An investigation of Self-communications role and implications in human life

Scripts had represented for the human race a method to preserve memories; this study investigates whether scripts play a role in the process of Self-communication

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ABSTRACT

The aim of this thesis is to explore self-communication´s role and impact on individual's life and behavior as well as scrutinize possible obstacles for Self-communication to take place. In the other hand a Self-communication model based on and linking theories from both communication and cognition science will be presented to the group to test the effect of a preconceived model on the accomplishment of the activity.

The specific objectives were: to explore the participant's view and attitude before and after the Self-communication activity, the role of writing down memories and emotions, the impact of Self-communication on individual's life as well as scrutinize the possibility for developing a Self-communication model and the influence of a preconceived model on the achievement of the activity.

The study was conducted in Gothenburg. The data was collected through open discussions (I), interviews (II & IV) and Self-reporting (III); a pre and post study (IV & V) was carried out to detect possible alterations of the attitude of the participants after the activity. Statistical data was not collected because of lack of time but mostly because the midpoint of the investigation was deepness instead for size. The investigators goal was to acquire deep understanding and knowledge about Self-communication and the surrounding elements; not to scrutinize its impact on a large size term.

To avoid the placebo effect and biased results quota sampling (I) was implemented and a comparison group of individuals followed the study separately and under different space and time related conditions. Triangulation was also implemented to test the findings which provided the researcher important elements that otherwise would be missed.

The investigation revealed different angles and dimensions of Self-communication its potential and influence on behavior. Prerequisites for attitudes of the participants toward and for Self-communication to take place were established.

Parallel findings showed, among other aspects, evidence for a possible coupling between CSR regulations, manager's view of emotions at workplace and the co-workers attitude toward Self-communication.

Further studies on a lengthy term basis including biochemical test of the participants, for example variation of stress hormones during the intervention as well as a comparison of cultures, more extensive range of ages groups and observation of group dynamics; could provide the scientific community with deeper and more stable knowledge of Self-communications implications and impact.

Key words: Communication, Self-Communication, Self-reporting

CONTENTS

1 INTRODUCTION

The following study explores and tests the possibilities and potential of Self-communication as a self- management, self- knowledge and self- awareness mechanism. The investigation departing point was determined after scrutinizing and observing group dynamics and individuals attitudes simultaneously with literature revision and interviews. The pre-study phase revealed for the investigator the implications and dimensions of Self-communication an interesting phenomenon that embodies communication and cognition.

Self-Communication is suggested to be an effective tool to deal with both personal and professional conflicts/ situations. Organizational culture and managers attitudes toward the Self- communication activity came to influence the participant's stance toward the study so a reevaluation of CSR (Corporative Social Responsibility) policies represented an interesting issue to develop in further studies.

This investigation provided the researcher the opportunity to develop and reevaluate the initial idea expanding the knowledge within Self-communication and its complexity as well as the communication-cognition implication of the phenomena which resulted in deep and extensive understanding and knowledge. Investigating, analyzing and developing the Self-communication approach represented a unique possibility to scrutinize the thin line between; emotions, communication and cognition, through the dynamic obtained by implementing the combination of pre and post study together with self-report, which kept the knowledge and ideas in almost constant movement and tested the researcher's supposition.

In the beginning the goal of the investigator was to research; gender, age, professional and even cultural discrepancies that predetermine people's attitude toward Self-communication as well as group/social related implications and the method was carefully chose to fulfill that goal; but as the investigation runt, the researcher came to realize that those differences have to be research on a long term basis so the investigator can include statistical data combined with the participant's answers, testimonies and so on.

The goal with the sampling method was to scrutinize if there were any gender, age and professional related discrepancies within the individual's attitude toward Self-communication; to accomplish this goal quotation was applied. The investigators systematic registering and diary report of the course of the investigation represented a key element when analyzing the results, otherwise the information had been difficult to administrate and understand. This was also very important to appreciate the knowledge related evolution and to compare the investigators position toward the issue before, under and after the investigation as well as for reevaluating the course of the investigation.

Lack of time and resources represented the limiting factors out of the reach of the researcher arousing the need for reevaluating and deciding a time/resources realistic new focus point, which is within this thesis the influence and implications of self-communication on individual's behavior and performance; to in this way, be able to carry out the goal with the investigation within the time schedule.

2 CONCEPTUAL FRAMEWORK

The investigator`s notion of Self-communication is based on literature review and observations. The investigator has reasons to believe that SC represents a particular communication activity; that comprises some elements, influencing factors and other aspects; so far unknown, for the researcher. Nevertheless there are motives to believe that writing down memories and emotions are important within the SC activity; this will be scrutinized together with other aspects that might emerge at some stage of the develop of the investigation; to find out the factual knowledge.

One premise of this thesis identify that people in order to deal with social press and stereotypes develop a <u>face-saving mechanism</u> which consists of hiding their emotions and pretending for themselves, that they feel or remember nothing of what happened before they came to the workplace (or vice versa pretending at home they have left behind job related conflicts at workplace).

People do sometimes stop self-communicating, in order to fulfill the stereotype of the role they are considered to play in society in a specific place and moment. On the other hand, it is important to remark that many times individuals are not aware of, that a lot of emotions have their roots in a second or third actor (Kreamer 2011; see also Christakis 2011).

These roles change for the most of us during the day. For example, we are the daughter or son of somebody and the mother/father of somebody at the same time that we are the husband/wife of somebody and the employee/boss of somebody; we go around and play our different roles at the same time that we have to deal with our feelings, own conflicts, social conflicts, etc. and with it our power status and other important factors that influence human behavior (Guerrero & Floyd 2006).

Daily down writing of emotions, events or/and routines have shown within other disciplines and studies to be an important condition for individuals to manage their life in a more effective way (Stone et al. 2000; see also Harris 2008; Moon 2005).

The research question is: If Self-communication is a communication activity; what are the elements, mechanisms to accomplish it; do this activity impact individual's behavior?

The outcomes of the literature review, presented a chance for the researcher to make an approximation and pre-establish a prospect model of Self-communications; elements, mechanisms and possible impact. That would be scrutinized, tested and developed as the study runs.

The investigator wonder if the following elements as important for SC to take place:

I.   The elements

1. Is Self-communication is a particular case of communication?

2. The action of writing down as an essential condition for effective Self-Communication to take place.

3. Does parallel thinking take place in Self-communication?

After an intensive review of literature, observations and a pre-evaluation of the issue "Self-communication" the author has reasons to deduce:

II.   The Mechanism and possible impact

1. Self-communication Influence Individuals behavior.

2. Organizational culture, age and gender influence the Self-communication activity.

The investigator has a preliminary assumption based on others studies of what could ensue by accomplishing SC; but it is merely through scrutinizing, experimenting and following up the Self-communication activity that this presumption will be tested and the researcher will obtain the knowledge about SC and its implications. Other results are probable since there might factors, so far unknown for the investigator, which could perhaps have a role on and influence the SC activity.

To investigate which emotions were more prevalent at workplace as well as emotional related incidents, Anne Kreamer in 2009 carried out a study at Kleenex. In this 12 month investigation 701 respondents in ages between 18 and 64 were targeted. The findings showed that all people no matter their professional positions are affected by emotions at workplace; those emotions strongly affects their professional-personal/ performance and vice versa.

Kreamer`s study (2011) was accomplished in US since possible cultural related variations; this study represents within my thesis a potential reference point with respect to attitudes toward emotional issues and corporative culture.

3 AIM AND OBJECTIVES

3.1 Aim

The main aim of this Master degree thesis is to explore and test the mechanism and impact of Self-communication on individual's behavior; particular elements or conditions for self-communication to take place are to be scrutinized.

3.2 General objective

Survey, experiment and follow up individual´s behavior; before during and after the Self-communication activity and explore if there are any special conditions and mechanisms for Self-communication to take place.

2.3 Specific objectives

1. Explore if there are any differences in attitudes, behaviors or patterns of reaction as consequence of SC.

2. Investigate the role of writing down memories and emotions in self-communication.

3. Investigate if there are any particular elements for Self-communication to take place.

4. Scrutinize the mechanism of Self-communication.

5. Compare Self-communication with other communication activities.

6. Scrutinize if organizational culture/gender and age affects Self-communication.

4 BACKGROUND

To understand Self-communications it was required to split the phenomena and the elements involved in the SC activity; the investigator divided SC in three basic aspects: the elements (I), the mechanism (II) and the possible impact on individual's behavior and relations (III). Each aspect by its own represents barely one part of the phenomena, because of that the investigator had the need to intricate them to get an as complete picture of SC as it was possible within the time and resources frame.

4.1 Emotions

Emotions within this study will be included to understand how they influence the self and communicational processes (the role of emotions in our life), our perceptions, reactions and human relations that all are directly connected to communicational processes (departing from the fact that we communicate both intentionally and unintentionally).

Expressed or not emotions are essential for human life; they influence people's behavior, decisions and relations. Emotions are directly connected to the individual's memories and affects people's and groups behavior during their lives (Damasio 2011; see also Theorell 2009).

Emotions and its expressions are present in all human activities, from creation of life to the development of very complex technological/Political/Ideological systems, independently this fact emotions are not in all cases socially accepted and, remain in some circumstances a taboo (Contrada & Baum, 2011; see also Kreamer, 2011).

During the whole human history philosophers, psychologists, poets, journalists and all kinds of people have tried to define the term "Emotion" providing very valuable information, discoveries and issues for reflection. They have painted and written and song emotions but emotions are not easy to define or express in a for all people understandable way. To have or feel an emotion implies a lot of complex physiological, neurological, psychological and cognitive mechanisms.

Because of the density of this phenomenon it is essential to combine all the factors in order to get an as clear notion as possible. The focus of the definition of emotion as a phenomenon will lie in this thesis on four basic aspects: In first place the neurological aspect, followed by the physiological, psychological and social aspects. In other words; it will be scrutinized how events (External factor) influence our organism (neurological, physiological and cognitive) and how the response of this stimuli affects the social environment.

Several brain structures are involved in emotions and comprise what today is known as the limbic system and the autonomic nervous system.

The limbic system influences the endocrine system and the autonomic nervous system giving place to the physical sensations that make people feel emotions. The limbic system is also responsible for emotional association with memories

The autonomic nervous system, as its name suggests is a self-Governing system; "the actions of the system are largely involuntary" (Kolak, 2006: 179) which at the same time is embraced by "three subsystems: the sympathetic, parasympathetic and the enteric nervous system" (Kolak, 2006: 179).

The sympathetic system is the one responsible for a person's immediate reaction when confronting an unexpected situation. The parasympathetic system keeps stress down. The enteric system belongs to the autonomic nervous system but is at the same time independent and one of its central roles is to control the gastrointestinal function including the flow of water, electrolytes and blood (Kolak, 2006).

Emotions have apart from the behavioral/psychological component a neurological and physiological ground; without these mechanisms individuals would not be able to feel anything. The dysfunction of one of these components could cause severe damage in the individual's capacity of feeling emotions, expressing them and in consequence the ability of decision making.

