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COMMUNICATION THEORY AND PRACTICE



Theory and Practice of the Palette of Conversations

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THE VALUE OF COMMUNICATION THEORIES

The appreciation and study of human communication arises from research, observation, practice, and theories that explain the phenomena, realities, and facts of communication; the various components, characteristics, and qualities of human expression and exchange; and the innumerable circumstances, conditions, events, and experiences it creates, in our occurring world, throughout life.

Communication theories, as systematic, scientific explanations, offer principles and practices, models and metaphors, patterns and paradigms that unify and clarify facts, that define and describe the essence of expression and exchange, that create comprehension and understanding for interactivity and its influence and effect on being and becoming, on existence and reality, through countless circumstances, conditions, contexts, and events experienced in life. Although no theory offers an absolute explanation or representation of reality, we advance our comprehension and understanding of communication – we advance our skills, practice, and proficiency – using the facts, components, and qualities of human expression and exchange in theory.

OBSERVATION, RESEARCH, PRACTICE, AND THEORY

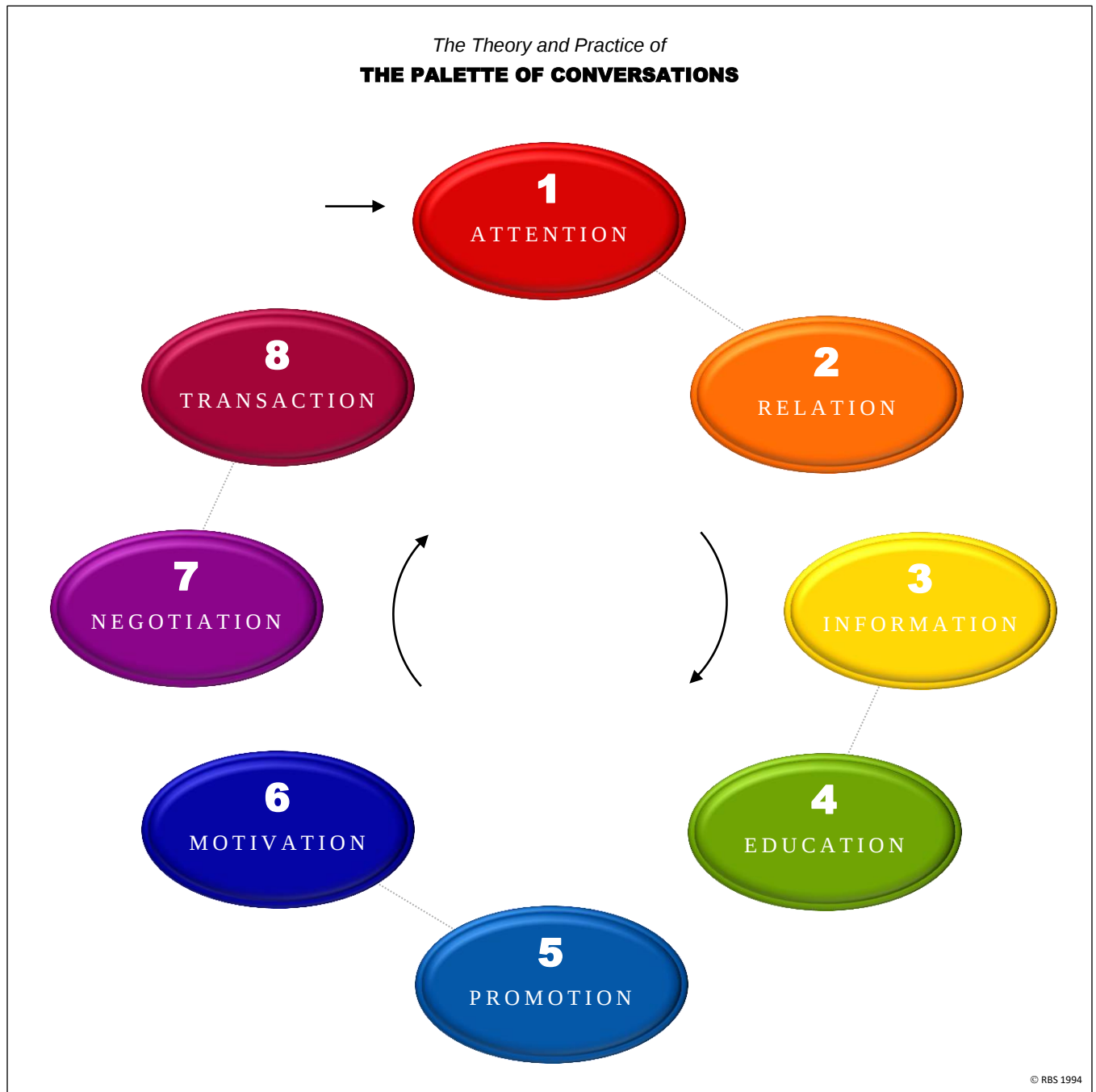
Working nearly fifty years in the business of business communications as a communications specialist, strategist, creative director, writer, and designer, to mention a few areas of my experience and expertise, I have always been fascinated in the nature of human expression and exchange especially in learning and knowing what works and what doesn't work to produce intended outcomes. Accordingly, I have a deep interest in the exploration, observation, study, and research of communication and the practical, productive application of models and theories, assumptions and ideals, opinions and principles. My background in business communications includes promotional and motivational communications; advertising; public and professional relations; internal and external corporate communications; technical, educational, clinical, and scientific writing; public speaking and broadcast media; professional education, instruction, and training programs; and leadership training and personal coaching. Besides the research of professionals and theorists, I have also conducted various forms of research over the years for my clients including surveys, one-on-one studies, image and message testing, focus groups, market analyses, and more.

