonal communication can sometimes be complicated or problematic when gestures are misinterpreted.

Inter-personal non-verbal communication includes:

- body movements (Kinesics)
- posture
- eye contact
- closeness or Personal space (Proxemics)
- facial expressions



Figure 11.3.16 Facial Expressions of Barak Obama (U.S.A) and Vladimir Putin (Russia)

Body Language (Kinesics)

Body movements can be used to reinforce or emphasis what a person is saying and also offer information about the emotions and attitudes of a person. Body language or movements include gestures, posture, head and hand movements or whole body movements.

Body movements are grouped under four categories as shown below.

- **Illustrators:** Gestures which accompany words to illustrate a verbal message. For example, nodding the head in a particular direction when saying 'over there'.
- **Regulators:** Gestures used to give feedback when conversing. For example, head nods and short sounds such as 'uh-huh', 'mm-mm'.
- **Emblems:** Gestures that serve the same function as a word. For example, the hand movement used when stopping a PMV bus.
- **Affect Displays:** These are facial expressions or gestures which show the emotions we feel.



11.3.2.2 Learning Activities

1. Provide some forms of non-verbal communication.

2. State the three purposes of non-verbal communication.

3. Which body movement or kinesics serves the same purpose as a word?

4. Which body movement or kinesics displays emotions or feelings?



11.3.2.3 Reasons for clearly expressing your feelings in words

Clear expression of personal thoughts, emotions and opinions is very important for good communication. In the earlier sections we have discovered that assertive communication is the most preferred style because of the advantages it offers.

To be fully functional and enjoy the feeling of having control of yourself (not others) in your relationships you need to express your feelings. But, expressing your feelings will only help you and your relationships if you are telling the truth about your feelings.

Three-part Assertive Message

One of the main reasons why a three-part assertion message works is because it describes the effect of the other person's behavior. This message will be most effective if you can point to desired outcomes. You can be able to point out when a person's behavior wastes time, costs money, damages your values, or interferes with your standard.

In many cases, the effectiveness of a request can be increased by offering a description of what you perceive as a desirable alternative behavior. A three-part assertion messages are composed as follows:

Parts	Example
Behavioral description	a. When you come late to work. b. When you are late and I Do not know where you are.
+	
Disclosure of feelings	a. I feel very annoyed and pressurized b. I am frightened that you might have had an accident.
+	
Clarification of the effects of the other person's behavior on you.	a. Because I have to neglect my duties to cover up for you. b. How about ringing me when you're about to leave office?

Table 11.3.1 Three-part Assertion Message

The first part is where you provide a behavioral description of the other party. It describes a negative behavior. This is followed up by the disclosure of your feelings or emotions. The final part is about the effect of someone's negative behavior on you. It is a natural flow on from the feelings disclosure. The other party can see clearly the effects of his/her behavior on you. This will minimize conflict, resentment or disappointment and strengthen the relationship.



A three-part assertive message has room was left for negotiation. The behavioral prescription was a request, not an order. In spite of all these factors, frequently a reasonable request will be met with defensiveness and hostility. Defensive responses are usually designed to hook you into a conflict which will ‘justify’ rejecting your original assertion. You must resist becoming defensive yourself. Listen attentively and show respect and empathy.

It is not that easy to develop a three-part message pattern when you are under pressure or confronted with a sudden situation. Every one of us struggle in developing assertive messages in our lives – even the most experienced communicators and communication experts have some problem with assertive messages. The only way to get over this difficulty is through practice. Over time, through much practice and persistence you can make your messages receivable and understandable.

Expressing our feelings is one thing, but knowing the effects our expressions will have on the other person is vital. In the table below you find four communication styles which can destroy good relationships. You will also find examples of negative statements and their corresponding positive statements. It will take some practicing to be perfect in such communication styles.

Character Assassination: This is when someone’s character or personality is being verbally abused or destroyed.	
<i>Say</i>	<i>Do not say</i>
You are stupid.	You are probably not thinking straight at the moment.
Absolute: An absolute statement is often rude, unrefined and does not take into account the effect it will have on another person. It puts off another person.	
<i>Say</i>	<i>Do not say</i>
You are weird.	You are unusual today.
Profanities: Such descriptions involve swearing or swearwords. Such language is unacceptable under certain circumstances such as formal gatherings.	
<i>Say</i>	<i>Do not say</i>
When you are so damn secretive.	When I am not informed of your intentions.
Judgmental Suggestions: Such descriptions pass judgment onto others in a direct manner. It could also involve discrimination, stereotyping or conclusions without proper evidence.	
<i>Say</i>	<i>Do not say</i>
When you abuse the vehicle	When you Do not return the car on time.

Table 11.3.2 Strategies for Good Communication



Figure 11.3.18 Assertive Communication is a Better Alternative.

Your behavioral description in both positive and negative situations will determine whether you are really listened to, or whether you trigger a defensive reaction. Below are further suggestions aimed at helping you to disclose your feelings in an understandable, yet friendly way.

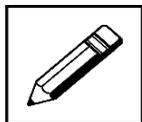
1. *Own your feelings.* The feelings of pleasure or displeasure are yours. Say 'I feel' not 'you make me feel'.
2. *Express your feelings directly.* If your classmate was late for an exam, and you were worried that he would miss the exam completely, what would you say, when he turns up? Many people would admit anger or relief, saying, "I was worried and angry at the same time when you did not turn up here on time." Others would be angry at the delay. By saying "I" you will take ownership of your feelings while displaying a concern for someone else.
3. *State your feelings accurately.* With thousands of words to choose from, people in close relationships will express themselves vaguely saying things like 'I Do not feel too good about it...'. Does this mean you feel lonely? jealous? nervous? worried? tense? confused? Such ambiguous words do not help interpersonal communication. Therefore, choose accurate words to accurately state your feelings.

In order to make yourself understood well you need to practice the 7'Cs of Communication. They are as follows:

1. Clear
2. Concrete



- 3. Concise
- 4. Correct
- 5. Coherent
- 6. Complete



- 7. Courteous

11.3.2.3 Learning Activities

- 1. State a reason why assertive communication is preferred over the other styles.

- 2. In a 3-part assertive message, why is it important to disclose your feelings after the behavioral description?

- 3. Why does a 3-part assertive message have a good chance of being favourably received by the listener?

- 4. What should you do if your listener reacts to your 3-part assertive message with hostility?

End of Topic Test

Turn to your assessment booklet and do the end-of-the-topic test 1. Submit your test to your provincial FODE center for marking. It is a normal piece of assessment so do it and submit it promptly on time.



ANSWERS TO LEARNING ACTIVITIES

11.3.2. Learning Activities

11.3.2.1 Learning Activities

1. It is the purposeful exchange of ideas, facts and opinions, emotions, and so on through oral, written or gestural mediums or methods.
2. The feedback loop is an important part of the communication process because it informs the sender of the success of the communication. Without the feedback the sender will not know if the message was received as intended. The feedback loop makes the communication process complete.
3. The aggressive style of communication is self-centred.
4. The passive type is a self-denial type of communication style.

11.3.2.2 Learning Activities

1. Facial expressions, the tone and pitch of the voice, gestures displayed body language, and the physical distance between the communicators.
2.
 - Reinforce or back up what is said in words. For example, people may shake their heads in disagreement.
 - convey information about how they feel emotionally
 - provide feedback to the other person
3. Emblems
4. Affect displays

11.3.2.2 Learning Activities

1. Because it is honest, direct and allows people to express their feelings, needs, ideas and stand up for their rights without violating other peoples' rights. It leads to better self-esteem and self-confidence, and lead to freer and honest relationships.



2. You should place your answer in the order shown in the table below. Essentially, you should:
- Describe the behaviour observed in the other person,
 - Disclose your feelings or emotions that develop in response to the other person's behaviour, and
 - Clearly define or clarify the effects the other person's behaviour is having on you as a result.

Parts	Example
Behavioral description	
+	
Disclosure of feelings	
+	
Clarification of the effects of the other person's behavior on you.	

- 3.
- Leaves no room for negotiation
 - It involves a request, not an order imposed on some
 - It involves empathy and respect
 - It minimises hostility
4. Ignore his/her hostile response and continue with the 3-part assertive message. Soon the listener will cave in or give in and realize that after all, you meant no harm or disrespect to him/her.



11.3.3 SELF AWARENESS AND THE CHARACTER OF OTHERS

11.3.3.1 Different personality types

Before you define who you are, you have to understand your personality. Ask yourself a question such as “What do I like to do?” or “Who am I?” Only when answering such questions will you begin to discover your true personality. Personality is all to do with each of us as individuals. Personality, therefore, is the combination of characteristics or qualities that form an individual’s distinctive character.

In many ways all humans are the same. We all have human bodies and human minds, and share a common humanity. We all have human thoughts and human feelings. Yet, in other subtle ways we are completely different and unique. No two people are truly alike in terms of their life experiences, mind and perspective. Even identical twins are unique. Twin number one will always be twin number one, and never get to become twin number two.



Figure 11.3.19 Identical twins with unique personalities

Personality describes different ways of being human. It is a combination of our unique characteristics or qualities.

So, somewhere between our common humanity and our unique-self lies our personality. Personality is being different ways of being human. It is shown though the different ways we express our humanity such as thinking, feeling, acting and behaving.



Types of Personality Traits

It is usually difficult to classify people into a single type of personality as there are many different personality traits people can possess. A personality trait is an observable characteristic or quality of a person which sets him/her apart. Personality traits are simply:

- Actions
- Attitudes, and
- Behaviors

Personality can be either positive or negative. Every human has both positive and negative personalities. The table below presents some negative and positive personality traits. Obviously we all would like to possess or aim for the positive traits or qualities but unfortunately, we also possess some of the negative personalities as well.

Positive Personality Traits	Negative Personality Traits
<ul style="list-style-type: none">• Adventurous• Dependable• Fair• Fearless• Observant• Optimistic• Intelligent• Persistent• Capable• Keen• Charming• Dutiful• Precise	<ul style="list-style-type: none">• Laziness• Picky• Dishonesty• Sarcastic• Arrogant• Cowardly• Sneaky• Rude• Quarrelsome• Self-centered• Boring• Unfriendly• Unruly



<ul style="list-style-type: none">• Reliable• Helpful• Humble• Obedient• Trusting• Valiant	<ul style="list-style-type: none">• Bossy• Thoughtless• Malicious• Obnoxious• Rough• Hasty
---	---

Table 11.3.3 Positive and Negative Personality Traits

Both positive and negative personality traits can be learnt. If you practice them habitually they become part of you and over time they develop and define your personality.

Different types of personalities

Your character is a mix of four basic personality types: sanguine, phlegmatic, choleric and melancholic. Around 50% of the variations in human personality are defined by genetic factors. However personality itself is built up of two completely different traits; character and temperament.

The difference between your character and temperament is as follows:

Your character traits come from your experiences, for example:

- Your parents' habits, preferences and values
- The 'norms' of your society in expressing love and hate
- What your relatives considered to be normal and acceptable
- What was considered dangerous
- What was considered funny
- Many other cultural aspects

Temperament, however, is the balance of your personality. These are biological based tendencies that you inherited from your parents. This is your disposition to think and feel in a certain way that appeared from your early childhood. Learning about the temperaments will help you understand others and your personality in a much better way.