Emotions are intimately connected to the external world, including memories. We receive an identified or unidentified stimulus that our bodies perceives through our sense's which stimulate our brain arousing physiological activity, transforming this external stimulus into an emotion, that we might express or not.

The functionalistic definition of emotion is very useful when studying SC. It helps to understand the role of emotions within human relations and in consequence its role on Self-communication, this definition describes clearly the relation emotions-reactions-communication and its influence on social interactions; this description, recognize three key functional aspects:

> A. Like language, emotions are crucial regulators of social and interpersonal behavior.
>
> B. Like cognition emotions regulate the flow of information and the selection of response processes or outputs of the organism.
>
> C. Unlike either language or cognition, the basic emotions which we believe include joy, anger, disgust, surprise, sadness, fear and possibly sexual ardor, affection and others, regulate behavior through a non-codified, prewired communication process (Kagan et al 1984: 229).

Emotions have been inspiration for poets, the motive for intensive scientific studies and the midpoint of many of the most complicated philosophical questions all along human history. Emotions are responsible for the survival of human race and represent a primordial component in all human activities.

4.2 Memory

To clarify the importance of the memory mechanism within Self-communication it is crucial to enlighten its capacity and limitations. To accomplish this goal I want to propose you to do the following exercise:

I will give you a number that you are going to read following to this you will close this paper and count from 15 to 0 as fast as you can to then try to recall the following numeral combination (You can actually try with a different combination): 618-3864

The result will probably if you share the same capacity of a common human being, will be a mix-up, this just shows our limit capacity to remember details and the need for external support devices (Kolak 2006; see also Gärdenfors 2000).

In this section I will describe the memory mechanisms and its capacity/limitations to expand on the sight of how written material as external support for saving and recalling memories can facilitate the Self-disclosure/knowledge and management process. Within the Self-communication activity the written memories of events and emotions represent the base material in which the participants base their analysis, understanding and positive thinking on.

Memory is more than a term it is a complex phenomenon, mechanisms and process, very difficult to understand and even more difficult to explain, because of the vast quantity of factors involved.

Damasio explains that we create those maps through integration (Damasio 2011). Analyzing this, I would say that we create maps by association of objects out of the brain VS its inner sphere. It is only when this information reaches our conscious mind that we can manage this maps and pictures, manipulate those pictures and base the conclusions on them.

The Memory could be described as a central base or better said the Mother-center of concentration of our perceptions, events, learning, experiences, etc. All this information is not just saved and frozen; in most cases it changes with the time, age, new experiences and other external and internal factors (Damasio, 2011).

It is relevant at this point to mention and explain the recall process and the kind of memory and other important details of significance for the study.

Let us begin with the process of recall followed by the definition and explanation of the process of storing a memory and the kind of memories we can recall.

Obviously you cannot recall a memory that is not saved, so the basic condition for the process of recall to take place is that there is a memory to be recalled. That is why you in first place save the memory to be able to recall it (Araï 2001). But this is not a simple process, because of the fact that not all kind of memories can be recalled. To remember and recall simple memories on a long term basis or simple details that might in some cases be important is normally not always viable (Stone et al. 2000; see also Damasio 2011; Araï 2001).

Those cases in which emotions in more or less degree remain like frozen in peoples mind and bodies are stronger emotions which have implicated or associated a considerable quantity of perceptional impulses (Damasio 2011).

I will call this phenomena within my study multimodal memories (referring multimodal as a multifactorial memory (MM) compounded of images, objects, sound and movement that take place under an impacting situation, moment, place) it is very important to highlight that not exactly all the components might interact at the same time for an multimodal memory to take place, this is a generalization of factors that combined could give place to an MM and that to some extent are individual and are connected to cultural background. The most remarkable difference between a MM and other types of memory is that we remember them more detailed than the other ones. Another important point to emphasize is that MM are the product of an involuntary process (Damasio 2011).

Damasio describes some differences between the degrees of complexity in the recall process. The recall process is more or less complex depending on the quantity and relation between the involucrate/associated objects within a specific event and scenario, the largest the quantity of sensorial-motorized elements are comprised in the context to be played, the most complex it is (Damasio 2011).

4.2.1 Storing a memory

The process of storing a memory is very complex process, not just because of the fact of the tremendous neurological activity that is involved but the influence of external or/and internal factors, Distracting factors as functional problems, personal/ existential   problems, psychological problems or even simple spontaneous events as somebody knocking on the door reduce our storing capacity (Kolak et al. 2006 see also, Damasio 2011 and Araï; 2001).

Now going back to the central point, as explained before we store memories for a longer or shorter period of time depending of the complexity of the memory; to that complexity it is necessary the very influencing distracting factors (Damasio 2011).

4.2.2 Overview of the types of memories

In order to give the readers a closer view and understanding or base for understanding of one essential process for Self-Communication I found it crucial to in some extent explain the types of memory and their role.

The SC activity is as named before, based on memories that can be recalled. The reason is simple; to understand, work on and develop different aspects of your life, you need to be aware and able to see how your life looks like. For this reason the investigator consider that it is important to understand that; as appreciable below, both long term and short term memories can be entirely or partially forgotten for different reasons as distracting factors or ill.

4.2.2.1 Short term memory

Short term memory is responsible for our ability of remembering something as long as we actively work with it; the short term memory is very limited in terms of how much information that can be active at the same time. The short term is to a large extent reliant on attention, if the individuals' attention is captured by any other factor the information to be remembered will just disappear (Damasio 2011; see also Araï 2001).

The short term memory takes advantage of two mechanisms to fulfill its function. A mechanism called *phonological loop* to store linguistically encoded information for short periods of time (often just for some seconds) (Kolak et al. 2006).

The *phonological loop* is localized in a part of the temporal lobe identified and related to auditory processing.

The *Visuospatial* memory mechanism is at its name indicate the one where we save visual and spatial information and plays an important role in the process of imagery; in other words, in the process of creating internal representations of things that are not automatically present in the real room and space but have been seen before. Behaviors can be based on this internal representation (Conway 199; see also Kolak et al. 2006).

Some researchers have found evidence for the implication of the frontal lobes for the scoring of visuospatial short term memories and the prefrontal cortex in the recall process of visual content (Kolak et al. 2006; see also Damasio 2011).

4.2.2.2 Declarative Memory Long Term

The long term memory is responsible for the storing of information on a long term basis and is an inseparable part of the learning process in both human and animals and is also related to the inborn condition of survival instinct (Gärdenfors 2000; see also Araï 2001; Damasio 2011).

Researchers assumed for a long time that a short term memory is transformed to a long time memory through repetition, but in the reality it seems to be other mechanisms that together make possible the long time storing of a memory independent of our awareness or intentionality levels (Kolak et al. 2006; See also Damasio 2011) despite of this great capacity are many details no less important for practical reasons in long term saving and recall overlooked by other aspects.

There are those who have claimed that there is a need of dividing long term memories in two subgroups *Episodic and Semantic* long term memories. Episodic memory is related to storing of personal, emotional memories while the Semantic memory is the one where we save the content/facts we learn for example at school (Kolak et al. 2006).

This area of cognitive science and neurology still under develop since the scientific

material for the moment is not sufficient to present concrete conclusions but however there are some "controversial" experiments with amnesia and hippocampal damage suggesting the existence of two different mechanisms for each type of memories (De Renzi et al. 1987).

The importance of these claims within the present investigation is that they facilitate the investigator to understand the complexity, but even more relevant, the weaknesses of our brain and memory system.

4.3 Communication

Researchers within the linguistic area have tried to delimit the concept of communication during years of debate. Below the researcher present some theories considered relevant to understand SC as a particular case of communication:

The Self-communication activity according to the researcher and based on previous knowledge from literature review; follows the following sequence:
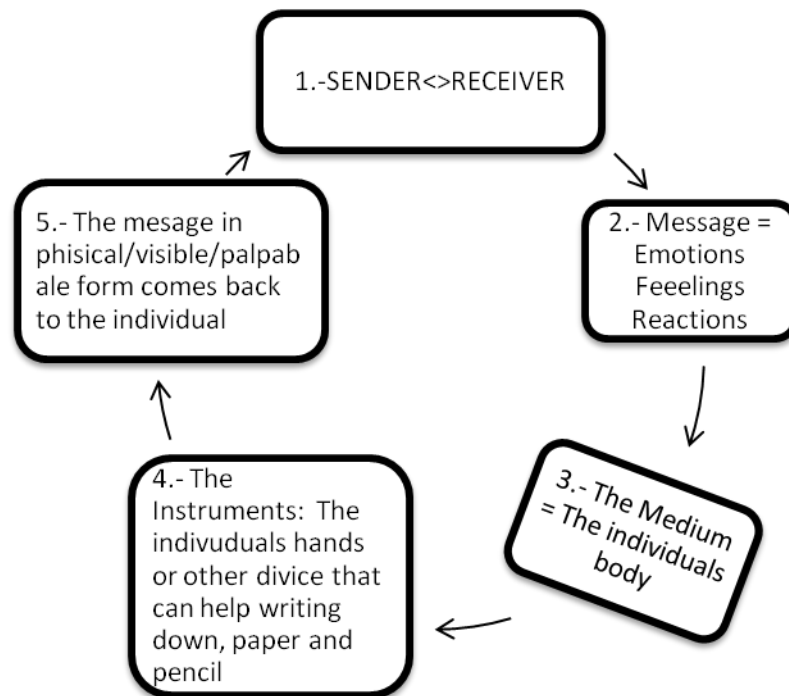
Figure #1

Now when we have a model of SC; the aim is to disclosure the SC activity to explore if it can be considered as a particular case of communication; to accomplish this task, the researcher will analize each of the presented theories of communication to observe if the CA and SC share any common elements.

Assumptions (A & B, C) **and definitions of Communication** (Model I & II):

A. Academics have tried to define communication to find out that one single definition is not enough; because of this fact, communication had been defined in many different ways and the concept involves more or less elements depending on the adaptation the researcher do; to answer to or accomplish a particular question/aim within a particular context (Samovar 2010; see also Littlejohn & Foss 2008).

B. The term communication is used to define quite a lot of activities as for example: communications to define means of transport, in biology/physiology/neurology when concerning cell communication, communication between bio-organisms or neurons. But, it is just within some high developed primates and humans that we can talk about awareness and intentionality within communication (Allwood 1993).

C. When talking about communication, it is necessary to divide the concept in two categories which are directly connected: Verbal communication that applies for both spoken and written communication forms; and non-verbal communication which involves bodily communication as well as other types of conscious or unconscious/voluntary or involuntary communicative activity (Guerrero 2006).

These assumptions of communication are very important because they reveal that communication comprise and can actually describe an extensive range of activities in which the main point is that something is communicated. Parameters for who should be the sender or receiver, the medium and instrument among other aspects are not stated. In Self-communication, there is a connection between several elements aimed to communicate something.

Levels of awareness and intentionality are also relevant; because, in Self-communication the individual make a voluntary decision of writing down the content and through the content receive a message and get aware of the substance of the message; so high level of intentionality and awareness are present in the activity.