In my expertise and experience, I have come to recognize certain facts, realities, and phenomena of human communication; accordingly, I have established a series of theories, based on universal truths, which advance our knowledge and understanding of expression and exchange, which advance our skills, practice, and proficiency for achieving full self-expression, for reaching desired outcomes, for satisfying our needs, wants, and desires in life. The Theory and Practice of the Palette of Conversations is fifth in a series.

THE PALETTE OF CONVERSATIONS

Written or spoken, conversations are the most common of communications. Generally speaking, conversations are informal talks; they are chitchats, discussions, chinwags, gossips, confabs, or other exchanges among people sharing ideas, information, feelings, opinions, and news. When we speak of the fundamentals of conversations we distinguish, first, conversations begin with expression and exchange, the most basic propositions of human interaction; second, we distinguish there is listening and observation in the exchange and, third, there is the need for comprehension and understanding for that which is being shared; and fourth, we distinguish there is the need for reply in the form of response or reaction. These fundamental elements comprise conversation, formal and informal. The Theory and Practice of the Palette of Conversations, however, is not about the fundamentals of conversation and it is not about simple, complex, or compound types of sentences or declarative, interrogative, imperative, or exclamatory sentences. What's more, this theory is not even about the structural rules and arrangements of words, phrases, and sentences that govern conversation.

The Theory and Practice of the Palette of Conversations is about defining and describing eight distinct types of conversations and how they contribute to effective and efficient communication for fulfilling on and satisfying our needs, wants, and desires. Besides creating awareness and appreciation for these conversations and explaining how to use them competently, this theory is about establishing how these eight, interdependent and mutually reinforcing conversations improve comprehension and understanding, enhance performance and productivity, and advance relationships and results. The eight conversations in the palette are conversations of attention and relation; conversations of information and education; conversations of promotion and motivation; and conversations of negotiation and transaction. These conversations are paired together because of their innate commonalities and that each conversation leads naturally and normally to the next conversation with all eight of them creating a complete and comprehensive palette of and approach to communication.



1. CONVERSATIONS OF ATTENTION

All conversations begin with initiating an introduction, generating awareness, and then proceed with establishing attentiveness and interest as well as participation and involvement. Accordingly, conversations of attention work to create awareness, interest, and involvement for the purpose of forming relations and communications. Communications of relation arise out of communications of attention. In our examination of the word attention, the word attention (directly from the Latin *attentionem*: attention, attentiveness) means to give heed to, to consider, to notice. As such, conversations of attention seek others' listening and observation, their contemplation and consideration, and their regard and respect. In listening and really hearing, in observing and really seeing, attention involves the behavioral and cognitive processes of an individual noticing and

concentrating on someone or something important and interesting in that moment. Attention requires sensory perception and mental focus. With conversations of attention, people apprehend, focus on, process, and understand the information and meaning of the communication.

Attention and inattention are conditions of life; they define the figure / ground relationship of being aware. Ground describes backgrounds, settings, and surroundings in life; it is our inattention to thoughts and things, conditions and circumstances, events and environment, people and places, and all else in our existence and being. Ground is fundamentally a backdrop in life. Conversely, figure is our attention to something in our ground. Accordingly, we give our attention to something every moment we are conscious whether we realize it or not, whether we are mindful or not. Constantly changing, the figure / ground phenomenon is dynamic because all attention occurs moment by moment. As such, ground remains as a backdrop of inattention until we focus attention on some aspect in the ground making it figure that very moment. Attention and inattention shift as we experience our occurring world, as we understand things in life. Figure and ground are never static for extended periods of time. Of course, attention spans of people vary due to their inquiry, interest, involvement, intention, and the importance they place on the subject of their attention. People determine importance through the meaning, relevance, and value they determine regarding the subject of their attention. Nonetheless, attention and inattention, awareness and unawareness, figure and ground, change ceaselessly.

Changes in our attention and inattention are often caused by diversions which are conversations that affect awareness and concentration; they shift attention to a different attention either intentionally or unintentionally. Occurring as distractions, interruptions, or entertainments, diversions can be practical and good with attention or bad and obstructive. Diversions, for example, alter conversations of attention with interference, disruption, and confusion; they also transform conversations with amusement, humor, and wit; and they even enhance conversations with intervals, pauses, rests, and relief. Diversion can create comprehension and understanding or obfuscation and uncertainty.

Being present to others is what conversations of attention are all about. Attention requires mindfulness and consciousness; attention requires being aware and awake, being accessible and attentive, and being receptive and responsive. After initiating some manner of introduction, conversations of attention work to establish attention, interest, and involvement. As such, attention creates awareness, presence, and mindfulness with people. While interest is their appreciation, agreement, and approval of the conversation and its meaning for them, involvement is their engagement, activation, and participation in the conversation further established in the meaning, relevance, and value that they determine regarding the conversation. From introduction and awareness to interest and involvement, conversations of attention also establish foundations for other conversations especially conversations of relation that create connections, associations, and relationships among people, thoughts, and things.

2. CONVERSATIONS OF RELATION

Conversations of relation work to connect and associate people with other people as it also connects and associates people with thoughts and things. Conversations of relation are the words and language, expressions and exchanges that help to make acquaintances and associations; that help to make connections and relationships. In our examination of the word relation, (from the Latin *relationem*: relation; and, from Old

French *relacion*: connection) we can see a meaning that has not changed over years of practice. For our purposes, relation means the manner in which two or more people, thoughts, or things are intellectually, emotionally, spiritually, ethically, socially, or physically associated or connected together.

