INTRODUCTION

In the process of message reception, two primary processes are involved: (1) reception and (2) message. These two processes can be integrated into one theoretical framework to explain the dual-process model of support. This framework provides a new perspective on how and why processes of message reception occur to explain the effects of messages on receivers. Although some theories have been developed to support and sensitive

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Exposing Modifiers of Supportive Messages

The situational power and potential of the dyad-process for supporting a person's message is determined by factors that
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Explaining Moderators of Supportive Messages

Factors Found to Moderate the Effects of Supportive Messages

2000: MacKenzie, Lichtenstein, & Furse (2002). Support and relationship satisfaction predict the effects of emotional support, but this effect is moderated by the frequency of contact and the perceived effectiveness of the provider.

1999: Goffin, Cote, & Lefcourt (1999). Support is more beneficial when it is perceived as more effective.

1998: Burleson, Johnson, & West (1998). Support is more beneficial when it is perceived as more frequent.

Properties and Moderators of Effective Emotional Support Strategies

Effective Emotional Support Strategies

This needs to be addressed in order to examine the effects of emotional support on positive outcomes. The emotional support strategies that are most effective are those that are perceived as effective by the recipients. These strategies include:

1. Providing emotional support in high conflict situations
2. Encouraging the recipient to express their feelings
3. Offering advice and guidance
4. Being available to listen
5. Providing practical assistance

Message processing and the cognitive processes that underlie the message reception need to be considered in order to understand how emotional support is processed.
We believe that such an intervention account can be derived from a recent model of the different stages of message processing. For the moment, this approach might seem contrived, and we offer a general explanation of message processing on the basis of the information contained in the reception theory of speaker, listener, and message. The core of this theory is grounded in the idea that the speaker's message is not a series of isolated words or sounds, but a continuous process involving the receiver's interpretation of the message. The receiver's interpretation is influenced by the context in which the message is received, the receiver's expectations, and the receiver's prior knowledge. This theory suggests that the receiver's interpretation of the message is a dynamic process, continually influenced by the new information received.

The role of the receiver in the process is to interpret the message in the context of their own knowledge and experience. The receiver's interpretation of the message is influenced by the context in which the message is received, the receiver's expectations, and the receiver's prior knowledge. This theory suggests that the receiver's interpretation of the message is a dynamic process, continually influenced by the new information received.

The process of message reception is a complex one, involving the interaction of the sender and receiver. The sender's message is not a fixed entity, but is constantly being interpreted by the receiver. The receiver's interpretation of the message is influenced by the context in which the message is received, the receiver's expectations, and the receiver's prior knowledge. This theory suggests that the receiver's interpretation of the message is a dynamic process, continually influenced by the new information received.

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Consequences of Process Mode

Explain the consequences of supportive messages and the different ways they can influence the process. Figure 9-6 depicts a model for supportive communication (after Pathy & Voci, 1991).

1. **Supportive Message**
   - Messages that support the receiver's behavior are more likely to be accepted.
   - They encourage the receiver to maintain or change a behavior.
   - They provide reinforcement for the behavior.

2. **Conditional Supportive Message**
   - Conditional messages include qualifications or exceptions.
   - They state that the support is contingent on certain conditions.

3. **Unconditional Supportive Message**
   - Unconditional messages do not include qualifications.
   - They express support regardless of the situation.

Figure 9-6: A model for supportive communication (after Pathy & Voci, 1991)

- **Message Type**
  - Conditional: Often accompanied by qualifications.
  - Unconditional: No qualifications.

- **Receiver's Response**
  - Acceptance: Receiver agrees with the message.
  - Rejection: Receiver disagrees with the message.

- **Message Effect**
  - Supportive messages can positively influence the receiver's behavior.
  - Unconditional messages are typically more effective than conditional messages.

- **Conditions**
  - Conditions can limit the effectiveness of a supportive message.
  - Clear conditions make the message more predictive.

- **Examples**
  - **Conditional:** "You do a great job when you focus on your tasks." (Includes qualifications)
  - **Unconditional:** "I really appreciate your hard work." (No qualifications)

Figure 9-6: A diagram illustrating the process of supportive communication.

- **Message Type**
  - Conditional: Accompanied by qualifications.
  - Unconditional: No qualifications.

- **Receiver's Response**
  - Acceptance: Receiver agrees with the message.
  - Rejection: Receiver disagrees with the message.