Model I. to sort out the category of communication that Self-communication represents

I. The model of linguistic communication as an instrument of social activity, proposes that; communication must be verbally linguistic in such activities as discussing, debating or negotiating (but can be of other kinds in other circumstances). However, whether verbal or not, there is always communication as soon as we have coordinated activity and this communication is frequently verbally linguistic, even in the cases where other types of communication are possible (Allwood, 1993 p 2).

II. The Source orientation   (Motley 1990)

The source orientation is based on almost purely intentional actions from the sender directed to one or more receivers, it give not notice to unintentional physiological actions, according to Motley one of the most important aspects of communication is the message intentionally no spontaneous directed to others "regardless of how cognizant the sender is of his or her specific goals" (Guerrero 2006 p 9). In the same order of ideas the source stays on the following four assumptions:

1. Communication involves symbolic behavior

2. Communication necessitates encoding

3. Communication is an interactive process between senders and receivers

 4) Communication varies in terms of quality or fidelity, with the highest quality achieved when a receiver interprets a message consistent with the senders' intention (Guerrero 2006 p 9).

According to what is proposed in the model of linguistic communication (I), communication must be verbally in specific activities as those aimed to come to an understanding or solution; but this can be different and adapted to other activities depending on the context and goal of the activity.

Self- communication is to be classified within the verbal communication category (II) since Self-communication is accomplished by writing down the content, so it involves symbolic behavior and encoding (III).

The source orientation does not establish a specific number of senders or receivers; it reveals that the message can be directed to one or more receivers; In Self-communication the sender and the receiver are the same individual that coordinate and through symbolization encode the message, using the own body and external instruments (Pencil and paper) to give the message a form; this encoded material comes back to the individual (receiver) through the eyes and ears.

In (III) quality and fidelity are defined in terms of the receiver's interpretation of the message while in Self-communication quality is represented by the influence of the SC activity on the individual's behavior. Subsequently, highest quality achieved when the individual presents constructive behavior and feels better after the SC activity.

Self-communication is also a coordinated activity (I) due to the fact that the individual follow several steps to accomplish the Self-communication activity. If there is or not a bodily component of communication within SC is not part of this study and not to be developed.

Academics from different disciplines interested in communication; when studying it, utilize different definitions to describe the communicational phenomena they intend to investigate within a particular perspective. It is important to understand that researchers are since the complexity of, in this case, "Communication" forced to delimit the aspect of the communication activity they are aimed to study; this represents a standardization to accomplish the goal with the research (I, II, III).

4.5 Self-management, Self-awareness/Knowledge

Self-management is no more than the human capacity to manage different situations to put them in balance. Within primitive organisms this Self-management mechanisms implies chemical processes and physiological changes; that processes are instinctive-spontaneous and does not imply thinking, reflection or cultural factors.

Self- management within humans which is the way it is going to be treated in this investigation involves a vast measure of cognitive-neurological and social-cultural processes. Human Self-management capacity is also very sensitive to influence from external factors as social networks and social environment (Christakis et al. 2011; see also, Hall 2003).

Self-management requires the learning of many times complicated and time demanding skills that are not available for the majority of the members of the modern society, for example it is now proven that biofeedback and meditation can help people to control some aspects of the autonomic system (see autonomic system 4.1) (Kolak et al. 2006).

Self-management programs have been introduced more and more within the medical area with favorable results as better cognitive symptom management and improved communication with their physicians and better health status (Lorig & Holman 2003; Norris et al. 2001). It is also proven that cognitive-behavioral and biofeedback strategies are very beneficial in stress reducing therapy (Gaab et al. 2003).

A restriction in applicability is due to the fact that self-management strategies are developed with focus on specific groups; as for example, obesity, schizophrenic patients and individuals who need close medical monitoring of their daily medicine consumption/routines (Lorig & Holman 2003; Norris et al. 2001).

The practice of self-management within the medical area has shown positive results; for both health providers and for the patients because it facilitates the follow up of; for example, (among other aspects) patient medication, routines and what kind of activities are favorable or not (Lorig & Holman 2003; Norris et al. 2001).

In self-management, the individual through daily reporting of routines get aware of different practical aspects of their lives; it can help them, administrating resources in a more effective way but this show that there is to some extent a confusion in terms of definition, function and applicability of , self-awareness and self-regulation/self-control (Hall 2003).

2.6 Defining Self-Communication

This research is aimed to examine Self-communication; to fulfill this purpose it was necessary to divide SC in different elements studied and developed separately during the study. First of all; the researcher go into details about SC as a particular communication activity (see figure #1); secondly, memory and emotion mechanisms are explained to facilitate the understanding of their role in SC; finally, the investigator will explain the mechanism of Self-regulation/control strategies.

Defining communication was not an easy task because the complexity of the process and all components it implies; but definitions of communication are more seen as a tool to be used in a flexible way and adapted to the aim of the investigation (Littlejohn & Foss 2008; see also Guerrero & Floyd 2006); due to this claim, combined with the study of many theories about communication and because of the nature of the activity, the investigator achieved to characterize Self-communication (I-1).

Let us now explore some claims about the use of external devices as support for human memory (see also 4.2) and the role of written material in Self-communication.

"To place our thoughts in outer media not only helps communicating but represent also an instrument for the individual. The human memory ability gets a new role with the emergence of the external memories. One can use word and pictures to relieve the thinking of the inner world. Most of all can that media be used as support for our memory (own translation of the Swedish text)" (Gärdenfors 2007, p 193).

This connotation embodies many crucial aspects of Self-communication and takes the researcher some steps further in the process of understanding the phenomenon, expanding the knowledge; it will assist answering relevant questions of the study through providing the investigator fundamental information about some of SC elements (I) and mechanisms (II). Dissecting it we find the following information:

- Outer media helps communicating and represent an instrument for the individual.
- Human memory gets a new role due to the emergence of external memories.
- Word and picture to externalize the thinking of the inner world.
- External media as support for our memory.

First of all and as named within the memory chapter it is important to understand the limits of human memory and why people use external devices aimed to save memories or details of a memory.

Within the whole animal kingdom has memories represented and do represent a key component in survival; memories are our most remote and primitive way of learning, of passing on knowledge from generation to generation (Kolak et al. 2006; see also, Gärdenfors 2007). Within the human race this process has been developed all along history, we have "imprints in nature" (Allwood, 1985) and technology, pictures, paintings, novels, sculptures, etc. Humans have developed a series of unaccountable

systems with just one goal: Preserve memories.

There are many ways of preserving memories, from technological advanced and complicated to the most simple ones as writing a diary or list of events (Gärdenfors 2007; see also Schacter 1996). It is very important here to detach collective memories from personal ones; to the extent that this is possible, since our perception is influenced by our culture and the information we receive daily from all over the world trough internet and TV, for example (Christakis & Fowler, 2011).

Constantly our brain is in activity, such as learning, remembering, changing and learning again. Most people's way of perceiving stimulus change with the pass of the years; this depends on the emotion-loading of the event remembered. We remember events more or less vividly in part due to the emotional component (Gärdenfors 2007; see also, Damasio 2011; Kolak 2006).

We could here say that our brain plays with us taking advance of the black spots of our memories. We are convinced in many cases that we remember things precisely the same way they happened not taking notice that the brain is working all the time and with it our perception of already past situations and feelings (Damasio 2011).

Everyday people make lists before they go to the supermarket, or to save phone numbers; any important key things not easy to remember, as what we have eaten or training routines, etc: The primary is to have a physical reference point, a palpable representation of that activity to go back to when support is needed.

Many times and suddenly we feel any emotion like anger, irritability, happiness, energy, etc., but often we do not understand why, we cannot automatically see evident reasons, we just feel a certain way, and cannot control that. For many people every day's activities require all their time, concentration and energy. There is not a second to lose. From the time we wake up until we go to sleep almost every single minute is full of activities, things to do, responsibilities; The weekends supposed to be time to rest are also full with laundry and other nice activities you cannot live without (Theorell 2009).

People have developed answer patterns for expected questions (this behavior might be different depending on the culture, but within this research I will not focus on cultural differences); an example is: Person **A** ask **B**, Hi! How are you? And **B** automatically answers: Fine, thank you and you? And **A** answer: Fine, thank you!

People answer what they habitually answer but not what they really feel because it might be inappropriate and arouse consequences as be isolated or seen as weak, unprofessional, unstable or just been avoided because other people might not feel comfortable toward this situation and may feel that they do not know what to say.

The problem here reclines in levels of acceptance, and in this case referring to our own acceptance of what we feel or how we feel toward a situation, person, or perhaps, a place. We want to see ourselves as professionals, competent and objective ones who can separate events, people and feelings and put everything in its place, but sadly for our ego-me this is not the way our brain works (Kreamer 2011).

We are experts in adapting ourselves to different environments and societies. Sometimes this requires the need to hide our own feelings from ourselves; if we are sad for example we do not recognize this to ourselves, so we get physically sick instead. The explanation, is that it is social accepted to skip one exam or going to the job because we are sick but not just because we are sad; so our brains has developed a mechanism to encourage this problem and protect us from our own actions, we are designed to survive and all our feelings, emotions has a primordial place in this process (Theorell 2009).

In (Ronald 2011) Self-communication is treated as a tactic to disclosure hidden patterns of behavior through an exercise that consist in; two individuals in a role play/turn making activity will during approximately five minutes write a list of statements that should start with: I **can´t** then they would substitute **can´t** with **won´t**, they will read it to each other trying to keep the focus on their encounters with different people, they have difficulties to communicate with. The goal of the exercise is that the individuals will discover their patterns of communication and self-concept and through this try to change their behavior.

Within this research the focus will lie on Verbal written communication to come in deeper contact with our memories and positive problem solving to influence emotional states and behaviors as well as actions that take place in the physical environment, in other words, self-communication and how it influence our life's and behavior.

Here is important to remark the limits of human memory system and how content is fixed in our minds for longer time (Stone et al. 2000; see also Harries 2008; Bono 1999).

5 THEORY

5.1 The Johari Window, The Somatic markers and the six thinking hats postulates, applied as support of the Self- Communication theory.
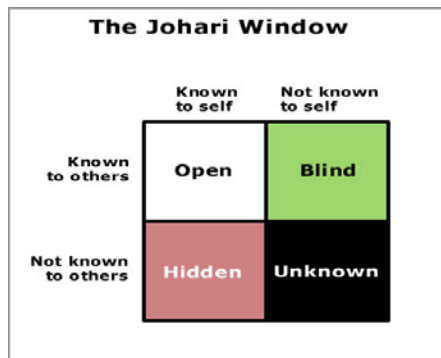
The Johari window (see figure #) represented by a square that represents the Self as a whole with four subdivisions that represents the known and unknown part of the self we share or not with others is an instrument developed by joseph luft and Harry Ingham in the middle of the 19ht century. This model is applied as a self-disclosure instrument in which the individual complete data of self-knowledge with feedback data from other individuals.

The somatic markers Theory developed by Antonio Damasio (1994) states that there are emotional mechanisms that influence (bias) people's behavior predominantly decision making. According with this theory the process of decision making cannot be accomplished just by cognitive procedure, emotions are indispensable.

