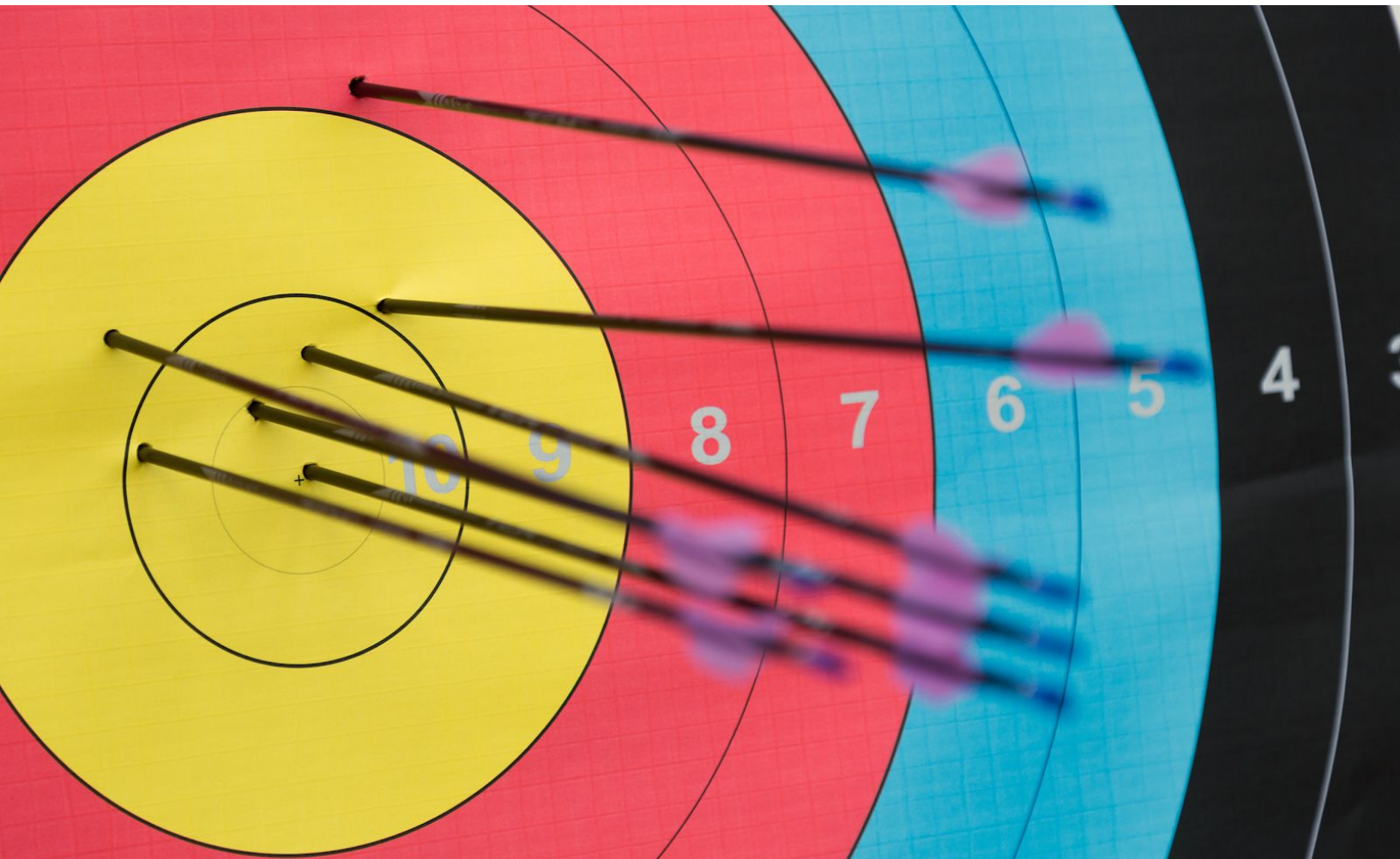


Expectation Management: Individual & Relationships

Session #5 within "Self-in-Context" Unit



Training Materials:

