

Participation, Trust and Distance Collaboration

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Overview

A Framework for working on Distance Collaboration

Social Fitness (participation and trust)

Distance Collaboration

A framework for working on distance collaboration

Look at the practices of face-to-face collaboration

what are the dynamics?

what are the dimensions?

See how distance collaboration technology interacts with practice

interferes

improves

See how people change things to re-establish successful collaboration

their practices

the technology

Example: gesturing

Face-to-face:

- watch people's gesturing

DC technology interacts with practice:

- video resolution too low to see small gestures

Compensation:

- their practices: exaggerated gesturing (Fayard, in progress)

- the technology: steer the camera.

More dimensions

Seeing people

who's here?

who do you watch?

who controls whom you watch?

Hearing people

can you hear

acknowledging contributions

Interrupting people

Sharing documents

.....

Dimensions of collaboration: Emotional dynamics

.....

Encouraging participation

Building and maintaining trust

Handling conflict

The role of positive emotions

 playing, fun

 bumbling together

 negotiated interaction across cultures

 saving face

Dimensions of collaboration: Emotional dynamics

.....

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Social Fitness

Social Fitness

Social Fitness Model

Personality

Definitions: shyness as emotional state

The Shyness Clinic

Negative thoughts, emotions, non-participation

Three Vicious Cycles: fear, shame, resentment

Cultures

Collaborative and competitive

Interdependence and independence (Markus & Kityama, 1991)

Handling diversity

Inclusion and exclusion

Social Fitness Model

Social Fitness addresses both Communion and Agency dimensions of the Circumplex Model (Horowitz, 1985; Henderson & Horowitz, 1999).

Social Fitness implies satisfying interpersonal relationships, adequate emotion regulation, an adaptive cognitive style, and the proactive pursuit of personal and professional goals (Henderson & Zimbardo, 1997, 2001).

Like physical fitness, Social Fitness involves frequent social exercise. There are many situations in which to practice and many kinds of behaviors that may be considered adaptive.

Just as people play golf, tennis, hike, and jog to stay physically fit, people join groups and communities, maintain close relationships, meet new people, cultivate friendships, and develop intimacy with a partner to stay socially fit.

Social Fitness

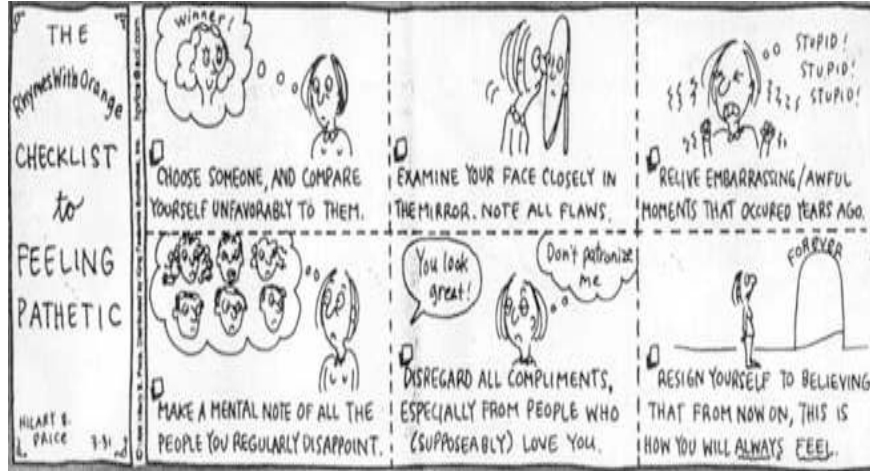
Adaptive thinking patterns and emotion regulation are important components of social fitness.

Shy individuals reverse the self-enhancement bias in social situations, blaming themselves for failure and attributing success to external, temporary, uncontrollable, and situation bound factors while experiencing shame and other negative emotions.

When one experiences shame, others appear contemptuous, when fear, others look dangerous, when vulnerability, others appear powerful and potentially threatening.

Negative emotion and negative cognitions affect each other in an escalating reciprocal pattern.