In life, we create and nurture relationships with others and other living things. In life, we also relate to thoughts and feelings, perceptions and beliefs, concepts and ideas of our own or those of other people. And in life, we relate to possessions and things of our own or those of other people. We create these relationships in our thinking, being, and speaking; in our internal and external conversations of relation.

Keep in mind, however, we not only create and nurture relationships, connections, and associations; we neglect and destroy them as well. Conversations of relation unite people together creating families, friends, organizations, and communities; and, conversations of relation separate people. In view of this, conversations of relation can be nurturing or neglecting; they can be positive or negative, true or false, right or wrong, good or bad, in establishing interaction and understanding, mutual approval and appreciation. Moreover, conversations of relation can be constructive or destructive; they can generate like or dislike, trust or distrust, belief or disbelief, truth or illusion, peace or turmoil, love or fear.

We distinguish seven levels of constructive relationship. First, in our introduction and awareness, we create an acquaintance; second, in our continued acquaintance and experience of others, we create an association; third, in our continued association, experience of others, and mutual understanding, we create connection. These first three levels are relations we usually create with other people. Fourth in our continued connection, more profound experience of others, mutual understanding, and appreciation, we create relationship; fifth, in our continued relationship, profound experience, mutual understanding, like, trust, and belief, we create friendship; sixth, in our profound friendship, trust, and belief, in our deepest love and intimacy, we create companionship. These second three levels are relations we selectively create; they are closer relations. Finally, seventh, in our unconditional companionship, trust, and belief, in our deepest love and devotion, we become united, inseparable, integrated. From acquaintances, associations, and connections, we form relationships, friendships, and companionships. Beyond the love and intimacy of companionship, we strive for this last relation as fulfillment of our life knowing all relationships are dynamic and changing and knowing this level of relation requires much work and many conversations of relation, authenticity, and love. In living it, however, we become one, integrated with another.

We speak conversations of relation in easy, casual, day-to-day speech by asking how someone is, by greeting someone, by wishing someone well, by simply stating we have arrived home, and more. We also speak conversations of relation in formal speech by seeking information about someone, by exploring interests and commonalities, by expressing personal thoughts and feelings, by sharing our values and beliefs. Although they create both common unity and separateness, conversations of relation usually work for fulfilling our needs, wants, and desires. We relate to others in our wanting and needing. Based on our perceptions of wanting and needing, conversations of relation reveal how we view our dependence, independence, and interdependence and how we are able to fulfill on and satisfy our needs, wants, and desires. Accordingly, conversations of relation have an overwhelming effect on our ability to have other effective and efficient conversations of communication.

3. CONVERSATIONS OF INFORMATION

Conversations of information work to express and convey thoughts, feelings, perceptions, and beliefs; circumstances, conditions, occasions, and occurrences; ideas, ideals, data, and details; or, in other words, information and news for the purpose of creating intelligence and knowledge. Actually, all conversations create information intentionally or unintentionally contributing to our intelligence and knowledge. In our examination of the word information, the word inform (from the Latin *informare*: to shape, form, instruct) means to tell, notify, or enlighten; we also see the suffix ation (from the Latin *ation*: process) means the method for taking action. As such, conversations of information express and convey intelligence and knowledge. In their expression and conveyance, conversations of information convey some meaning, implication, or significance. In seeing and hearing, in comprehending and understanding, we make meaning of the information, we determine its meaning, relevance, and value for our self, and we determine if there is any action to be taken.

In view of that, conversations of information come in all manners of meaning. Information meaning comes as good or bad, right or wrong, true or false, positive or negative, and so forth. In our discernment of the information, we decide whether we agree or disagree, like or dislike, believe or disbelieve, trust or distrust it; and we further decide if it is acceptable or unacceptable, safe or unsafe, meaningful or meaningless, relevant or irrelevant, valuable or valueless, and more. Conversations of information involve all possibilities of meaning, judgement, and consideration.

To that point, conversations of information generate and exchange intelligence and knowledge. In our day-to-day communications, we are constantly processing and gaining information in our living, listening, and learning and, in a similar manner, we are constantly expressing and conveying information in our living, speaking, and doing. As such conversations of information are prevalent and normal in life. In fact, nothing in life is ever created or achieved without conversation. All of life is a conversation; it is a conversation for existence and survival, for fulfillment and satisfaction of our needs, wants, and desires. Every thought we speak and hear, every idea we depict and see, every feeling we convey and sense, is a means to satisfy something within us. When we realize that life is a conversation, we realize that all of life is created from our conversations and that the predominant conversations of life are conversations of information. We also realize that the quality, meaning, and effectiveness of our conversations – what we say, why we say it, and how we say it – affects the quality, meaning, and effectiveness of our lives.

Besides assertions and declarative statements, conversations of information provide intelligence and knowledge in other forms and other types of statements such as questions, inquiries, or interrogations; as directives, demands, or ultimatums; as instructions, guidelines, or advice; as expressions, exclamations, or expletives; as invitations, enticements, or offers; and so much more. Of all conversations, the ones that work to provide the most information are questions. We are inquisitive and interested, curious and nosy. We always want to know. And although they occur in all conversations of communication; questions and inquiries occur abundantly in our conversations of information. They address matters of who and what, matters of when and where, as well as matters of how and why. Perhaps, how and why are asked the most since they offer more interpretive meaning to our occurring world than others. We seem to always want or need to make meaning of information.

Finally, conversations of information report or represent intelligence and knowledge; they define and describe thoughts and things, information and news. And yet, conversations of information also generate or create intelligence; they define and describe thoughts and things that are possible but do not yet exist in the moment they are spoken. Working together with conversations of information, conversations of education are generative conversations that intentionally generate or create intelligence and knowledge for others.

