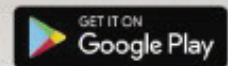
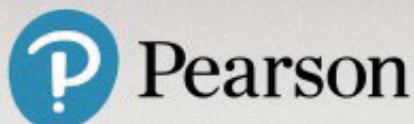
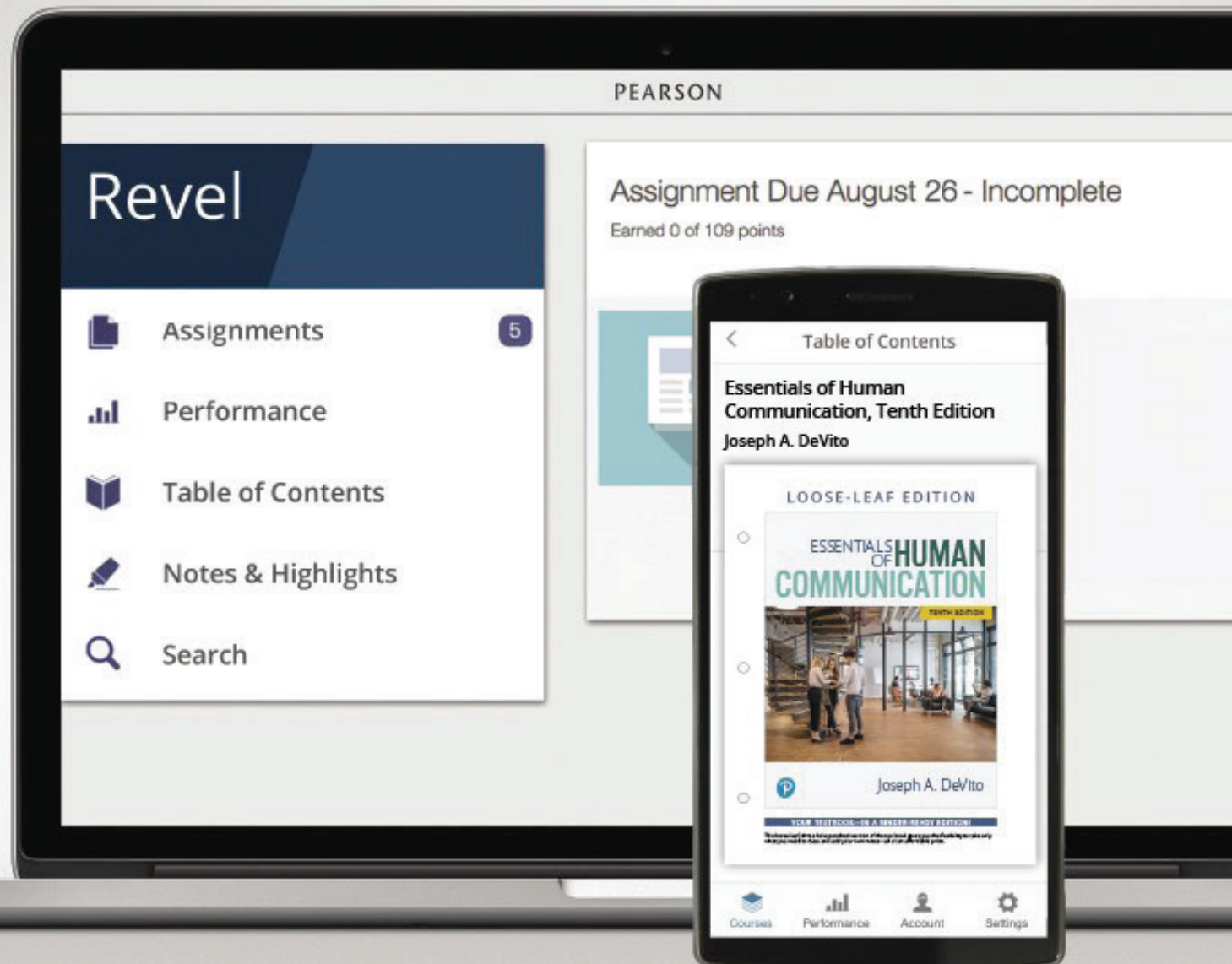


# Revel

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Joseph A. DeVito



# Essentials of Human Communication

Tenth Edition

**Joseph A. DeVito**

*Hunter College of the City University of New York*

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# Brief Contents

## PART 1

### Foundations of Human Communication 1

---

- 1** The Essentials of Human Communication 1
- 2** Perception of Self and Others 25
- 3** Listening in Human Communication 54
- 4** Verbal Messages 74
- 5** Nonverbal Messages 97

## PART 2

### Interpersonal and Small Group Communication 125

---

- 6** Interpersonal Communication and Conversation 125
- 7** Interpersonal Relationships 143
- 8** Managing Interpersonal Conflict 165
- 9** Small Group Communication 183
- 10** Members and Leaders in Small Group Communication 200

## PART 3

### Public Speaking 215

---

- 11** Public Speaking Preparation (Steps 1–6) 215
- 12** Public Speaking Preparation and Delivery (Steps 7–10) 245
- 13** The Informative Speech 270
- 14** The Persuasive Speech 295

# Detailed Contents

Specialized Contents	viii	The Competent Communicator Is an Effective Code Switcher	20
Welcome to <i>Essentials of Human Communication</i> , Tenth Edition	xi	The Competent Communicator Is Culturally Aware and Sensitive	20
Acknowledgments	xxiv	The Competent Communicator Is Ethical	21
<b>PART 1</b>		<b>Summary of Concepts</b>	<b>22</b>
<b>Foundations of Human Communication</b>	<b>1</b>	<b>Summary of Skills</b>	<b>23</b>
		<b>Key Terms</b>	<b>24</b>
<b>1 The Essentials of Human Communication</b>	<b>1</b>	<b>2 Perception of Self and Others</b>	<b>25</b>
Forms, Benefits, and Myths of Human Communication	2	The Self in Human Communication	26
Forms of Human Communication	2	Self-Concept	26
Benefits of Studying Human Communication	3	Self-Awareness	27
Myths About Human Communication	4	Self-Esteem	29
Communication Models and Concepts	4	Self-Disclosure	32
Sources–Receivers	6	Self-Disclosure Rewards	34
Messages	6	Self-Disclosure Dangers	35
Communication Context	7	Guidelines for Making Self-Disclosures	35
Channel	8	Guidelines for Facilitating and Responding to Others’ Disclosures	36
Noise	8	Guidelines for Resisting Pressure to Self-Disclose	37
Effects	9	Perception	37
Principles of Communication	9	Stimulation (Stage 1)	38
Communication Is Purposeful	9	Organization (Stage 2)	38
Communication Takes Place in Varied Forms	10	Interpretation–Evaluation (Stage 3)	39
Communication Is Ambiguous	10	Memory (Stage 4)	39
Communication Involves Content and Relationship Dimensions	11	Recall (Stage 5)	39
Communication Is Inevitable, Irreversible, and Unrepeatable	12	Impression Formation	40
Culture and Communication	14	Impression Formation Processes	40
The Importance of Culture	15	Increasing Accuracy in Impression Formation	43
The Dimensions of Culture	15	Impression Management	46
The Aim of a Cultural Perspective	16	To Be Liked: Affinity-Seeking and Politeness Strategies	46
Ethnic Identity and Ethnocentrism	17	To Be Believed: Credibility Strategies	48
Communication Competence	18	To Excuse Failure: Self-Handicapping Strategies	49
The Competent Communicator Thinks Critically and Mindfully	18	To Secure Help: Self-Deprecating Strategies	49
The Competent Communicator Makes Reasoned Choices	19	To Hide Faults: Self-Monitoring Strategies	49
		To Be Followed: Influencing Strategies	49
		To Confirm Self-Image: Image-Confirming Strategies	50
		<b>Summary of Concepts</b>	<b>51</b>
		<b>Summary of Skills</b>	<b>52</b>
		<b>Key Terms</b>	<b>53</b>

### 3 Listening in Human Communication

Listening Stages	55
Receiving	56
Understanding	57
Remembering	57
Evaluating	58
Responding	58
Listening Barriers	60
Distractions: Physical and Mental	60
Biases and Prejudices	61
Lack of Appropriate Focus	61
Premature Judgment	62
Listening Styles	62
Empathic Listening	62
Polite Listening	64
Critical Listening	66
Active Listening	66
Listening Differences: Culture and Gender	69
Culture and Listening	69
Gender and Listening	71
<b>Summary of Concepts</b>	<b>72</b>
<b>Summary of Skills</b>	<b>72</b>
<b>Key Terms</b>	<b>73</b>