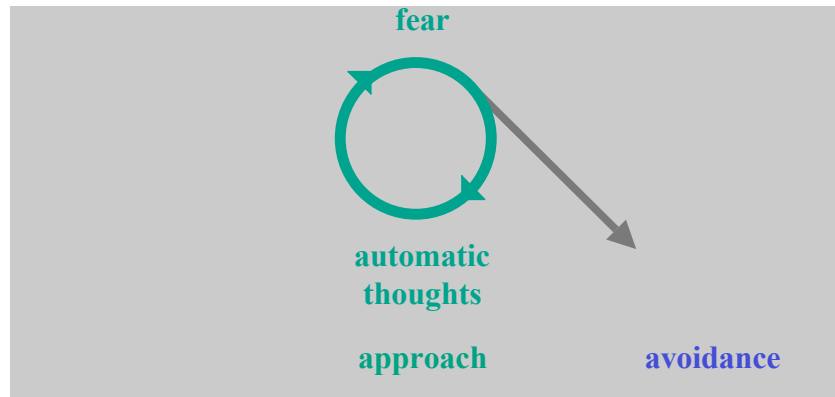
Bad Brain Day



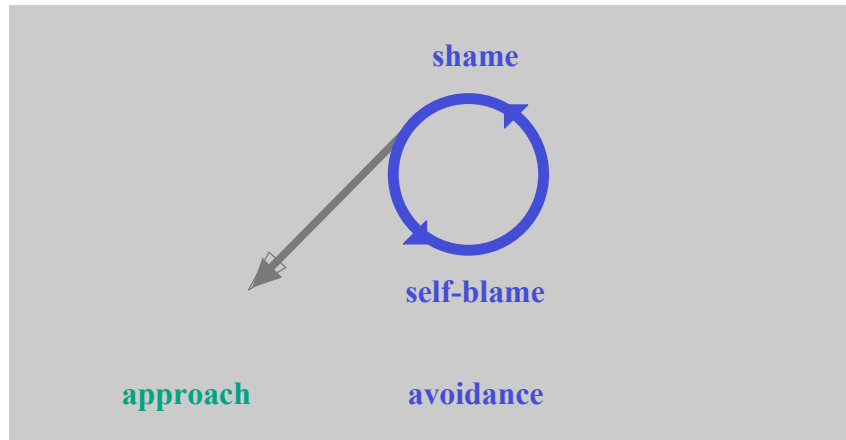
Inward Focus Moderates Self-blame in the Fearful

- FEAR ↓ INWARD FOCUS ↑
self-blame and state shame ↓
- FEAR ↑ INWARD FOCUS ↑
self-blame and state shame ↑
- FEAR ↑ SHY ↑ INWARD FOCUS ↑
dispositional-shame,(Henderson, 1992, 2001) ↑

Vicious Cycles: Fight or Flight



Vicious Cycles: Shame & Blame



One Infinite Loop



Social Fitness Training

Twenty-six Weekly Two-hour Cognitive-Behavioral Group sessions

Daily Workouts

Self-Monitoring, Self-reinforcement

Exposures with Cognitive Restructuring

Changing negative attributions, beliefs about the self and others

Social Skills Training - meeting and conversing

Communication Training - Where do I go from here?

Building intimacy - self-disclosure, handling criticism, conflict

Expression of Feelings

positive emotions - playing, fun

Empathy for self and others- listening - attentional focus

Bumbling together - video taping and mirrors

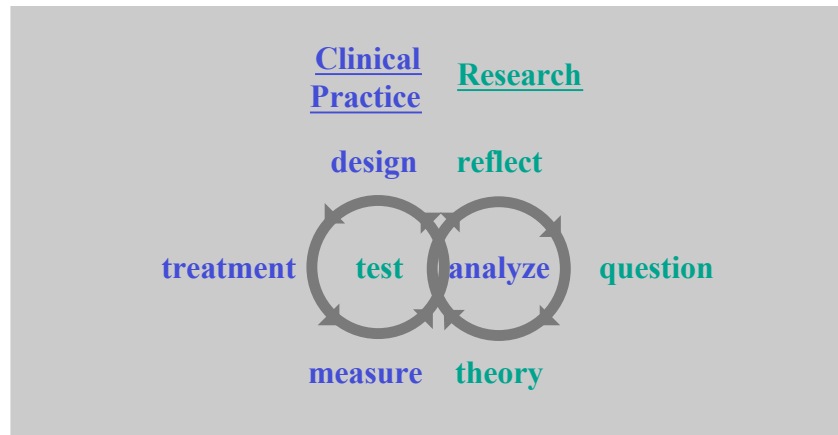
negotiated interaction across cultures, ethnicities