4. CONVERSATIONS OF EDUCATION

Conversations of education work to teach and train, instruct and demonstrate, coach and tutor; they also work to learn and study, explore and examine, absorb and acquire knowledge; and they work to assess, evaluate, and validate results. In our examination of the word education, the word educate (from the Latin *educō*: to draw out and *educare*: to rear or bring up) means to teach or instruct; the suffix *ation* (from the Latin *atio*: process) means the method for taking action. As such, conversations of education intentionally and systematically teach, train, and instruct for the purpose of helping others acquire knowledge and intelligence, skills and abilities, and experience and expertise for their potential advantage, benefit, and value, for their development and growth.

Conversations of education are generally distinguished three ways: first, conversations of education make systematic teaching available. Teaching is the efficient, effective process of providing instruction by means of defining, describing, and distinguishing information in a particular field of study with prepared discussions, depictions, and demonstrations designed to develop individual intelligence and knowledge, techniques and processes, skills and abilities, that ultimately enhance individual experiences and expertise for that specialty area. As such, teaching helps others to acquire and improve their mental and physical abilities and skills by training, tutoring, and teaching them. In view of that, second, conversations of education make systematic learning available. Learning is the efficient, effective process of intentionally acquiring and applying information in a particular field of study by means of listening and observing, reading and researching, studying and surveying, exploring and experimenting, comprehending and understanding, retaining and recalling information in that specialty area. Third, conversations of education require systematic testing to determine the efficiency and effectiveness of teaching and learning. As a manner of assessing, evaluating, and verifying knowledge and intelligence, skills and abilities, testing utilizes various methods of monitoring and measuring as well as student demonstrations of aptitude and competence.

Conversations, which create experiences and have constructive, influential effects on the way people think, feel, believe, behave, and act, are typically educational conversations. Although, they frequently occur under the guidance of parents and educators in homes and formal institutions of learning, conversations of education can also occur as lessons in life from observing, hearing, and experiencing circumstances, conditions, and events of the day. Above and beyond lessons in life, which can be most influential and instructive, conversations of education require, first, a purposeful process to facilitate learning; second, the acquisition of knowledge, skills, beliefs, customs, and behaviors by teaching them in that process; and third, a process of monitoring, measuring, and assessing outcomes. Conversations of education require mutual agreement and collaboration for doing the work and achieving intended outcomes; much of the work, however, is required from students and learners.

One important point to consider: conversations of education contribute to everything we know we know; they also contribute to things we knew but forgot. What's more, conversations of education contribute to that which

we know we don't know. If we want to know what we do not know, we engage in conversations of education and learn it. What can be surprising and enlightening is conversations of education often contribute to that which we do not know we do not know. In other words, we learn things that we are unaware; conversations of education provide knowledge and intelligence in new ways never conceived. That idea suggests an important point: conversations of education involve all subjects, all topics, all fields of study, in all areas of life. There is always something to learn in our development and growth.

Conversations of education arise out of conversations of information. Conversations of information are distinguished in that they simply provide intelligence and knowledge while conversations of education provide intelligence and knowledge with the intention of systematically teaching it by helping another learn it. Testing for outcomes further differentiates both conversations which naturally and normally lead to conversations of promotion and motivation.

5. CONVERSATIONS OF PROMOTION

Conversations of promotion work to support and sponsor, advance and advocate, people, thoughts, and things for the purpose of creating and enhancing the perspectives, perceptions and preferences of others for that which is being promoted. In our examination of the word promotion, the prefix *pro* (from the Latin *pro*: on behalf of, for) means favoring or supporting; the word *motion* (from the Latin *motus*, *motio*: movement, moving, move) means action, deed, or accomplishment. As such, conversations of promotion advocate thoughts or things, causes or ventures, persuading and convincing others to prefer, favor, and support them and to take action for their potential benefit and value. In marketing communications, conversations of promotion are similar in meaning to advertising and marketing promotion: they publicize a product, program, service, organization, or technology so as to generate market awareness and sales.

Conversations of promotion work to accomplish two purposes: first, to advance the perspectives, perceptions and preferences of people for a desired want or need; and, second, to have people take an action regarding that want or need which is being promoted. In advancing the perspectives, perceptions and preferences of people, conversations of promotion communicate visions and ideas, missions and purposes, principals and ideals, of people, organizations, thoughts, and things. Moreover, conversations of promotion communicate characteristics, attributes, features, and qualities of a thought or thing. Besides promoting the purpose, utility, functionality, and usefulness of a thought or thing, conversations of promotion also communicate the advantages, benefits, effectiveness, efficiency, and gains derived from the attributes and usefulness of the thought or thing. In addition, and perhaps the most important thing to consider, conversations of promotion work to promote the meaning, relevance, and value of a thought or thing. Without meaning, relevance, and value, conversations of promotion are pointless and inconsequential; people do not want to know or understand the merit, worth, or overall delivered value of a thought or thing unless it is relevant and meaningful to their wants and needs. In understanding and experiencing the meaning, relevance, and value of a thought or thing, people generate perspectives on the subject, create perceptions, and develop preferences.

In calling for people to take an action, conversations of promotion convince, persuade, or make an appeal; they ask, request, require, or invite people to take an action. For example, we need or want something, we promote that want or need, and we ask for it. Or, we have something to give, exchange, or sell; we promote it, and we

call on others to take action. Or, we have a concept or an idea to share; we promote it, and we seek acceptance and approval. Conversations of promotion promote things and ask for things so as to satisfy our wants and needs, even if our wants or needs are to promote things for others so as to satisfy their wants or needs. When we call on people to take an action, those actions might ask people to be involved and participate in something; to purchase, trial, or use something; to offer assistance, support, or help with something; to provide feedback or return a call, fill out a form, or send a message; and so forth.