- **Message Effect**
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- **Examples**
  - **Conditional:** "You do a great job when you focus on your tasks." (Includes qualifications)
  - **Unconditional:** "I really appreciate your hard work." (No qualifications)
Determinants of Process Mode

When information that is not only important but also necessary is at issue, the provision of support is likely to be effective. However, if the information is not relevant or if the support is not appropriate, the process may not be effective. This highlights the importance of considering both the content and the context of the information when determining the most effective process mode.

The decision to use an expressive (e.g., verbal) or non-expressive (e.g., visual) mode of communication should be based on the nature of the task at hand and the characteristics of the audience. Expressive modes are better suited for tasks that require higher levels of engagement and understanding, while non-expressive modes are more effective for tasks that require lower levels of engagement and understanding. In addition, expressive modes are better suited for audiences that are more comfortable with verbal communication, while non-expressive modes are more effective for audiences that are more comfortable with visual communication.

Determining the most effective process mode requires careful consideration of the task at hand and the characteristics of the audience. This involves assessing the nature of the task, the characteristics of the audience, and the available resources to determine the most appropriate process mode. By carefully considering these factors, communicators can ensure that their messages are communicated in the most effective way possible.
The process of supporting messages is a dynamic process. Support messages are not just a matter of providing information, but also involve the exchange of ideas and emotions. In this process, the sender and receiver interact and influence each other. The effectiveness of support messages depends on various factors, such as the source, the content, and the context. Understanding these factors can help improve the effectiveness of support messages.
To process supportive messages, a child and MacKee (2000) found that
supportive messages are not only important to the development of
Social Class differences in early childhood education and development.

Social Class differences in early childhood education and development.

To determine the supportive messages that children receive,
the following procedures were conducted:

1. Interviews with children and their parents were conducted to
   determine the type of supportive messages received

2. Observations of classroom interactions were conducted to
   determine the type of supportive messages received

3. Questionnaires were administered to teachers and parents
   to determine the type of supportive messages received

The results of these procedures indicated that children
receive a variety of supportive messages, including:

- Positive reinforcement
- Encouragement
- Praise
- Validation
- Empathy
- Support
- Affirmation
- Guidance
- Advice
- Cues to self-worth

These messages are received in the following contexts:

- During play
- During mealtime
- During bedtime
- During transitions
- During academic activities

The type and frequency of these messages vary
depending on the child's age, gender, cultural background,
and the type of support required.
Their research focused on whether the support messages that align with a person's identity (e.g., gender) are more likely to be processed and processed in a way that reinforces the individual's self-concept. They found that messages that align with a person's identity are more likely to be processed and processed in a way that reinforces the individual's self-concept.

However, the effectiveness of these messages depends on the recipient's identity and the content of the message.

**Supportive Messages**

**Explanatory Personality Moderators of the Effects of Supportive Messages**

- This research suggests that the impact of supportive messages can be enhanced or diminished depending on the recipient's personality traits.
- For example, messages that align with a person's identity (e.g., gender) are more likely to be processed and processed in a way that reinforces the individual's self-concept.

**Summary**

- This research highlights the importance of considering the recipient's personality traits when designing and delivering supportive messages.

**Major Findings**

- Supportive messages that align with a person's identity are more likely to be processed and processed in a way that reinforces the individual's self-concept.
- The impact of supportive messages can be enhanced or diminished depending on the recipient's personality traits.

**Implications for Practice**

- When designing and delivering supportive messages, it is important to consider the recipient's personality traits.
- This research highlights the importance of tailoring supportive messages to align with the recipient's identity.

**Future Research Directions**

- Further research is needed to explore the role of identity in the processing of supportive messages.
- Future research should also consider the role of social context in the effectiveness of supportive messages.

**References**


**Appendix**

- Table of relevant variables and correlations.
Attachment Style

Global perceptions of perceived support availability are closely associated with attachment style. Those who consider support to be generally available more likely have secure attachment styles; whereas, those who see support as less available more likely have anxious and/or avoidant attachment styles (Asendorpf & Wilpers, 2000; Ognibene & Collins, 1998). Thus, not surprisingly, attachment style influences responses to support messages (Collins & Feeney, 2004; Herzenberg et al., 1999; Larose et al., 2001; Lernieux & Tighe, 2004), with securely attached persons generally responding more favorably to these messages than those with anxious and/or avoidant attachment styles. Moreover, Jones (2005) found that the influence of attachment style on evaluations of comforting messages varied as a function of the person-centered quality of the messages evaluated. Hence, persons with secure attachment styles seem more motivated (and prone) to systematically process the support messages that they receive than those with non-secure attachment styles. Consistent with this view, Miller (2001) reported that persons with secure attachment styles had better memories for supportive interactions that they observed than did those with non-secure attachment styles; this result implies that a secure attachment style promotes greater attention to and processing of supportive interactions.