Social fitness is analogous to physical fitness - we must work out to be in decent social shape. Few world class social athletes - most of us can work out in different activities to be competent and enjoy social well-being.

FEELINGS CHANGE as risks taken and thinking is challenged IN THE MOMENT - NOT INSIGHT, but TRANSFORMATION

self-change from critical to neutral; other - change from threatening to benign or less powerful, no-blame attribution style - empathy and accurate perspective taking

Perspectives: Integrated



Student Groups and Clinic Clients Change Self-blaming Attributions and Reduce Shame

following perceived negative interpersonal
outcomes:

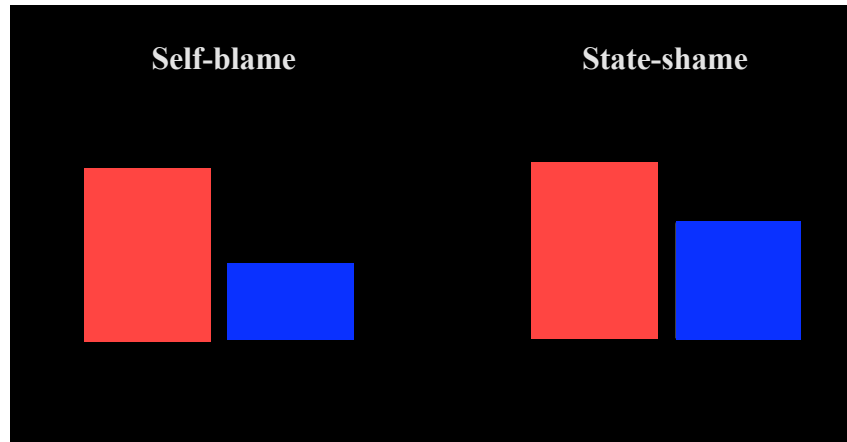
Internal, stable and global attributions ↓

Self-blame and state shame ↓

Social anxiety ↓ social avoidance and distress ↓

trait shame ↓ depression ↓

Results



Shame and Anger in Shyness: Clinical Observation

- Shyness associated with self-blame and shame.
- Chronically shy blame others.
- View others as dangerous, rejecting and unreliable.
- Shame is painful. Blaming others may lessen the pain and protect self-esteem.
- Shy individuals may use other-blame to reduce negative emotion.

Shyness has been associated with self-blaming attributions and with shame (Henderson, 1992b, 1994, 1996; Zimbardo, 1977, 1996).

Clinical observation indicates that chronically shy individuals blame others as well as themselves, seeing others as dangerous, rejecting and unreliable (Henderson, 1992)

Because shame is painful, externalizing blame may lessen the pain of self-blame in the short run and protect one's self-esteem (Lewis, 1971). It seems likely that shy individuals use other-blame to reduce negative emotion.

Shame and Anger in Shyness: The Literature

- Shame is associated with hostility and resentment (Tangney, 1992).
- Socially avoidant individuals are hostile toward self and others (Horowitz, 1996).
- Blaming others has negative consequences (Tennen & Affleck, 1990).
- Shame is negatively correlated with empathy in adolescents (Henderson & Zimbardo, 1999).
- Empathy may not reduce anger and hostile behavior.

Rage reactions have been described in shame-prone patients (Lewis, 1971; Scheff, 1987; Wurmser, 1981) and shame is associated with hostility and resentment (Tangney et al., 1992).

Socially avoidant individuals tend to assume a hostile attitude toward both the self and others (Bartholomew & Horowitz, 1991).