Conversations of promotion begin in self-interest; we communicate to fulfill on and satisfy our needs, wants, and desires. Accordingly, everything we communicate, everything we promote, everything we do to persuade or convince others is either in our self-interest or self-preservation.

In view of this, conversations of promotion are a major form of communication advancing our development and growth as individuals, families, organizations, communities, countries, and industries. Although some promotion at times can be intrusive, it creates awareness, interest, involvement, and choices for things in life. Conversations of promotion create new thoughts and feelings, perceptions and beliefs, choices and changes, development and growth, uniqueness and individuality, relatedness and community, and more. Conversations of promotion inherently bring about conversations of motivation.

6. CONVERSATIONS OF MOTIVATION

Conversations of motivation work to influence and inspire, encourage and persuade people with reasons, purposes, or causes that are meaningful, relevant, and valued by them for the purpose of having them take an action or behave in a particular way based on their beliefs and desires and established in their willingness. In our examination of the word motivation, the root word motive (from Old French *motif*: drive, will) (from the Latin *movere*: that which inwardly moves a person) means a reason for doing something; the suffix *ation* (from the Latin *ation*: process) means the method for taking action. As such, conversations of motivation encourage and inspire people to take right and good actions for their own good, for their own reasons, and for their own advantages, benefits, and value.

Besides encouragement and inspiration, conversations of motivation work to acknowledge and recognize and appreciate people. With conversations of motivation, people are known, valued, and respected; they are admired, honored, and acknowledged. As a result, motivation inherently involves reassurance and reinforcement, encouragement and inspiration, praise and support. What's more, motivation gives rise to hope and faith. In addition, conversations of motivation also work to understand that which is of interest to people and that which is of concern, to understand their occurring world, to be in their listening. Ultimately, conversations of motivation move, touch, and inspire people empowering them to confidently take actions to fulfill on and satisfy their needs, wants, and desires.

Conversations of motivation share and advance ideas and ideals, possibilities and opportunities, in ways where people are inspired and influenced, where they are emotionally aroused to do something, to accomplish something, to act in some particular way that is favorable, constructive, and beneficial. Accordingly, conversations of motivation share thoughts and feelings, opinions and viewpoints, perceptions and beliefs, to have desires and beliefs of others come alive, to bring about their willingness and enthusiasm to take an action.

People usually see something for themselves in these conversations. Conversations of motivation are distinguished by the inspiration and aspiration people experience. People feel encouragement and enthusiasm; they are persuaded in their own realization of what is possible and practical and positive for their lives.

To that point, conversations of motivation are conversations for others. As stated, the intention of motivation is to encourage and inspire people to take right and good actions for their own good, for their own reasons, and for their own benefit and value. We may have self-interest in creating these conversations for others because we seek that which is right and good for them; however, conversations of motivation must be focused on others and not for our good, not for our reasons, not for our benefit and value. Accordingly, conversations of motivation can turn quickly into conversations of manipulation when others, for their personal benefit and advantage, convince and exploit, maneuver and manipulate people to take actions for the wrong and bad reasons. In view of this, conversations of motivation express our appreciation, love, and commitment to others whereas conversations of manipulation reveal our exploitation, fear, and attachment to forcing certain results, fixing the outcomes, and coercing or pressuring people.

Established in taking action, conversations of motivation are similar to conversations of promotion. Promotion advances thoughts and things with people with the intention to encourage favor, preference, and support for those thoughts and things and to have them take an action for mutual benefit. Motivation advances thoughts and feelings, ideas and ideals with people with the intention to inspire and encourage them to take action for their own benefit. Both types of conversations work together; both contribute to fulfilling on and satisfying wants and needs; both contribute to relationships and creating life. Conversations of motivation inherently bring about conversations of negotiation.

7. CONVERSATIONS OF NEGOTIATION

Conversations of negotiation help us to deal with and work through challenges and concerns in life regarding our relationships, circumstances, conditions, and experiences; as well, conversations of negotiation help us to generate and build on possibilities and opportunities to fulfill on and satisfy our needs, wants, or desires. Correspondingly, conversations of negotiation help us navigate life. They help us manage the positive and the negative, the good and the bad. In our examination of the word negotiation, the root word negotiate (from the Latin *negotari*: do business, carry on business, and from the Latin *negotium*: literally translates as a lack of leisure) means a business conversation to reach agreement, collaboration, and achievement; the suffix *ation* (from the Latin *ation*: process) means the method for taking action. As such, conversations of negotiation are the means of coming to terms, gaining acceptance, and reaching agreement to deal with that which is of interest or concern to us. Conversing with our self and others, both internally and externally, conversations of negotiation work to understand and appreciate the matter, to determine a solution or solutions, accept and agree on a solution, and to proceed with that solution. In dealing with our interests and concerns, conversations of negotiation require conversations of transaction; they require us to take action and achieve intended results; more on conversations of transaction in the next segment.

In common practice, negotiation is a unique, purposeful, calculated conversation among people intended to reach beneficial outcomes for those involved or represented in the discussion. Conversations of negotiation often involve give and take finding middle ground between two opposing positions, two opposing opinions,

judgements, or beliefs. Involving collaboration, cooperation, and conciliation, conversations of negotiation hinge on bargaining our wants and needs with the wants and needs of others to create particular circumstances or conditions, environments or events that foster resolution. Sometimes, however, conversations of negotiation require more in the form of mediation or arbitration; that is, helping people settle their disagreements and gain agreement and acceptance for an outcome through mediation or with the assistance of an intermediary who would, in arbitration, determine an outcome that then becomes a binding decision.