Basic Personality Types

Every human being on the planet falls into any one of these four basic types of personality or temperament. These are:

- Sanguine
- Phlegmatic
- Choleric
- Melancholic

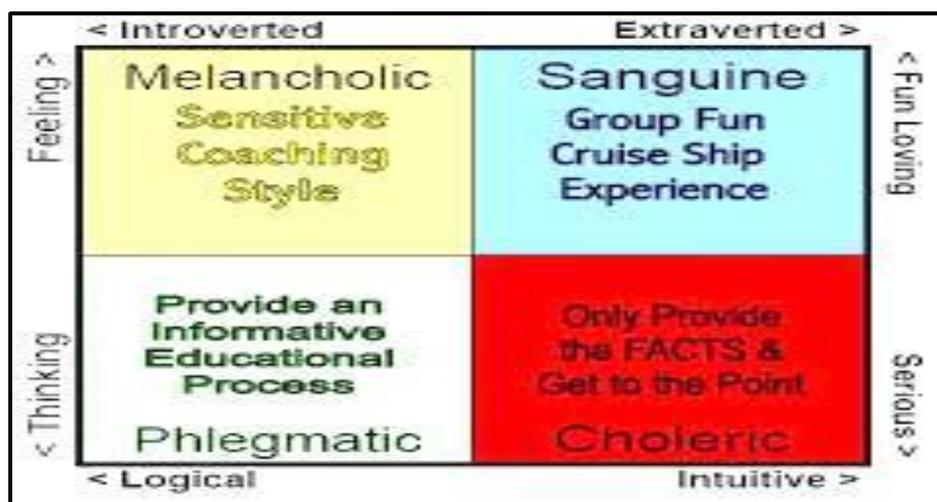


Figure 11.3.20 Four Personality Types.

The Sanguine Type

This type is characterized by spontaneity, optimism, enthusiasm, high energy, mental flexibility, novelty or originality seeking, impulsiveness and curiosity. These traits are associated with specific genes. These people often have very expressive faces and love using words like 'adventure', 'new', 'active', and 'travel.' They love outdoor activities such as exploring, camping, and so on

The Phlegmatic Type

These people are mainly defined by their social skills, such as their ability to express themselves and read other peoples' facial expressions and body language. They do well at connecting facts and seeing 'the big picture.'

They are nurturing, sympathetic, agreeable and emotionally expressive. Some of these character traits are linked with estrogen that is present in both men and women. Estrogen is however a female hormone. Physically you can recognize them by their smooth skin, full lips,



round faces, and small noses. Their favorite words are 'passion', 'passionate', 'sensitive', and 'sweet.' They love fine arts and crafts.

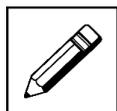
The Choleric Type

This type is associated with testosterone, which is also present in men and women, but more so in men. It is however a male hormone. These people are direct, focused, tough, analytical, logical and strategic. They have a great deal of courage and like to compete, often against each other. They often have square jaws, high cheekbones and high foreheads and love to use words like 'intellect', 'ambition', and 'challenge.'

The Melancholic Type

These types of people tend to be calm, loyal and orderly, just as their personality name sounds. They are cautious and conventional. These men and women inherit genes in the serotonin system and their favorite words are 'family', 'loyal', 'respect', 'caring', 'values' and 'moral.' Serotonin is a chemical that is responsible for maintaining mood balance, and that a deficit of serotonin leads to depression.

Most people are a unique blend of four different types of personality, where all of the traits are present to some extent. However, some of these traits will be predominant. Your predominant type will be considered your main temperament and while you most probably display all four temperaments to some extent; you still can easily identify two leading temperaments – your basic temperament and your secondary temperament.



11.3.3.1 Learning Activities

1. What is personality?

2. What is a personality trait?



3. List five positive and five negative personality traits.

4. Which personality type is closely linked to the male testosterone?

5. Which personality type is closely linked to the body chemical called serotonin?



11.3.3.2 Personality can change over time and with good role models

The traditional belief is that personalities are permanent. However, this belief is now under review as new studies show that small personality changes can occur. Most importantly, these alterations can lead to a more satisfied and happier life.

Psychologists from the University of Manchester and London School of Economics and Political Science have found out through their research that personalities do change over time. They further found that these personality changes are strongly related to changes in peoples' wellbeing and transition through age.

Personality changes throughout a person's life as one experiences certain stages or milestones in life. Some of these include getting married, having children, getting employed, earning a wage or salary, getting promoted, acquiring items or assets of value such as house, and so on

Personality change and growth can occur under specific conditions such as education, community, parenting and positive or negative role models in the community. At a personal level personality change can bring positive rewards. People can become extroverted, conscientious, open to new experiences and challenges and agreeable or unusually not open to new experiences.

Researchers believe that personality change as individual ages, but it depends on the definition of change. There are different factors and mechanisms that lead to change in personality. There are also many different ways to measure personality and some traits tend to change while some traits tend to stay stable.

Influences

The opposite of change in personality would be consistency in personality. There are number of factors that influence whether or not an individual's personality changes. Time is a factor in personality change. There is an increase in consistency of a trait as age increases. However, personality does not stop changing at a specific age. Biological and social transitions in life may also be a factor for change.

Biological transitions are stages like puberty or woman giving birth to her first child. Social transitions might be changes in social roles like becoming a parent or working at a first job. These life transitions do not necessarily cause change, but they may be reasons for change. So, whether or not these life transitions cause personality change is based on whether the transition was expected based on age or was unforeseen.

The events that are expected will cause personality change because those events have common scripts. However, events that are unexpected will give prominence to the traits that already exist for the individual, either they be positive or negative. Historical context also affects



personality change. Major events can lead to changes in personality that can persist for more than a decade.

Emergence

There are multiple ways for an individual's personality to change. Individuals will change their behavior based on the ideas in their environment that emit rewards and punishments. Some of these ideas might be implicit, like social roles. The individual changes his or her personality to fit into a social role if it is favorable. Other ideas might be more explicit like a parent trying to change a child's behavior. An individual may decide to actively try to change his or her own behavior after thinking about his or her own actions.

Therapy involves the same type of self-examination. The individual along with the therapist identifies the behaviors that are inappropriate, and then self-monitors in order to change them. Eventually the individual internalizes the behavior they want to attain, and that trait will generalize to other areas of the individual's life. Personality change also occurs when individuals observe the actions of others. Individuals may copycat the behaviors they are said to be a part of that person's personality. This is a driving force of change because the individual has social motivations to change his or her personality. It has also been shown that major positive and negative life events can predict changes in personality.

Types of Changes

There are two different ways of classifying personality changes over a lifetime:

1. A rank-order change refers to a change in an individual's personality trait relative to other individuals. Researchers measure if the rankings change at different time points. In terms of personality, a rank-order change does not occur very often.
2. A mean-level change refers to an absolute change in the individual's level of a certain trait over time. Research shows that mean-level change does occur.

Change in the Big Five Personality Traits

The Big Five personality traits, otherwise known as the five factor model (FFM), refer to five broad dimensions used by some psychologists to describe human personality. These five factors are:

1. Openness
2. Conscientiousness
3. Extraversion
4. Agreeableness
5. Neuroticism



Big Five Trait	Description
Openness	The tendency to appreciate new art, ideas, values, feelings and behaviors. They are also curious and imaginative. Those who score highly on this trait tend to be artistic and appreciative. They also possess diverse viewpoints, ideas and experiences.
Conscientiousness	The tendency to be careful on-time for appointments, to follow rules, and to be hard working. They are responsible, organized and persevere in life.
Extraversion	The tendency to be talkative, sociable, and to enjoy others; the tendency to have a dominant style. They are assertive, outgoing, friendly, and energetic and draw inspiration from social settings.
Agreeableness	The tendency to agree and go along with others rather than to assert one's own opinions and choices. They are cooperative, helpful and nurturing. Those who score high on this trait are peace keepers who are generally optimistic and trusting of others.
Neuroticism	The tendency to frequently experience negative emotions such as anger, worry, and sadness, as well as being interpersonally sensitive. They are anxious, insecure, sensitive, moody, tense and easily tipped into experiencing negative emotions.

Table 11.3.4 The Big-Five Traits.

The big five personality traits are often used to measure change in personality. There is a mean-level change in the big five traits from age 10-65. The trends seen in adulthood are different from trends seen in childhood and adolescence. Some researchers suggest that during adolescence rank-order change does occur and therefore personality is highly unstable. Gender differences are also shown before adulthood.

Conscientiousness drops from late childhood to adolescence, but then picks back up from adolescence into adulthood. Agreeableness also drops from late childhood to adolescence, but then picks back up from adolescence into adulthood. Neuroticism shows a different trend for males and females in childhood and adolescence. For females, neuroticism increases from childhood to adolescence. Males however, tend to gradually decrease in Neuroticism from childhood to adolescence into adulthood.



Extraversion drops from childhood to adolescence and then does not really change that much. Openness to experience also shows a different trend for different genders. Females tend to decrease in openness to experience from childhood to early adulthood and then gradually increase all throughout adulthood. In adulthood, Neuroticism tends to decrease, while conscientiousness and agreeableness tend to increase. Extraversion and openness to experience do not seem to change much during adulthood. These traits seen in adulthood are different from trends seen in childhood and adolescence.

The big five traits can also be broken into facets. Different facets of each personality trait are often correlated with different behavioral outcomes. Breaking down the personality traits into facets is difficult and not yet as a consensus. However, it is important to look at change in facets over a lifetime separate from just the change in traits because different facets of the same trait show different trends.

Neuroticism can be broken down into two facets of anxiety and depression. Anxiety has the same trend as Neuroticism for both males and females. For females, anxiety increases from childhood to adolescence, at emerging adulthood it levels out, and then starts to decrease into and throughout middle age. Anxiety in males tends to decrease from late childhood through adulthood. Depression (susceptibility to negative effects) shows two peaks in females. Females tend to have a higher level of this kind of depression in adolescence and then again in early adulthood. Depression does, however, have a negative trend throughout adulthood. For males, depression tends to show an increase from childhood to early adulthood and then shows a slight decrease through middle age.



11.3.3.2 Learning Activities

1. What is the rank-order change?



2. State some personal factors which influence change in a person's character or behaviour.

3. Explain how therapy works.

4. Which character trait tends to be helpful, cooperative and nurturing?

5. What are the two facets of neuroticism?



11.3.3.3 Describing the characters of others using Myers-Briggs and other sources

Developed by Isabel Brigs-Myers and Peter Myers, the Myers-Briggs Model presents some indicators of how different people think and approach the world. The Brigs-Myers Type Indicators (MBTI), as they are called, outlines 16 personality types with various traits and preferences. A familiarity with the MBTI theory can be helpful in thinking about how to approach, work with, and live with different people.

It is important to emphasize that although there are tests that you can do to decide which type you are, it's more about which one you feel comfortable with as a description that matters. MBTI is very much a self-description tool. This theory also recognizes that people have different talents, and that no one type is right or wrong. This is because we are all different in our own right.