Blaming others has negative interpersonal and intrapersonal consequences (Tennen & Affleck, 1990).

Shame has also been found to be negatively correlated with measures of empathy (Feshbach & Lipian, 1987; Tangney, 1991), suggesting that empathy may not mitigate against anger and hostile behavior.

Blaming Others and Empathy: High School Sample

- Perspective-taking is associated with adaptive interpersonal functioning (Davis, 1983).
- Empathic concern for others is associated with shyness.
- Blaming others was the ONLY significant negative predictor of perspective taking and empathic concern

Blaming Self and Others, Impact on Empathy; N=140

Self-blame, other-blame, shyness and private self-consciousness were used to predict empathy as measured by the perspective-taking and empathic concern scales of the Interpersonal Reactivity Index (Davis, 1983).

Perspective-taking is "the tendency to spontaneously adopt the psychological point of view of others..." p. 113 and has been associated with adaptive interpersonal functioning.

Empathic concern "assesses 'other-oriented' feelings of sympathy and concern for unfortunate others..." p. 114

Blaming others was the only significant negative predictor of perspective taking $t(2, 137) = 2.79, p. < .01$; and empathic concern $t(2, 137) = 4.29, p. < .0001$.

You'll notice that blaming the other also reduces social anxiety, but it appears to have negative consequences. There is a growing literature on the emotional consequences of blaming others, including physical as well as emotional maladjustment. Other blaming may interfere with planful problem solving, accepting responsibility, and positive reappraisals. Howard Tennen and Glenn Affleck have an extensive review in psych bulletin in 1990.

Shame and Anger in Shyness: Clinic Sample

- Shame predicts self-defeating behavior, passive aggression (Henderson, 1998).
- Shame is correlated with resentment and antisocial attitudes (Henderson & Horowitz, 1999)

We analyzed data from our clinic sample to see how shame related to anger and negative behavior, and to see how blaming others might be operating in shy clients.

Shame was a significant predictor of MCMI scores on self-defeating behavior (N = 82) and passive aggression (N = 76).

Shame was correlated with resentment and antisocial attitudes as measured by the MMPI (N = 84)

Those diagnosed with Avoidant Personality Disorder were more shame-prone and more likely to externalize blame than other Shyness Clinic patients (N = 91).

Other-blame was measured by the Paranoia Scale (*Pa*) of the Minnesota Multiphasic Personality Inventory (MMPI). The presence of anger was assessed using three MMPI scales: Psychopathic Deviance (*Pd*) for resentment, Anger (ANGER) and Overcontrolled Hostility (O-H). These were correlated with scores on two shame scales, the Personal Feelings Questionnaire (PFQ) and the Test of Self-Conscious Affect (TOSCA). Scores on blame, shame and anger were then used to predict the degree of elevation on four Millon Clinical Multiaxial Inventory Scales: Social Avoidance, Self-abasement, Self-defeating Behavior and Passive-Aggressiveness. Shame was a significant predictor of elevated scores on the Social Avoidance, Self-abasement, Self-defeating Behavior and Passive-Aggressiveness scales. Resentment was a significant predictor of Self-Abasement, and ANGER was a significant predictor of passive aggression. Suppressed hostility was a significant negative predictor of Self-Abasement. Those diagnosed with Avoidant Personality Disorder scored significantly higher than the rest of the sample in other-blaming and shame.

Thoughts and Beliefs about Others: Stanford Students

To what extent do you relate to each of these statements?

Please make a rating on a 7 point scale from 1 (not at all) to 7 (very much).