VETERANS

ONWARD

- Whiteboard and pens or flipchart and pens.
- Paper and pen for all participants.
- Script from role play scene (see page 6) and 2 course participants or another trainer willing to act this out.
- Access to online assessment tool of 5 Love Languages: <https://www.5lovelanguages.com/quizzes/>
- Print outs or links emailed to Assessment Tool resources:
 - Relational Assessment Scale (RAS) which can be accessed at <https://www.midss.org/relationship-assessment-scale-ras>
 - Perceived Relationship Quality Components Inventory (PRQC) which can be accessed at <http://socialinteractionlab.psych.umn.edu/research/scalesmeasures>

Learning Objectives:

1. Identify expectations people can hold about themselves, others and relationships.
2. Examine and apply Gary Chapman's 5 Love Languages approach to our relationship expectations.
3. Describe the key findings of research into the Interpersonal Expectancy Effect and consider how this may impact our own interpersonal relationships.
4. Describe key aspects of Interdependency Theory and apply these to gain a better understanding of your experiences of relationships.
5. Determine partnership expectations regarding personal, career, social, financial, and family time, and ensure the application of effective strategies to enhance relationships and mitigate challenges.

Training Script:

Hello everyone, how are you today? My name is _____. I am going to be your tutor today for this training module on Expectation Management - Individual & Relationships. It is the fourth session within the unit called "Self-in-Context". This module will take between 90 and 120 minutes to complete. It follows on from the previous session on Relationship Development. Before we look at today's learning objectives, I'd like to set aside some time to have a conversation about anything that came up for you from last session on Relationship Development. You had some questionnaires to take away – the Brief Family Distress Scale and the Relationship Assessment Scale. There may be something you want to ask or say as a result of having a look at those questionnaires, or there may be something else you want to ask or discuss based on what we covered last session. We have 5 – 10 minutes now to discuss any points arising from last session.

[Allow 5 -10 minutes for this facilitated discussion as a whole group].

So, today's learning objectives. By the end of this module, my aim is that you will be able to:

1. Identify expectations people can hold about themselves, others and relationships.
2. Examine and apply Gary Chapman's 5 Love Languages approach to our relationship expectations.
3. Describe the key findings of research into the Interpersonal Expectancy Effect and consider how this may impact our own interpersonal relationships.
4. Describe key aspects of Interdependency Theory and apply these to gain a better understanding of your experiences of relationships.
5. Determine partnership expectations regarding personal, career, social, financial, and family time, and ensure the application of effective strategies to enhance relationships and mitigate challenges.

Let's make a start on learning objective **1: Identify expectations people can hold about themselves, others and interpersonal relationships.**

The dictionary tells us that the word *expectation* means:

the feeling of expecting something to happen

We all have expectations! Let's take a minute to focus on the expectations you have about today's session.

Take a moment to write a sentence down to say what you expected of yourself today? When you woke up this morning, what did you expect you would do, feel or say at today's session?

[Allow 1 minute]

Now, a second sentence to say what you expected of me today? When you thought about coming to today's session, what did you expect I would do, feel or say at today's session?

[Allow 1 minute]

Now – final sentence: please write down what you expected of us as a group today? What did you expect we would do, feel or say as a group during today's session?

[Allow 1 minute]

So, it will be interesting to see, later on, whether your expectations are met fully, partially or not at all? I wonder how you might feel if they are fully met? And how you might feel if they are only partially met, or not met at all?

We all have expectations about ourselves, about other people and about the relationships we form with others. These usually relate to what we expect from our own or others' behaviours, speech and actions. For example, we may expect friends to spend time with us regularly, especially when we need their help; our children to complete chores and romantic partners to initiate sexual intimacy regularly. Sometimes our expectations, our hopes, are met. Sometimes our expectations are not met. In terms

of today's session, we are going to focus on the expectations within the interpersonal relationships, or bonds that we form with other people, that fall within the four categories of:

- **Intimate relationships:** romantic relationships.
- **Friendly relationships:** formed based on the connections we make with others, but that don't have a romantic element.
- **Relationships based on our careers:** relationships necessary for teamwork and productivity.
- **Household relationships:** relationships formed as a result of marriage or between blood relatives, such as parents and children or siblings.

Can we think of possible emotions and responses that might be evoked in us as a response to either our expectations and hopes are being met, or not being met in any of these interpersonal relationships? We will get the list of some possible reactions on the whiteboard.