Results similar to those obtained for attachment style have been observed for personality traits conceptually linked to particular attachment styles. For example, Lepore (1995) determined that those high in the personality trait of cynical hostility (which constitutes a key component of the avoidant attachment style) did not benefit from social support provided in a stressful situation; whereas, those low in cynicism did benefit from supportive messages (exhibiting lower levels of cardiovascular reactivity than those in a control group who did not receive supportive messages). A plausible explanation for these findings is that those with high levels of cynical hostility (who generally mistrust others) are less motivated to reflect on the supportive messages that they receive and, therefore, process these messages less systematically and gain less from them than do those with low levels of cynicism.

Depression

Depressed individuals often believe that others cannot help them cope with their distressed states or the perceived causes of those states (see reviews by Segrin, 1998; Weary, 1990). Indeed, some research indicates that depression is inversely associated with the perceived availability of support (e.g., Schwarzer & Lepper, 1992; Vinokur, Schul, & Caplan, 1987). Thus, depressed individuals may be less motivated to systematically process the supportive messages that they receive from others, leading them to view such messages as less helpful than do non-depressed individuals. Consistent with this reasoning, studies (Hollander & Hokanson, 1988; Shirk et al., 1997) find that depressed persons evaluate standardized support messages less positively than their non-depressed counterparts. Though these results fit with the notion that depression reduces the motivation to systematically process supportive messages, depression may also reduce the ability to process such messages; Gotlib, Yue, and Joormann (2005) argued that depression negatively affects cognitive performance by reducing the attentional resources available for information processing tasks (see also review by Gotlib, Roberts, & Gilboa, 1996).

Communication Values

Communication values reflect an aspect of personality captured by the importance that individuals place on various communication skills; hence, supportive communication value is the importance (i.e., value) that people put on the skill of providing support, especially emotional support. Two recent studies (Burleson, in press; Study 1; Burleson & Mortenson, 2003) found that people who highly value supportive skills evaluate HPC comforting messages more positively, and LPC messages more negatively, than do people who place less value on supportive skills. It seems reasonable to assume that people who prioritize emotional support skills will be more motivated to process supportive messages, and, thus, they should discriminate more sharply between better and worse forms of these messages than people who value emotional support skills to a lesser extent.

A second method of assessing communication values involves identifying the goals that individuals indicate they would be likely to pursue in support situations. Researchers (Barbee & Cunningham, 1995; Burleson & Gilsbarg, 2002) have identified several goals that potential helpers might pursue in support situations, including providing solace, solving problems, dismissing problems, and escaping from the other's negative emotional state. People who regard the goal of providing solace as particularly important clearly value the provision of emotional support. Those who value the provision of solace discriminate more sharply between better and worse forms of these messages in comparison to those who place less value on solace and/or greater value on other goals for support situations (Burleson & Mortenson, 2003; Kunzel, 2002; Mortenson et al., 2006). This pattern of results coincides with the notion that those who highly regard solace are comparatively more motivated to systematically process supportive messages.

Self-concept

Responses to supportive messages appear to be influenced by at least two aspects of the self-concept—people's self-definitions as expressive and as instrumental. People who perceive themselves as highly expressive believe themselves to be emotional, kind, warm, gentle, and sensitive to the feelings of others; people who consider themselves to be highly instrumental believe themselves to be
explaining the impacts of supportive messages on emotional well-being and social behavior. However, the effectiveness of these messages depends on cognitive factors, such as the receiver's ability to process and interpret the messages accurately. 

Supportive Messages

Explanatory Cognitive Moderators of the Effects of Supportive Messages

Positive endeavors to understand how supportive messages influence the cognitive processes of the receiver. These efforts aim to identify the conditions under which supportive messages are perceived as helpful and lead to positive outcomes. The research suggests that the impact of supportive messages on emotional well-being and social behavior is mediated by cognitive factors, such as the receiver's emotional state, self-efficacy, and attentional resources. 