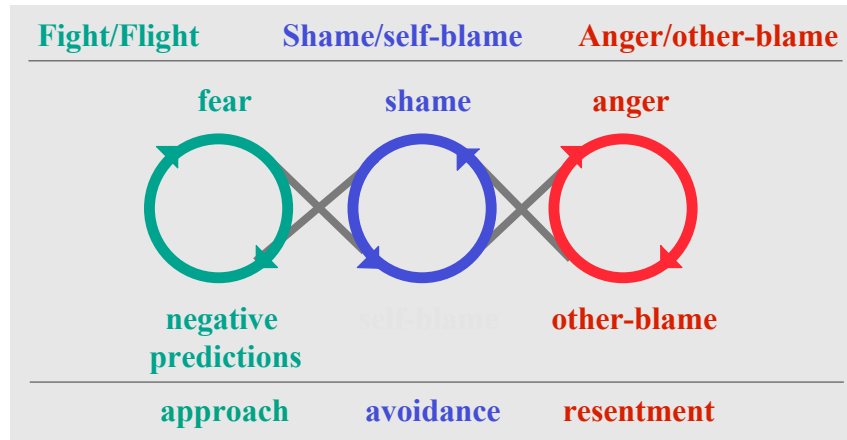
Shy	Non-shy	
3.5	2.3	People will be rejecting and hurtful if I let them close to me.
3.3	1.6	People do not relate to my problems.
4.6	2.1	I must not let people know too much about me because they will misuse the information.
3.5	1.5	People are more powerful than I am and will take advantage of me.
3.2	1.8	If people see my discomfort they will feel contempt for me.
2.9	1.7	People will make fun of me and ridicule me.

To what extent do you relate to each of these statements?

Please make a rating on a 7 point scale from 1 (not at all) to 7 (very much).

	Shy	Non-shy	
N=		15	27
3.6		2.5	1. ___ People do not care about me.
3.0		2.2	2. x_ When people see my discomfort they feel superior.
3.2		2.2	3. x_ People do not identify with me when I am uncomfortable
3.5		2.3	4. x_ People will be rejecting and hurtful if I let them close to me.
3.3		1.6	5. X_ People do not relate to my problems.
3.9		2.4	6. X_ If I'm not watchful and careful, people will take advantage of me.
4.6		2.1	7. X_ I must not let people know too much about me because they will misuse the information.
3.5		1.5	8. X_ People are more powerful than I am and will take advantage of me.
3.2		1.8	9. X_ If people see my discomfort they will feel contempt for me.
3.0		2.1	10. x_ People are indifferent to my feelings and don't want to know about me.
2.9		1.7	11. X_ People will make fun of me and ridicule me.
2.8		1.9	12. ___ If I let people know too much about me they will say hurtful things to me, or talk about me behind my back to others.

Infinite Loops



That caused me to add another vicious cycle to the two with which we were working. You can see that fear and negative thoughts about what will happen or may be happening reciprocally influence each other to the point the person may leave the situation and experience relief. Then, however, shame and rumination take over and the self-blame and shame escalate. Blaming others reduces it. The others could have been more considerate, more caring, more warm and inviting, more supportive, etc. They may even be seen as callous and cruel. Now the person is not only alienated from the self through the shame state, but now is also alienated from others who could potentially be a source of comfort and support. The next time they enter a social situation they may enter it more suspicious, more afraid and vulnerable, and less confident that social interaction can be rewarding. Clients cycle back and forth between these states and tend to ruminate obsessively. That is why we have them make two telephone calls a week to help each other challenge these negative thoughts, attributions, and beliefs about the self. It is easier to challenge others' thoughts. Sometimes we can even ask. What would you say to a good friend who was feeling this way, and they can immediately respond with a more adaptive or rational response.

H/Z ShyQ **(at www.shyness.com)**

(Rating scale from 1, not at all characteristic of me to 5, extremely characteristic of me)

Web site respondents: M=3.6 (SD=.6)

Stanford students: M=2.5 (SD=.6)

Clinic Sample: M= 3.6 (SD .56).

Chronbach's Alpha for six samples=.92

**Correlation with the Revised Cheek and Buss Shyness Scale = .6
(Melchior and Cheek, 1990).**

Correlations with CSIV scales

Sub-scales of Locke's Circumplex Scale of Interpersonal Values (2000)

**ShyQ. scores are associated with putting others' needs first (.53),
avoiding social humiliation (.41) avoiding anger (.39), and with
feeling connected to others (.25).**

**The ShyQ. is not associated with valuing forcefulness, having the
upper hand, seeking revenge, or having an impact.**

Competitive Environments and Shyness

**Competitive environments breed shyness and inhibition.
Encouragement and collaboration reduce it.**

**Shyness may be situational and temporary. Confused with lack of
motivation (Zimbardo, 1977).**

Often shy people are highly productive when they find their niches.