[Ask the group for suggestions, and write these on the board as they are contributed. If the group are reluctant or unable to think of any initial ideas, you can use as many of the following ideas as suggestions and prompts to stimulate ideas from the group:

- o Feel happy
- o Feel delighted
- o Feeling supported and valued
- o Feeling vindicated.
- o Sense of satisfaction.
- o Cynicism
- o Feel irritated
- o Feeling disappointed.
- o Take out anger by shouting.
- o Looking for another job, or romantic relationship.
- o Leaving a particular relationship.
- o Become passive aggressive, by ignoring or taking out our anger in covert ways].

Thankyou for that list: so we can begin to see that expectations in relationships play an important role in how we feel about that relationship and about ourselves and the other person / people in that relationship.

So, we have covered objective **1 (identify expectations people can hold about themselves, others and relationships).**

Let's move onto our second objective:

2. Examine and apply Gary Chapman's 5 Love Languages approach to our relationship expectations.

As we have already noted, expectations relate to ourselves and to others that we have some connection or relationship to. For many of our close relationships, we hold expectations about how we want to show love and affection to others, and how we expect others to show love and affection towards us.

You may have heard of Gary Chapman's series of books, entitled "5 Love Languages". Chapman is an American author who first published The Five Love Languages in 1992. It has now been revised several times and is still a best-selling book. There are other books in the series now, including a 2017 book co-authored with Jocelyn Green called the 5 Love Languages Military Edition¹. In these books, Chapman outlines five general ways that people express and experience love, known as "love languages". These five love languages are:

- Acts of service – gestures offering practical help.
- Gift-giving – giving a gift to symbolise your care and love.
- Physical touch – hand holding, kissing and other physical displays of affection.
- Quality time – spending time with someone you love as a way of demonstrating that love.
- Words of affirmation – spoken or written words expressing feelings of love.

1

https://www.amazon.co.uk/Love-Languages-Military-Secret-Lasts/dp/0802414826/ref=sr_1_1?dchild=1&keywords=The+5+Love+Languages+Military+Edition+%23&qid=1598029900&s=books&sr=1-1

According to Chapman's theory, each person has one primary and one secondary love language. Their primary love language is the “go to” way they like to give and receive love. The secondary love language is also a way they like to show and receive love.

The love languages relate to expectations, as, if we are unaware that others may prefer or even expect to receive love using a particular “love language”, we may well simply presume they expect to receive love in the way that we expect to receive love.

For example, imagine the following scenario:

Partner A in a romantic relationship has a primary love language of physical touch and a secondary love language of gift giving.

Their partner, partner B, has a primary love language of acts of service and a secondary love language of words of affirmation.

Both partners are unaware of this dynamic, and have no theoretical understanding of the Five Love Languages.

Let’s imagine a hypothetical discussion between this couple [if the group is willing, you could invite two willing participants to act this out using the script below. If not, try to recruit a fellow trainer who can role play the scene with you].

Partner A: Hey, beautiful, let me kiss you..... Stop sorting the laundry and let me hold you.....

Partner B: Get off! Can’t you see I have a lot to do – you could help me once in a while.

Partner A: I just want to show you I love you.

Partner B: Well, if you loved me, you’d help me a bit more with everything that needs doing.

Partner A: Sure, but we need to make time to connect too.

Partner B: I don’t want to cuddle up when I feel like you don’t care about me.

Partner A: You know I care about you! I bought you those flowers and chocolates earlier.

Partner B: Oh! Anyone can do that – I need you to show and tell me you love me, not just buy me gifts and expect me to have sex!

Partner A: I feel hurt that's what you think – you push me away when you speak like that. You don't appreciate me, or how much I care for you.

Sound familiar?

Hopefully this role play helps us to see that it can be helpful to be aware of our own and intimate others' love languages. This means we then have a choice to avoid the presumption and expectation that others' like to receive love in the same way as us. This is relevant to romantic interpersonal relationships, as well as other close relationships such as with our kids and also our own parents.

So, let's find out a bit more about our own love languages. You have a chance now to complete an online assessment to identify your own love language.

[Allow 15 mins for participants to access and complete questionnaires at <https://www.5lovelanguages.com/quizzes/>. Allow another 5 – 10 minutes to discuss the participants results and observations about this model].