Pursuant to this emotions influence the individual's behavior and decisions. The somatic markers results from the association of a stimulus that provoked a physiological emotional response.

Emotions affect behavior by activating conscious or unconscious feelings but emotional responses are dynamic and befall altered by experiences; which means that the modification of these patterns of response could both be positive or negative and impressionable for changing and in consequences possible to re-educate.

The Six Thinking Hats (Bono 2000) method is based on parallel thinking which means observing a phenomenon or conflict from its different points of view to cover all the angles and avoiding confrontation. Parallel thinking has shown to be of great effectiveness when making group decisions or when many aspects of a situation might be interconnected to achieve successful and unbiased decisions, integrating in this way the relevant parts of individuals points of view.

The following model for Self-communication had not been developed before, but I

will use the presented theories as departing point to try to develop it:

Model of the "Self" based on the Somatic markers

In first place it is important to be acquainted with the Self in the way it is threatened within this study; In order to understand the role and impact of internal and external elements on it as well as the dynamic and connections of the self with it inner and outer world. This theory is of great significance for the investigator to answer questions about the impact of Self-communication on individuals and relations (III).

The Self

Dynamic unit that is hyperconnected, influenced by and influence internal and external factors

vulnarable for changes

Manifested to the outher scenario in form of: Behavior, reactions,performance and patterns of socialization.

Internal and External Elements: Memories, feelings, emotions, biological components , social networks, social & psychological environment
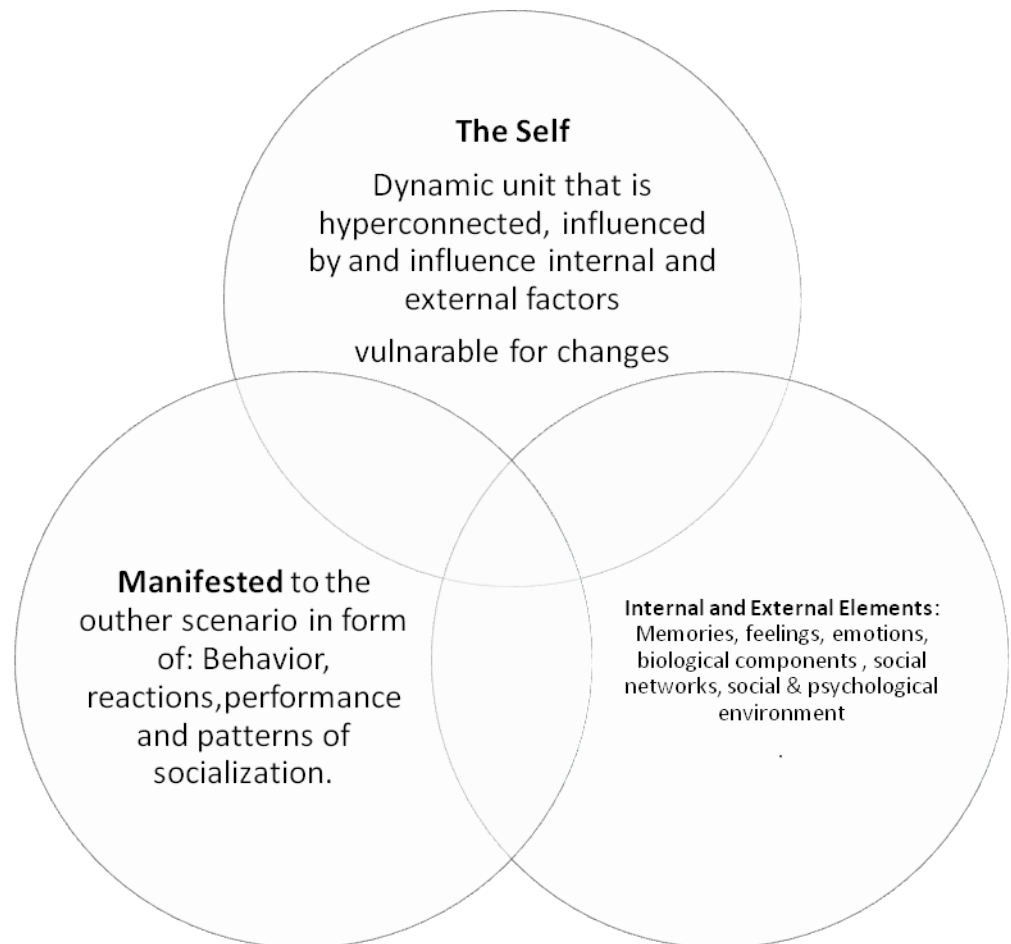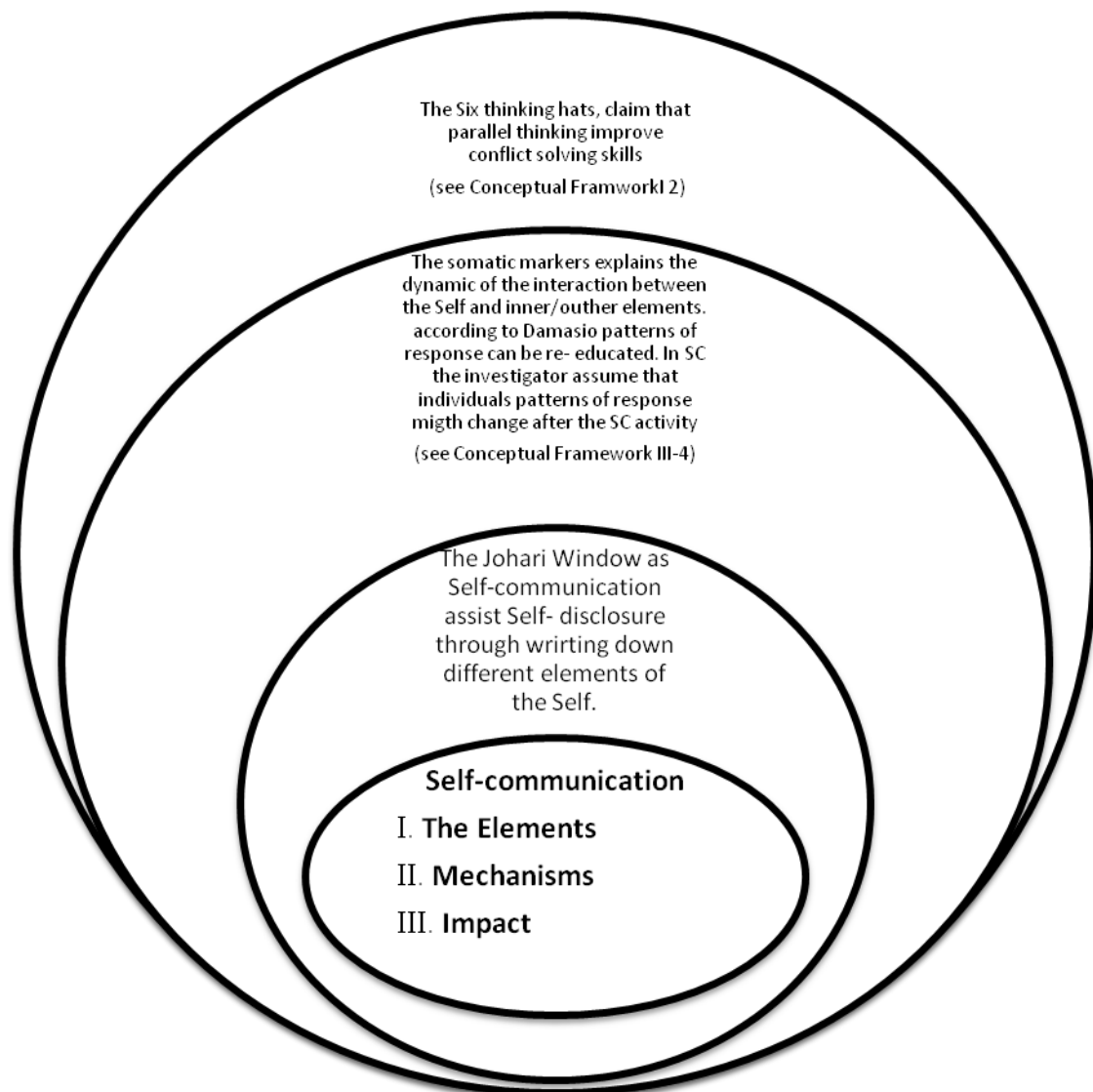
.

Figure #2 the dynamic and implications of the Self

Following the same order of ideas and taking the presented conception of the Self and theories applied to validate Self-communication; I will present a graphical representation of the implication of the presented theories on SC (see figure #3)

The Six thinking hats, claim that parallel thinking improve conflict solving skills

(see Conceptual Framworkl 2)

The somatic markers explains the dynamic of the interaction between the Self and inner/outher elements. according to Damasio patterns of response can be re- educated. In SC the investigator assume that individuals patterns of response migth change after the SC activity

(see Conceptual Framework III-4)

The Johari Window as Self-communication assist Self- disclosure through wrirting down different elements of the Self.

Self-communication

I. **The Elements**

II. **Mechanisms**

III. **Impact**

Bringing into play the bacground information, the presented conception of the Self and the named theories I will make an effort to develop a model of Self-communication:

1. Self-communication is a communicational activity and in consecuence memories and emotions represent essential elements. SC open the individuals Self-knowledge/awareness and influence the individuals behavior in different ways depending on the communication pattern of each person.

   Individuals that give themselves positive feedback make naturally use of positive parallel thinking and take usually inmediate advantage of SC.

   People who simply write down events/memories and feelings without giving themselves any feedback get Self-Awareness but commonly gets depress or enter into an existentialcrisis if they are not living in the way they wish.

Self-communication do in all cases in which individuals accomplish the activity until the point of writing down; lead to Self-disclosure/Knowledge and awarenss as well as it influnce the individuals "Self".

6 LIMITATIONS

Problems during the research process

On the delimitation of the issue

The ambition of the researcher in the beginning was to study Self-communications impact on individuals and group; behavior, patterns of reaction, performance as well as productivity. To accomplish this and to include all the angles of the phenomena; the researcher considered that it was relevant to study age, gender and cultural differences.

Problem 1

Time and resources related limitation where encouraged; literature, definitions and theories about SC where hard to find, and the most of the literature about the issue handle it from a religious perspective; due to this detail, the investigator was forced to scrutinize and analyze SC from an empirical perspective; to be able to establish the baseline, to accomplish the study. This phase by itself absorbed a great amount of time and effort.

For many mostly time and resources related motives the

To have the possibility to carry out a deeper study and intervention more time was needed to observe and explore the development and impact of SC on behavior, performance and productivity. It was required to narrow down the spectrum of the study to be able to collect and analyze the data.

On the population and sampling method

To investigate all this aspects within the time and resources frame the investigator decided to focus on deepness and not amount and established the parameters for individuals and companies attractive for the study. It was decided to use quotation sampling and recruit a minimum of four a maximum of eight participants; at least two women/men in the same age working for companies from different profiles (Consulters & Volunteers).