For our purposes, beyond its common usage in business, negotiation conversations in our lives are a matter of existence and survival. Early on, we learn that life is unpredictable and even unsafe at times that it requires cooperation and concession, give and take. We navigate our occurring world by negotiating that which we sense and perceive, that which we encounter and experience. Thus, we negotiate all conscious moments and matters in our thinking, being, speaking, and doing for our comfort and ease, for our pleasure and gain, for our peace of mind and wellbeing. From our consideration and understanding, from waking to sleeping, we negotiate everything in life, whether we are cognizant of our conversations of negotiation and the choices we make or not. We negotiate everything for the inherent advantages, benefits, and value they offer us. Sometimes our negotiations are simple, easy, and quick that we are hardly aware of having thought of or spoken a conversation of negotiation in our choice, compromise, conciliation, or creation; other times, however, we are painfully aware of our negotiations that they are complex, difficult, and slow. In awareness for our negotiation, we are deliberate when we make do, we make compromises, or we make deals. And yet, in our deliberate negotiation, we can also create positive relationships, we can also make new opportunities, and we can satisfy our desires and demands effectively. In our negotiation, we initiate all types of conversations to cope, manage, plan, create, direct, control, overcome, bargain, buy, and achieve that which we want or need.

Conversations of negotiation arise out of previous conversations, especially conversations of promotion and motivation that often invite assessment and choice and that occasionally summon action. Accordingly, the essence of negotiation conversations is in considering perspectives, understanding preferences, weighing alternatives, exploring possibilities, and making choices for a solution whether the choices are intentional or unintentional. Nonetheless, in choosing, conversations of negotiation influence action or inaction creating access to transformation and change.

8. CONVERSATIONS OF TRANSACTION

Conversations of transaction work, first, to bring about something and, second, to produce results. They work to cause change or create transformation. Accordingly, conversations of transaction help us to perform a task, conduct a matter, or take an action and, in taking an action by doing, making, creating, working, playing, performing, or producing something, our conversations of transaction also help us to achieve outcomes, complete aims, accomplish things in life. In our examination of the word transaction, the prefix *trans* (from the Latin *trans*) means about or through; and the root word *action* (from the Latin *actionem*: action) means an action taken, a performed task, a matter concluded, or something that is put into motion. As such, conversations of transaction work to have us or others not only to take action but also to complete the action and achieve an intended result. Thus, something is performed, handled, and accomplished; it is transacted, by speaking it and by doing it.

Transaction, in common use, usually refers to an instance of buying or selling something; as such, we think of the exchange of goods or services for money; we think of transaction as a deal or a trade with bartering and bargaining. Conversations of transaction work to conduct business and to create an economy. Indeed, earning money, saving money, and spending money are forms of communication for people and business organizations. Earning, saving, investing, spending, and wasting money say something then about us and others; they say something about the relationships, stature, and identity we create using wealth; and they say something about the meaning, relevance, and value of money. We establish pecuniary relationships in our life that exceedingly influence our thinking, being, speaking, becoming, and doing. Many conversations of transaction are clearly connected with money and wealth, or the lack thereof. And although buying and selling is one aspect of conversations of transaction, taking action and achievement are others.

Transaction is a manner of doing something to achieve an objective; conversations of transaction advance action and accomplishment. Since two aspects of transaction are doing something and accomplishing something, conversations of transaction necessitate performance and productivity. Performance in transaction requires a process, practice, or procedure for doing something; it correspondingly requires proficiency attained through experience, education, expertise, and aptitude. Productivity in transaction requires achievement, attainment, or completion of having done something; it correspondingly requires some manner of monitoring, measuring, and managing the performance to determine if the original intention to fulfill on and satisfy a need, want, or desire is accomplished. Although conversations of transaction work to create action, more importantly, they work to create results.

All conversations are expression and exchange. With most of our day-to-day conversations, exchange is distinguished as interaction while, with some of our other conversations, exchange is distinguished as transaction. Speaking, depicting, and communicating is one form of action we call interaction while doing, making, working, playing, performing, and producing are other forms of action we call transaction. In view of that, exchange and interaction often bring about choices in life while exchange and transaction often bring about changes. Conversations of transaction move us from making choices to taking actions resulting in changes. They move us from thinking, being, and speaking to becoming and doing. Beginning as perspectives, perceptions, and preferences, beginning as choices within our conversations of negotiation, change and transformation emerge from our conversations of transaction; they emerge from taking actions and producing results.

The last in the series of eight distinct communication types, conversations of transaction create a new foundation and a new context for all subsequent conversations because of the transformation or changes that would occur with taking an action and accomplishing an intended result. Something new is created in life.

BENEFITS AND VALUE

Defining and describing different types of conversations, understanding the intention, of each, and putting them into practice, this theory contributes to effective and efficient communication for fulfilling on and satisfying our needs, wants, and desires. Eight conversations clearly form a palette and a sequential progression of communication whereas each type of conversation is interdependent and mutually reinforcing. In their sequence, they cycle through a progression of communication and very often cycle through the eight

conversations again and again, over and over, depending on the depth and complexity of the communication. It is important to note the successive progression of communication and its mutually reinforcing principles especially as distinguished in pairs: conversations of attention and relation, information and education, promotion and motivation, negotiation and transaction. It is also important to note the sequence. Although the sequence is not strictly required, the logical, incremental progression of conversations establishes, first, a background of listening moving from one type of conversation to the next and, second, establishes a greater likelihood of achieving optimal outcomes. What's more, all conversations in the progression need not always be present depending on the conversation, context and content, and participants. As a palette of conversations, they can be mixed to some extent making sure not to dilute the original intent of each conversation.