So –if you found that useful, with MCT in mind, it may be worthwhile looking up the 5 Love Languages Military Edition book, which includes advice on how to reintegrate after deployment and unlearn military-style communication.

Let's move onto learning objective **3: Describe the key findings of research into the Interpersonal Expectancy Effect and consider how this may impact our own interpersonal relationships.**

Did you know that if a teacher is told they have a class of gifted students, predicted the very top grades, but, in reality the students are actually average grade students, the class are more likely to outperform their true predicted grades. And in laboratory tests, scientists who are told (incorrectly) their particular rats have been bred to be “super intelligent” are likely to perform better in a maze test than “average” rats. Researchers have named this phenomenon **the Interpersonal Expectancy Effect**. That is, the expectations, perceptions, and beliefs we hold about others can predict how they will

behave. If we expect our children to be troublesome, difficult and badly behaved, we are more likely to find they meet this expectation. Sometimes people call this a “self-fulfilling prophecy”. This can apply to ourselves too – if we expect we will fail, we are more likely to. If we expect we can find solutions to challenges, we are more likely to successfully navigate problems.

[N.B. For more information, participants can access Rosenthal, R. (1994). Interpersonal Expectancy Effects: A 30-Year Perspective. *Current Directions in Psychological Science*, 3(6), 176-179. Retrieved August 22, 2020, from <http://www.jstor.org/stable/20182304> which offers a more detailed explanation of Interpersonal Expectancy Effect].

There are two ways we can use this important research to benefit our interpersonal relationships.

1. To help with satisfying interpersonal relationships, make attempts to believe the other person is capable of acting in a supportive and relational way, and then communicate your expectation to the other person. This can help to support satisfying interpersonal relationships.
2. When others communicate negative expectations they have of you, for example, that they expect you to fail, make the decision to set your own expectations for yourself.

Task:

Think about someone you have an interpersonal relationship with. This could be within an intimate relationship, friendly relationship, relationships based on your career or a household relationship:

Take 10 minutes to:

1. List the expectations you have about this person.
2. List the expectations you believe this person holds about you.
3. List the expectations you currently hold about yourself.
4. Now write down anything you would like to change about these expectations.

5. What is within your power to change that you want to commit to doing?

[Facilitate a 5 – 10-minute discussion to allow time for participants to share and discuss their learning from this task].

Having looked at research into the Interpersonal Expectancy Effect, I think we are ready to progress onto our next learning objective:

3. Describe key aspects of Interdependence Theory and apply these to gain a better understanding of your experiences of relationships.

Interdependence Theory is a psychological idea that was first introduced by Harold Kelley and John Thibaut in 1959 in their book, *The Social Psychology of Groups*.² Since then, Kelly and Thibaut have published other books refining and developing their original idea.

The theory looks at the relationship between different people in different contexts. So that the encounter or relationship between people will depend on who those people are and in what situation they find themselves in. For example, I behave, act and feel differently with my best friends, to when I am with my parents. And, depending on the situation, how I behave, act and feel with my best friends will vary from situation to situation. Within a stressful situation, I (and they) will behave, act and feel differently than when I am in a relaxing setting. Factors that influence how I behave, act and feel within a relationship include:

- What I expect the **outcome** of the relationship to be.
- How I see this relationship in terms of its **similarity and dissimilarity** to previous relationships.
- What I consider as viable **alternatives** to this relationship.

Interdependence theory means that can be defined as a "the process by which interacting people influence one another's experiences"³. A change in one person can impact others in the group. Interdependence sees that, in relationships, we are linked and affect and impact others.

Interdependence theory can be expressed using the mathematical formula of:

$$I = f[A, B, S]$$

² Thibaut, J.W., & Kelley, H.H., (1959). *The social psychology of groups*. New York: Wiley.

³ Van Lange, P.A., & Balliet, D. (2014). Interdependence Theory. *American Psychological Association*. 9

In other words, an interaction between two people is made up of the combination of person A's actions and characteristics, person B's actions and characteristics, and the situation both persons are in.