Problem 2

The population was already chose when the investigator was forced to, as a result of, time and resources related reasons (among others, Lack of literature); focus basically on the influence of Self-communication on individuals behavior.

On the application of the methods

To find out a single method that could assist the researcher cover all the angles of Self-communications influence on individual was not possible; in first place, and since the investigation was meant to study attitudes and behaviors, the use of accountable data had no meaning. Self-report was considered a potential method because it brings detailed and deep data, but using only one qualitative method could bring biased results.

The use of triangulation was required to guarantee the validity of the results and avoid

the placebo effect. The investigator intended to reinforce the credibility of the study and to re-test the results; added a parallel group (same age and gender criteria as in the beginning) to the initial population, the participants followed the study under different time periods and scenarios.

7 MATERIALS AND METHOD

This chapter resumes the detailed and carefully steps followed by the researcher to accomplish the aim of this thesis which is to explore and test the mechanism and impact of Self-communication on people's behavior as well as to scrutinize which element the SC activity comprises.

The **measurement phase** assists the researcher exploring the collaborators initial attitude and knowledge toward SC; this is intended to observe attitudes before and after the study.

Secondly, **intervention phase** embodied the application of SC. The impact of SC on the individuals was tested on the group and a corroboration of the postulates and theory was carried on.

Finally**,** the **follow up** section complemented the information obtained during the rest of the investigation through comparison to identify attitude changes before and after Self-communicating.

6.1 Study settings

The study in this thesis was executed by a group of co-workers of *Medecins Sans Frontieres/Doctors without borders* (MSF) in Gothenburg. The participants work recruiting month donors on the streets to sustain MSF clinics in different countries, they have a central role for the world-society and for the organization because a very important part of MSF economical resources to rebuild countries that have gone in pieces comes from street recruiting.

The participants of the parallel group worked within the recreation area, at a middle size company in Gothenburg the company sales products and services.

Before retaining the companies as potential study areas a careful mapping was done to obtain a clear view/data of the daily work routines and the posture of the managers and co-workers toward the study.

The study did run one week, the week was different for five of eight participants, including the individuals of the parallel group; the intervention was intentionally designed this way to avoid the placebo effect.

To diminish possible variables influencing the result a mapping of the routines within the organization was done during and after the intervention. The recruiters have a coach and as I understood weekly team- meetings to go through different issues with the intention to keep them informed and motivated.

Within the other company such activities as team meeting do not take place and pauses are not taken at the same time so I suppose there is not much time for small talk.

The criteria for the selection of the organizations were, firstly:

- Age
- Gender
- Professional profile

Other factors of interest for the researcher were; Co-workers exposed to daily close contact with other people (where the activity is aimed to persuade somebody else to use/buy a product from the company the collaborators represent; or to argue, convince other individuals to take their social responsibility).

The quantity of participants was decided according to the quotation sampling criteria; this was aimed to investigate the phenomena via a manageable population within the time and resources frame.

To work convincing people that we all have a social responsibility requires conviction and implies hard physical and mental effort. It implies hearing a lot of NO repeatedly every day and standing up five hours, additionally the majority of the recruiters combine job with studies.

In order to accomplish the goals and answer the questions within this investigation the project was divided in three phases: Measuring, intervention and Follow-up.

The measuring phase involved a number of research activities aimed at exploring and mapping the general situation and attitude of the organization and group of participants toward the issue and the intervention. These research activities included observation, phone and e-mail contact, interview and discussion with a project leader within the Swedish section of *MSF* and a questionnaire.

The questionnaire was meant to respond to self-knowledge, practices and routines questions within the participants.

Within this phase, the outcomes from the measuring phase were used as point of departure and comparison along the rest of the study.

The **intervention phase** consisted in the segment of the research intended for experimentation to corroborate and follow the attitudes to and the effects of the SC practice for each participant and for the team as well as possible bi-effects affecting the organization. The intervention included instructive/discussion meetings with the participants aimed at inform, discussion and principally in diary reporting of attitudes (the SC activity).

The intervention phase involved an information meeting to explain the parameters of the SC activity. Together with the self-reporting notebook the participants received a paper with instruction that we went through during the meeting step by step.

The intervention phase lasted one week (from the June until July 2011). The participants filled in the self-report according to the instructions every day. The obtained results were evaluated and the researcher focused on possible change of attitude/ impact of the SC activity on the participant's emotional state and

performance.

The **follow up** phase comprised another round of survey and interviews for comparative data collection. Within this phase the MSF group filled a survey and a parallel group (who did not follow the study in the same way of the MSF) filled the same survey, self-report and was separately interviewed (as mentioned before the function of this group was to give a comparison point in terms of occupational and age related differences).

6.2 Research method

To develop this thesis, the investigator will implement qualitative research approaches. Self-report that will be filled by the employee and employers (I), semi-structured interview carry out with the population in study (II) and one pre and post intervention knowledge, attitudes and practices (KAP) study (III).

Self-reporting

Self- reports are used as external memory devices (Gärdenfors 2000). They fill the memories black spots and give us access to key information that otherwise would be forgotten. Memories simply change with the time and because of that the storing information in an external advice has been so successful (Stone et al. 2000).

For researchers represent self-reporting within the participants in an investigation a warranty of detailed information and access to details otherwise hard to take part of (Stone et al. 2000). Self-report studies that follow a cross-sectional model could be seen as less well-founded because data could be sensible to the same variables if collected at the same time but this factor disappears if using a longitudinal model or when combining different methods of data collection as interviews or/and observations (Spector 1994).

To narrower the knowledge and to test if we do recall better when writing down and if we can re-educate behaviors through Self-communication, the collaborators were recommended to write down positive memories/advices. They would also write in the end of the day if they remembered what they wrote more that they would usually do during the day and if they felt any effect of doing so.

(The reason for the researcher to choose positive memory instead for negative was solely not to risk in case of recalling a behavior it would be negative). People might feel better and this could facilitate them recalling this memory when confronting a specific situation (Harrys 2008).

The participants who dropped out were interviewed to find out the reasons and the result of these interviews will be exposed in the discussion chapter.

- **Focus Group Discussion (FGDs)**

The researcher's goal with the focus group discussions was to come closer to the thoughts, beliefs and attitudes of the participants toward Self-communication, this afford in depth understanding of a phenomena and give the researcher the possibility to observe interactions, reaction and behaviors that numbers (Quantitative research) would never capture (Malterud 2001b) FGDs task within this investigation was to complement the information obtained through the open-ended interviews and to verify the validity of the self-report and the KAP study. The need for a tool for Self-communication was determined

- **Open-ended interview (OEIs)**

Descriptive surveys help researchers obtaining a description of phenomena from the informants. Both structured and unstructured questions are used to accomplish the goal within this type of survey (Treadwell 2011; see also Bowling 2002).

The use of semi-structured interview aloud ideas, thoughts and points of view emerge freely (Aira et al. 2003; see also Bowling 2002).

In both group I and II the semi-structured interview was used to explore practices (daily routines) and self-awareness/knowledge and attitudes toward the SC activity.

- **In depth interview (IDIs)**

In depth interviews provide rich and detailed information about the informants, feelings, attitudes and perception toward a phenomenon. The questions are open to aloud the contestant spontaneously answer (Kvale 1996).

IDIs were implemented within this thesis within the parallel group to complete the information obtained from the SSI and self-reporting.

- **Pre- and Post-intervention KAP study**

Knowledge, attitude and practices surveys are used to scrutinize knowledge (what is known about a topic within a specific population) attitudes (The populations attitude/position toward an issue/phenomena) and to follow up the impact of a specific intervention upon the populations knowledge, attitudes a practices toward the treated issue (WHO 2008).

In the most of the cases data for KAP studies is orally collected and the method to analyze foundlings can be both quantitative and/or qualitative (WHO 2008).

Within this investigation, because of time and resources factors the KAP was applied upon a quota sampled population which fulfilled the requirements to investigate any changes in attitudes, practices or knowledge after a one week-short term intervention.

6.3 Design, study population and data collection method

To accomplish the objectives and answer the questions within this thesis various designs and methods were used with small differences for each study group and based on the answers obtained from the SSIs as described in table belo

Table1. – *Study-Group (SG) I* and *II* Summary of study designs, participants and method

STUDY	TOPIC	STUDY POPULATION (and sample size/age and /PP*)	Design and Method
I	Individuals views knowledge about Self-communication	**G-I** Co-workers of a private company. *Consulting/Sale and *one Artist. **G-II** Recruiters at MSF	Qualitative explorative design, FGDs
II	Individuals Self- awareness and Self- knowledge of emotional states and influencing factors.	**SG I & II**	Qualitative explorative. KAP study. OEIs
III	Self-Communication activity. Positive thinking based on Memories (events/ experience) and Emotion basis.	**SG I & II**	Qualitative design, Self- report.
IV	Open (Paper) interviews to complete the information of the OEIs and to get a deeper understanding of the result. And possible changes in knowledge, attitudes and practices.	**SG I & II**	Qualitative explorative Pre and post KAP study. OEIs
V	explore the reasons for dropout the study and to understand their reasons	**G-I** Co-workers of a private company. *Consulting/Sale and *Analyzing Dropouts	Qualitative explorative, IDIs
VI	Validating possible professional related attitudes/ discrepancies. Scrutinizing points of view toward Self-Communication/Knowledge and Awareness.	*1 Woman no following the study. *Age 32 * Artist	Qualitative explorative, IDIs

SG I: 2 Consulters/Sellers, 1 Artist, and 1 Political scientist and consulter.
SGII: 3 MSF recruiters (1 musician, 1Social/political activist and 1 student/music interested)

Stage I
Design: Explorative qualitative study within the two groups of collaborators.
Participants and sampling strategy: The participants were men and women of pre-determined age groups and professional backgrounds. Quota sampling was implemented intending to avoid placebo effect and biased results through the duplication of some important characteristics of a population within the sample; as gender and professional background (Treadwell 2011). The participants were previously visited at their workplaces and asked if they were interested in participate in group or individual discussion about Self-Communication.

The discussions were quite informal and the intention was to establish an open dialog with the collaborators so they could feel free to express their thoughts and opinions about SC.

Data collection: During the FGDs important data was collected. The discussions were held at the respective workplaces of the collaborators during their pause. The idiom talked during the discussions was Swedish; notes were taken and later translated into English.

Stage II and IV

Design: these were qualitative explorative studies.
Participants and sampling procedure: The contributors were the eight people who accorded to collaborate during the rest of the study. They were recruited by asking in different organizations in Gothenburg's town if they could give some co-workers 30 min two times a week during one week to answer a couple of question, they could choose between face to face interview or paper ones. They were also asked to follow up the self-communication activity.

Research assistance was given and through it contact with MSF in Stockholm was possible, this group of collaborators was especially attractive because of the nature of their job. After some a couple of weeks of mail and phone contact the organization acceded.