Four Pairs of Descriptors

The MBTI system is made up of four pairs of descriptors. For each descriptor people will fall into one of the two types:

- Judging/Perceiving (J/P)
- Thinking/Feeling (T/F)
- Intuitive/Sensing (N/S)
- Introvert/Extrovert (I/E)

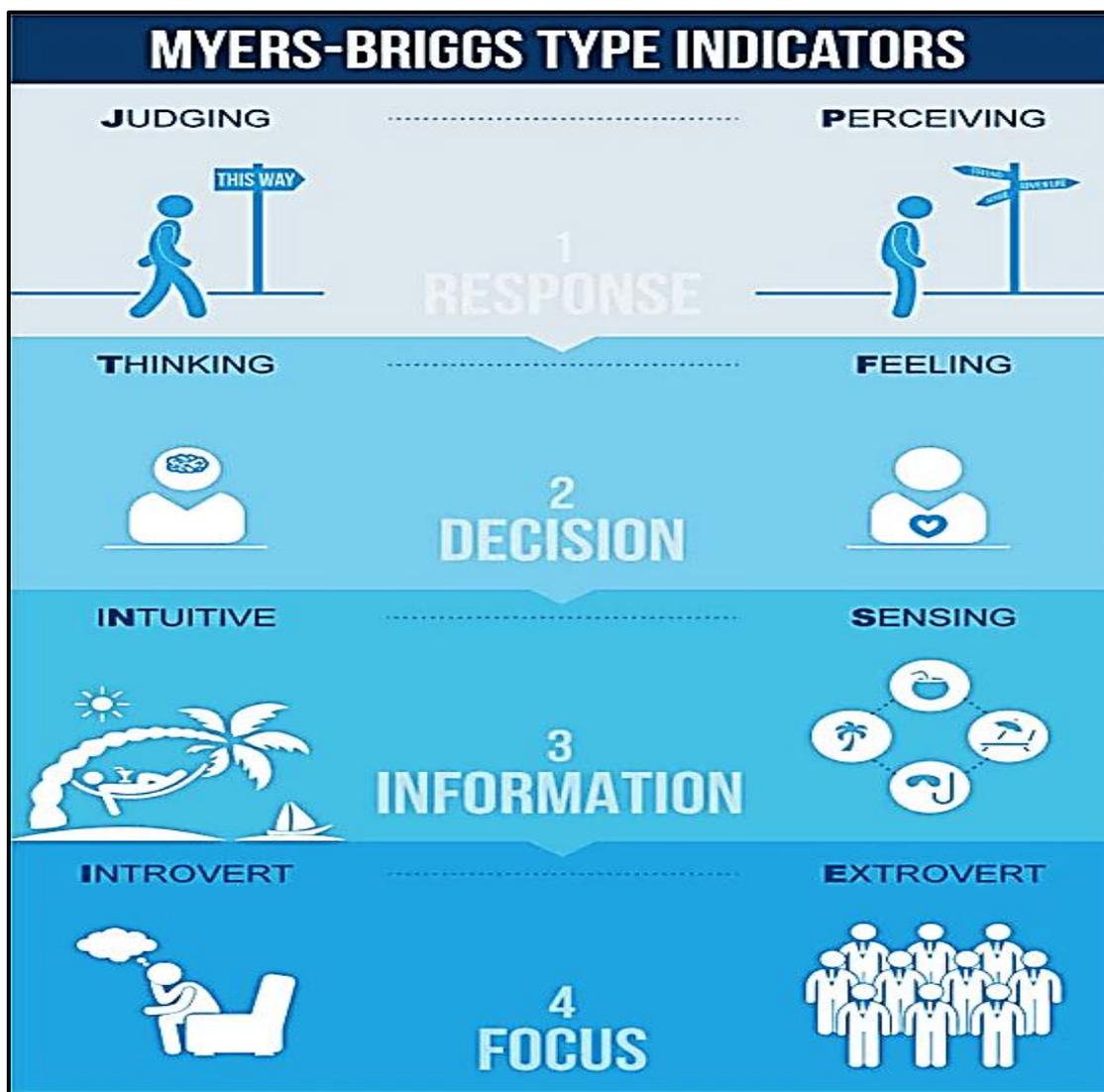


Figure 11.3.21 Myers-Briggs Type Indicators.

Judging/Perceiving

The first pair of descriptors considers how you like to live your life. Perceivers or P-types tend to look at and note what they see. Everything is interesting and everything is potential data. They value flexibility and change and like to have lots of activities going on at once. They often like to work in a rush, close to deadlines. They are the types who are most likely to say: “Let’s go out now, I can do this tomorrow.” However, they are least likely to say: “Let’s just get this finished first.”

Judgers, or J-types, in contrast, try to make sense of what they see and put it into some kind of order. They tend to work on one project at a time, and like to close things off. They prefer to



work steadily towards a goal. They are most likely to say: “I’d like to get this sorted before we move on to anything else.” But they are the least likely to say: “Let’s leave it open for now.”

Thinking/Feeling

The second pair of descriptors is about how you process the information that you have gathered about the world and how you make decisions.

Thinkers, or T-types, tend to use logic and data to make decisions. They are objective and respond to ideas, rather than emotions. They seek fairness in life and tend to look at situations from the outside. They are most likely to say: “Yes, that idea is fine, but I can see some immediate issues.” They are the least likely to say: “I’m worried about how people will feel as a result.”

Feeling, or F-types, thinks about people’s feelings. They respond to values, rather than ideas, and are good at understanding what makes people ‘tick’ or nervous. They tend to respond to situations as a participant. They are most likely to say: “I’m worried about how everyone must be feeling.” They are the least likely to say: Let’s just do it, it doesn’t matter whether anyone likes it or not.”

Sensing/Intuition

The third pair of descriptors is about what information you use to make sense of the world.

Sensors, or S-types, tend to draw their data from external sources. They work step by step towards a solution, focusing on facts. They tend to look at what works in the ‘here-and-now’ or immediate and work steadily, often paying a lot of attention to detail. They are most likely to say: “Let’s look at this step by step, and consider the detail.” However, they are least likely to say: “Let’s not worry too much about the facts.”

Intuitivist, or N-types, tends to draw on imagination and the world of possibilities. They focus on what could be improved and what might be, usually looking at the ‘big picture’. They often leap to conclusions and can be a bit careless about facts. They are most likely to say: “Do not worry about the detail, just give me the broad outlines.” They are the least likely to say: “Can you just run me through the detail again?”



Introvert/Extrovert

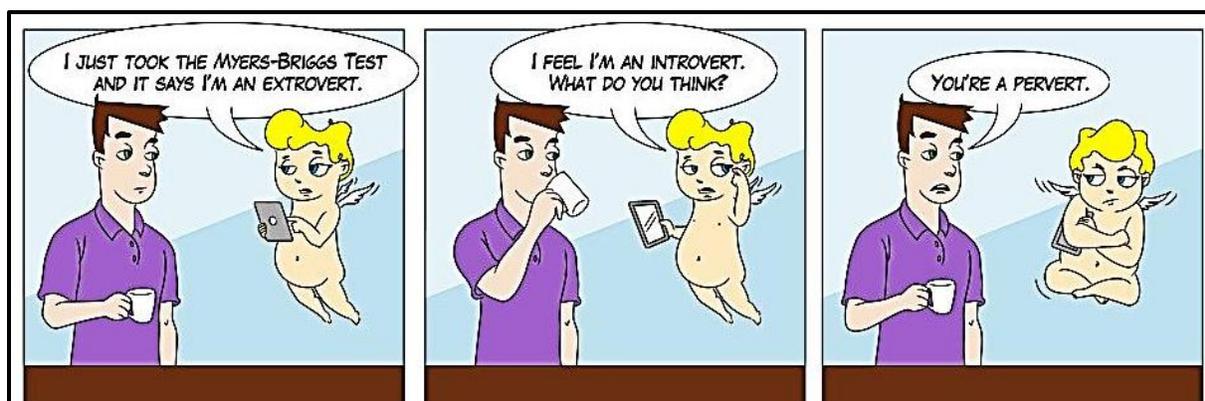


Figure 11.3.22 Myers-Briggs Test Result.

The final pair of descriptors is about where you draw your energy and get inspiration.

Introverts, or I-types, tend to focus internally. Although they can be very sociable, they are often quite happy with their own company. When they need to 'recharge their batteries', they will tend to go off by themselves. They like thinking and writing and will usually internalize ideas before speaking. They are most likely to say: "I'll give that some thought when I've got a bit more space." They are least likely to say: "I can think best in a crowd."

Extroverts, or E-types, tend to get their energy from interactions with others. They are very sociable and usually chatty. They often do their thinking out loud, and learn from experiences and discussions. With an extrovert, what you see is very much what you get. They are most likely to say: "Let's have a chat and see if we can work it out." But they are least likely to say: "I'll just go off on my own and work it out."

Myers-Briggs Type Indicators give us an insight into how people view and approach the world. By working out what type someone is likely to be from the sorts of things that they say, you can see what's likely to interest them and how they will want to work. It is important to remember, however, that MBTI only shows a preference. It should never be used as the single set of indicators to categorise people.



11.3.3.3 Learning Activities

1. Generally, what does the Myers-Brigs Model intends to show or demonstrate?

2. State the four pairs of descriptors in the Myers-Brigs Model.

3. Explain the difference between thinking (T) and feeling (F) type descriptors in the Myers-Brigs Model.

4. Differentiate between introverts (I) and extroverts (E) type descriptors in the Myers-Brigs Model.

5. Which pair among the four pairs of descriptions do you fit into?

End of Topic Test

Turn to your assessment booklet and do the end-of-the-topic test 1. Submit your test to your provincial FODE center for marking. It is a normal piece of assessment so do it and submit it promptly on time.



ANSWERS TO LEARNING ACTIVITIES

11.3.3 Learning Activities

11.3.3.1 Learning Activities

1. Personality is all to do with the uniqueness of each individual. It is the combination of characteristics or qualities that form an individual's distinctive character. No two people are the same when it comes to personality; even identical twins are never the same in personality.
2. A personality trait is an observable characteristic or quality of a person which sets him/her apart. Personality traits are simply:
 - actions
 - attitudes, and
 - behaviors
3. List five positive and five negative personality traits.

Positive personality traits	Negative personality traits
<ul style="list-style-type: none">• Being honest.• Taking responsibility over own actions.• Being compassionate and understanding.• Being adaptable to situations.• Being patient.• Doing the right thing in tough situations.• Being loyal to your friends and loved ones.• Being productive and fruitful	<ul style="list-style-type: none">• Dishonest behaviour such as lying.• Passing the buck or blame to others.• Being aggressive and selfish.• Being unhelpful.• Being impatient and unfaithful.• Giving up in tough situations.• Being disloyal to friends and family members.• Being lazy and unproductive.• Back chatting all the time.

4. The Choleric type of personality
5. The Melancholic type of personality



11.3.3.2 Learning Activities

1. A rank-order change refers to a change in an individual's personality trait in relation to other individuals. A rank order change does not change very often in an individual.
2.
 - Openness
 - Conscientiousness
 - Extraversion
 - Agreeableness
 - Neuroticism
3. Therapy involves self-examination. The individual along with the therapist identifies the behaviors that are inappropriate, and then self-monitors in order to change them. Eventually the individual internalizes the behavior they want to attain, and that trait will generalize to other areas of the individual's life.
4. Agreeableness
5. Anxiety and Depression

11.3.3.3 Learning Activities

1. The Myers-Briggs Model presents some indicators of how different people think and approach the world. The MBTI outlines 16 personality types with various traits and preferences. It is a self-description tool which also recognizes the different talents every people have.
2.
 - Judging/Perceiving (J/P)
 - Thinking/Feeling (T/F)
 - Intuitive/Sensing (N/S)
 - Introvert/Extrovert (I/E)



3. T-types tend to use logic and data to make decisions. They are objective and respond to ideas, rather than emotions. They seek fairness in life and tend to look at situations from the outside.

F-types think about people's feelings. They respond to values, rather than ideas, and are good at understanding what makes people 'tick' or nervous. They tend to respond to situations as a participant.

4. I-types tend to focus internally. Although they can be very sociable, they are often quite happy with their own company. When they need to 'recharge their batteries', they will tend to go off by themselves. They like thinking and writing and will usually internalize ideas before speaking.

E-types tend to get their energy from interactions with others. They are very sociable and usually chatty. They often do their thinking out loud, and learn from experiences and discussions. With an extrovert, what you see is very much what you get.

5. There is no correct answer here. Rather, it depends on your personal preference or choice based on your assessment of who you are. Assess yourself against the four pairs of MBTI descriptors and decide which one fits you. You could find yourself fitting into more than one descriptor. That is still fine.



11.3.4 TOLERANCE, PREJUDICE, STEREOTYPES, STIGMA AND DISCRIMINATION

11.3.4.1 Tolerance

Tolerance is an important concept because it enables people to put their differences away and appreciate each other as unique, intelligent, productive, active and important human beings with equal basic rights. It means appreciating and accepting differences in people.

Tolerant people can put up with differences. They show respect for the race, religion, age, gender, opinions, and ideologies of other people or groups. This concept means different things to different people, but it is when something is disagreeable that tolerance is expected. In more politically correct cultures such as Western Europe, U.S.A, Australia, New Zealand and Japan, tolerance is highly expected from everyone.

There are many different ways to show tolerance. A person might fully disagree with others on any issue from religion to same sex marriage. At the same time they respect those with different opinions and treating them with dignity and fairness.