### 4 Verbal Messages

Principles of Verbal Messages	75
Message Meanings Are in People	75
Messages Are Denotative and Connotative	75
Messages Vary in Abstraction	76
Messages Can Deceive	76
Messages Vary in Politeness	78
Messages Can Be Onymous or Anonymous	79
Messages Vary in Assertiveness	80
Disconfirmation and Confirmation	82
Racist Speech	84
Heterosexist Speech	84
Ageist Speech	85
Sexist Speech	86
Cultural Identifiers	87
Using Verbal Messages Effectively	90
Extensionalize: Avoid Intensional Orientation	91
See the Individual: Avoid Allness	91
Distinguish Between Facts and Inferences: Avoid Fact-Inference Confusion	91
Discriminate Among: Avoid Indiscrimination	92
Talk About the Middle: Avoid Polarization	93
Update Messages: Avoid Static Evaluation	94
<b>Summary of Concepts</b>	<b>95</b>
<b>Summary of Skills</b>	<b>96</b>
<b>Key Terms</b>	<b>96</b>

### 5 Nonverbal Messages

Principles of Nonverbal Communication	98
Nonverbal Messages Interact with Verbal Messages	98
Nonverbal Messages Help Manage Impressions	100
Nonverbal Messages Help Form Relationships	101
Nonverbal Messages Structure Conversation	101
Nonverbal Messages Can Influence and Deceive	101
Nonverbal Messages Are Crucial for Expressing Emotions	102
Channels of Nonverbal Communication	102
Body Communication	102
Facial Communication	105
Eye Communication	106
Spatial Communication	107
Artifactual Communication	109
Touch Communication	112
Paralanguage	114
Silence	115
Temporal Communication	117
Competence in Nonverbal Communication	120
Decoding Skills	121
Encoding Skills	122
<b>Summary of Concepts</b>	<b>123</b>
<b>Summary of Skills</b>	<b>124</b>
<b>Key Terms</b>	<b>124</b>

## PART 2

## Interpersonal and Small Group Communication 125

### 6 Interpersonal Communication and Conversation 125

Interpersonal Communication and Conversation	126
Definition of Interpersonal Communication	126
The Interpersonal Continuum	126
The Interpersonal Process	127
Principles of Conversation	129
The Principle of Cooperation	129
The Principle of Politeness: Conversation Is (Usually) Polite	130
The Principle of Turn-Taking	131
The Principle of Dialogue	133
The Principle of Immediacy	134
Everyday Conversations	135
Small Talk	135
Introductions	137
Apologies	139
Compliments	140
<b>Summary of Concepts</b>	<b>141</b>
<b>Summary of Skills</b>	<b>142</b>
<b>Key Terms</b>	<b>142</b>



<b>7</b>	<b>Interpersonal Relationships</b>	<b>143</b>		
Advantages and Disadvantages of Interpersonal Relationships	144	Advantages and Disadvantages of Groups	187	
Stages of Interpersonal Relationships	146	Small Group Stages, Formats, and Culture	188	
Contact	146	Small Group Stages	188	
Involvement	148	Small Group Formats	188	
Intimacy	148	Small Group Culture	189	
Deterioration	148	Brainstorming and Focus Groups	191	
Repair	149	Brainstorming Groups	191	
Dissolution	149	Focus Groups	192	
Types of Interpersonal Relationships	150	Problem-Solving Groups	194	
Friendship	150	The Problem-Solving Sequence	194	
Love	150	Problem-Solving Groups at Work	196	
Family Relationships	151	<b>Summary of Concepts</b>	<b>198</b>	
Work Relationships	154	<b>Summary of Skills</b>	<b>199</b>	
Online-Only Relationships	156	<b>Key Terms</b>	<b>199</b>	
Theories of Interpersonal Relationships	158			
Attraction Theory	158	<b>10</b>	<b>Members and Leaders in Small Group Communication</b>	<b>200</b>
Relationship Rules Theory	159	Members in Small Group Communication	201	
Social Exchange	161	Member Roles	201	
Equity Theory	161	Member Skills	203	
<b>Summary of Concepts</b>	<b>162</b>	Leaders in Small Group Communication	205	
<b>Summary of Skills</b>	<b>163</b>	Leadership Theories	206	
<b>Key Terms</b>	<b>164</b>	Leadership Skills	208	
		Membership, Leadership, and Culture	211	
<b>8</b>	<b>Managing Interpersonal Conflict</b>	<b>165</b>	Individual and Collective Orientations	212
Preliminaries to Interpersonal Conflict	166	High- and Low-Power Distances	212	
Definition of Interpersonal Conflict	166	<b>Summary of Concepts</b>	<b>213</b>	
Interpersonal Conflict Issues	166	<b>Summary of Skills</b>	<b>214</b>	
Myths About Interpersonal Conflict	168	<b>Key Terms</b>	<b>214</b>	
Principles of Interpersonal Conflict	168			
Conflict Can Be Negative or Positive	168	<b>PART 3</b>		
Conflict Is Influenced by Culture and Gender	169	<b>Public Speaking</b>	<b>215</b>	
Conflict Styles Have Consequences	170			
Strategies of Conflict Management	173	<b>11</b>	<b>Public Speaking Preparation (Steps 1–6)</b>	<b>215</b>
Avoidance and Fighting Actively	174	The Nature of Public Speaking	216	
Force and Talk	175	Benefits and Skills of Public Speaking	216	
Defensiveness and Supportiveness	176	Communication Apprehension	217	
Face-Attacking and Face-Enhancing Strategies	177	Step 1: Select Your Topic, Purposes, and Thesis	220	
Silencers and Facilitating Open Expression	178	Your Topic	220	
Gunnysacking and Present Focus	179	Your Purposes	223	
Verbal Aggressiveness and Argumentativeness	179	Your Thesis	224	
<b>Summary of Concepts</b>	<b>181</b>	Step 2: Analyze Your Audience	225	
<b>Summary of Skills</b>	<b>181</b>	Audience Sociology	226	
<b>Key Terms</b>	<b>182</b>	Audience Psychology	227	
		Preparing for and Adapting to an Online Audience	228	
<b>9</b>	<b>Small Group Communication</b>	<b>183</b>	Step 3: Research Your Topic	229
Small Groups and Teams	184	Research Principles	229	
The Small Group	185	Research Evaluation	230	
The Team	186	Research Integration and Citation	231	
Virtual Groups and Teams	186			

Step 4: Collect Supporting Materials	232
Step 5: Develop Your Main Points	234
Eliminate or Combine Points	234
Select Points That Are Most Relevant	234
Phrase Propositions in Parallel Style	235
Develop Main Points Separately and Distinctly	235
Step 6: Organize Your Speech Materials	236
Time Pattern	236
Spatial Pattern	236
Topical Pattern	237
Problem–Solution Pattern	237
Cause–Effect/Effect–Cause Pattern	238
Structure–Function Pattern	239
Comparison-and-Contrast Pattern	239
Pro-and-Con Pattern	240
Claim-and-Proof Pattern	240
Multiple-Definition Pattern	240
Who? What? Why? Where? When? Pattern	241
Fiction–Fact Pattern	241
<b>Summary of Concepts</b>	<b>242</b>
<b>Summary of Skills</b>	<b>243</b>
<b>Key Terms</b>	<b>244</b>
<b>12 Public Speaking Preparation and Delivery (Steps 7–10)</b>	<b>245</b>
Step 7: Word Your Speech	246
Clarity	246
Vividness	248
Appropriateness	248
Personal Style	249
Power	249
Sentence Construction	250
Step 8: Construct Your Conclusion, Introduction, Transitions, and Outlines	251
The Conclusion	251
The Introduction	252
Transitions and Internal Summaries	253
Outlines	254
Step 9: Rehearse Your Speech	259
Methods of Delivery	259
Effective Rehearsing	260
Step 10: Deliver Your Speech	261
Voice	261
Body Action	262
Using Notes	263
Critically Evaluating Speeches	264
Questions to Consider	264
Expressing and Listening to Criticism	265
<b>Summary of Concepts</b>	<b>267</b>
<b>Summary of Skills</b>	<b>268</b>
<b>Key Terms</b>	<b>269</b>

<b>13 The Informative Speech</b>	<b>270</b>
Guidelines for Informative Speaking	271
Focus on Your Audience	271
Limit the Information	271
Adjust the Level of Complexity	271
Relate New Information to Old	272
Vary the Levels of Abstraction	272
Make the Information Easy to Remember	273
Three Types of Informative Speeches	274
Speeches of Description	274
Speeches of Definition	275
Speeches of Demonstration	276
Supporting Materials	278
Examples, Illustrations, and Narratives	279
Testimony	279
Numerical Data	280
Definitions	281
Additional Forms of Support	281
Presentation Aids	282
Types of Presentation Aids	283
Guidelines for Creating and Using Presentation Aids	288
<b>Summary of Concepts</b>	<b>293</b>
<b>Summary of Skills</b>	<b>294</b>
<b>Key Terms</b>	<b>294</b>
<b>14 The Persuasive Speech</b>	<b>295</b>
Goals of Persuasion	296
Guidelines for Persuasive Speaking	297
Focus on Your Audience	297
Provide Social Proof	297
Ask for Reasonable Amounts of Change	297
Anticipate Selective Exposure	298
Adapt to the Culture of Your Audience	298
Follow a Motivated Sequence	299
Three Types of Persuasive Speeches	302
Persuasive Speeches on Questions of Fact	302
Persuasive Speeches on Questions of Value	304
Persuasive Speeches on Questions of Policy	305
Supporting Materials	307
Logical Appeals	307
Emotional Appeals	309
Credibility Appeals	311
<b>Summary of Concepts</b>	<b>317</b>
<b>Summary of Skills</b>	<b>318</b>
<b>Key Terms</b>	<b>318</b>
Glossary	319
References	331
Credits	346
Index	347