What does this have to do with Expectation Management - Individual & Relationships? As we have already seen with the Interpersonal Expectancy Effect, the expectations we bring to a relationship can impact that relationship. If I have an expectation that the outcome of our relationship encounter is that it will end in disappointment, I bring that expectation to the interaction and it will shape the interaction. If I compare this relationship encounter to a previous relationship that ended very painfully, I can bring an expectation to this relationship that it will end similarly and this expectation will shape this interaction. If I bring an expectation to the interaction that there are many other better, more favourable alternatives, I bring this lack of commitment to this interaction and it will shape the interaction. Therefore, the expectations we (and others) have, as well as the situation we are in, influence and shape our interactions with others.

Task:

Choose one interpersonal relationship in your life. Using the ideas of interdependence theory, consider the following questions. Take 10 minutes to write any responses to these questions that come to mind:

- What do I expect from this relationship?
- How I see this relationship in terms of its **similarity and dissimilarity** to previous relationships.
- What, if any, do I consider as viable **alternatives** to this relationship.
- What qualities does being in this particular relationship bring out in me?
- What situations bring out the best within both of us in this particular relationship?
- What situations bring out the worst within both of us in this particular relationship?
- What have I learnt about this relationship from these questions?

[Facilitate a 5 – 10-minute discussion to allow time for participants to share and discuss their learning from this task].

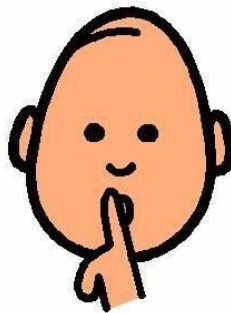
So, we have now covered what Interdependence Theory is and applied some of the ideas from Interdependence Theory to your own experiences of relationships. I think we are ready to move onto learning objective 4:

4. Determine partnership expectations regarding personal, career, social, financial, and family time, and ensure the application of effective strategies to enhance relationships and mitigate challenges.

From today's session, we've covered in some depth, now, how our and others expectations about how we show and communicate love, expect to be shown love, and expectations we have about the relationship can impact

the relationship itself. Sometimes, without reflection and thought, we are not always aware of our expectations within a relationship, they remain unconscious. Whether we are aware of our expectations or not, they can still impact the relationship. It pays, therefore, to become more aware of our expectations so that we have a choice about what we then do with these expectations. For example, if we are aware of our expectations, we can communicate them. Once we are aware of our expectations, we can evaluate them and assess to what extent they are realistic expectations.

Consider the following example:



If we expect our kids to be quiet or silent in the house, but are not aware of that expectation, we can find ourselves getting stressed, tense and angry when they make noise.

If, however, we spend time looking at our expectations – we may come to see that, because we were told to be quiet as a young child, we expect our own children to be quiet.

This awareness then allows us to examine this expectation. Is it realistic? How are you conveying your expectations? It is enhancing or hindering the development of a supportive relationship? Do you want to change anything?

Someone who embarks on this process of examination and reflection may well conclude:

- Expecting children to be quiet all the time is unrealistic. They can be excited and exuberant when they play and will express this verbally.
- That when you shout at the kids to tell them to be quiet, you are communicating your expectation, but in a way that does not model what you want from them. This could be a confusing message.
- Shouting, yelling or even telling your kids to be quiet too often can hinder the relationship as the children may feel less able to express themselves and communicate with you.

- Change is possible, and being more realistic in your expectation and also communicating this revised expectation in more positive ways could enhance the relationship. This could include communicating that you already expect and trust that they are mature enough to use an indoor voice in the house.

In this example, there were a number of strategies relating to expectations that were used to enhance and mitigate relationship challenges.

Can you identify what these strategies were?

[Spend 2 -5 mins asking participants for their ideas on what strategies were employed in this example]

The strategies we saw there were:

- Taking time to reflect upon and develop awareness of our own expectations.
- Evaluating whether these expectations are realistic and considering adapting or modifying our expectations.
- Communicating our expectations in a way that facilitates open communication.
- Cultivating positive expectations about others.

Let's think of an important interpersonal relationship and spend some time really exploring and reflecting upon our expectations across a range of areas and aspects.

Firstly, choose a relationship you'd like to think about – it could be the same relationship that you considered earlier, or a different one.