Another company within the consulting/sales area acceded so three of their co-workers participated in the study. A fourth person within the artistically area and for health related reasons answered the questions face to face (Notes were taken)

Data Collection: Open ended interviews.
The group was giving the time within the work time to go through with the interview, after analyzing the nature of the questions anonymity was decided to give the participants more freedom and to keep the secrecy due to paper interviews to answer at workplace were delivered.

Stage III

Design: Action research- Intervention
Participants and Sampling strategy: The respondents were six people working within different professional areas. All respondents participated in activity **I, II** and **IV.** A purposive sampling plan was implemented but the collaborators spontaneously

decided to take part of the study. The participants filled a Self-report diary during a week period (Five workdays). Very specific instructions were given to accomplish the goal of the SC activity.

The ambition was to recruit a minimum of three a maximum of five individuals from each organization equal quantity of men/women with different professional/Interest backgrounds and age. Ten individuals were recruited of which 8 completed the IDIs and FGDs at the baseline of which 6 completed the follow up, resulting in 2 dropouts during this phase. The two last dropouts were followed through face to face IDIs to establish the motives; the decision to follow up these dropouts was that dialog with the participants that dropped out indicated possible attitude differences toward the Self-communication activity grounded on organizational culture and professional profile.

The results of the interviews with the contestants that dropped out were taking in account when analyzing the found outs obtained from the Self- reporting of the SC activity.

Data Collection: A Self-report was used to collect the data needed to follow-up the development, evolution and influence of the SC activity on the participants. The instrument consisted in a mall were the participants were first indicated to write down each morning possible events that could influence their performance (This in in key words for them easy to identify and not in form of a long history) they were indicated to write specific words that described the event, in the other hand they were indicated to write down a memory or possible solution that made the feel better (In case of events that influenced them negatively in case of events that affected them positively they were indicated to think about the last time obstacles made them feel bad and to reflect and write down details of how balance came back), they were ought to write things to cheer themselves.

They were assigned to try to remember the positive memory or thinking when confronting stressful/difficult situations, bad mood or just tiredness.

In the afternoon the last 15 minutes of the workday they were asked to reflect and register in the self-report own free comments and experiences about the SC activity.

Stage IV and V

Design: This was and pre and post study
Participants and sampling strategies: The respondents to analyze the influence of The SC activity were an equal group of two men and two women (a total of four participants) that followed the whole study, from the baseline phase to the SC activity trough self- report during a minimum of three days. During the baseline phase a system of recognition of the material was developed the purpose with this was to compare material pre and post study and the self- report of the SC activity from the same respondent keeping secrecy.

In the other hand and in order to answer point 4 in the following list (CPPs) IDIs were implemented.

The material from the discussions and the pre and post questionnaires and the self-report were analyzed and compared.

The content of the Pre-Post study **CPPs**: The following topics were compared and analyzed.

1. Knowledge about Self-communication.
2. Attitude toward the SC activity.
3. Self-knowledge and Self-awareness. (Daily routines and how events/environment influence your behavior and performance)
4. Professional, age and gender related attitudes.

Training, information exchange and support:

During Stage **I** and after the discussion about Self-communication/stress/depression and life- situation, information exchange about the need of Self- communication and how to use it as tool for coping with different situations was given together with a written manual. Mail and phone contact was to be taken in case of practical difficulties to fill the self- report or if there was something the participants did not understood.

Stage VI

Design: This was an explorative qualitative study

Participants and sampling collection: The comparison phase was carried out to found out the comparing the answers of the IDIs of **V** (Woman/I, 32 years old, Artist) with the answer of the (woman, 33 years old, Sale/Service/consult) The data was collected through IDIs/OEIs and face to face discussion; notes were taken and used as comparison point. The central discussion points were:

- What is Self-communication
- Why we need to Self-communicate
- How private problems do influence our performance at workplace and vice-versa.
- Going through the written/reflective/Self-Cheering SC tool.

6.4 Data Analysis

Stage I

To analyze the data obtained during the whole study "contextualizing strategies" were applied aimed at providing a deeper understanding of the relation between the different elements of the data (Maxwell 1996). The transcripts were repeatedly read and in the next step all information was divided into categories. All information was selected and divided into fragments that comprised the meaning units (Graneheim & Lundman 2004). Aimed to keep the original background and context information the text from which the meanings were subtracted was linked when explaining the results.

8 RESULTS
Respondents Profile

Gender	Age	Professional/Interest Area
Woman	24	Recruiter & Musician
Woman	25	Recruiter & Political Activist
Woman	32	Artist
Man	19	Recruiter/Music interested
Man	33	Politic scientist/sales Ecologist
Woman	32	Sales/Service()
Man	27	Sales/Service

Attitudes and practices before and after the SC activity: The KAP study result and the self- report together with the observations and notes taken during the discussions will be the baseline to analyze the develop of three collaborators.

Participant 1
Gender: male
Age: 19 years old

Summarizing the information obtained through the survey, discussions and interview it could be said that the participant was open for the possibility of testing SC, something he never tried before. He expressed, when asked if he reacted in an unexpected way at workplace that he did not, to in the other hand answer affirmative to the question: Do you surprise yourself behaving in an incongruent way toward your co-workers because of repressed feelings.

The participants commented to be surprised about how much you might communicate about your personal life and emotions without been aware, he thought that it could be helpful understanding "Why we feel, how we feel" at the same time he was not sure that writing down would be helpful for him, he was convinced that just thinking more about how he is living and coupling that to his emotions would help.

The Self-report in his case it was possible to distinguish a progressive development within the area of self-awareness and positive thinking strategies. Three days of four the participant mentioned that the SC activity worked.

Finally within the post study, the collaborator expressed that he did not know how he would solve the situations during the intervention period otherwise but expressed that it felt easier and more relaxed that week at workplace and he assumed that SC might have something to do with that feeling. It was seen as important to write down and compare, "It helps thinking extra about it and give more possibilities to changed things and stuff that do not work that well in your life."

Participant 2
Gender: Female
Age: 25

The participant was positive from the beginning and expressed during the first meeting a will to collaborate. Within the pre study, she communicated sometimes she have found herself overreacting both at work as in the private life arena. It is difficult to leave private life- emotions and conflicts at home; "Unconsciously most of the time you carry you problems and worries and whatever it happen with you, from home to workplace and from the workplace to your home".

The self-report of this participant was very extensive and she described hard adversities within the private life arena but she was also very skilful when using her memories in a positive way and gave herself a lot of encourage, she was promoting herself positively every day. For example a very hard day (private life) she could write when coming to the workplace, it is hard now but I know that my job is important and I have the conviction in what I am doing to afterword before going home express that this thought kept her motivated during the whole day.

Within the post study stage the participant confirmed that Self-communication helped her leaving behind "negative" emotions and understanding some situations that disturbed her concentration, "I felt better like lightly, doing it trough writing down and so on give a good concretization and make it easier to blend."

Participant 3
Gender: Female
Age: 24

Self-communication according with the contributor meant coming closer to the self and recognizing how we live, when discussing about positive thinking associations with promoting and pep up yourself were mentioned. The participant was positive toward the activity and "curious to see if it works".

The Self-report was filled in extensively when comparing with the others participants and the participant related and compared constantly the relation between situations, emotions, memories and positive thinking. Even during a period of difficulties the positive thinking showed potential to help her carrying out the burden, she expressed that using positive thinking "Helped me turning anger into strength and will to do things better, I figured out future optimistic and constructive ways of solving things and living while writing."

To end with corroboration was accomplished by implementing the post study, the collaborator expressed that is was simpler to work while Self-communicating and that, "I did not take others reaction as my responsibility." It helped both at workplace and within the private life ground, "it was very helpful for me to implement SC, it made me unconsciously remember my goals and the positive side of different situations, I could effortless recall it and keep my motivation high. Most when somebody was rude."

Thematic summary of findings

The readers can get in the table 1. a summary of the research design, topic and collaborators within each specific phase of the study.

Differences in attitudes and practices I and II (self-knowledge, self-awareness and acceptation)

The findings within this phase showed clear differences within the group of collaborators aged (19-25) and (27-33).

All the Individuals of the (Recruit/Art/Political Interested) category expressed that they have lost face at workplace because of private problems, lost face at home because of work related problems; they showed clear understanding of how emotions influence their daily performance and the relation with co-workers. The respondents within this category expressed that it was impossible to live private problems at home when you come to the workplace and vice- versa.

"No matter how you try to live emotions out of the workplace, sometimes you believe when something happen that it did not influence you but the feeling remains there and is in the end recalled in form of different unexpected behavior/reactions" (Woman 25 years old).

"To live emotions behind you is first required to work on them and understand where this emotion comes from and assimilate it, just then you can focus on your work 100%, I try but often is not possible" (Woman 24)

"What you feel influence your behavior and performance no matter if you consciously or unconsciously show it to others or not, if you remember the reason or not, the results will reflect it any way" (Man, 33 years old).

The parallel group

Within the (Sales/ Service workers category) greater resistance was to encourage. The participants two of three denied any possibility of being influenced or affected by private problems or emotions at workplace or by work-related problems at home. In the same order of ideas the contestants within this category described themselves as professionals that in their terms mean leaving emotions out of the job and job related worries out of the home environment. They could not recognize themselves reacting or over-reacting in an unexpected way.

"At your workplace you are like a machine you do what you have to do and there is no place for other thing than job-related issues" (Woman, 32 years old).

"I feel nothing when I´m working, because I´m working so there is no time to feel and if I feel bad or exhausted I go and play football and then I feel god" (Man, 27 years old).

Co-workers where asked if they have seen their colleagues lose their face or over-react and the general answer was "A couple of times" except for one of the participants within this group who described his situation in the following way "I repress private problems at workplace but I many times for job related reasons over-react and lose my face at home" (Men, 33 years old) so apart from this man the study group II showed very strong face-saving strategies, they block themselves and what they feel to fulfill the stereotype of their role, they could not recognize themselves as losing control no matter their co-workers testified have seen or been victim of inappropriate behavior from job-partners.

The Self-development phase: Coping strategies through recognition and discovering of pre-existent hidden own resources and tools. III Testing SC

Fears were encouraged within the group **II** from which two of three participants expressed anxiety and said that they could not follow the study because they did not need to develop any strategies seems they had no emotion related problems at home or workplace. "*Things happen every day but I have totally control of my life, I am a very balanced person. That is why it is too difficult for me to establish a relation between what happened and how it influences me, I am like a robot and I don't have the need or time to reflect about emotions. Emotions do not affect my behavior at list not at workplace or at home, nothing out of control happens in my life, when I try to carry out the Self- Communication process I cannot find words to express any emotions*"(Woman, 32 years old)

On the other hand the only integrant within this group that carried out the SC activity expressed positive changes like better knowledge of his routines and emotions and understanding of his reactions as well as bettering of the capacity of coping with difficult situations (Man, 33 years old)

Within the study group **I** the findings were homogeneous and all participant in a period of 5 work days expressed a total of 4 days (different days for each participant) have obtained help from the SC activity, detailed understanding of minor routine related problems that strongly affected their behavior were recognized as well as they expressed that it was easier to deal with tiredness, lack of motivation, depression and other problems when Self-communicating.