# Specialized Contents

## INTEGRATED EXPERIENCES

*These self-assessment tests and exercises are designed to increase awareness of your own communication patterns and strategies as well as to work actively with the skills and applications discussed in the text.*

Relationship Uncertainty (Chapter 1, p. 11)  
Communicating Content and Relationship Messages (Chapter 1, p. 12)  
Ethical Beliefs (Chapter 1, p. 21)  
Human Communication on Social Media (Chapter 1, p. 22)  
Self-Esteem (Chapter 2, p. 30)  
Self-Disclosure Face-to-Face and Online (Chapter 2, p. 34)  
Check Your Perception Skills (Chapter 2, p. 44)  
Impolite Behaviors (Chapter 2, p. 48)  
Using Impression Management Strategies (Chapter 2, p. 50)  
Listening Styles (Chapter 3, p. 63)  
Empathic Listening (Chapter 3, p. 64)  
Using Active Listening Strategies (Chapter 3, p. 68)  
Assertiveness (Chapter 4, p. 80)  
Using Assertive Strategies (Chapter 4, p. 81)  
Constructing Confirming, Rejecting, and Disconfirming Responses (Chapter 4, p. 83)  
Distinguishing Facts from Inferences (Chapter 4, p. 92)  
Avoiding Polarization (Chapter 4, p. 93)  
Can You Distinguish Facts from Inferences? (Chapter 4, p. 89)  
Estimating Heights (Chapter 5, p. 104)  
Selecting a Seat at the Company Meeting (Chapter 5, p. 112)  
“Is This the Face that Launched a Thousands Ships?” (Chapter 5, p. 114)  
What’s Your Time Orientation? (Chapter 5, p. 117)  
Introducing and Concluding Conversations (Chapter 6, p. 129)  
Am I Polite? (Chapter 6, p. 130)  
Do You Small Talk? (Chapter 6, p. 135)  
Crafting an Apology (Chapter 6, p. 140)  
Advantages of Interpersonal Relationships (Chapter 7, p. 144)  
Disadvantages of Interpersonal Relationships (Chapter 7, p. 145)  
Relationships in the Media (Chapter 7, p. 157)  
Myths about Interpersonal Conflict (Chapter 8, p. 168)  
Win-Win Solutions (Chapter 8, p. 172)  
Turning You-Messages into I-Messages (Chapter 9, p. 176)  
Conflict Management Strategies (Chapter 8, p. 174)  
What’s Your Small Group Discussion Apprehension? (Chapter 9, p. 184)  
Brainstorming (Chapter 9, p. 192)  
Pip’n (Chapter 9, p. 194)  
Problem Solving (Chapter 9, p. 196)

Small Group Roles (Chapter 10, p. 201)  
 What Kind of Leader Are You? (Chapter 10, p. 199)  
 Responding to Individual Roles (Chapter 10, p. 205)  
 Understanding Your Own Leadership (Chapter 10, p. 206)  
 Empowering Someone Else (Chapter 10, p. 210)  
 Public Speaking Apprehension (Chapter 11, p. 217)  
 Limiting Topics (Chapter 11, p. 223)  
 Cultural Assumptions (Chapter 11, p. 227)  
 Preparing a Conclusion (Chapter 12, p. 253)  
 Commonly Mispronounce Words (Chapter 12, p. 262)  
 Delivering Criticism (Chapter 12, p. 265)  
 Evaluating Testimony (Chapter 13, p. 280)  
 Supporting Statements (Chapter 13, p. 282)  
 Preparing a Speech with Presentation Aids (Chapter 13, p. 290)  
 Credibility (Chapter 14, p. 312)  
 Developing Persuasive Speeches (Chapter 14, p. 313)

## CULTURAL MAPS

*These cultural maps identify some of the major differences research finds among cultures and illustrate the importance of culture to all forms and types of communication.*

Masculine and Feminine Orientation (Chapter 3, p. 70)  
 High- and Low-Context Cultures (Chapter 4, p. 90)  
 Long-Term versus Short-Term Orientation (Chapter 5, p. 119)  
 Indulgent and Restraint Cultures (Chapter 7, p. 152)  
 High- and Low-Power Distance (Chapter 8, p. 171)  
 Individualism and Collectivism (Chapter 9, p. 187)  
 Ambiguity Tolerance (Chapter 12, p. 247)

## COMMUNICATING ETHICALLY

*These sections examine ethical issues and dilemmas to illustrate the close connection between ethics and communication, to encourage you to think about the ethical implications of your messages, and to stimulate you to formulate your own code of ethical communication.*

The Ethics of Impression Management (Chapter 2, p. 49)  
 Ethical Listening (Chapter 3, p. 59)  
 Lying (Chapter 4, p. 77)  
 Communication Silence (Chapter 5, p. 113)  
 Your Obligation to Reveal Yourself (Chapter 6, p. 126)  
 Relationship Ethics (Chapter 7, p. 154)  
 Ethical Listening (Chapter 8, p. 169)  
 The Ethics of Gossip (Chapter 9, p. 186)  
 The Leader's Ethical Responsibilities (Chapter 10, p. 202)  
 Plagiarism (Chapter 11, p. 223)  
 The Ethical Critic (Chapter 12, p. 258)  
 Speaking Ethically (Chapter 13, p. 265)  
 Appeals to Emotions (Chapter 14, p. 301)

## PUBLIC SPEAKING SAMPLE ASSISTANTS

*These sample speeches and outlines, along with their annotations, will assist you in preparing and outlining your own speeches.*

The Preparation Outline (Chapter 12, p. 254)

The Template Outline (Chapter 12, p. 257)

The Delivery Outline (Chapter 12, p. 258)

Special Occasion Speeches: Largely Informative (Chapter 13, p. 278)

An Informative Student Speech (Chapter 13, p. 290)

Special Occasion Speeches: Largely Persuasive (Chapter 14, p. 301)

An Persuasive Student Speech (Chapter 14, p. 314)

# Welcome to *Essentials of Human Communication*, Tenth Edition

It's a great pleasure to introduce this tenth edition of *Essentials of Human Communication*. This new edition continues to respond to the need for a brief, interesting, but serious text that emphasizes the *essential* theories, research, and especially the skills of human communication, including interpersonal communication, small group communication, and public speaking. I continue to try my best to follow Einstein's directive that "things should be made as simple as possible, but not simpler." This new, tenth edition remains true to that central purpose. The overriding theme and goal of this textbook is to help you build greater competence in interpersonal, group, and public communication. You should emerge from this course a more effective interpersonal communicator, group member and leader, and public speaker.

*Essentials of Human Communication* is divided into three parts: Part One, Foundations of Human Communication, includes five chapters that cover the concepts and principles of human communication: the communication process, perception of self and others, listening, verbal messages, and nonverbal messages. Part Two, Interpersonal and Small Group Communication, also includes five chapters. Chapters 6, 7, and 8 cover the concepts and skills of interpersonal communication and conversation, interpersonal relationships, and managing interpersonal conflict; Chapters 9 and 10 focus on small group interaction, the types of small groups, and the principles of effective group membership and leadership. Part Three, Public Speaking (Chapters 11–14), explains the nature of public speaking and the principles and skills for preparing and presenting effective informative and persuasive speeches.

## Revel™

Revel is an interactive learning environment that deeply engages students and prepares them for class. Media and assessment integrated directly within the author's narrative lets students read, explore interactive content, and practice in one continuous learning path. Thanks to the dynamic reading experience in Revel, students come to class prepared to discuss, apply, and learn from instructors and from each other.

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Rather than simply offering opportunities to read about and study communication, Revel facilitates deep, engaging interactions with the concepts that matter most. For example, when learning about small group communication, students are presented with an interactive self-assessment that scores their own level of apprehension when participating in group discussions. The results of the assessment enable students to examine their level of anxiety in groups, immediately followed by a video overview on relaxation breathing. By providing opportunities to read about and practice communication in tandem, Revel connects students directly and immediately to the content, which leads to a greater mastery of course material. A wealth of student and instructor resources and interactive materials can be found within Revel, such as:

- **Complete Audio with Dialogue and Speech Excerpts** With an Internet connection, students can listen to audio of the entire book while on the go. In addition, audio of effective and ineffective communication, as well as speech examples, is

included directly above or below the corresponding narrative so that students can hear the examples. This reinforces learning in a way that a printed text cannot.