Now, under each of the following headings, write down the specific expectations you hold. If that heading seems not applicable to the relationship you are thinking of, then omit that heading. Also note, this task is very personal in nature. As such, I am not going to invite you to share with the group what you write. We will not have a group discussion following this task, so please try to be as open with what you write as possible as it will be purely for your own benefit.

Career expectations

Communication expectations

Social expectations

Financial expectations

Intimacy and sexual expectations

Family time expectations

[Allow 5 minutes for this. When participants are finished with this, move onto the second part of the task:]

Now, under each of these headings, look at what you have written. For each thing, ask yourself whether this expectation is realistic or not. If it is not, consider if you want to cross it out, or adapt it in some way.

[Allow 5 minutes for this. When participants are finished with this, move onto the third part of the task:]

Now, under each heading, consider the ways that you communicate your expectations within this relationship, if at all. If you notice that you'd like to make any changes to how you communicate your expectations, make a note of these.

[Allow 5 minutes for this. When participants are finished with this, move onto the next part of the task:]

Now, I want you now to consider what, if anything, you understand about the other person's expectations in terms of these areas. For each heading, write down your perception of the other person's expectation and also how you feel about your perception.

[Allow 5 minutes for this. When participants are finished with this, move onto the final part of the task:]

The final part of this task is to look over everything you have written and identify up to three things you want to do as a result of this reflection. Write these things down.

[Allow 5 minutes for this].

So, that exercise was very personal in nature and I hope you got some insight into the expectations you and another bring to the relationship you thought of.

That brings us towards the end of the session for today. As with previous sessions, I have available some resources for you to take away and have a go at, with the aim of deepening and developing your self-awareness about your significant interpersonal relationships. As with previous sessions, these take the form of psychology questionnaires. The two I have on offer today are:

- o Relational Assessment Scale (RAS) which can be accessed at <https://www.midss.org/relationship-assessment-scale-ras>
- o Perceived Relationship Quality Components Inventory (PRQC) which can be accessed at <http://socialinteractionlab.psych.umn.edu/research/scalesmeasures>

[Encourage participants to take at least one and to attempt prior to next session].

So, before we move into reviewing our learning objectives using the traffic light system, I wanted to remind you about the expectations you had about today's session. I asked you at the start of the session to write down your responses to the following questions:

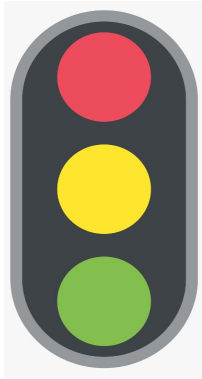
write a sentence down to say what you expected of yourself today? When you woke up this morning, what did you expect you would do, feel or say at today's session?

Write what you expected of me today? When you thought about coming to today's session, what did you expect I would do, feel or say at today's session?

Write down what you expected of us as a group today? What did you expect we would do, feel or say as a group during today's session?

I wonder if your expectations were realistic? Have they been met? How do you feel about that? These are all ways we can better consider and reflect upon our relationships which helps us to understand ourselves and others more, leading to more satisfying relationships.

So, finally, using a simple traffic light system, I'd like you to evaluate your own learning today. For each objective, you are going to decide whether you feel you are:



RED / STOP	You have made no progress in learning this and are still at a "standstill."
AMBER	You have some understanding but aren't quite ready to apply it yet.
GREEN / GO	You have a good grasp of this objective and are ready to go and apply this learning in the real world.

1. Identify expectations people can hold about themselves, others and relationships.

RED **AMBER** **GREEN**

2. Examine and apply Gary Chapman's 5 Love Languages approach to our relationship expectations.

RED **AMBER** **GREEN**

3. Describe the key findings of research into the Interpersonal Expectancy Effect and consider how this may impact our own interpersonal relationships.

RED **AMBER** **GREEN**

4. Describe key aspects of Interdependency Theory and apply these to gain a better understanding of your experiences of relationships.

RED AMBER GREEN

5. Determine partnership expectations regarding personal, career, social, financial, and family time, and ensure the application of effective strategies to enhance relationships and mitigate challenges.

RED AMBER GREEN

What do you want to do as a result of your learning today?

Thank you to everyone for your engagement and participation in the session. I hope you have learnt some useful ideas that can be applied in your daily life.