Having a mentor, helping roles, and volunteering help.

Interpersonal Skills and Distance Collaboration

Active Participation

Trust

Handling conflict, and managing Anger

Active Participation (face-to-face)

Active participation is linked to psychological and physical well being.

Participation is increased when people perceive themselves to be self-efficacious (Bandura, 1995)

Chronically shy clients who meet criteria for generalized social phobia and avoidant personality disorder become highly active when they are simply invited and encouraged to participate in an accepting environment.

Active Participation (distance collaboration)

Active participation may be linked to differential invitation for less engaged individuals, groups (Henderson et al, 2000).

Perceptions of self-efficacy may be less accessible and more difficult for remote participants. Acknowledgement of contributions may be more important than in local groups.

Participation in distance collaboration is encouraged by prompting, acknowledging, using names, local hosting for meetings, use of the telephone, and site visits (Henderson & Henderson, 2000)

Trust (Face-to-face)

Hard to build; easy to destroy

Super-ordinate goals

Disclosure and empathy

Communicating acceptance and positive intentions

Trust as self-fulfilling prophecy

Reciprocation

Cooperation or tit-for-tat

Congruence

Non-verbal (65%) must match verbal

(see David Johnson, 2000)

Trust (Distance Collaboration)

Some on-line groups engender a sense of community among people who hardly know each other or are in fact total strangers (Wellman & Gulia, 1995)

Challenges and difficulties may stimulate positive reflection (Sorensen)

Non-verbal carries more than 65% of social meaning

What happens with increased ambiguity of video meetings?

Empathy appears more difficult (DeMeyer, 1993; Nardi)

Handling Conflict (face-to-face)

May be constructive, with awareness and understanding of self and others

Fun if not taken too seriously

Deepens relationships

It must be over actions and issues, not personality

Confront opposition

Negotiate in good faith to reach agreement

Choose strategy;

cost benefit analysis, adopt agreement with
joint position, mutual benefit, maintain relationships

Handling Conflict (distance collaboration)

Precipitants:

Perceiving increased physical distance between the message source and the recipient decreases persuasion, so the remote group may have less influence (Moon, 1998) .

Remote group members tend to be left out of spontaneous exchange and decision making

The remote sites are often given responsibility for small tasks and treated as subcontractors rather than getting critical, strategic projects.

Misunderstandings among distant group members tend to occur, particularly when they are in the remote location, and take the form of “**strangely escalating conflicts**” (Armstrong & Cole).

Strategies: frequent perception checks, check mutual understandings of negotiations, tricky issues. Allow adequate time to explore different group needs.

Managing Anger and Interpersonal Acceptance

Anger management

Destructive - hatred, revenge; depression, irritability, insomnia

Constructive - friendship, gratitude, and goodwill.

Constructive management

Perspective taking and perception checking

Listening skills, communication of acceptance

Acceptance of Self and Others

Communicating acceptance becomes a self-fulfilling prophecy.

Managing Anger (distance collaboration)

Anger precipitants

Performance problems and difficulty getting adequate coaching and recognition from remote managers leads to frustration, resentment.

Constructive management

Perspective taking and frequent perception checking

Listening skills, use email to articulate positions, telephone to maintain emotional contact.

Acceptance of Self and Others

Communicating acceptance becomes more important.

Research in Progress

Empathy and Responsive Listening under time pressure (Henderson & Horowitz, 1999)

Shy and Non-shy Preoccupied vs. Attentive Listeners (Henderson, Horowitz, and Tatar)

Sensitivity to Facial Affect in the Shy and the Non-shy under evaluative vs. non-evaluative conditions (Henderson & Zimbardo)

Mirror use to prompt constructive internal focus and objective self-evaluation (Henderson, Bortnik & Zimbardo).

Participation, interpersonal connection, and emotion in the elderly when using email and the internet via webtv in small groups (Henderson & Henderson)

Thank you

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