When it comes to controversial issues, tolerance may also represent a 'let's agree to disagree' stance. It does not mean that a person has to accept or embrace words, actions or ideas that are against his or her values or beliefs. It simply means that each person agrees to respect the other's right to his or her feelings on the matter. When both parties have expressed their opinions, and it is obvious that neither is likely to change position, agreeing to disagree is often the most amicable solution.



Figure 11.3.23 Appeal for Tolerance.

It becomes an issue when intolerance becomes a norm. This is particularly true for conflicting or controversial issues such as gender discrimination, corruption, unfair treatment of workers,



same sex marriages, child abuse and so on. Some people feel justified in negatively labeling those who disagree with them on such controversial issues. It is not easy but people on both sides of an issue must be patient and tolerant of each other.

Tolerance and the Human Brain

In order to understand tolerance from a psychological perspective, let's put tolerance into an easier perspective and learn how it interacts with the subject of human behavior. The brain is considered the powerhouse of the human body, disseminates messages to every other part what to do and when to do it. On average, a human brain has the capacity of producing billions of thought processes per second, of which around 2,000 are brought into awareness. This means that humans have the capacity to act and behave differently in all areas of their lives, bringing about upsetting and uncomfortable feelings in others.

The brain is the most complex or fascinating organ in our body. It has two hemispheres and in each hemisphere, there are millions of cells, neurons and centers for the functioning of our body. Brain activity is controlled by currents and chemicals and mysterious oscillations. It may even be a subject to quantum effects that distort time. The whole is bound together in a dynamic system that does million things in parallel. It is probably so complex that it will never succeed in comprehending itself. Yet it never ceases to try.

Discussing brain activity allows us to gain a perspective on how important tolerance is in our lives and how common it can be for other people to focus differently on sensitive lifestyle choices. Views on education, religion and politics are some of the many areas of our lives that may differ from individual to individual, causing friction between the differing viewpoints.

For example, say you are studying at a university and gaining an understanding on different topics from different perspectives and professionals. How would it feel if someone you knew, who had no prior education or understanding of a topic, tells you that you do not understand the topic, especially after you went through the course. Clearly you could feel angry or frustrated and react to that person. It is an adverse situation but one that requires tolerance. By being tolerant you would sit back and objectively understand where that person is coming from in regards to his/her behavior, thoughts and other processes.



11.3.4.1 Learning Activities

1. What is tolerance?

2. How important is tolerance to a relationship? Please, explain further.

3. From a psychological perspective, how easy is it to behave in a conflicting manner with other people?

4. What sorts of words and behaviours can you use to show tolerance towards someone who disagrees with you on the topic of same-sex marriage? Outline them.



11.3.4.2 Prejudice

A prejudice is a prejudgment or an assumption made about someone or something before having adequate knowledge to make a proper judgment. It is most commonly used to refer to a preconceived judgment towards a person or a group because of race, social class, gender, ethnicity, age, ability, political beliefs, religion, obesity, sexual orientation or other personal characteristics.

A prejudice is a prejudgment or an assumption made about someone or something before having adequate knowledge to make a proper judgment.

Making judgment is a human characteristic and one which is encouraged in many spheres of our society such as in education. For instance, in science and research culture, forming conclusions and making judgments is normal. In fact it is a social and survival tool also for people. But, when our judgment is biased or is lacking in knowledge, truth and evidence, it can easily turn into prejudice.

Prejudice is a product of stereotype. That means people who form stereotypes can easily become prejudice because of the belief that is developed. Usually, this belief is formed without sufficient knowledge of the facts. It may include any unreasonable attitude that is unusually resistant to rational judgment.

Prejudice is a common problem in every society. It is based on many factors such as cultural bias, lack of knowledge of other cultures, limited knowledge of facts and so on. Prejudice thrives on false beliefs, opinions and premature judgments. Therefore, it is usually referred to as a negative attitude, especially when it is a hatred or intolerance for certain kinds of people. When a person acts on his/her prejudice, then it becomes discrimination.

Many problems experienced in local communities, in urban areas and at international levels is often a result of prejudice. History reveals that some notable events and practices or norms of our human past were a result of prejudice. Consider the list below and maybe add some more which you may know of.

- Until the early years of the twentieth century, women were not allowed to vote in many countries.
- The holocaust in Europe, during World War 2, happened partly because of a prejudice towards Jews.
- In Afghanistan, under Taliban rule, women could not be educated and had to cover their faces when outside their home.



- Women are not allowed to drive in Saudi Arabia and they are required to walk behind the man who is with them.
- In the United States, black people could not sit in the front seat of buses or use the same water fountain as white people until the 1950s and 1960s.
- Private clubs are often exclusive to a certain group, race or category of people.
- After the September 11 terrorist attack in New York, anyone who looked Middle Eastern was looked at suspiciously and was often the victim of prejudice.
- Some landlords will not rent to a gay couple.
- In the past some companies only hired females to be secretaries.
- Some people assume that all tall people or all blacks are good at basketball.
- Apartheid in South Africa was racial segregation where non-whites could not vote and had to live in separate communities.
- In a divorce, women are usually given custody over children, which is a sex-based prejudice.
- Bullying at school could be caused by a prejudice against people who are different.
- Some people assume someone is gay because of the way he talks and acts.
- Some parents will not approve their children marrying anyone of a different religion or culture.
- Some organisations hire women but do not promote them to supervisory positions.
- It is sometimes assumed that someone who is physically disabled is also mentally disabled.



11.3.4.2 Learning Activities

1. Define the word prejudice.

2. How does prejudice affect people belonging to a minority group such as Muslims in PNG?

3. Which group was affected by prejudice during the rule of the Taliban in Afghanistan?

4. How has the recent terrorist bombing in Paris, France affect the refugees from the Middle-East seeking asylum in Europe?



11.3.4.3 Stereotypes

Which ethnic group in PNG is full of rugby league mad supporters? Unless your answer is none, you just used a stereotype. Stereotypes are assumptions made about a group of people and are applied to individuals irrespective of their personal characteristics because of their affiliation with a certain group. Stereotypes can be positive, negative or neutral. While both positive and negative stereotypes can be harmful, they can occasionally serve as learning experiences for people.

A stereotype is a popular belief about specific social groups or types of individuals. It paves the way for other negative attitudes and value systems such as prejudice, discrimination, stigmatization and racism. Therefore, it is an important social concept which you must learn in order to live a life free from stereotyping.

Stereotypes are standardized and over-simplified conceptions of groups based on some prior assumptions. It is based on a limited knowledge and popular belief that is spread by other people. We can say that it is an unfair way of treating other people or social groups because of the way they are portrayed or perceived. It is also selfish because it only strengthens the opinion of a social group and its individual members without having to know them well.

A stereotype is a popular or standardized belief about specific social groups or types of individuals.

Stereotypes are rigid, oversimplified and often exaggerated beliefs of an entire social category of people and the individuals within it. It forms the basis for prejudice, which in turn is used to justify discrimination and attitudes. They can be positive as well as negative.

Stereotypes can also be characteristics ascribed to groups of people involving gender, race, national origin and other factors. For example, someone who meets a few individuals from a particular province and finds them to be ambitious and profit-oriented may spread the word that all people from the province in question are ambitious, profit-oriented and business-minded. A generalization such as this doesn't allow for diversity within groups and may result in stigmatization and discrimination if the stereotypes linked to them are largely negative. Even so-called positive stereotype can be harmful due to their limiting nature.

Negative Stereotypes

Many common stereotypes are derogatory in that they are based on negative references to a person's ethnicity and race, age, gender, politics or sexual orientation. The use of stereotype prevents us from getting to know one another and interacting effectively based on individuating information. The term individuating information refers to the aspects of a person that make him or her unique.



For example, imagine your new coworker has a political affiliation that differs from yours. Based on the negative stereotypes affiliated with your coworker's political party, if you make assumptions about your new colleague, you might start off with a hostile and unfriendly relationship. This could prevent your ability to work together. However, if you get to know your coworker as an individual, you might be able to put aside any political differences for the sake of productivity.

Positive Stereotypes

While it is obvious how a negative stereotype can be a problem, many people are under the mistaken impression that a positive stereotype, such as the statement that members of a particular ethnic group are smart, is a good thing. Yet, that very stereotype can cause people to place unreasonable expectations on members of that particular ethnicity, which in turn can lead to undue pressure and/or erroneous assessment of competence.

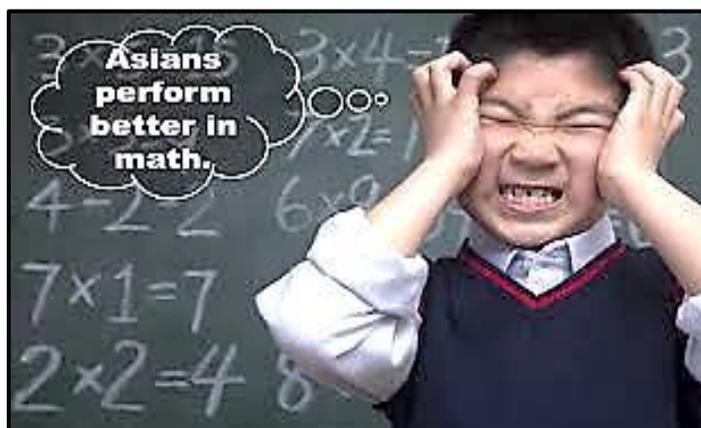


Figure 11.3.24 A Boy Struggling Against a Stereotype.

For example, imagine failing when everyone expects you to succeed because of your ethnicity. Consider how much pressure you would feel to do things exactly the right way. Think about how much harder you had to work, all because people have a preconceived idea of how capable and intelligent you are. Even though positive stereotypes may be intended as compliments they have no place in a neutral or professional environment.

Stereotypes vs. Generalisations

While all stereotypes are generalisations, not all generalisations are stereotypes. Stereotypes are oversimplifications of people or groups widely circulated in certain societies. In the United States, for example, racial groups have been linked to stereotypes such as being good at math, athletics, science, sports and dancing. These stereotypes are so well-known that the average American would not hesitate if asked to identify which racial group in the U.S. has a reputation for excelling in basketball. In short, when one stereotypes, one repeats the cultural mythology already present in a particular society.



Figure 11.3.25 Common Stereotype is that all African-Americans are good Basket ballers.

Stereotypes can be complicated

While stereotypes may refer to a specific sex, race, religion or country, often they link various aspects of identity together. A stereotype about gay men, for example, would involve sex and sexual orientation. Although such a stereotype targets a specific segment of the population, it is still problematic to insinuate or suggest that all gay men are all a certain way. Too many factors make up one gay man's identity to ascribe a set list of characteristics to him.

Stereotypes are also complicated because when they factor in race and sex, members of the same group may be pegged very differently. Certain stereotypes apply to Asians generally, for example, but when the Asian population is broken down by sex, one finds that stereotypes of Asian men and Asian women differ.

Even stereotypes applied to a racial group become inconsistent when members of that group are broken down by national origin. A case in point is that stereotypes about black Americans differ from those about blacks from the Caribbean or blacks from African nations. Such unique difference indicate that stereotypes make little sense and aren't useful tools by which to judge others.

Can stereotypes ever be good?

Both negative and positive stereotypes exist, but even the latter do harm. That is because all stereotypes are limiting and leave little or no room for individuality. Perhaps a child belongs to a racial group known for being highly intelligent. This particular child, however, suffers from a learning disability and struggles to keep up with his classmates in school. Because his teacher buys into the stereotype that this child is supposed to excel in class because of his heritage, he/she might assume that his poor marks are because he or she is lazy and never do the



investigative work needed to discover their learning disability to save them from the years of struggle.

Is there truth in stereotypes?