Even participants going through more critical private problems affirmed that the Self-communication tool was helpful even when confronting harder situations. They expressed that an important factor was that you do not needed so much time to carry out the SC activity "Since people do not have so much time it is important that the tool is so simple to carry out as possible and that it does not take so much time to do,

that you can do it on the bus in 15 minutes was perfect" (Woman, 24 years old).

Parallel findings to be submit to further long term study

The second group obtained the best result of the season during the week they carried out the SC activity and co-workers expressed very positive comments about carrying out the SC activity (Project leader, MSF). It is very important to mention that; to confirm this finding, further interventions on a long term basis might be carried out. Another factors as new co-workers, courses and other activities within the organization might be taken in account.

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The Mechanism of SC and how it influenced the participants

The opinions about the SC activity were relatively equal and all participants expressed in some way and to some extent that SC gives perspective and stimulates the positive thinking and solving situations/ managing emotions is much easier because you in short time gets the whole picture of what is happening and can give you advices.

"It actually works to see your daily life on the paper to open your self-knowledge and writing positive memories in hard times give like hope and strength to carry out these situations with more distance from an openly perspective" (Man, 33 years old).

"It worked god for me and it was important that it went easy and fast otherwise I would not fix it but it was god to write down so you think about it even more" (Man, 19 years old).

"I was reflecting more before the job and it helped me to perform my duties better, it absolutely worked for me. I used to write diary but this is a further step to discover and motivate myself" (Woman, 24 years old).

"I liked it, a got concretization that factually made me focus on my job much easier, It is good to account with simple instruments to pick up most in difficult days" (Woman, 25 years old).

Going deeper into possible influence of Organizational culture/ age on the attitude toward SC *(Profession within this thesis in not defined by what you work with. It is related to personal believes and preferences as for example a political scientist with an ecological profile, the ecological profile/interest is what is taken in account).*

Woman, 32 years old, artist "Emotions are a part of us and our life´s is embossed with emotions, emotion influence our behavior no matter if we are aware, want to accept it or not, if you are sad or angry you reflect it, if not verbally you do it with body-movements with your smell and others perceive it."

Another parallel finding is differences grounded on organizational or group stereotypes and how different professional groups are expected to behave so people within the humanistic- Social area were more like permissive to themselves when

expressing emotions and more comfortable when talking about Emotion related issues than people within the business area.

It is of great relevance to point out that, further studies on a long term and combining Quantitative and Qualitative method will be needed within this area to reinforce and co- validate this finding.

9 DISCUSSION

The main question of this thesis is: If Self-communication is a communication activity; what are the elements, mechanisms to accomplish it and do it impact the individual's behavior?

Topics around communication, Self-knowledge/awareness/ are both intricate and controversial and have been discussed by many investigators within different disciplines (Kolak et al. 2006; see also Branson et al. 1999; Kreamer 2011; Hall 2003). These issues became revitalized by the wave of modern management and Corporative Social responsibility include taking responsibility for the well- been of the co- workers (Daft et al. 2011).

The selection of the method, data collection, and sample its application and the review of the background information were; in first place aimed to answer the principal question of this research:

If Self-communication is a communication activity; what are the elements, mechanisms to accomplish it; do this activity impact individual's behavior?

To accomplish the goal of answering this question the researcher divided the Self-communication phenomena into units. In the following discussion I will go through each postulate and analyze it utilizing the background information and the results of the study; to find out the facts about SC.

1. Is Self-communication a particular case of communication?

To answer to this question the investigator combined the following models of communication and judge against the nature and dynamic of its communication activity with SC; the model of linguistic orientation (Allwood, 1993) and the Source orientation (Guerrero 2006). Self-communication was corroborated to be a particular case of communication. In Self-communication the individual combine semantic and episodic memories because of the combination of learned patterns of behavior, reasoning and the emotional element.

Individuals do normally try to protect themselves this is our most basic instinct (Gärdenfors 2007) due to this fact, as well as in communication with other individuals is Self-communication heading for improvement, constructivism, and pleasure and tries to avoid pain (Allwood 1976).

Summarizing the material obtained: In Self-communication, the initial information coming from the individual "Sender" is printed out on the paper getting a physical, palpable shape to be split up in form of memories, experiences and emotions that when putted together, give us feedback and possibly stimulus the parallel thinking and behavioral change (Allwood 1976; see also Gärdenfors 2007).

The responses of two participants give reasons to suspect that as well as in communication; lack of communication seems to take place in Self-communication, perhaps interference from distracting factors or stress/burnout might influence the SC activity (Damasio 2011; see also Theorell 2003).

2. About the role of writing down on Self-communication

The action of writing down represented a key element in Self-communication. The participants when asked if writing down made any difference; manifested commonly that it was very important to write down because it gave a clear view of the situation and it was a crucial to get feedback (Gärdenfors 2007; see also, Stone 2000).

One of the participants commented "I could see my inner-self through my own eyes and hear it…And work on it as it wasn't a part of me and actually feel that I could change negatives parts of my life" (Woman 25) the function of the visual loops and phonological loops in the process of imaginary seems to be an inherent part of the SC activity (Jensen 2005; see also Kolak 2006; Gärdenfors 2007).

I cannot so far with all certainty answer if Self-communication could be achieved in other way than through writing down; but the material reveals strongly that; in part due to the memory component, this might not be the case (Gärdenfors 2007; see also, Stone 2000; Kolak 2006).

3. About parallel thinking and place in Self-communication

The majority of the participants revealed in the self-report, interviews and the group discussions, that they felt they improved their performance as a consequence of increased Self-awareness/disclosure and knowledge and that SC in some way stimulated a new way of seeing their problems so there are reasons to believe that parallel thinking starts automatically as a part of SC but to accomplish behavioral change intentionality and own will have to be taken in account; nevertheless, SC helped them to in some way re-learn and discovering new patterns of behavior (see the Somatic markers and the Six thinking hats Models).

Self-communication shows to; encourage Self-disclosure/awareness and knowledge as the Johari window and to somehow stimulate spontaneously parallel thinking but it can be an uncomfortable process to go through. These case clearly be related to Self-management (Gärdenfors 2007; see also Hall 2003).

This aspect would be interesting to submit to further study; it is clear that SC activates many mechanisms and reactions but which mechanisms are activates and why/how it stimulates parallel thinking and behavioral change are not totally clear. One possible reason could be the survival instinct and the human nature; we try mostly to seek pleasure and avoid pain (Gärdenfors 2007; see also Allwood 1976). On the other hands there were individuals that got depress or felt anxiety after the SC activity (Theorell 2003).

Self-communication influence the individual's behavior

The paragraphs above show in some way that SC does influence the individual's behavior but to make clearly I will present some extra examples and arguments.

"The single action of accomplishing this study will imply for some of us an attitude change" Woman 32

Some participants expressed that:

"To see the relation emotions and memories of what happened before I came to my job, helped me understanding my reactions and feelings and in this way understand and actually start changing some aspects of my life and view of myself, felt more confidence" (Woman 25) This could be a prove that in many cases and as mentioned in the theory of Self-communication; SC helps eliminate black spots of emotions, reactions, feelings as a consequence of understanding it roots (see Emotion-Functionalistic model).

"It helped me to keep the motivation high the whole week despite of private problems" (Men 19)

Self-communication could cause the contrary effect, arousing feelings of anxiety and depression, as we can appreciate in the example above; I think it that to investigate this it would be necessary to study communication styles in SC.

One of the participants that drooped out when interviewed expressed that she got depress when she saw her life on the paper and decided to move to other place and brake contact with some people. She said that this was painful but anyway an opportunity to revise and restart her life.

Other woman that drooped renounced her job and said that she hated her life but, she said she felt very depress and that this was like the last drop but she expressed that "I feel confused but I will fix it, I just can think effectively right now" but to be sure that "everything is going to be all right". It might a possible case that could explain how stress interfere SC.

Stereotypes and social press seems to represent a negative factor for peoples Self-acceptance, this could arouse repression of emotions that under long- time; in the end this could provoke symptoms of stress, burnout and lack of Self-knowledge/awareness (Theorell 2003).

One 33 years old male expressed that; He was surprised about the way he felt and considered SC before; nothing serious and after giving it the chance. He declared that the SC activity actually affected his vision of him and others and could understand his reactions.

Organizational culture, age and gender influence the Self-communication activity.

It was hard to study this aspect because as named within the limitations section; time and resources were narrow. Nevertheless I observed the attitudes of the participants toward SC and compared the professional background, gender and age.

According to the result of this comparison; organizational culture was the most marked factor influencing the attitude of the participants toward of SC. Age and gender were not that relevant since a woman and man 32 respective 33years old, working within the business area; had a totally different attitude toward SC, the attitude of the negative attitude of the woman toward SC could be explained as a mechanism of protecting herself through trying to fulfill the corporative stereotype of the strong, competitive woman; while the men since the feel more security an protected under the stereotype of masculinity and professionalism feel more relaxed when showing their feelings (Kreamer 2011).

"When I come to my workplace I am just working so there is no time for feeling, that is why I don't feel anything" (Woman, 32) experiences of fear/discomfort toward recognizing emotions within individuals were present during the whole study, this could be seen as the individuals face-saving mechanism. Rationalization instead of processing of emotions (Theorell 2003; see also Kreamer 2011).

10 METHODOLOGICAL CONSIDERATIONS

Legitimacy and consistency of the study

The selection of the methods and instruments for data collection analysis are determining for the legitimacy and consistency of the study. Another defining factor is the investigators pre-understanding to be applied when measuring the validity of the outcomes of the investigation (Malterud 2001).

The combination of more than two methods, triangulation (Treadwell 2011), different procedures and selective choose of the sample "Quota Sampling" was applied to safeguard credibility. The benefit with this strategy was the reduction of risk for biased interpretation.

Triangulation consist in the combination of two or more methods to involve as many aspects of the source as it is possible, this give the researcher the opportunity to test and compare the results obtained by applying one data collection method with the results of applying another data collection method. In the case of this research the investigator scrutinized if the results from the Self-report were congruent with the KAP study and group discussions.

It is important to point out that; my arguments within this thesis results of points views assumed under the investigation and are not depending on personal experiences/values/believes or cultural background. The strategy to encourage possible investigator- correlated partiality has been to revise through triangulation that all topics submitted to discussion are sustained by literature.

The implementation and combination of different sampling methods was crucial to obtain a clear view provided by analyzing the results of the sources, first one by one and secondly like a whole. Following and answering to the objectives in order provide the researcher with key information for each next step.

11 CONCLUSION

This explorative research, examined important issues in relation to conceptualization, function, possible value and obstacles in order to improve the understanding of Self-communication.

Some important points to highlight within this section are that: the background information and application of methods assisted the researcher accomplishing the general and specific objectives of this investigation.

In first place the aim of this Master degree thesis; to explore and test the mechanism and impact of Self-communication on individual's behaviors as well as the particular elements for self-communication to take place were scrutinized; the aim of the thesis was achieved.