- **Integrated Experiences** These interactive exercises allow students to analyze their own communication styles and to work actively with the concepts and skills discussed in each chapter. Completing these exercises thereby increases students' communication awareness and skill set, enabling them to learn and grow in communication competence over the duration of the course. A variety of self-assessment styles are offered, including fill-in-the-blank, short answer, true or false, and numerical ratings. Examples of topics include "Human Communication on Social Media" in Chapter 1 and "Empowering Someone Else" in Chapter 10.
- **Videos and Video Self-Checks** Video selections in the Tenth Edition have been completely updated and refreshed to provide more emphasis to communication on social media, in the workplace, and around the world. New videos include interviews with working professionals as well as concept and skill overviews. Part Three on Public Speaking now includes an excerpt from Emma Gonzalez's "March for Our Lives" speech, an interview with Sarah Michelle Gellar about learning to use social media in a positive way, and an interview with TED Talks Curator, Chris Anderson, about how broadband internet is changing the way we communicate ideas. New concept overviews include topics such as Maslow's Hierarchy and virtual group communication. All of the videos are bundled with correlating self-checks, enabling readers to test their understanding immediately after watching the clip.

**Video Self-Check: Mediated Presentations**

Interactive

3 questions

**Mediated Presentations**

Delivery Style

- Maintain energy
- Engage your audience

Tips

- Use good posture
- Look into camera lens
  - Good lighting
- Check appearance

00:00 / 04:24

Info DV 🔊 CC ⚙️ ➦

1. Which of the following applications is not typically used for mediated presentations?

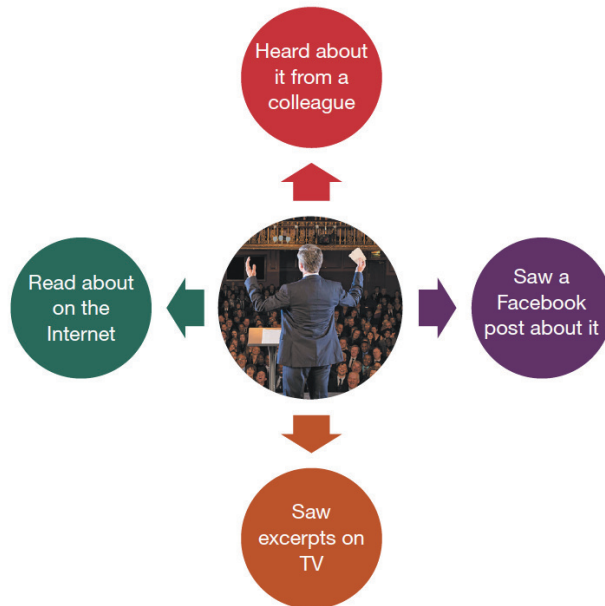
☐ Skype  
☐ Google Hangouts  
☐ WebEx  
☐ Kik

Next

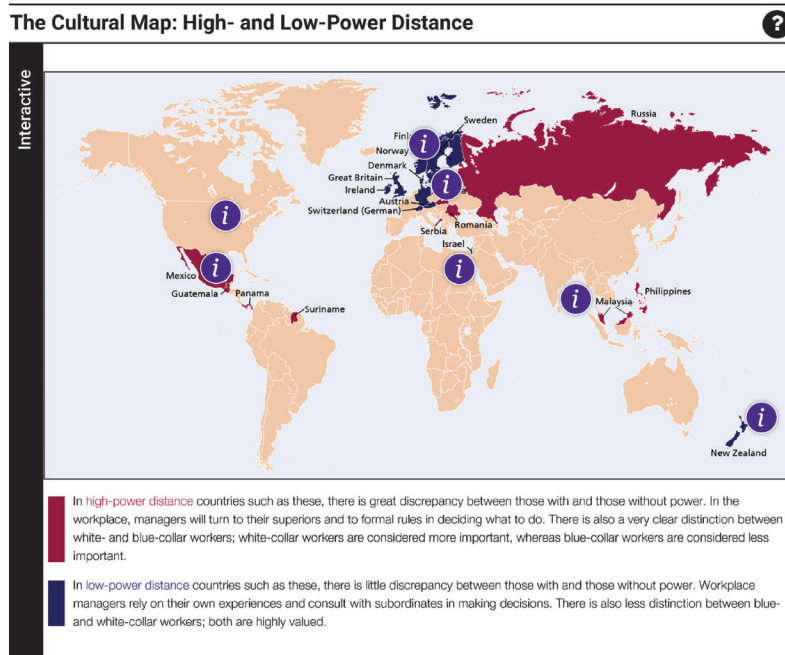
- **Interactive Figures** Interactive figures (such as “Figure 1.3: The Essentials of Human Communication,” and “Figure 11.3: The Immediate and Remote Audiences”) allow students to interact with the illustrations, increasing their ability to grasp difficult concepts. By focusing students’ attention on specific parts of a model, with additional explanation or real-life examples, broad and theoretical concepts are made more comprehensible.

**Figure 11.3 The Immediate and the Remote Audience**

Of course, there is really no end to the remote audience. For example, Anna's friend may post a comment on a blog, and someone somewhere in the world might read that blog post, and comment on it in a class, and the students may post or talk about it, and on and on.



- **Interactive Tables** Two-stage interactive tables (such as “Table 4.1: Social Networking Politeness”) allow students to first study and review the information in the original presentation, and then, when ready, assess their memory and understanding of the concepts by removing and then dragging select content back to the correct position.
- **Interactive Cultural Maps** highlight the major cultural differences (such as ambiguity tolerance, masculine and feminine orientation, and power distance) identified by Hofstede, Hofstede, and Minkoff in *Cultures and Organizations: Software of the Mind* (2010). In Revel, readers can click “hotspots” for additional information and related images from countries around the world.





- **Integrated Writing Opportunities** To help students connect chapter content with their own personal and social lives, each chapter offers two varieties of writing prompts: (1) the journal prompt, eliciting a free-form, topic-specific response addressing topics at the module level, and (2) the shared writing prompt, eliciting a focused, brief response addressing topics at the chapter level, which students can share with each other. Most of the journal prompts, which appear in every module, help students make connections between interpersonal communication topics and their own experiences. At the end of each chapter, a Shared Writing prompt allows students to see and respond to their classmates' comments, thereby facilitating discussion online as well as in the classroom. Instructors have access to students' responses and can also assign them as homework.

To access your own Revel account and get more information about the tools and resources in Revel, go to [www.pearsonhighered.com/Revel](http://www.pearsonhighered.com/Revel).

## Chapter Updates

Each chapter has been revised for greater clarity, less redundancy, and the incorporation of new research with updated examples and photos. In Revel, the interactive elements have been enhanced to resonate more with students and instructors. For example, each chapter now contains a new interactive "Myth and Reality" feature that brings to light common misconceptions about communication. Every chapter also includes new, updated videos that offer concept overviews and life examples, often from working professionals. These new interactive elements in Revel provide a robust and fully immersive experience for students as they study interpersonal communication in a multimedia environment. Here, briefly, are some more chapter-by-chapter changes.

**Chapter 1, The Essentials of Human Communication**, includes four new figures that illustrate the benefits of studying human communication, the principles of human communication, a model of intercultural communication, and the "Ethnocentric Continuum." This chapter sets up the features of this book with a newly expanded explanation of Hofstede, Hofstede, and Minkoff's seven dimensions of culture (used as the basis for the Cultural Maps in Revel). Also in Revel are three new videos: a humorous TED Talks clip about the unintended consequences of technology on communication, an overview about miscommunication, and a new video titled, "Our Social Media Accounts Are Driving Us Crazy."

**Chapter 2, Perception of Self and Others**, now contains two new Integrated Experiences on politeness behaviors and self-esteem, as well as a streamlined exercise on the differences in face-to-face self-disclosure vs. self-disclosure on social media sites. In Revel, Chapter 2 includes enhanced coverage about perception barriers in a new video overview, and for those preparing to enter the job market, a TED-Ed video on networking for the networking averse.

**Chapter 3, Listening in Human Communication**, features a new Communicating Ethically feature about ethical listening, and three new Viewpoints on "The Rights of Listeners," "Your Right to Listen," and the "Negative Effects of Empathy." The Revel version also includes a new Integrated Experience on politeness and a new figure that previews the four styles of listening. New videos in this chapter include an overview on listening and a clip in which a businesswoman describes how she learned to be a better listener across cultures when she transferred from a company based in Ireland to one based in Japan.