It is often said that stereotypes are rooted in truth, but this is not a valid statement. People who make this argument often want to justify their use of stereotypes. The problem with stereotypes is that they suggest that groups of people are inherently prone to certain behaviours. Arabs are naturally one way. Chinese are naturally another. The fact is that science doesn't back up these kinds of assertions. If groups of people have historically excelled at certain activities, social factors no doubt contributed to this occurrence.

So, the next time you are tempted to stereotype a group of people, think about the groups to which you belong. List the stereotypes linked to those groups. Does each of those stereotypes apply to you? More than likely you would disagree that all the qualities attributed to those your gender; race group and sexual orientation describe you. That is why it is important to judge individuals specifically rather than the groups they belong to.



11.3.4.3 Learning Activities

1. What is a stereotype?

2. State some experiences of a stereotype that you know of or have experienced.

3. Define negative stereotype and explain why it is bad.

4. How can positive stereotype affect a person negatively?



11.4.4.4 Stigma and discrimination

Stigma

Stigma is a degrading and debasing attitude of the society that discredits a person or a group because of a condition such as illness, deformity, nationality, religion, and so on. As a result, an affected person suffers from internalized stigma. This perceived or internalized stigma by the discredited person is equally destructive whether or not actual discrimination occurs. Stigma therefore

- destroys a person's dignity,
- marginalizes individuals,
- violates basic human rights,
- diminishes the chances of a stigmatized person of achieving full potential, and
- seriously hampers pursuit of happiness and contentment.

Stigma is a degrading and debasing attitude of the society that discredits a person or a group because of a condition such as illness, deformity, nationality, religion, and so on

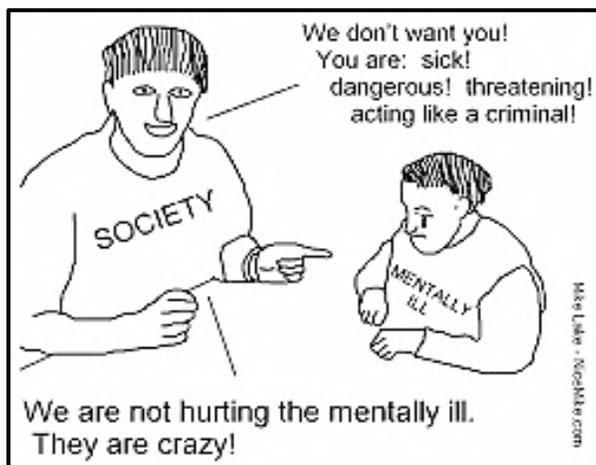


Figure 11.3.26 Stigma against the Mentally-ill.

When stigma is associated with a medical condition or disability it prevents individuals from seeking evaluation and treatment, disclosing the diagnosis to the people most likely to provide support and following treatment guidelines. While there are many illnesses such as leprosy that



have been severely stigmatized in the past, it is generally agreed that HIV/AIDS is the most stigmatized medical condition in the history of mankind. While society evaluates the status of those receiving treatment for some conditions such as cancer or serious injuries as heroes, those who have acquired HIV/AIDS are subjected to layers upon layers of stigma with assumptions that these individuals deserve punishment for their 'assumed behavior that led to acquiring HIV/AIDS.'

Stigma prevents individuals from getting tested for HIV/AIDS, seeking medical care, disclosing diagnosis and in adhering to treatment and follow up. Fear of social abandonment and losing intimate partners prevents many with HIV/AIDS from sharing the diagnosis with their loved ones and sexual partners. Stigma has become a major reason why HIV/AIDS epidemic continues and millions of people are getting infected and dying with HIV/AIDS every year.

Apart from HIV/AIDS, mental illness is associated with stigma in many cultures. People with various types of mental illness have reported that they have experienced stigma at some point in time. Stigma is a mark of disgrace that sets a person apart. When a person is labeled by their illness they are seen as part of a stereotyped group. Negative attitudes create prejudice, which leads to negative actions and discrimination.

Stigma brings experiences and feelings of:

- Shame
- Blame
- Hopelessness
- Distress
- Misrepresentation in the media
- Reluctance to seek and/or accept necessary help.

Families are affected by stigma, leading to a lack of support. Some groups are also subjected to multiple types of stigma and discrimination at the same time. This includes people with intellectual disability or those from a particular cultural or ethnic minority.

How can we deal with stigma?

We all have a role in creating a mentally healthy community that support recovery and social inclusion and reduces discrimination. Simple ways to help are:

- Learn to share the facts about various causes of stigma
- Get to know people with personal experiences of stigma



- Speak up in protest when friends, family, colleagues or the media display false beliefs and negative stereotypes.
- Offer support to people who suffer stigma
- Do not judge people with a condition that is likely to cause stigma; respect them with dignity
- Do not discriminate against those who live with stigma. Show compassion and understanding towards them.

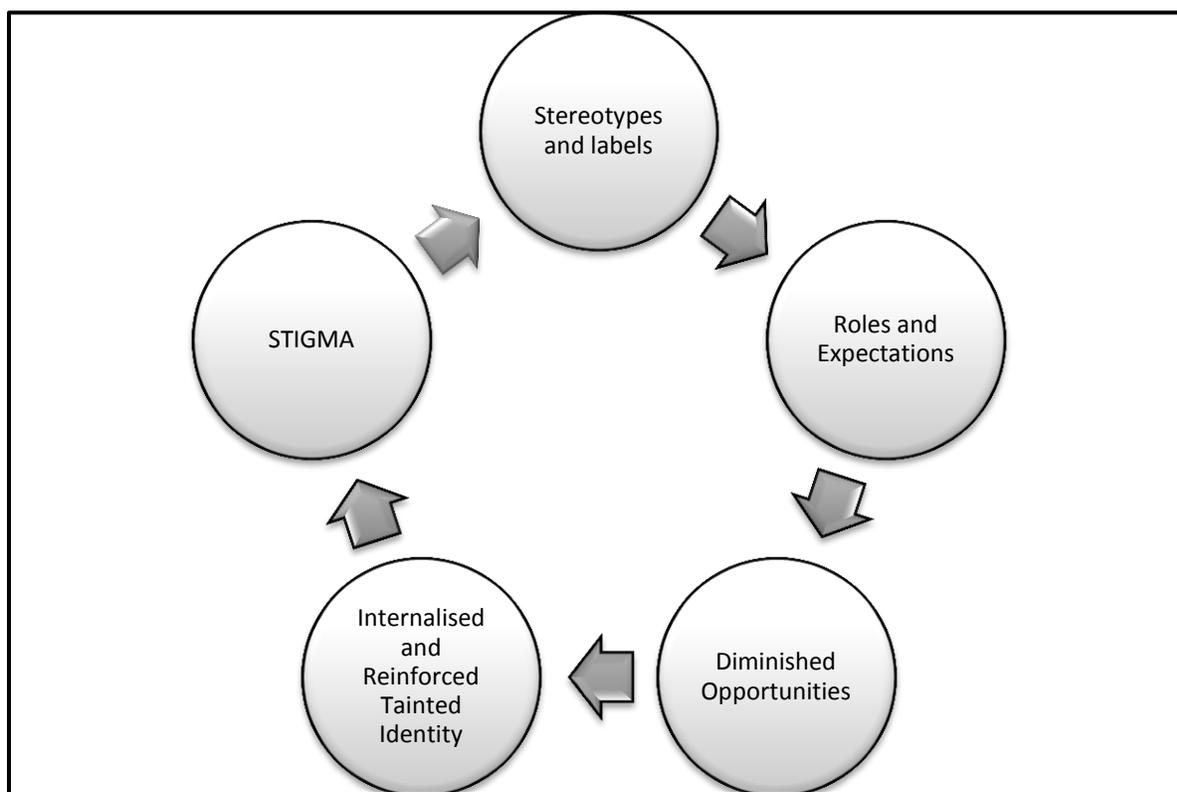


Figure 11.3.27 The Stigma Cycle.

Figure 11.3.27 outlines the cycle or stages of stigma. As you can see, stigma begins with labels and stereotypes. This leads to specific roles and expectations imposed on the stigmatized person. Because of the limited roles and expectations, a victim further suffers from diminished or reduced opportunities in life. The victim feels excluded and unwanted. Such negative feelings, when they occur repeatedly, lead to an internally reinforced identity. Usually, this identity is a negative one that lasts for as long as the individual is stigmatized.

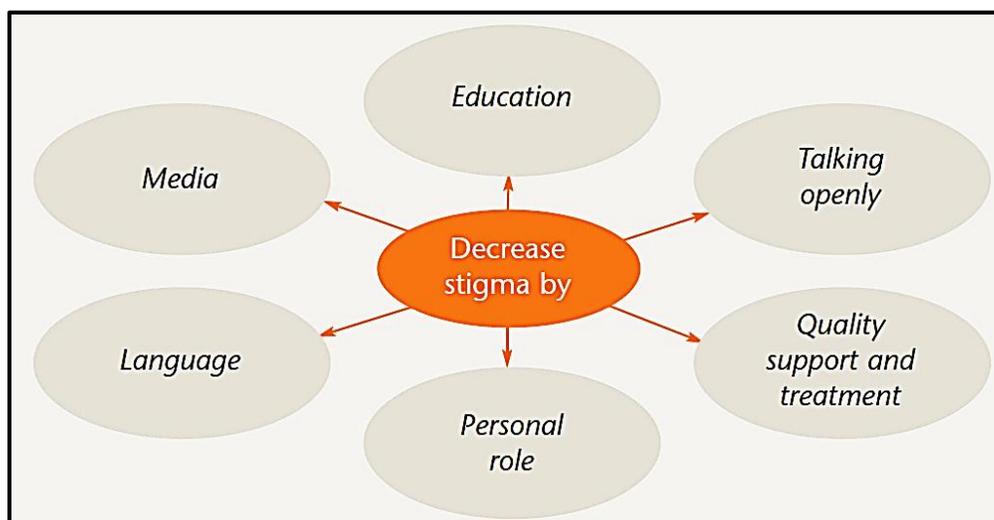


Figure 11.3.28 Strategies to decrease stigma.

Figure 11.3.29 presents six (6) ways or strategies of reducing and stopping stigma. Firstly, people need to be educated about stigma and its effect on stigmatized people. Various means can be chosen to educate people of stigma with facts regarding to stigma and how it leads to stigmatise people.

Secondly, issues regarding stigma and its effects must be addressed. The society should talk openly about the effects of stigma in the society. People should not be afraid to open up to address this problem in communities and organisations.

Thirdly, there is a need for institutions such as care centers, hospitals, clinics and other organisations to carry out effective treatment on people stigmatized for diseases such as mental health.

Fourthly, every one of us has a personal role to learn more about stigma, tolerate it and educate others around us.

Fifthly, every individual must identify and weed out languages that directly or indirectly promote stigma in our communities.

Finally, the media is an effective tool to address stigma in our communities.

Discrimination

Discrimination is all about being treated differently to everyone else because of something about someone that another person does not respect. It is the prejudicial treatment of a person based solely on their membership in a certain group or category. This could be on the basis of sex, race, social class, sexual orientation and ethnicity; and so on. Discrimination is the actual behavior of one group towards opportunities that are available to the other group.



Types	Description
Racial discrimination	This is a type of discrimination that is based on race or the color of the skin. There is none more notable than South Africa's political system called Apartheid which literally means 'separateness.' Apartheid was a system of racial segregation that was enforced in the country from 1948 to 1994. Non-white people were prevented from voting and lived in separate communities. Racial discrimination was also very popular in the United States up to the 1960s
Age discrimination	is the discrimination against a person or group on the basis of their age. If you are outside of a qualifying age range, then you will be excluded from an organization or even education. Scholarships, for instance, are awarded on the basis of age as well as education qualification and experiences.
Sexual discrimination	is the discrimination against members of the opposite sex at work, in public or even at home. For instance, certain jobs are reserved for females, and even certain places are reserved for females.
Gender discrimination	In Western societies while women are often discriminated against in the workplace, men are often discriminated against in the home and family environments. For instance, after a divorce, women receive primary custody of children far more often than men. Women on average earn less pay than men for doing the same job.
Ethnicity discrimination	This is the type of discrimination based on a person's ethnicity. For example, during World War Two, in Germany and German-controlled lands, Jewish people had to wear yellow stars to identify themselves as Jews. Later, the Jews were placed in concentration camps by the Nazis and were killed. Those killings are described as the 'holocaust.'