Summary

In summary, the role of supportive messages in emotional well-being and social behavior is multifaceted and depends on cognitive factors. Further research is needed to explore the mechanisms through which these messages influence the receiver's emotional well-being and social behavior. The findings of this study have implications for communication theory and practice, indicating the importance of understanding the cognitive processes involved in the reception of supportive messages.
Explain the structural elements of the effects of Supportive Messages

**Explanatory Functional Modulators of the Effects of Supportive Messages**

One set of factors that modulate the effects of supportive messages includes:

- **Receiver's Need for Support**
- **Type of Supportive Message**
- **Emotional Context**
- **Social Support**
- **Cultural Factors**

Next, we address how each of these contextual factors can be explored.

Supportive messages are communication elements that help in reducing the impact of stress and promoting positive outcomes. They serve as a buffer against negative effects by providing emotional comfort and support. Understanding how these messages influence behavior and outcomes is crucial for effective communication in various contexts.

**Summary**

Explained in this research were the explanatory functional modulators of the effects of supportive messages. The need for support and the type of supportive message were identified as critical factors. Further research is needed to explore the impact of other contextual factors on the effectiveness of supportive messages.

**Communications Conscience**

Further studies should explore how supportive messages can influence behavior in various settings. The integration of supportive messages into communication strategies can lead to improved outcomes in personal and professional contexts.
time of Segregation of Support Messages

The effects of segregated support messages are moderated by their timing of occurrence.

Supporting messages at an earlier occurrence of interaction is more effective than when provided at a later occurrence. The effects of segregated support messages vary depending on the time of their occurrence. If support messages are provided at an early stage of interaction, they are more effective in improving the outcome of the interaction. However, if support messages are provided at a later stage, their effectiveness is reduced.

Acknowledgment

From these results, it is clear that support messages should be provided at an early stage of the interaction to have the greatest impact. This is particularly important in high-pressure situations where timely support can make a significant difference.

Conclusion

Overall, the results of this study provide valuable insights into the effectiveness of support messages in high-pressure situations. They highlight the importance of timing in the delivery of support messages and suggest that further research is needed to explore the mechanisms underlying these effects.
CONCLUSION

The primary goal of the study was to investigate the effectiveness of different types of support messages in modifying employees' perceptions of organizational change. The results show that employees who receive supportive messages are more likely to perceive the change as positive and to experience reduced stress and anxiety. These findings suggest that managers should focus on providing supportive messages to employees during organizational change.

Message Content


Summary

The study found that employees who received supportive messages during organizational change were more likely to have positive perceptions of the change and to experience lower levels of stress and anxiety. These findings highlight the importance of managers providing supportive messages during times of change.

Examining Moderators of Supportive Messages

As shown above, several factors may influence the effectiveness of supportive messages. For example, the degree of change, the nature of the change, and the level of support provided are all critical factors. Managers should be aware of these factors and adjust their messages accordingly in order to maximize their effectiveness.

In conclusion, managers should prioritize the provision of supportive messages during organizational change in order to facilitate positive perceptions and reduce stress and anxiety among employees.
Understanding the Motivation to Focus on Supportive Messages

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3. Methodology
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Keywords

Table 1: Variables shown in Moderation Effects of Supportive Messages

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Research Design

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Discussion

Conclusion

Acknowledgments

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REFERENCES

The present study investigated the relationship between self-reported health and communication behavior. The participants were divided into two groups: those with health issues and those without. The results showed a significant difference in communication patterns between the two groups. Specifically, participants with health issues reported higher levels of stress and anxiety, which in turn affected their communication style. This study highlights the importance of understanding the impact of health on communication behavior and suggests the need for further research in this area.

Key findings:
- Participants with health issues reported higher levels of stress and anxiety.
- Communication patterns were significantly different between the two groups.
- Understanding health's impact on communication behavior is crucial for effective communication.

Methodology:
- Participants were recruited from a diverse population.
- Data was collected through self-report questionnaires.
- Statistical analysis was performed using descriptive and inferential statistics.

Implications:
- Healthcare professionals should be aware of the potential impact of health on communication.
- Educational programs should incorporate strategies to improve communication skills for individuals with health issues.

Future research:
- Further studies are needed to explore the causal relationship between health and communication behavior.
- Longitudinal studies could provide insights into the development and resolution of communication issues related to health.
Exploring Moderators of Supportive Messages

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