**Chapter 4, Verbal Messages**, now contains two new In Preview diagrams—visuals that illustrate the principles of verbal messages with guides for using effective messages. It also includes a revitalized fact-inference self-test, expanded coverage on affectional orientation, and updated coverage on sex and gender. This chapter includes two new Viewpoints about "Racial Differences on Campus" and "Refusing to Serve."

In Revel, new videos include an overview on responding to verbal messages and a TED Talks clip about the challenges of communicating effectively on social media.

**In Chapter 5, Nonverbal Messages**, the introductory coverage on myths is now integrated throughout the chapter, and the coverage on paralanguage and silence has been expanded into two separate sections. Chapter 5 also includes two new Viewpoints: “The Power of Artifacts” and “Nonverbal Competence in Relationships.” The first new video in the Revel version in this chapter is an overview of types of nonverbal messages, and in the second, a body language expert analyzes Tiger Woods’ body language during his 2010 public apology for marital infidelity.

**Chapter 6, Interpersonal Communication and Conversation**, includes significant new coverage on self-introductions and introducing yourself or another person, a new In Preview figure and In Review table on the principles of conversation, a new Viewpoint on “Conversations: Easy and Difficult” and a streamlined self-test on maxims. Revel expands its video offerings to include two new videos that deal with workplace communication in which a businessman explains how to handle difficult conversations, and communication on social media in which Facebook considers a “Downvote” button.

**Chapter 7, Interpersonal Relationships**, now contains revised coverage related to “Attraction Theory” and three new Viewpoints on “Networking,” “Attractive Personalities,” and the phenomenon of “Phubbing.” The chapter in Revel features new videos that deal with workplace relationships and the benefits of seeing your co-workers as “whole” people, and learning to use social media in a positive way.

**Chapter 8, Managing Interpersonal Conflict**, includes a new In Preview figure on conflict strategies, a new multimedia gallery dealing with conflict and interdependency, and a new Viewpoint on “Talking Conflict.” The first video in this chapter in Revel explains how to deal with workplace bullying (especially from a manager), and the second provides an overview of conflict and communication.

**In Chapter 9, Small Group Communication**, small group apprehension with an accompanying self-test are now addressed in the introduction, immediately followed by a short video about relaxation breathing. There are two new Viewpoints: “Groups” and “Brainstorming Alone.” Chapter 9 now closes with new coverage on “Quality Circles,” as well as a new In Review table, “Small Group Types.” The video program in Revel has been expanded to include a video on breathing exercises, and two other clips in the chapter deal with virtual group communication and learning to communicate to different audiences in a workplace setting.

**Chapter 10, Members and Leaders in Small Group Communication**, now contains two new In Preview diagrams on group roles and leadership theories as well as a new Viewpoint photo on “Classroom Leadership Styles.” In Revel, both videos in this chapter deal with workplace situations: in the first video, a young professional explains how he worked with two different managers, and in the second, a businessman describes the traits of a good mentor.

**Chapter 11, Public Speaking Preparation (Steps 1–6)**, includes new examples related to the Parkland, Florida students and their use of public speaking skills to promote change; new coverage on finding topics through social media; limiting topics either by Topoi or subdivision (with a revised tree diagram based on the topic of sexual harassment); evaluating research; power priming; and a new subsection on “Preparing for and Adapting to an Online Audience.” This chapter also includes a new Figure 11.3 that shows different types of remote and immediate audiences and two new Viewpoint photos that deal with “Politically Charged Topics” and reducing your public speaking apprehension by starting your preparation early. The Public Speaking Sample Assistant on Biases (a poorly constructed informative speech) has been moved from Chapter 11 into the Revel Appendix of Speeches.

Three new videos in Revel feature Chris Anderson (curator of TED Talks) revealing TED “Secrets to Great Public Speaking,” a TED-Ed piece “How to Choose Your News,” and an overview on mediated presentations.

**Chapter 12, Public Speaking Preparation and Delivery (Steps 7–10)**, now includes a new preview figure on wording your speech as well as two new Viewpoints that deal with “Announcing Your Speech” and “Dressing for Public Speaking.” Chapter 12 was streamlined by moving the Public Speaking Sample Assistant on Prenups (a poorly constructed persuasive speech) into the Revel Appendix of Speeches. In Revel, the first new video in this chapter is an overview of delivery outlines and notes, and the second is an excerpt from Emma Gonzalez’s March for Our Lives speech in Washington D.C. in which we watch as she makes powerful use of silence.

**Chapter 13, The Informative Speech**, contains three new figures: two preview the guidelines for informative speaking and three types of informative speeches. The third accompanies new coverage on “Varying Levels of Abstraction.” Section 13.4, Presentation Aids, has been thoroughly updated and expanded to include new information on presentation software, as well as new examples of diagrams, graphs, an infographic, and PPT slides. The chapter concludes with a new Public Speaking Sample Assistant on mental illness, followed by new Questions for Analysis and Discussion. Compelling videos enhance the Revel version of this chapter: The first new video in this chapter is another interview with TED Talks Curator Chris Anderson about how information sharing is changing in the world today, the second is a TED-Ed example of informative speaking titled “How False News Can Spread,” and the third shows student speaker Ashley Burdick presenting her speech on mental illness, featured in the Public Speaking Sample Assistant.

**Chapter 14, The Persuasive Speech**, includes three new In Preview figures about the guidelines for persuasive speaking, the three types of persuasive speeches, and supporting material for persuasive speeches. New coverage includes the guideline “Provide Social Proof” as well as Questions for Analysis and Discussion that follow the Public Speaking Sample Assistant. The Revel version of Chapter 14 includes a new TED Talks video titled “Why Our Screens Make Us Less Happy,” a step-by-step review of Maslow’s Hierarchy, and Farrah Bara delivering her speech about FBI Entrapment, featured in the Public Speaking Sample Assistant.

## Text Features

This new edition fully integrates the latest research as well as updated examples, photos, and cartoons to keep the text current and pedagogically effective. Readers will find new instances of the following features throughout the product:

- **Learning Objectives** Learning objectives appear at the beginning of the chapter—next to the section title of the chapter to which they refer, in the text proper (with each major heading), and in the summary at the end of the chapter. These objectives highlight the major concepts and skills of the chapter. The learning objectives system used here—and there are a variety of these—identifies three major levels of thinking, each of which is included throughout the text (Bloom, 1956; Teacher & Educational Development, 2005; Eggen & Kauchak, 2013):
  - **Knowledge** (recalling, remembering, and comprehending), introduced by such specific verbs as *define*, *paraphrase*, *describe*, and *differentiate*.
  - **Application** (applying a concept to a new situation), introduced by such specific verbs as *diagram*, *illustrate*, *use*, and *give examples*.
  - **Problem solving** (analyzing/breaking a concept into its parts, synthesizing/combining elements into a new whole, and evaluating/making value or

appropriateness judgments), introduced by such specific verbs as *assess*, *construct*, *organize*, and *evaluate*.

- **Integrated Experiences (formerly Skill Development Exercises at the end of each chapter)** ask students to work actively with the concepts discussed in the text and cover a wide variety of essential communication skills. Completing these experiences will help readers apply the material in the chapter to specific situations and thereby increase and perfect their own communication skills.

Respond to each statement using the following scale:

1 = always, 2 = frequently, 3 = sometimes, 4 = seldom, and 5 = never.

- \_\_\_\_\_ 1. I listen actively, communicate acceptance of the speaker, and prompt the speaker to further explore his or her thoughts.
- \_\_\_\_\_ 2. I listen to what the speaker is saying and feeling; I try to feel what the speaker feels.
- \_\_\_\_\_ 3. I listen without judging the speaker.
- \_\_\_\_\_ 4. I listen to the literal meanings that a speaker communicates; I don't look too deeply into hidden meanings.
- \_\_\_\_\_ 5. I listen without active involvement; I generally remain silent and take in what the other person is saying.
- \_\_\_\_\_ 6. I listen objectively; I focus on the logic of the ideas rather than on the emotional meaning of the message.
- \_\_\_\_\_ 7. I listen politely, even to messages that contradict my attitudes and beliefs.
- \_\_\_\_\_ 8. I'll interrupt a speaker when I have something really relevant to say.
- \_\_\_\_\_ 9. I listen critically, evaluating the speaker and what the speaker is saying.
- \_\_\_\_\_ 10. I look for hidden meanings: the meanings that are revealed by subtle verbal or nonverbal cues.

These statements focus on the ways of listening discussed in this section. All of these ways of listening are appropriate at times but not at other times. It depends. So, the only responses that are really inappropriate are "always" and "never." Effective listening is listening that is tailored to the specific communication situation.

- **New In Preview Figures and In Review Tables** appear at the beginning and end of most major sections. *In Preview* figures provide a quick visual look at upcoming concepts, while *In Review* summaries recap the essential content. *In Preview* figures are annotated with hotspots, and the *In Review* summaries are two-stage interactive tables that allow students to first study and review the information and then assess their memory and understanding of the concepts by removing and then dragging select content back to the correct position.