Table 11.3.5 Various Types of Discrimination.

Discrimination is differentiated from stereotyping in that discrimination is shown through the actions demonstrated by someone. It is a treatment or a distinction in favor of or against a person based on the group, class, or category to which that person is perceived to belong to rather than on individual merit. This includes treatment of an individual or group based on actual or perceived membership in a certain group or social category, in such a way that is worse than the way people are usually treated.



It involves the group's initial reaction or interaction going on to influence the individual's actual behavior towards the group leader or the group. It restricts members of one group from opportunities or privileges that are available to another group, leading to the exclusion of the individual based on irrational decision-making.



Figure 11.3.29 Racial Discrimination.

Discriminatory traditions, policies, ideas, practices, and laws exist in many countries and institutions in every part of the world, even in those where discrimination is generally looked down upon. In some places, controversial attempts such as quotas have been used to benefit those believed to be current or past victims of discrimination – but have sometimes been called reverse discrimination. In the USA, a government policy known as affirmative action was instituted to encourage employers and universities to seek out and accept groups such as African-Americans, Asians, Latinos and women, who have been subject to discrimination for a long time.

Basic Human Rights to Fair Treatment

Everyone has the right to be treated fairly and respectfully. However, when you discriminate, you choose to treat someone differently based on a characteristic about them. If someone is treated badly or unfairly because of a particular characteristic, it is known as negative discrimination.

Common reasons that people are discriminated against are:

- Their sex or gender
- If they have any kind of disability



- Their race
- Their age
- Their sexual preferences or orientation
- Their ethnicity
- Their religion

Discrimination is often linked with bullying and harassment. These are behaviors displayed by people when they behave in a way that is intended to disturb or upset another person. It is actually against the law to be discriminated against in a lot of areas in life – including in the workplace, educational institutions, accommodation, government services, and when accessing public goods and services and facilities.

Signs of Discrimination

There are many different signs and actions that can indicate that discrimination may be taking place. Some examples include:

- Someone saying hurtful things or attacking you repeatedly
- Being made fun of constantly
- Being excluded or left out
- Being made to feel inferior because of someone's comments or actions
- Having a group of people gang up on you
- Being made to do hurtful or inappropriate things
- Being threatened
- Finding yourself having to defend who you are and what you believe against stereotypes and untrue claims.



Figure 11.3.30 Racial Discrimination in Action.

Basically if you are being made to feel uncomfortable, are offended by someone's comments/actions, and/or feel judged because of particular characteristics, then someone could be discriminating against you.

People who are discriminated can consider taking some form of actions. Here are two suggestions:

- a. Speak up. Explain to the person involved that their behavior is offending you or making you uncomfortable.
- b. Keep a diary. Document everything that has happened, including any attempts that you've made to address or resolve the situation.
- c. Get information. Formal processes for handling issues of discrimination can be very different depending on when and where the discrimination has occurred/is occurring. Also, you need to be aware of the nature of the discrimination to then seek out the appropriate sources of help such as legal professionals, United Nations (UN) representatives in the country, women's groups, welfare officers, and so on

United Nations Documents on Discrimination

The United Nations has developed some important documents to address discrimination of various types and at various levels. These are listed below.

1. The Universal Declaration of Human Rights is a declaration adopted by the United Nations General Assembly on 10 December 1948. It states that: Everyone is entitled to all the rights and freedoms set forth in this Declaration, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, birth or other status.



2. The International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) is a United Nations Convention. The Convention commits its members to the elimination of racial discrimination. The Convention was adopted and opened for signature by the United Nations General Assembly on 21 December 1965, and entered into force on 4 January 1969.
3. The Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) is an international treaty adopted in 1979 by the United Nations General Assembly. Described as an international Bill of Rights for women, it came into force on 3 September, 1981.
4. The Convention on the Rights of Persons with Disabilities is an international human rights instrument treaty of the United Nations. Parties to the Convention are required to promote, protect, and ensure the full enjoyment of human rights by persons with disabilities and ensure that they enjoy full equality under the law. The text was adopted by the United Nations General Assembly on 13 December 2006, and opened for signature on 30 March 2007. Following ratification by the 20th party, it came into force on 3 May 2008.

The United Nations General Assembly, being the international body has developed these documents as blue prints for member countries to follow and implement. Member countries that fail to address discrimination of any form will be singled out by this powerful world body and sanctions can be put up if there is evidence of negligence or ignorance by the country in question.

Papua New Guinea is a signatory to these important treaties, conventions and declarations. That means these laws govern the rights, behavior and conduct of every citizen of PNG, including the government. The government has a very important role in making sure that its citizens are free from discrimination and abuse from internal and external threats or sources.



11.3.4.4 Learning Activities

1. What is stigma?



2. How is stigma different from discrimination?

3. How does stigma affect the HIV/AIDS/AIDS victim?

4. Have you, or someone you know experienced stigma and discrimination in the past? If so, then provide a brief description of it.

End of Topic Test

Turn to your assessment booklet and do the end-of-the-topic test 1. Submit your test to your provincial FODE center for marking. It is a normal piece of assessment so do it and submit it promptly on time.



ANSWERS TO LEARNING ACTIVITIES

11.3.4 Learning Activities

11.3.4.1 Learning Activities

1. Tolerance means that each person in a relationship agrees to respect the other's right to his or her feelings. It means appreciating and accepting differences in people.
2. Tolerance or the ability to respect each other's difference is very important in any relationship. It enables a relationship to grow as friends or partners live with their differences while operating on common grounds. If there is no tolerance relationships will soon break down, leaving behind many disappointed, angry, emotional and broken-hearted people.
3. The brain, being the powerhouse of the human body, has the capacity of producing billions of thought processes per second, of which around 2,000 are brought into awareness. With so many thought processes happening in the human brain at the same time, we all have the capacity to behave differently in all areas of their lives. This can result in upsetting and causing uncomfortable feelings in others.
4. Firstly, admit that this is a hot and controversial topic. Secondly, agree that you both have opposing opinions on this issue. Thirdly, outline your reasons for disagreeing. Fourthly, state that your disagreement only reflects your opinion, standards, principles and other such basis as the bible as well. Fifthly, acknowledge the other person's right to have his/her own opinion on the matter. Finally, reach a compromise, and the best compromise on such issues is to 'agree to disagree' rather than trying in vain to win the other person over to your side.

11.3.4.2 Learning Activities

1. A prejudice is a prejudgment or an assumption made about someone or something before having adequate knowledge to make a proper judgment. It is most commonly used to refer to a preconceived judgment towards a person or a group because of race, social class, gender, ethnicity, age, ability, political beliefs, religion, obesity, sexual orientation or other personal characteristics.
2. They are certainly in the minority, and by being the minority they attract so much attention. Given that Muslims are known for their act of Jihad, or holy killing, people treat Muslims with fear, hatred, caution, dislike, and so on. With such prejudice around Muslims and other minorities are marginalized and treated with suspicion.



3. Taliban women were mostly affected during the reign or control of the Taliban in Afghanistan. They were forced to wear the burka, remain in-doors most of the time, and avoid public places. They were also prevented from attending school.
4. The bombings in Paris in October, 2015 has further tarnished or spoilt the image of other people of the Middle East origin. This year has seen a massive increase in the number of migrants from the Middle East seeking refuge in Europe. This has led to a refugee crisis in Europe. The killing in Paris has badly affected the chances of these refugees from gaining access to any European country given their religious and ethnic origin.

11.3.4.3 Learning Activities

1. Stereotypes are assumptions made about a group of people and are applied to individuals irrespective of their personal characteristics because of their affiliation with a certain group. Stereotypes can be positive, negative or neutral.
2. There is no one correct and standard answer for this question. As it is, you are to draw from your own experiences of cases of stereotyping in your local area and document it.
3. Negative stereotypes spreads a false belief or conclusion which, if negative, paves the way for discrimination, stigma, racism and other negative branding or naming. Even if a conclusion is true for one, two or a few people, its impact is felt by others who are part of a social group or any other such groups. It places unnecessary stress and pressure on innocent people who have nothing to do with the popular belief or prejudice.
4. Positive stereotype is about painting a positive picture or image of a particular group based on their abilities, achievements, special qualities, and so on however, again, it may not be true for everyone that is part of a particular group as there are exceptions based on individual differences. When these exceptions do not perform or achieve the same standards associated with the group, they can be negatively discriminated as being lazy, stupid, unfit, pretenders; and so on. This can lead to all sorts of problems for those affected.

11.3.4.4 Learning Activities

1. Stigma is a degrading and debasing attitude of the society that discredits a person or a group because of a condition or characteristic such as illness, deformity, nationality, religion, and so on
2. Stigma is a mental attitude. It is about forming negative opinions about others. Such negative opinions and attitudes, when demonstrated or shown outwardly in behavior



form, become discrimination. Discrimination usually follows stigma, or stigma fuels discrimination.

3.

- It demoralises them
- It keeps them away from seeking medical treatment, counselling and positive living.
- It suppresses them and destroys them emotionally

4. Here, you write your personal experiences. Use your knowledge of stigma and discrimination to provide a description of what you have seen, heard or read.



11.3.5 BEING A ROLE MODEL IN RELATIONSHIPS

11.3.5.1 What is a role model?

A role model is an individual who is looked up to and respected by someone else or by others. He/she is someone who other individuals aspire to be like, either in the present or in the future. A role model may be someone who you know and interact with on a regular basis, or may be someone who you've never met, such as a celebrity. Common role models include well-known actors, public figures such as police officers or political officials, teachers and educators, footballers, athletes, parents, other family members or other such people.

A role model is an individual who is looked up to and respected by someone else or by others.



Figure 11.3.31 Former Chief Justice Late Sir Mari Kapi Was a Role Model

You too can become a role model, especially when you are involved in relationships of various types. In fact all of us, including you, are involved in numerous relationships now. So it is better to learn some strategies or tactics of how to become a good role model for others in a relationship. Five common qualities or strategies are briefly outlined and explained below for you. These five qualities can guide you towards being a good role model.

1. **Passion and Ability to Inspire**

Role models show passion for their work and have the capacity to inspire others. Role models are dedicated to their work while trying to give something meaningful to the next generation. You too can show some passion in what you do to inspire others around you.

**2. Clear Set of Values**

Role models live their values in the world. We all admire people who act in ways that support our beliefs. It helps us understand how our own values are part of who we are and how we might seek fulfilling roles in the future. For example, many people admire those who support good causes such as education, health, poverty and environment. Their value is social change and they constantly live. When you are set your values and follow them through others around you will begin to admire and would want to be like you.

3. Commitment to Community

Role models are self-less as opposed to self-focused. They are usually active in their communities, freely giving their time and talents to benefit other people. We admire people who served on local boards, reached out to neighbors in need, voted, and were active members of community organisations. When you start to live for other people and your community you will surely become a role model for others in your community.

4. Selflessness and Acceptance of Others

We admire people for their selflessness and acceptance of others who were different from them. We admire people who ignore social barriers but see peoples' needs and act on them, regardless of their background or circumstances. Their lifestyle is a type of service to other people without any charges. You can also live a life of tolerance and selflessness to become a good role model for your community.

5. Ability to Overcome Obstacles

As Booker T. Washington, the famous African-American civil rights activist once said, "Success is to be measured not so much by the position that one has reached in life as by the obstacles which one has overcome." When you overcome obstacles and challenges in life you become a role model to others. People admire those who show that success is possible in life.