1. It was corroborated to a great extent that Self-communication influence individual's behavior, mostly in a positive way but it arose in some cases anxiety and frustration.

2. There is quite strong evidence for writing down as a crucial element for SC to take place, but the study did not totally deliver evidence for stating this finding. It would be necessary to carry out an intervention with two groups one accomplishing SC without the writing down and the other with the writing down, and see what happen.

3. Some elements as emotions and memories seemed to be inherent intricate in SC but the researcher has reasons to believe that other elements might as well be intricate in SC; for example imagery as well as neurological factors/organs as the phonological and visual loops.

4. The mechanism the investigator suspect are to some extent crucial for Self-communication to take place; and that were appreciable within this study were:

   - Sender = Receiver
   - The neurological, physiological and psychological elements.
   - Establish the connection between the inner and outer world Emotions-Memories, feelings, reactions, experience. Imaginary and logical thinking.
   - A medium to get outer feedback: Paper and pencil or any other external memory device.

5. When comparing SC with other communication activity the investigator came to realize that the main difference is that in the Case of SC the individual give itself direct feedback. But in general terms SC share the elements of any other communication activity; as the sender, receiver, medium, emotional component, memory; etc.

6. The results indicated that organizational culture might affect the degree of acceptance of emotions and reactions. In consequence, organizational differences within this area are important issues to be deeply studied.

It was surprising for the researcher since the society shows women as the sensible ones; to find out that it was more difficult for women within the business area to come in contact with or accept their feelings for themselves. It seems like some women within this area wants to change the stereotype.

It was also interesting to see how strong a manager's negative attitude toward emotions at workplace and in consequence the SC activity impacted negatively the attitude some of female employees (this was observed within a group that decided after two days decided to drop out, their boss supposed that it would defocus his employees)

The main question of the study: If Self-communication is a communication activity; what are the elements, mechanisms to accomplish it and do it impact the individual's behavior?

Was to a great extent answered but further studies within this area are crucial to understand this complex phenomena. There are reasons to say that all the mentioned elements mentioned in that paper as emotions, memories and external memory devices plays an important role on Self-communication but this findings should be corroborated and tested ones more. It was clear that SC affects individuals behavior but longitudinal studies would provide a more consistent answer to this question.

Recommendations for further studies

In order to introduce and develop emotional issues at workplace further research are needed to investigate and expand the knowledge about emotions Self-communication effects, patterns of SC, elements; etc. Long term research combining qualitative and quantitative data could establish the basis for serious empirical research within this area:

- Long term interventions provide the research more data to base its conclusions on and give the time to ask a larger amount of companies and a larger sample for collaboration.

- Biochemical research during the SC activity would be positive in order to check for efficacy.

- Managing actor's perception of the SC activity: Are they supporting, how? If not, what are the reasons?

- Scrutinize Side- effects of SC.

- Study the effects and influence of gender, age, cultural including organizational on Self-communication.

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13 ATTACHMENTS

Göteborg, Mars 2011

Hej,

Mitt namn är Karla Kollberg (811222-9201),jag pluggar på IT universitet (Chalmers & GU) vid institutionen för tillämpad informationsteknologi. Jag genomför den undersökningen som en del av mitt examensarbete (30 poäng) programmet Master in Communication.

Mitt mål med uppsatsen är att undersöka Self-Communication (auto-kommunikation) och dess roll för människor att öka förståelsen om de egna känslorna och påverka sin livssituation.

Mitt antagande är att man på så sätt mer effektivt kan kontrollera och använda sig av både positiva och negativa känslor i olika situationer och att det ger upphov till en naturlig ökning av förståelsen för andra samt egen förbättrad prestationsförmåga, både individuell och som team.

Instruktioner för deltagare:

Hela undersökningen innefattar en vecka och ni ska komplettera två enkät (en i början/en slutet)och en Self-report

Etiska ställningstaganden

Denna undersökning görs med ett rent vetenskapligt syfte och följer de etiska regler deklarerade för Svenska/EU lagstiftning därför har jag tystnadsplikt och garanterar att materialet skall granskas bara av mig Karla Kollberg och min handledare Mikael Jensen forskare och lärare vid högskolan i Borås och tidigare programansvarig för Master in Communication på Chalmers vid institutionen för tillämpad informationsteknologi, men därutöver ingen annan.

I studien är deltagarnas namn irrelevanta för resultaten, därför kommer de att anonymiseras.

Välkommen som deltagare i denna undersökning, din medverkan är mycket viktigt!

Vänliga Hälsningar,
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De följande frågorna ställs för att kunna bedöma eventuella skillnader före och efter studien. Svara med JA och NEJ i de fallen det kommer sådana frågor men komplettera gärna med egna kommentarer/tankar/exempel.

1.- Berätta i stora drag hur dina dagar ser ut innan och efter jobbet?

2.- Känner du att det som händer i ditt privatliv påverkar din arbetsförmåga och relation med dina arbetskamrater, förklara?
Positiv:

Negativ:

3.- Händer det att du på jobbet känner dig irriterad/ledsen eller känner dig underskattad utan att hitta en orsak?

4.- Händer det att du reagerar på ett oväntat/ovanligt sätt inför en vanlig kommentar och inte förstår varför?

5.- Överraskar du dig själv med att ibland oavsiktligt ta ut dina känslor på arbetskammaraterna?

6.- Händer det att du överreagerar på kommentarer från din omgivning och i efterhand känner att det var för att du var i obalans och tog ut detta i samband med denna kommentar?

7.- Känner du att dina arbetskamrater överreagerar ibland vid en vanlig företeelse?

8.- Lägger du vardagliga situationer vid sidan om när du kommer till jobbet?

9.- Tar du tid för att gå igenom situationer som händer/hänt under dagen, och försöker komma ihåg hur du kände vid dessa situationer?

10.- Auto-Kommunikation innebär att du genom att skriva ner nyckelord om vad som händer i din vardag, ger dig själv en översikt över hur det såg ut och hur du mådde/reagerade inför de olika situationerna. Tror du att det skulle hjälpa dig? Varför och hur?
T.ex. arbetsförmåga/Fokus/Relationer med andra och dig själv

Stor TACK för din hjälp!

Self-report

På morgonen när du kommer till jobbet, skriv med nyckelord vad som hänt innan du kom till jobbet på (ungefär) följande sätt:

Händelse	Känsla
Sov dåligt	Frustrerad, trött eller irriterad
Missade bussen	Förbannad, stressad
Åt en underbar middag	Lycklig

Tabell 1

Din Self-report är menad att fungera som ett parallellt/externt minne, där du lägger händelser och känslor för tillfället för att sedan framkalla de inför olika företeelser.

T.ex. Du pratar med en kund/arbetskamrat som inte är nöjd med vad den fick/någonting du gjorde (personen i fråga är arg och skriker utan för dig uppenbar anledning, du har haft en dålig morgon och inte ätit frukost) din kropp börjar omedvetet leverera adrenalin och du blir upphetsad, du vill inte det! men du blir röd om kinderna och händerna svettas. Det är här Auto-kommunikationen tar plats, du har skrivit för dig själv (auto-kommunicerat) om den någonting som gör dig lung/hjälper dig att framkalla annars omedvetna tankar som kan hålla dig fokuserad på din roll och att inte ta till dig andras tankemödor/negativitet.

Det kan vara positiva tankar, ett minne som får dig att känna dig lycklig/avslappnad/listig, etc. vilket gör att du kan utnyttja den känslan för att på ett kontrollerat sätt hantera situationen till allas fördel.

Detta medvetna sätt att framkalla ett semantiskt innehåll kan väcka till liv känslan som denna rymmer och i det här fallet hjälpa dig att lugna ner dig. Varje gång du använder dig av Auto-kommunikation ska du anteckna det på följande sätt: Vilket minne du använde och om det hjälpte dig att känna dig mer samlad/förberedd/kontrollerad inför en situation (Konflikt/bestämma någonting i relationen med arbetskamraterna)

Händelse/minnet Du skrev ovan	Hjälpte	Hjälpte Inte
	✔	
		✘

Innan du åker hem ska du Läsa vad du skrev när du kom till jobbet och känna efter och ge dig några minuter innan du åker ifrån jobbet på väg hem eller hemma och kommentera.

Innan undersökningen börjar ska jag Karla Kollberg gå igenom instruktionerna med de som skall medverka för att i så hög grad som möjligt garantera att alla förstår instruktionerna och ge deltagarna möjligheten att ställa frågor och diskutera kring ämnet.

Deltagarnas ska identifieras med en bokstav:
Deltagaren A, B, C, D

The following format was used as a guideline but it was possible to fulfill the study and submit the information in other way to adapt the activity to the type of job of the participants, the result was not affected by the changed on the layout.

Göteborg den 22 mars Deltagare #
Ålder:
Kön:

Första morgonen: Tänk på att använda nyckelord för händelse och för känslan och skriva positiv minne/tanke som kan hålla er motivation uppe!

HÄNDELSE	KÄNSLA

Dagligrapport Markera i rutorna (Om det finns möjlighet): Här skall ni anteckna varje gång ni använder eller kommer markant ihåg det ni skrev på morgonen, om ni kände att det på någon sätt påverkade er.

Händelse/minnet	Påverkade	
///////////////////////	JA	NEJ

3.-(Innan du går eller hemma) Läs vad du skrev när du kom till jobbet och hur det kändes med Self-Communication,

Morgonkänsla	Kväll känsla

hjälpte det?

Jämför i tabellen nedan…

Ni får gärna med fria ord skriva egna kommentarer/iakttagelser/reflexioner:

TACK FÖR DELTAGANDET!

Post undersökning

Följande frågor ställs för att få en generell bild på hur situationen när det gäller arbetet och privatliv ser ut hos deltagarna.

Anledningen är att undersöka om det finns liknande mönster hos människor i likadana situationer när det gäller inställningen och resultat på Autokommunikationsmönster samt undersöka er åsikter för och efter interventionen.

1.- Hur länge har du jobbat på läkare utan gränser (Totalt)?

2.- Kryss i det svaret som (generellt sätt) närmast beskriver din situation. Under längre period du har jobbat:

25 %

50 %

75 %

100 %

3.- Kan du beskriva hur det känns att jobba som värvare?

4.- Hur nöjd är du med din värvningsresultat?

5.- Förutom värvarjobbet, har du annat för dig?

6.- Hur nöjd är du eller har varit med ditt jobb/privatliv dem senaste 6 månaderna?

7.- Vad tyckte du om Autokommunikation, beskriv med egna ord! Jag vill gärna veta om hur du känner Autokommunikationen påverkade dig (om du känner så) Effekterna.

8.- Kände du någon skillnad i samband med att du började att Autokommunicera? (På jobbet bättre prestationsförmåga/Ingen skillnad?…)

I privatlivet

9.- Är Autokommunikation, någonting du skulle kunna fortsätta med:

10.- Har du något förslag för att göra Autokommunikationsprocessen bättre, lättare att genomföra? Eller fungerar den som den är uppbyggd idag?

11.- Fria ord, reflexioner, kommentarer, förslag

TACK FÖR DELTAGANDET!!!