**Table 5.5 In Review: Nine Channels of Nonverbal Communication**

Channel	Key Concepts
Body Gestures and Body Appearance (AKA kinesics)	Five types of gestures: emblems, illustrators, affect displays, regulators, adaptors. General body build, height, and weight.
Facial Communication	Facial management, facial feedback.
Eye Communication (AKA oculosics)	Eye contact, eye avoidance, pupil dilation.
Spatial Messages and Territoriality (AKA proxemics)	Proxemic distances (intimate, personal, social, public) and territories (primary, secondary, public).
Artifactual Communication	Items made or arranged by the person, for example, space decoration, colors, clothing and body adornment, and scent.
Touch Communication (AKA tactile communication, haptics)	Touch communicates a variety of emotions as does touch avoidance.
Paralanguage	The rate, pitch, and volume of your speech.
Silence	Silence also communicates; spiral of silence.
Temporal Communication (AKA chronemics)	Psychological, interpersonal, and cultural time.



- **Viewpoints Photos and Captions** ask readers to consider a variety of communication issues, many of which are research based and/or focus on the themes of social media, the workplace, and culture. For example, in this Viewpoints, the reader is asked to focus on phubbing and communication effectiveness.



### VIEWPOINTS: Phubbing

One research study of “phubbing”—the practice of using your cell phone when the conversation gets dull or keeping your cell phone in easy reach or holding it during a social interaction—finds that those who phubbed had less effective communication and less relationship satisfaction than those who did not phub (Chotpitayasunondh & Douglas, 2018; Dean, 2018; Price, 2018). *What’s been your experience with phubbing?*

- **Journal: Communication Choice Points and Ethical Choice Points** encourage students to identify and evaluate the available communication choices in different contexts. In this edition, the choice points are more closely aligned with the chapter learning objectives. The Ethical Choice Points are interactive short-answer opportunities, and the Communication Choice Points are interactive writing opportunities with assessment capability. In this Choice Point the student is asked to consider his or her options when changing a bad first impression.

### JOURNAL

#### Communication CHOICE Point

##### First Impression Correction

You’re new on the job and made a bad impression at work—you drank too much at an office party and played the clown. This is an impression you want to change fast. Although you can’t erase such an impression, you need to counteract it in some way. *What are some of your options? Which option seems to have the greatest likelihood of success? What would you do?*

- **Essential terms** in boldface and a glossary at the end of the text help students learn and review essential terms. In Revel, key terms appear in boldface with pop-up definitions, and each chapter concludes with a flashcard deck for study and review.
- **The Public Speaking Sample Assistant** feature in the public speaking chapters provides sample annotated speeches and outlines. A new example on Mental Illness in Chapter 13 is included with an accompanying video.

**PUBLIC SPEAKING SAMPLE ASSISTANT****AN INFORMATIVE STUDENT SPEECH**

By Ashley Burdick

Western Connecticut State University

**Speech**

Mental Illness

**Comments**

The title of the speech, generally not spoken.

**INTRODUCTION**

Would you all believe me if I told that you that at least 4 of us in this room today were suffering from some kind of mental illness? Well, you should, because it's true **(click)**.

In these opening remarks, the speaker aims to involve the audience, to make them listen since it involves them. The introduction to the speech, in outline, might look something like this:

- I. Mental Illness
  - A. Attention getter: 1 in 4
  - B. Surprising facts:
    - 1. 43 million
    - 2. Less than ½ receive help
    - 3. Mental illness begins early
    - 4. Prevalence of suicide
  - C. Orientation
    - 1. Types of mental illness
    - 2. Negative stigma
    - 3. What to do

1 in every 4 adults in the US suffers from some type of mental illness **(click)**. That's a total of 43 million people **(click)**. And what if I told you that out of that 43 million people, not even half receive the help that they need? **(click)** Mental illness costs America \$193 billion in lost earnings per year **(click)**. One-half of all chronic mental illness begins by the age of 14; three-quarters by age 24 **(click)**. Suicide, mainly attributed to mental health issues, is one of the top 10 leading causes of death in the United States, and is more common than homicide **(click)**.

The speaker here identifies some facts about mental illness that may surprise the audience and hence spark interest and help gain and maintain attention.

**Watch: "Mental Illness" by Ashley Burdick****Essential Content and Themes**

*Essentials of Human Communication* highlights several interwoven themes in the study of human communication and—taken together—they define the uniqueness of this text: social media, culture, the workplace, choice, politeness, and ethics.

**Social Media**

All communication forms—interpersonal, small group, and public—incorporate the varied **social media** that are now an essential part of everyday life. And so, to take just one example, the definition of listening—long defined as the reception of auditory signals—is redefined to include the reading of social media messages. The reasoning is simply that if posting on Facebook and tweeting are examples



of communication (which they surely are), then the reading of these messages must also be part of communication and seems to fit most logically with listening. To further highlight coverage throughout the text, related topics appear in the Integrated Experiences (for example, “Self-Disclosure Face-to-Face and Online” in Chapter 2), in the Viewpoints photos (for example, “Social Media Apologizing” in Chapter 6 and “Phubbing” in Chapter 7), and in the tables and figures (for example, “Table 4.1: Social Networking Politeness” and “Figure 11.3: The Immediate and Remote Audience”).

## Culture

The crucial role that **culture** plays in your communication experiences is a recurring theme throughout *Essentials of Human Communication*. You’re living in a world defined by cultural diversity, where you interact with people differing in affectional orientation, socioeconomic position, race, religion, and nationality. Culture and cultural differences are always influential in communication. So, for this reason, this text fully integrates culture into every chapter, and it includes a revised Cultural Maps feature that illustrates seven major cultural differences around the world in selected chapters where relevant. Cultural topics covered include the following:

- Culture and communication, the importance of culture, the dimensions of cultural differences, the aim of a cultural perspective, and ethnic identity and ethnocentrism (Chapter 1).
- Cultural teachings in self-concept formation, increasing cultural sensitivity, stereotyping, self-disclosure and culture (Chapter 2).
- The influences of culture and gender on listening, and a Cultural Map on Masculine and Feminine Orientation (Chapter 3).
- Gender and cultural differences in directness and politeness; cultural rules in verbal communication; sexism, heterosexism, racism, and ageism; cultural identifiers; and a Cultural Map on High- and Low-Context Cultures (Chapter 4).
- Cultural differences in nonverbal communication, most notably facial expressions; colors, touch, silence, and time orientation; and a Cultural Map on Long- and Short-Term Orientations (Chapter 5).
- The role and influence of culture and gender in conversation (Chapter 6).
- Cultural and gender differences in friendship, love, and family relationships; and a Cultural Map on Indulgent and Restraint Cultures (Chapter 7).
- Gender and cultural influences on conflict and conflict management, cultural differences in face-enhancing and face-attacking strategies, and a Cultural Map on High- and Low-Power Distances (Chapter 8).
- Small group culture and the nature and importance of group and cultural norms in small group communication, and a Cultural Map on Individualism and Collectivism (Chapter 9).
- The role of culture in small group membership and leadership (Chapter 10).
- The role of culture in speech topics; guidelines to help public speakers avoid taboo topics when addressing culturally varied audiences; and cultural factors in audience analysis (Chapter 11).
- Cultural considerations in the language of public speaking, culture shock, cultural sensitivity in speech criticism, and a Cultural Map on Ambiguity Tolerance (Chapter 12).
- Cultural sensitivity in selecting supporting materials (Chapter 13).

- Adapting to the culture (collectivist, high-power distance, uncertainty avoidance, and long-term orientation) of the audience; and the impact of cultural differences on credibility appeals (Chapter 14).

## The Workplace

Effective human communication is as important in the **workplace** as it is in any part of your life. Workplace coverage is thoroughly integrated in the chapters and highlighted in various tables (for example, “Table 2.1: Self-Disclosure Cautions in the Workplace”), Viewpoints photos (for example, “Status Signals” in Chapter 5), Integrated Experiences (for example, “Understanding Your Own Leadership Qualities”), and Choice Points (for example, “Demonstrating Credibility” and “Touch Boundaries”). Many of the new videos also feature interviews with working professionals on topics such as “Handling Difficult Conversations Sensitively,” “Bullies in the Workplace,” and “The Traits of a Great Mentor”.

## Choices

Throughout your communication interactions, you’ll need to make **choices** between saying one thing or another, between sending an e-mail or calling on the phone, between being supportive or critical, and so on. Because of the central importance of choice, Journal: Communication Choice Points, which appear in every major section, invite you to identify and evaluate your choices for communicating.