Types of Role Models

Researchers have found out that young people can be drawn to both positive and negative role models. This is mainly based on the mindset they adopt toward achieving personal goals in life. Positive role models have a 'growth' mindset. Negative role models have a 'preventive' mindset. Young people are more likely to be inspired by positive role models when they have growth mindsets. That is when they see themselves as active learners and achievers who accomplish goals through hard work and perseverance. Young people look towards role models to inspire and lead them.

A preventive mindset is when youths approach life with a desire to prevent or avoid disasters and negative outcomes. They are more likely to lean toward role models who will help them



learn avoiding tactics and strategies. These strategies might range from cheating on tests and exams, using drugs and alcohol to escape failures and life challenges and stealing.

Simply put, when young people have a growth mindset, they are more likely to choose role models that provide the kinds of strategies that support their way of thinking. When they have a preventive mindset, they are more likely to choose role models who provide them with preventive strategies.

Positive role models boost young people's motivation by setting guidelines to achieve success. For example, they likely have:

1. an ability to inspire others
2. a clear set of values
3. a commitment to community
4. an acceptance of others
5. an ability to overcome obstacles.

Examples of Role Models

The history of mankind is littered with many positive role models ranging from philosophers, sports people, inventors, theorists, scientists, politicians, rights activists, musicians, political freedom fighters, doctors, and so on. Given below is a list of twenty (20) famous people who have become role models to inspire other human beings. You too can be inspired by these people, so read on.

1. **Martin Luther King** – African-American civil rights activists against the discrimination of black people in the U.S.A. He has changed American history by bringing change to the way black Americans were treated. Much of civil rights enjoyed by blacks and other ethnic groups is a result of the work of Martin Luther King and many others before and after him.
2. **Nelson Mandela** – South African activist, who fought for black peoples' rule, was imprisoned for many years, later released and became the first black South African president before he died. Apartheid was demolished because of Nelson, Steve Biko and other activists.
3. **Mahatma Gandhi** – Leader of the Indian independence movement in British-ruled India. Employing non-violence, civil disobedience, Gandhi led India to independence and inspired movements for civil rights and freedom across the world.



4. **George Washington** – He was the first President of the United States. He is one of the founding fathers of the United States. He presided over the convention that drafted the United States Constitution.
5. **Jane Goodall** – She is an English primatologist, ethologist, anthropologist and UN Messenger of Peace. She is considered to be the world’s foremost expert on chimpanzees. She is the founder of the Jane Goodall Institute and the Roots and Shoots program, and has worked extensively on conservation and animal welfare issues.
6. **Mother Theresa** – was a Roman Catholic religious sister and missionary who lived most of her life in India. She founded the Missionaries of Charity, which in 2012 consisted of over 4,500 sisters and is active in 133 countries. They run homes for people with HIV/AIDS/AIDS, leprosy and tuberculosis.
7. **Barack Obama** – A human rights activist who successfully became the first ever black, African-American president of the United States.
8. **Ben Carson** – The first ever black neurosurgeon who successfully separated a Siamese twins who shared one head. He went on to write motivational books which have been sold worldwide.
9. **Amelia Earhart** – First female aviator to fly solo across the Atlantic Ocean. She set many records, wrote best-selling books and formed the ‘Ninety-Nines’, an organisation for female pilots. She never returned on one of her solo flights across the Pacific.
10. **Bill Gates** – An American business magnate, philanthropist, investor, computer programmer and inventor. He was the co-founder of Microsoft, the world’s largest software company with Paul Allen. He was CEO, Chairman, entrepreneur and co-authored several books.
11. **Bob Marley** – A Jamaican reggae singer-songwriter, musician and guitarist who achieved international fame. He forged a distinctive song writing and vocal style that would later resonate with international audiences.
12. **Albert Einstein** – A German-born theoretical physicist who developed the general theory of relativity. Einstein is best known in popular culture for his mass-energy equivalence formula. He also discovered the law of the Photoelectric effect.
13. **Abraham Lincoln** – the 16th President of the United States, serving from 1861 until his assassination in April 1965. He led the United States through its Civil War. He preserved the Union of the states, abolished slavery, strengthened the federal government, and modernised the economy. He was largely self-educated.



14. **Wolfgang Amadeus Mozart** – was a prolific and influential composer of the Classical era. He was already competent on piano and violin, and composed from the age of five and performed before European Kings and Queens.
15. **William Shakespeare** – An English poet, playwright and actor. He is widely regarded as the greatest writer in the English language and the world’s pre-eminent dramatist. His works consist of many plays, sonnets and narrative poems. His plays have been translated into every major living language and are performed.
16. **Beyonce Knowles Carter** – One of the modern day examples of a woman who can do it all and run the world. Beyonce really is a role model for young women. She is talented, intelligent, focused, and someone who keeps pushing herself harder. She is also managing to juggle the pressures of being a mother and wife and has had a decade-long string of successful solo hits and albums.
17. **Michael Jordan**. He is known as the greatest basketball player of all time. He failed to make the university basketball team because at 1.8 meters, he was deemed too short to play at that level. However, his persistence led him to stardom and became on the highly paid sportsman of the world.
18. **Orville and Wilbur Wright**. They built the first plane that could stay airborne. The Wright brothers succeeded only after numerous attempts, failures and experiments.
19. **Thomas Edison**. He was an American inventor who developed many life-changing devices such as the phonograph and the light bulb. He is also credited for 1000 other inventions. However, when he was young his teacher told him he was ‘too stupid to learn anything’. Edison was also hearing impaired. He was later involved in the development of the motion picture camera. He was famous for the following quote...

“I have not failed. I have found 10, 000 ways that won’t work.” – Thomas Edison.
20. **Jonathan Thurston**. He is an Australian rugby league player and co-captains of the National Rugby League team the North Queensland Cowboys. During his NRL career he has frequently been cited as rugby league’s best player. His awards include; Dally M Award Player of the Year, Dally M Award Best Captain, Dally M Award Provan-Summons Medal, Dally M Award Best Halfback, Dally M Award Best Five-eight and Dally M Award Top Point scorer.

Some of the names in the list above may be new to you, but after reading through you will have learnt a lot about their contributions and achievements. You can be motivated and inspired by these role models.



11.3.5.1 Learning Activities

1. Define the term role model.

2. Provide names of two of your role models and explain why you chose them.

3. List two examples of good and bad role models.

4. Do you think you are a role model? If yes, in what ways are you a role model, and to who?



11.3.5.2 Advocacy

Advocacy is speaking, acting and writing with minimal conflict of interest on behalf of the interest of a disadvantaged person or group to promote, protect and defend their welfare and justice by

- being on their side
- being primarily concerned with their fundamental needs
- remaining loyal and accountable to them in a way which is emphatic and vigorous and which is, or is likely to be, costly to the advocate or advocacy group.

Advocacy is defined as any action that speaks in favor of, recommends, argues for a cause, support or defends or pleads on behalf of others.

Below is a list of advocacy activities which you can become a part of.

- Educating the public about the legislative process.**
Join a group that introduces communities and constituencies to the legislators who represent them. A citizens day can be organized during which members of a community can come together to meet their local, provincial and national legislators and learn about the legislation processes. It provides an opportunity for communities to come face to face with their local representatives who make laws on issues affecting them.
- Research.**
Conduct research to produce relevant resources that reflect the real story of your community with hard evidence. Your information can be used by various organisations to benefit the community. For example, it can be used to make new laws or change existing laws.
- Organise a rally.**
Mobilise your community for a good cause by organizing rallies. Through public rallies issues affecting the community can be addressed.
- Public education.**
Educate the public on the issues such as poverty, rural-urban drift, law and order, unemployment and self-employment, and so on
- Nonpartisan voter education.**
Inform the electorates on how to participate more fully in elections and civic life.



- f. **Nonpartisan voter mobilization.**
Encourage citizens to vote fairly and freely. This could also become a campaign to register and mobilise people to vote during the upcoming elections without violence and undue influence.
- g. **Training**
Groups can organize free trainings for marginalized communities and groups such as unemployed youths. These training sessions can teach successful strategies and skills for direct action such as self-employment.
- h. **Litigation**
Become a part of a legal program that assists marginalized groups and win in court for your community's cause such as better health services, unpaid retirement benefits, outstanding landowner benefits, and so on
- i. **Lobbying**
This is to advocate for or against specific legislation. All non-profit organisations are permitted to lobby. Public charities can also engage in some amount of lobbying. You can join a non-government organization (NGO) to lobby against certain legislations that do not serve the interest of the community.
- j. **Rights activism**
Issues such as animal rights, minority rights, environmental pollution and other pressing problems can be taken up by forming or joining an existing rights group.



Figure 11.3.32 A Rights-advocacy Group Rally.



11.3.5.2 Learning Activities

1. What is advocacy and what role does it play in the society?

2. Have you participated in a rally in the past? If yes, provide a brief description of that rally and state whether that rally achieve its aims and goals.

3. State one advocacy in PNG that you know of.



11.3.5.3 Assertiveness

This concept was covered earlier under topic two – communication. Here we revisit this important concept or skill that is very necessary for communication purposes. Being assertive means being able to stand up for your own or other peoples' rights in a calm and positive way, without being either aggressive or passively accepting 'wrong'. Assertive individuals are able to get their point across without upsetting others, or becoming upset themselves. It involves expressing thoughts, feelings and beliefs in a direct, honest and appropriate way.

It is a skill regularly referred to in social and communication skills training. This is a vital skill because every day we interact with people. Through those interactions sometimes conflicts arise as a result of minor issues which could be resolved through assertiveness. Because of a lack of knowledge of assertiveness people resort to being defensive against each other, resulting in conflicts.

Another consequence of a lack of assertiveness is that submissive people bury their emotions, thoughts and anger within themselves for a long period of time. This is unhealthy for the individual's health as well as for social communication. For such reasons it is an opportune time to once again spend some time to study assertiveness.

Although everyone acts in passive and aggressive ways from time to time, such ways of responding often result from a lack of self-confidence and are, therefore, inappropriate ways of interacting with other people.

It is important to note also that by being assertive we should also respect the thoughts, feelings and beliefs of other people. Those who behave assertively always respect the thoughts, feelings and beliefs of other people as well as their own.

Assertiveness is about being able to express feelings, wishes, wants and desires appropriately and is an important personal and interpersonal skill. In all your interactions with other people, whether at home, at school or with colleagues, assertiveness can help you to express yourself in a clear, open and reasonable way, without undermining your own or others' rights.

Assertiveness enables individuals to act in their own best interest, to stand up for themselves without undue anxiety, to express honest feelings comfortably and to express personal rights without denying the rights of others.

Because assertiveness is always expressed in messages – both written and oral, it is worthwhile to consider a simple exercise involving the formation of an assertive message. An assertive message usually comes in three parts. Consider the following example and use it to develop your own assertive messages.



Parts	Example
Behavioral description	When you refuse to hear my point of view...
+	
Disclosure of feelings	I feel very annoyed and very distressed...
+	
Clarification of the effects of the other person's behavior on you.	Because I feel being discriminated on the basis of my gender.....

Table 11.3.6 Three-Part Assertive Message Structure

The following rules may help you to make such messages both receivable and believable.

1. *Make your description specific and user-friendly.* Say 'When you look at me with stubborn face...' instead of saying 'When you are so mean...'
2. *Limit your description to observed behavior.* Do not make inferences about the other person's values, attitudes or motives. Say 'When you become very tense...' rather than 'When your anger start to rise and have the better of you'.
3. *Make your description as objective as possible.* Do not make judgments. In particular, avoid character assassination, absolutes, profanities and words with judgmental connotations.

Below is a list of some assertive behaviors for you to consider.

- Being open in expressing wishes, thoughts and feelings and encouraging others to do likewise.
- Listening to the views of others and responding appropriately, whether in agreement with those views or not.
- Accepting responsibilities and being able to delegate to others.
- Regularly expressing appreciation of others for what they have done or are doing.
- Being able to admit to mistakes and apologise.
- Maintaining self-control.
- Behaving as an equal to others.
- Accept others just as you accept yourself.