In summary, conversations of attention create introduction and awareness, interest and involvement. They seek others' listening and observation as well as their contemplation and consideration, regard and respect. By creating presence with audiences, by creating conversations of attention, we are able to initiate and sustain communication with others. Without first having conversations of attention, there is neither interaction nor exchange. Conversations of attention establish other conversations especially conversations of relation which work to connect and associate people with other people. They also work to connect and associate people with thoughts and things in their life and, most importantly, with themselves and their occurring world. Without conversations of relation, whether they are internal or external conversations, we cannot relate to others or function with others. Conversations of relation establish intellectual, emotional, spiritual, ethical, social, and physical relationships and connections.

All conversations contain information and its meaning which is comprehended and understood in the content and context, method and delivery, of the communication. In processing conversations, audiences further determine the meaning, relevance, and value for themselves. In particular, conversations of information work to express and convey thoughts and feelings for the purpose of creating intelligence and knowledge; they convey perceptions and beliefs, ideas and ideals; they convey the news of occurrence and occasion, circumstance and condition. Conveying intelligence and knowledge, conversations of information, from time to time, transform into conversations of education. What distinguishes conversations of education from information is that education intentionally and systematically teaches and trains people helping them acquire intelligence and knowledge as well as skills and abilities, experience and expertise for their potential advantage, development, and growth.

Besides informing and educating, communication also promotes and motivates. Conversations of promotion and conversations of motivation often work together and, because of that, promotion and motivation are at times inaccurately characterized and often collapsed into one rather than two distinct conversations; promotion is not motivation. Conversations of promotion endorse people and organizations, thoughts and things, first, for the purpose of enhancing audience perspectives, perceptions and preferences for those people, organizations, thoughts, or things; and, second, for the purpose of persuading audiences to take an action associated with those people, organizations, thoughts, or things by purchasing them, using them, or supporting them; and third, for the purpose of satisfying the needs, wants, or desires of the promoter. Conversations of motivation influence, encourage, and inspire audiences to take an action for themselves for the purpose of satisfying the

needs, wants, or desires of the audience, not the motivator. Motivation that has an audience take action for the benefit of the motivator is not motivation rather it is manipulation for personal gain of the manipulator.

Conversations of negotiation and transaction deal with choice and change. We navigate the challenges and concerns, the prospects and opportunities of life, by understanding and appreciating them, by making choices, by taking actions, by making changes, and by developing and growing. While conversations of negotiation work to navigate life and make choices, conversations of transaction work to make changes by taking actions. Both conversations work to fulfill on and satisfy our needs, wants, and desires, to help us exist and survive. Conversations of negotiation are the means of coming to terms, gaining acceptance, and reaching agreement to deal with that which is of interest or concern to us. In reaching agreements, we make choices. We make choices in our belief and desire. And yet, making choices does not necessarily mean taking actions. We take actions in our confidence and competence to bring about something and produce results from our continuing belief and desire. Accordingly, conversations of transaction are the means of bringing about something, producing results, and making changes.

In a detailed analysis of conversations, there are four additional points we must consider. First, we not only appreciate all conversations are some form of interaction but we also appreciate all conversations can cause or create some form of action. In view of that, conversations of transaction can arise out of any conversation at any moment of communication. Second, we understand all conversations can affect our thinking and being in the moment and may influence our speaking, becoming, and doing. All conversations can potentially cause or create choices and changes in life at any moment. Third, we recognize all conversations can potentially fulfill on and satisfy our needs, wants, and desires because conversations create awareness, knowledge, and aptitude; understanding, assurance, and inspiration; perspectives, perceptions, and preferences; meaning, relevance, and value; connections, acquaintances, and relationships; choices, possibilities, and opportunities; and actions, outcomes, and changes in life. Fourth and final, we know that nothing in life is ever created or achieved without conversation. All of life is a conversation. Because we are what we think and what we say, all that we are and all that we become arises with our thoughts and conversations. When we realize that all of life is a conversation, we realize life is created from our palette of conversations.

We create life by interacting with others and our occurring world, by creating connections, associations and relationships. In addition, we create life by comprehending and understanding thoughts and things, by teaching and learning, by gaining knowledge and intelligence, by developing experience and expertise. And, we create life by supporting and serving our self and others, by promoting and advocating thoughts and things, by encouraging and influencing others, by being motivated and inspired. What's more, we create life by dealing with concerns and challenges, by cultivating interests and opportunities, by making choices and changes, by taking actions and producing results.

As we have seen, the eight, interdependent, mutually reinforcing conversations, in the Theory and Practice of the Palette of Conversations, offer the potential for advancing all our communications, relations, and creations. While enhancing the effectiveness and efficiency of our interaction, they offer the potential for enhancing our existence and survival; they offer the potential for helping us fulfill on and satisfy our needs wants, and desires.

OVERVIEW MAP

Theory and Practice of the Palette of Conversations

1. Conversations of Attention

- A. Introduction and Awareness, Interest and Involvement
- B. Attention Requires Being Fully Present
 - Listening and Really Hearing
 - Observing and Really Seeing
- C. Attention and Inattention
 - Figure / Ground Relationship Dynamics
 - Ground as Background, Setting, and Surrounding
 - Figure as Attention in Every Conscious Moment
- D. Attention Spans Occur with
 - Inquiry, Interest, Involvement, Intention, and Importance
 - Attention Spans End with Inattention

2. Conversations of Relation

- A. Associations, Connections, and Relations
 - Intellectual, Emotional, and Spiritual
 - Ethical, Social, and Physical
- B. Connect and Associate with
 - People, Organizations, Communities, and Countries
 - Thoughts, Feelings, Beliefs, Concepts, and Ideas
 - Possessions, Pets, Places, and Things
- C. Relations Are Dynamic
 - Create Common Unity or Separateness
 - Develop and Grow or Discontinue and Perish
- D. Seven Levels of Relationships
 - Acquaintance, Association, and Connection
 - Relationship, Friendship, and Companionship
 - Integration