## Ethics

Messages have ethical implications simply because messages have effects on others, and because messages are influential in changing beliefs and attitudes and motivating behavior. Because of this, **ethics** receives focused attention throughout the text. Chapter 1 introduces ethics as a foundation concept in all forms of communication, an essential part of communication competence. In all remaining chapters, Communicating Ethically boxes highlight varied communication situations and ask you to apply ethical principles to various scenarios. For example, here are considered such ethical issues as cultural practices, lying, and ways to deal with interpersonal conflict ethically. These boxes will serve as frequent reminders that ethical considerations are an integral part of all the communication choices/decisions you make. A list of these Communicating Ethically boxes appears in the Specialized Contents.

## Revel Combo

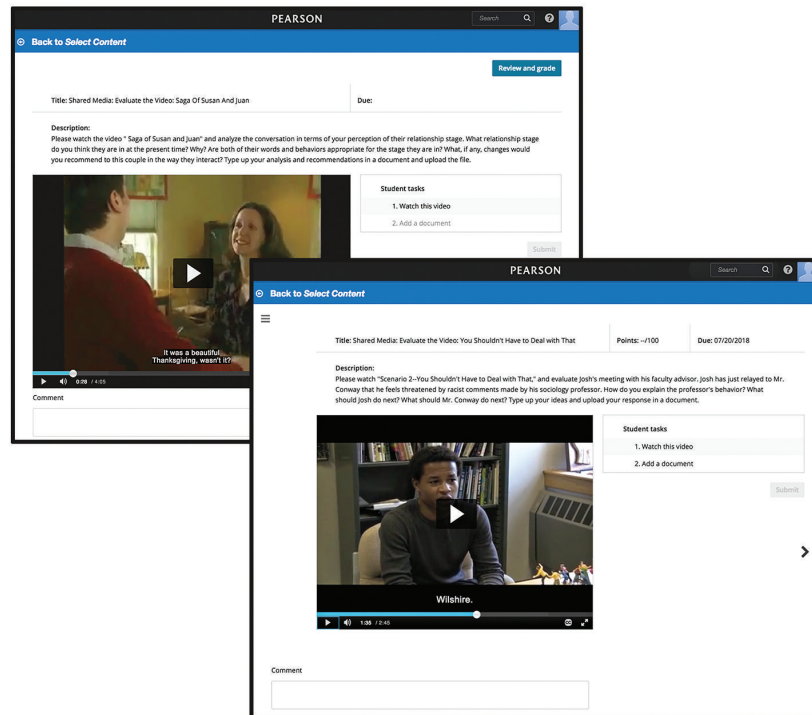
The Revel Combo Card provides an all-in-one access code and loose-leaf print reference (delivered by mail).

## Supplements

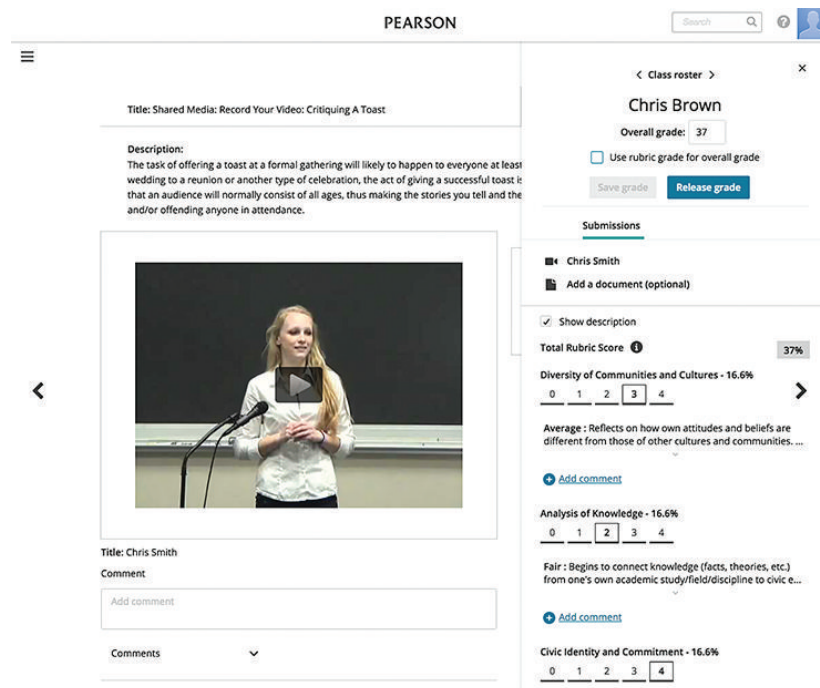
Key instructor resources include an Instructor’s Manual (ISBN 978-0-13-487732-7), TestBank, (ISBN 978-0-13-487733-4), and PowerPoint Presentation Package (ISBN 978-0-13-487735-8). These supplements are available at [www.pearson.com/us](http://www.pearson.com/us) (instructor login required). MyTest online test-generating software (ISBN 978-0-13-487737-2) is available at [www.pearsonmytest.com](http://www.pearsonmytest.com) (instructor login required). For a complete list of the instructor and student resources available with the text, please visit the Pearson Communication catalog, at [www.pearson.com/us](http://www.pearson.com/us).

## Pearson MediaShare

Share, assign, and assess a variety of media easily and meaningfully in Revel using Shared Media and VideoQuiz assignments.



Using the best of MediaShare functionality and designed with learners and learning in mind, Shared Media assignments allow instructors and students to share and engage with videos and other media, including recorded performances in Public Speaking. And VideoQuiz assignments transform a typically passive activity into an active learning experience. Rather than watching a video and then answering questions, students engage with instructional content while it's being delivered.



- Use Shared Media to assign or view speeches, video-based assignments, role play, and more in a variety of formats including video, Word, PowerPoint, and Excel.
- Assess students using customizable, Pearson-provided rubrics, or create your own around classroom goals, learning outcomes, or department initiatives.

PEARSON

Search

Menu

Title: Shared Media: Record Your Video: Demonstration Speech - Critique Points: ~100 Due: 06/09/2018


**Description:**  
Please watch, "Demonstration Speech: Internet Blogs." Once you have completed watching this speech, think about the following questions: What did the speaker do well? What could he have done better? With this being a demonstration speech, what types of presentation aids could have been used here? What were the strengths of the speech? What were the weaknesses? Record of video of yourself providing a critique of this speech and upload it here.

**Student tasks**

1. Watch this video
2. Add a video
3. Add a document

Submit

Click anywhere to start recording



- Create assignments for students with options for full-class viewing and commenting or private comments between you and the student.
- Record video directly from a tablet, phone, or other webcam.
- Embed video from YouTube or Pearson Clips via assignments to incorporate current events into the classroom experience.
- Set up time-stamped quiz questions on video assignments to ensure students master concepts and interact and engage with the media.
- Import grades into most learning management systems.
- Ensure a secure learning environment for instructors and students through robust privacy settings.

PEARSON

Search

Menu

Title: Video Quiz: Answer the Quiz: Saying Goodbye to Charlie Brown Points: 10 Due: 07/20/2018

**Description:**  
This video depicts a eulogy to the character Charlie Brown, from the Charles Schulz Peanuts cartoon. It will provide helpful ideas speakers need to consider in preparing a special occasion speech. As you watch answer the questions that appear.

Question 1 of 5  
2 points

Special occasions provide opportunities for speechmaking. A eulogy normally takes place at


Question 1 [00:14]

☐ a funeral.

☐ a wedding.

☐ a graduation.

☐ an awards ceremony.



## Acknowledgments

I want to thank those who reviewed the text at the various stages of revision; they gave generously of their time and expertise and I am, as always, in their debt.

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# Essentials of Human Communication



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# The Essentials of Human Communication



Vintage collection 216/Alamy Stock Photo

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*The need for communication began at the beginning*

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## CHAPTER TOPICS

Forms, Benefits, and Myths of Human Communication

Communication Models and Concepts

Principles of Communication

Culture and Communication

Communication Competence

## LEARNING OBJECTIVES

- 1.1** Identify the forms, benefits, and myths of human communication.
- 1.2** Draw a model of communication that includes sources—receivers, messages, context, channel, noise, and effects; and define each of these elements.
- 1.3** Paraphrase the major principles of human communication.
- 1.4** Explain the role of culture in human communication, the seven ways in which cultures differ from one another, and define *ethnic identity* and *ethnocentrism*.
- 1.5** Define *communication competence* and explain its major qualities.

Fair questions to ask at the beginning of this text and this course are “What will I get out of this?” and “Why should I study human communication?” One very clear answer is given by the importance of communication: It’s a major part of human existence that every person needs to understand. Much as you need to understand history, science, geography, and mathematics, for example, you need to understand how people exchange thoughts and feelings, how they communicate interpersonally, in groups, on social media, and in public. But, as you’ll see in the section on “Benefits of Studying Human Communication” and throughout this text’s fourteen chapters, there are, in addition, numerous personal and professional benefits that you’ll derive.