- Refuse to tolerate injustice, discrimination, abuse and other negative behaviors.



11.3.5.3 Learning Activities

1. What does it mean to be assertive?

2. Why is it important to be assertive?

End of Topic Test

Turn to your assessment booklet and do the end-of-the-topic test 1. Submit your test to your provincial FODE center for marking. It is a normal piece of assessment so do it and submit it promptly on time.



ANSWERS TO LEARNING ACTIVITIES

11.3.5 Learning Activities

11.3.5.1 Learning Activities

1. A role model is an individual who is looked up to and respected by someone else or by others. He/she is someone who other individuals aspire to be like, either in the present or in the future.
2. This question allows you to recall your role models. These are the people who inspire and motivate you to do well in your life in areas such education, behaviors, and so on. State clearly how each one of your role models help you in your life.
3. Positive role models have a 'growth' mindset. Negative role models have a 'preventive' mindset.
4. Assess yourself carefully, read the qualities of a role model provided in this section and determine whether you are a role model or not. You may not be one right now, but you may have a motivation or desire to become a role model in the future. Describe both your current status and your future aspiration to become a role model. Also state if you wish you were a role model too, and explain what is stopping you from becoming a role model.

11.3.5.2 Learning Activities

1. Advocacy is speaking, acting, behaving and writing with minimal conflict of interest on behalf of the interest of a disadvantaged person or group to promote, protect and defend their welfare and justice. It is a counter-measure against prejudice, discrimination and stigma. It helps people live happy and fulfilling lives in their communities. It also enables people to live in freedom.
2. Your answer should be in line with the question. If you have yet to participate in a rally or peaceful public discrimination, then say so. If you have participated in one already then describe it in terms of its goal, your part played and the overall success or failure of that activity.

**11.3.5.3 Learning Activities**

1. Being assertive means being able to stand up for your own or other peoples' rights in a calm and positive way, without being either aggressive or passively accepting 'wrong'.
2. By being assertive, people are able to get their point across without upsetting others, or becoming upset themselves. It involves expressing thoughts, feelings and beliefs in a direct, honest and appropriate way.



Summary

Relationship building is a normal part of human existence, regardless of race, gender, culture, ethnicity, nationality, education level, and so on. Human beings form relationships, which in turn influence human behaviour. Relationships are formed during human interactions to fulfil various human needs. These human needs range from physiological needs to actualisation needs. We all meet our needs through the relationships we have developed. Relationship building is an ongoing cycle.

Relationships are like living organisms which have beginnings, a lifetimes and endings. Starting a relationship may be easy, but maintaining it and keeping it happy is the hardest part. It requires considerable effort from all parties involved in a relationship to keep it. Failure to properly look after a relationship ends up in a break-up. Break-ups also have their consequences depending on the type of relationship involved.

Communication is a vital ingredient or oil in the relationship building and maintaining process. Various communication strategies have been developed to aid human communication. One of these strategies, a preferred choice, is the assertive communication style. This style is honest, straightforward, and allows the communicator to express his/her feelings or emotions and opinions without offending or hurting the other party. When used properly, assertive communication results in a win-win situation where both parties become satisfied, happy and respectful of one another.

All humans are unique in the sense that we all have unique individual personalities. These unique aspects or personalities make us all different from one another. We may share some personality traits with some other humans but in many other ways we are uniquely different. Understanding and respecting these differences will help us appreciate others, build good relationships and live harmoniously.

We can use our differences in personality to cooperate with others, build satisfying relationships and live happily. We can avoid conflicts by tolerating each other, accepting our uniqueness and achieve our individual goals as well as societal goals through positive relationships.

Unfortunately today, intolerance, prejudice, stereotypes, stigma and discrimination continue to be practiced in certain places and societies. These words reflect the negative side of humanity. We all have our negative personalities. When humans allow their negative self or personalities to roam freely without control the consequences are rarely positive.

The world has suffered a lot through prejudice, stereotypes, stigma and discrimination in the past. Wars have been fought, discriminatory policies have been used to abuse rights, racial segregation took place and so many other negative behaviours were experienced because of



negative personalities and behaviours. These negative human behaviours and mentalities have never been completely eradicated. Societies that fail to control these negative attributes of humanity experience high levels of intolerance, prejudice, stereotype, stigma and discrimination, racism, gender bias, exploitation, segregation, biased generalisations, suppression, and so on

Getting rid of the negative human behaviours is a difficult task. It requires a combined effort from organisations, governments, corporate bodies, religions, churches, civil groups and individuals. One such mechanism to reduce these negative behaviours is to make a start with ourselves. We should live a life of a role model. In deed many influential people in history have become influential role models. They have left behind a reputation or legacy as good citizens and role models. Their behaviours, personalities, actions, principles and standards have become the benchmark or standards for others to emulate or follow. Some of them have changed their societies and even the world in very big ways.

There are different types of role models. Some of them have practiced non-violence and have shown patience and compassion in the face of danger or other extreme situations. Others have contributed their knowledge, skills, talents and wisdom to create a better world. We too can emulate these positive role models to make a change for our communities. By following a set of guidelines we can develop as good role models for our communities and the future generations to come.



REFERENCES

**GLOSSARY**

WORD	PAGE	WORD	PAGE
Acquaintance	12	Moral and Ethical Principles	19
Advocacy	91	Myers-Brigs Model	61
Affect display	47	Negotiation	28
Age Discrimination	79	Neuroticism	59
Aggressive behavior	27	Passive behavior	27
Aggressiveness	44	Passive-aggressive behavior	27
Assertive Behavior	27	Personality	52
Assertiveness	44	Personality traits	53
Attraction	32	Phlegmatic	54
Behavior	17, 26	Physiological	15
Belonging	15	Prejudice	68
Character assassination	49	Profanities	49
Choleric	54	Psychology	11
Codependence	10	Puberty	58
Communication	35, 40	Racial Discrimination	79
Conscientiousness	59	Rank-order	58
Cooperate	21	Regulator	47
Courtship	13	Relationship	8
Dependency	21	Response to stimuli	18
Discrimination	67, 75, 78	Role Model	85
Emblem	47	Sanguine	54
Empathy	24	Self-actualisation	17
Enrich	23	Self-assertion	43
Esteem	15	Self-awareness	52
Ethnicity Discrimination	79	Self-monitors	58
Extrovert	55	Self-respect	21
Gender Discrimination	79	Stereotype	70
Generalisations	72	Stigma	75
Human Rights	80	Sub-conscious	18
Idealisation	33	Submissiveness	44
Interaction	8	Temperament	20
Interpersonal Relationships	9	Termination	12
Intimate	11	Therapy	58
Introvert	55	Tolerance	66
Intuition	63	Tolerate	21
Kinesics	46	Virtue	21
Mean-level	58	Win-lose approach	29



Melancholic

55

Win-win approach

29

**SUBJECT AND GRADE TO STUDY**

Grade Levels	Subjects
Grades 7 and 8	1. English
	2. Mathematics
	3. Science
	4. Social Science
	5. Making a Living
	6. Personal Development
	7. English
Grades 9 and 10	1. English
	2. Formal Mathematics
	3. Practical Mathematics
	4. Science
	5. Social Science
	6. Commerce
	7. Design and Technology- Computing
	8. Personal Development
Grades 11 and 12	1. English (Applied English/ Language and Literature)
	2. Mathematics (Mathematics A/Mathematics B)
	3. Science (Chemistry/Physics/Biology)
	4. Social Science (History/Geography/Economics)
	5. Business Studies
	6. Personal Development
	7. ICT

REMEMBER:

- For Grades 7 and 8, you are required to do all six (6) courses.
- For Grades 9 and 10, you must study English, Mathematics, Science, Personal Development, Social Science and Commerce. Design and Technology-Computing is optional.
- For Grades 11 and 12, you are required to complete seven (7) out of thirteen (13) courses to be certified.

Your Provincial Coordinator or Supervisor will give you more information regarding each subject.

Certificate in Matriculation**CORE COURSES**

Basic English
 English 1
 English 2
 Basic Maths
 Maths 1
 Maths 2
 History of Science & Technology

OPTIONAL COURSES

Science Streams: Biology, Chemistry, Physics
 and Social Science Streams: Geography, Introduction to Economics
 and Asia and the Modern World

REMEMBER:

You must successfully complete 8 courses; 5 compulsory and 3 optional

**FODE PROVINCIAL CENTRES CONTACTS**

PC NO.	FODE PROVINCIAL CENTRE	ADDRESS	PHONE/FAX	CUG PHONES	CONTACT PERSON	WIRELESS PHONES	SENIOR CLERK	CUG PHONE
1	DARU	P. O. Box 68, Daru	6459033	72228146	Mr Maza Touta	77522841	Mr Kevin Sere	72229047
2	KEREMA	P. O. Box 86, Kerema	6481303	72228124	Mr Billy Samuel	77522842	Mr David Saria	72229049
3	CENTRAL	C/- FODE HQ	3419228	72228110	Mrs Susan Saiho	77522843	Mr Aubi Elodo	72229050
4	ALOTAU	P. O. Box 822, Alotau	6411343 / 6419195	72228130	Ms Kay Arioka	77522844	Mr Albi Bapera	72229051
5	POPONDETTA	P. O. Box 71, Popondetta	6297160 / 6297678	72228138	Mrs Cecilia Gangai	77522845	Mr Stansen Sevese	72229052
6	MENDI	P. O. Box 237, Mendi	5491264 / 72895095	72228142	Mr Christopher Gari	77522846	Mr Wari Tange	72229053
7	GOROKA	P. O. Box 990, Goroka	5322085 / 5322321	72228116	Mr Jagolo Sogone	77522847	Ms Ovin Tuki	72229054
8	KUNDIAWA	P. O. Box 95, Kundiawa	5351612	72228144	Mr David Kimin	77522848	Mr Denge Gundu	72229056
9	MT HAGEN	P. O. Box 418, Mt. Hagen	5421194 / 5423332	72228148	Mrs Joyce Pogla	77522849	Mr Robert Maki	72229057
10	VANIMO	P. O. Box 38, Vanimo	4571175 / 4571438	72228140	Mrs Ere Kamaso	77522850	Mrs Isabella Danti	72229060
11	WEWAK	P. O. Box 583, Wewak	4562231/ 4561114	72228122	Mr Michael Sirias	77522851	Mr David Wombui	72229062
12	MADANG	P. O. Box 2071, Madang	4222418	72228126	Mrs Esther Makis	77522852	Mrs Applonia Bogg	72229063
13	LAE	P. O. Box 4969, Lae	4725508 / 4721162	72228132	Mr Appo Ibos	77522853	Ms Cathrine Kila	72229064
14	KIMBE	P. O. Box 328, Kimbe	9835110	72228150	Mrs Shirley Haiveta	77522854	Mrs Bernadette Litom	72229065
15	RABAU	P. O. Box 83, Kokopo	9400314	72228118	Mr Ereman Pinia	77522855	Mrs Verlyn Vavai	72229067
16	KAVIENG	P. O. Box 284, Kavieng	9842183	72228136	Ms Betty Boas	77522856	Mr John Lasisi	72229069
17	BUKA	P. O. Box 154, Buka	9739838	72228108	Mr Simon Kelle	77522857	Mr Marlyne Meiskamel	72229073
18	MANUS	P. O. Box 41, Lorengau	9709251	72228128	Vacant	77522858	Ms Roslyn Keket	72229080
19	NCD	C/- FODE HQ	3230299 Ext 26	72228134	Mrs Erica Inai	77522859	Mrs Marina Tomiyavau	72229081
20	WABAG	P. O. Box 259, Wabag	5471114	72228120	Mr Paul Nepao	77522860	Mr Salas Kamberan	72229082
21	HELA	P. O. Box 63, Tari	73197115	72228141	Baja Hadaja	77522861	Mr Ogai John	72229083
22	JIWAKA	c/- FODE Hagen		72228143	Vacant	77522862	Joseph Walep	