3. Conversations of Information

- A. Knowledge and Intelligence
 - Information and News; Thoughts and Feelings, Concepts and Ideas
 - Circumstances and Conditions, Occurrences and Occasions
- B. All Conversations Are Information
 - Assertions and Declarations, Inquiries and Interrogations
 - Directives and Demands, Advice and Guidelines, Exclamations and Expletives
- C. We are Inquisitive and Curious
 - Who, What, Where, When for Information
 - How and Why for Meaning, Relevance, and Value

D. Two Conversations of Information

Reports and Representation

- Define and Describe That Which Is or Were

Generation and Creation

- Define and Describe That Which Can or Will Be

4. Conversations of Education

A. Intentional, Systematic Education

Teach and Train, Instruct and Demonstrate

Study and Learn, Explore and Examine

Evaluate and Test, Monitor and Measure

B. Acquire Knowledge and Intelligence for

Competencies and Capabilities

Experience and Expertise

Development and Growth

C. Education Occurs as

Formal and Informal Instruction in Home and Institutions

Mutual, Collaborative Agreement between Student and Teacher

Life Lessons in Experience, Observation, and Listening

D. Education Contributes to Being and Existence

Involves All Subjects, Topics, Fields, and Areas of Life

Involves Information, Data, Knowledge, and Intelligence

Contributes to:

- What We Know We Know
- What We Know We Don't Know
- What We Don't Know We Don't Know

5. Conversations of Promotion

A. Support and Sponsorship of Thoughts and Things

Advocate and Advance, Persuade and Convince

Publicize and Advertise, Market and Sell

Thoughts and Things, People and Organizations

B. Two Purposes

Develop and Improve Perspectives, Perceptions, and Preferences

Act and Fulfill on Needs, Wants, and Desires

C. Promotion Promotes

Vision, Mission, Ideals, Ideals, and Purpose

Characteristics, Attributes, and Features

Utility, Function, and Usefulness

Advantages, Benefits, and Value

Difference, Choice, and Action

D. Promotion Involves Self-Interest and Self-Preservation

Fulfills on and Satisfies Individual or Group Needs, Wants and Desires

Advances Development and Growth for

- Individuals, Families, and Friends
- Organizations, Communities, and Countries

6. Conversations of Motivation

A. Encouragement, Influence, and Inspiration

Involves Individual Motive for Taking Action

Established in Beliefs and Desires, Confidence and Willingness

B. Acknowledgement and Recognition, Appreciation and Gratitude

Involves Praise and Support, Hope and Faith

Reassures and Reinforces Taking an Action

Established in:

- Interests and Concerns; Reasons, Purposes, or Causes
- Potential Advantages, Benefits, and Value

C. Motivation Moves, Touches, Inspires, and Empowers

Emotional Enthusiasm and Arousal to:

- Do Something; Act on Something
- Accomplish Something Positive, Possible, and Practical

D. Motivation and Manipulation

Motivation Is Encouragement for an Individual

- To Take an Action for Their Advantage and Benefit
- An Expression of Appreciation, Love, and Commitment

Manipulation Is Encouragement for an Individual

- To Take an Action for Another's Advantage and Benefit
- An Expression of Exploitation, Fear, and Attachment

7. Conversations of Negotiation

A. Navigating Life's Challenges and Concerns, Possibilities and Opportunities

Deal with the Occurring World:

- Circumstances and Conditions
- Experiences and Events
- People and Relationships
- Thoughts and Things

B. Come to Terms, Gain Acceptance, and Reach Agreement

Understand and Appreciate a Matter

Determine a Solution or Solutions

Accept and Agree on a Solution

- Collaboration, Cooperation, and Conciliation
- Middle Ground; Give and Take; Bargaining

Choose to Act and Proceed with the Solution

C. We Navigate All Matters in All Moments of Life

Intentionally or Unintentionally

In Thinking, Being, Speaking, and Doing

- Negotiation (Thinking, Being, Speaking) Gives Rise to Transaction (Doing)

For Inherent Advantages, Benefits, and Overall Value

For Comfort and Ease, Pleasure and Gain, Peace of Mind and Wellbeing

8. Conversations of Transaction

A. Cause or Create Something and Produce Results

Perform Tasks, Conduct Matters, and Take Actions

- Doing, Making, Creating, Working, Playing, Performing, and Producing

Achieve Outcomes, Complete Aims, and Accomplish Things

B. Transactions Are Purchases and Sales (Common Usage)

Exchange for Goods and Services; Conduct Business

- Earning, Saving, Investing, Spending, and Wasting Money Are Conversations
- We Create Identity, Relationships, and Stature with Wealth or Lack
- Money Communicates
- Money Is Media

C. Transactions Are Actions and Accomplishments

Performance Defines Action

- Requires Process, Practice, Procedure, and Proficiency
- Gained from Education, Experience, Expertise, and Aptitude

Productivity Defines Accomplishment

- Requires Achievement, Attainment, and Completion
- Requires Monitoring, Measuring, and Managing Performance
- Actions without Results Are Meaningless
- There Are Either Results or Reasons for Not Achieving Results

D. Transactions Are Communications of Expression and Exchange

Exchange Is Distinguished as Interactions and / or Transactions

- Interaction Brings about Choices in Life
- Transaction Brings about Changes in Life

Transaction Moves Us from Thinking, Being, and Speaking to Becoming and Doing

Transaction Creates

- Transformation or Change
- New Conversations and New Outcomes