

HIGH QUALITY CONNECTIONS

High Quality Connection (HQC)

Short-term, positive interactions that foster beneficial outcomes for both individual and the organization.

Not an enduring, intimate or reoccurring bond where closeness exists. The exchange is defined as occurring between two or more individuals who have a mutual awareness of being in a social interaction that is affecting the individuals in some way.

Because we are accustomed to temporary connections and swift coordination, HQC should be built quickly within & across organizational boundaries.

4 AREAS of RESEARCH CONSIDERED

SOCIAL EXCHANGE How people in social relationships acquire valuable resources (money, advice, political opportunities, etc.) and how that exchange of strengthens the relationship.

IDENTITY How individual and work identities are created, deployed and altered by social interactions with others.

GROWTH & DEVELOPMENT Human growth is enabled through mutually empathic and empowering connections. Relationships are key to individual health, growth and development. Strong human desire to belong through connections and persistent caring.

LEARNING Knowledge is passed from one person to another through connections and is created through interactions between people.

IMPACT OF HQC

STRUCTURAL



Higher emotional carrying capacity

Freedom to constructively express emotions (mechanism through which closeness and trust builds)



Tensility

Capacity to function in different situations and to alter form to respond to a situation.




Higher degree of connectivity

Capacity to be generative and open to new ideas and influences.

SUBJECTIVE

- Improve individual functioning. Cognitive processing speed, memory, and immune system.
- Facilitate individual recovery from challenges and adaption to change during transitions.
- Enable individuals to develop, grow and form attachments to their organization.
- Create moments of learning and mutual inquiry during change.
- Foster psychological safety and trust contributing to greater learning from failures.
- Increasing cooperation and trustworthiness across organizations.
- Improve organizational processes developing coordination and error detection.

BUILDING HQC'S

		
COGNITIVE MECHANISMS	EMOTIONAL MECHANISMS	BEHAVIORAL MECHANISMS
<p data-bbox="162 651 503 724" style="text-align: center;">Conscious & Unconscious Thought Processes</p> <p data-bbox="105 808 552 1060">Other-awareness: the capacity to distinguish between the behaviors, cognitions, and emotions of the self and that of others. Acknowledging another person's presence and being aware of what others are doing is a primary mechanism for establishing connection.</p> <p data-bbox="105 1123 560 1375">Impressions of others: we form impressions about another person based on less than 5 minutes of their behavior, gestures, and facial expressions. Initial impressions shape how connections develop, and who you or the student choose to connect with.</p> <p data-bbox="113 1512 552 1764">Perspective: Perspective-taking involves mentally representing the other's experience as one's own. It helps predict another person's behavior and shapes one's own behavior in a way that demonstrates care and concern, facilitating a positive response from the other.</p>	<p data-bbox="649 651 966 724" style="text-align: center;">Feelings Open Students up to Connection</p> <p data-bbox="592 808 1039 1060">Positive emotions broaden students' thinking and help build durable, social resources. Gratitude is particularly relevant for building HQCs because it boosts attention to the positive qualities of the benefactor and the motivation to relate to the benefactor.</p> <p data-bbox="592 1123 1047 1480">Emotional contagion is how a person or group influences the emotions and attitudes of another person or group. Through emotional contagion, individuals can share similar emotional experiences as they unconsciously mimic each other's facial expressions, movements, and vocalizations. This increased mimicry is linked to greater liking and rapport.</p> <p data-bbox="592 1512 1039 1764">Empathy occurs when a person vicariously experiences another's emotion. When students feel empathy for another, they experience warmth, compassion, and concern for the other, which, in turn, motivates altruistic and pre-social behavior.</p>	<p data-bbox="1063 651 1510 756" style="text-align: center;">Behaviors are an Observable Element of Interpersonal Communication & Critical to HQC</p> <p data-bbox="1055 808 1518 1092">Respectful engagement. Everyday behaviors and small moves (e.g., gestures, talk and bodily postures) communicate how one-person values another. When these behaviors demonstrate the basic human entitlements of respect and dignity they foster peoples' chances of experiencing an HQC</p> <p data-bbox="1055 1123 1518 1354">Task enabling: Interpersonal actions that help someone complete a task (e.g., through the provision of information, emotional support, and other resources) cultivate perspective-taking and gratitude, which fosters connection quality.</p> <p data-bbox="1063 1512 1526 1890">Play: Playful activities enable variation in response patterns, promoting learning about another that is less likely in a work or non-play mode. Being fully engaged with others in the rules that set play apart from the "real world" encourages interpersonal risk-taking, and a loss of self-consciousness. These feelings help open people up to connecting with others they may otherwise not know.</p>