## Forms, Benefits, and Myths of Human Communication

### 1.1 Identify the forms, benefits, and myths of human communication.

**Human communication** consists of the sending and receiving of verbal and non-verbal messages between two or more people. This seemingly simple (but in reality, quite complex) process is the subject of this book, to which this chapter provides a foundation.

Here we begin the study of human communication by looking first at the forms of human communication, the benefits you’ll derive and the skills you’ll learn, and some of the myths about communication (to get rid of them).

## Forms of Human Communication

Communication is a very broad field that encompasses such areas as interviewing, health communication (communication between health care provider and patient), mass communication (communication through television, film, and video), and organizational communication (communication within an organization and from the organization to the public as in advertising and public relations). This text focuses on three areas of human communication: interpersonal communication, small group communication, and public communication. It focuses on the concepts and principles as well as the practical skills you’ll need for greater effectiveness. These three areas are at the foundation of all forms of human communication.

**Interpersonal communication** occurs when you interact with a person with whom you have some kind of relationship. Through interpersonal communication, you interact with others, learn about them and yourself, and reveal yourself to others. Whether with new acquaintances, old friends, lovers, family members, or colleagues at work, it’s through interpersonal communication that you establish, maintain, sometimes destroy, and sometimes repair personal relationships.

**Small group communication** or team communication is communication among groups of, say, five to ten people and may take place face-to-face or, increasingly, in virtual space. Through small group communication, you interact with others, solve problems, develop new ideas, and share knowledge and experiences.

**Public communication** is communication between a speaker and an audience. Through public communication, a speaker will inform and persuade you. And you, in turn, inform and persuade others—to act, to buy, or to think in a particular way. Much as you can address large audiences face-to-face, you also can address such audiences electronically. Through social networks, newsgroups, or blogs, for example, you can post your “speech” for anyone to read and then read their reactions to your message.

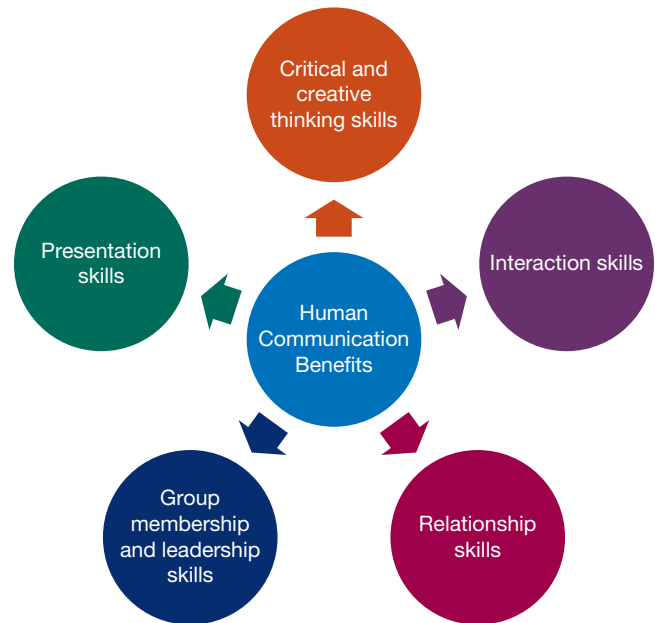
## Benefits of Studying Human Communication

Of all the knowledge and skills you have, those concerning communication are among your most important and useful. Your communication ability will influence how effectively you live your personal and professional life; it will influence your effectiveness as a friend and lover. It will often make the difference between getting a job and not getting it. Your communication skills will determine your influence and effectiveness as a group member and your emergence as group leader. Your communication skills will increase your ability to communicate information and influence the attitudes and behaviors of others in a variety of public speaking situations.

Let's identify more clearly the skills that you'll learn—and the corresponding benefits that you'll reap—through your study of human communication, previewed in Figure 1.1.

- **Critical and creative thinking skills**, emphasized throughout this book, help you approach new situations mindfully—with full conscious awareness, increase your ability to distinguish between a sound and valid argument and one that is filled with logical fallacies, and your ability to use language to reflect reality more accurately.
- **Interaction skills** help you improve your communication in a wide range of forms, from seemingly simple small talk to the employment interview for the job of a lifetime. Interaction skills will enable you to communicate with greater ease, comfort, and effectiveness whether you're proposing a life-long relationship or apologizing for some transgression.
- **Relationship skills** enable you to build friendships, enter into love relationships, work with colleagues, and interact with family members. These are the interpersonal and relationship skills for initiating, maintaining, repairing, and sometimes dissolving relationships of all kinds. And unless you're going to be living totally alone, these are skills you'll use every day, in every encounter. These are the skills that businesses of all kinds have on their lists of most important competencies for organizational success; they are an essential part of business competence (Bassellier & Benbasat, 2004).
- **Leadership skills** enable you to communicate information effectively in small groups or with large audiences, and your ability to influence others in these same situations are among your most important leadership skills. In a workplace world that operates largely on group interaction, these skills are increasingly essential if you are to be an effective organizational member and will help you rise in the organization. After all, people in power will often come to know you best through your communications. As you rise in the hierarchy, you'll need leadership skills to enable you to lead groups and teams in informative, problem-solving, and brainstorming sessions.
- **Presentation skills** enable you to present yourself as a confident, likable, approachable, and credible person. Your effectiveness in just about any endeavor depends heavily on your self-presentation—your ability to present yourself in a positive light through your verbal and nonverbal messages. Incidentally, it is also largely through your skills of self-presentation (or lack of them) that you display negative qualities as well.

**Figure 1.1 In Preview: The Benefits of Studying Human Communication**



### JOURNAL

#### Communication CHOICE Point

##### Communicating an Image

A new position is opening at work and you want it. *What are some of the things you might do to communicate the image of a creative, hard-working, intelligent, and likeable team player and leader?*



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### VIEWPOINTS: Importance of Communication

Both men and women want partners who know how to communicate and listen. *How important, compared to all the other factors you might take into consideration in choosing a life partner or best friend, is the ability to communicate and listen? What specific communication skills would you consider “extremely important”? What communication behavior patterns would be “deal breakers”?*

## Myths About Human Communication

A good way to begin your study of human communication is to examine just a few of the popular but erroneous beliefs about communication, many of which are contradicted by research and theory. Understanding these myths and why they are false will help eliminate potential barriers and pave the way for more effective and efficient learning about communication. We'll revisit communication myths in every chapter. Here are a few you'll encounter:

- **The more you communicate, the better your communication will be.** Although this proposition seems logical—the same idea lies behind the popular belief that practice makes perfect—it actually is at the heart of much faulty learning. Practice may help make your communication perfect if you practice the right habits. But if you practice bad habits, you're likely to grow less, rather than more, effective. Consequently, it's important to learn and practice the principles of effectiveness.
- **When two people are in a close relationship, neither person should have to communicate needs and wants explicitly; the other person should know what these are.** This assumption can create a variety of communication difficulties. People aren't mind readers, and to expect them to be sets up barriers to open and honest communication. Often this is an excuse for not letting your needs be known and not being sufficiently assertive.
- **Interpersonal or group conflict is a reliable sign that the relationship or group is in trouble.** Conflict is inevitable in relationships and in groups. If the conflict is managed effectively, it may actually benefit the individuals and the relationship.
- **Like good communicators, leaders are born, not made.** Although some people are better suited to leadership than others, leadership, like communication and listening, is a learned skill. You'll develop leadership abilities as you learn the principles of human communication and those unique to group communication and leadership.
- **Fear of speaking in public is detrimental and must be eliminated.** Most speakers are nervous—and, to be perfectly honest, you're probably not going to learn from this book or this course to eliminate what is commonly called stage fright or communication apprehension. But you can learn to *manage* your fear, making it work *for* you rather than *against* you; you can learn to become a more effective speaker regardless of your current level of anxiety.

## Communication Models and Concepts

- 1.2** Draw a model of communication that includes sources–receivers, messages, context, channel, noise, and effects; and define each of these elements.

In early **models** (representations) or theories, the communication process was thought to be linear. According to this *linear* view, the speaker spoke and the listener listened. Communication was seen as proceeding in a relatively straight line. Speaking and listening were seen as taking place at different times; when you spoke, you didn't listen, and when you listened, you didn't speak.



A more satisfying view, and the one held currently, sees communication as a transactional process in which each person serves as both speaker and listener, sending and receiving messages (Watzlawick, Beavin, & Jackson, 1967; Watzlawick, 1977, 1978; Barnlund, 1970). In face-to-face communication, while you send messages you're also receiving messages from your own communications and from the reactions of the other person. This is also true in phone communication, in instant messaging, and in chatting. Other online communications, such as posting on Facebook or e-mail, more closely resemble the linear model of communication where sending and receiving occur at different times. These two views are depicted in Figure 1.2.

The transactional view also sees the elements of communication as interdependent (never independent). This means that each element exists in relation to the others. A change in any one element of the process produces changes in the other elements. For example, if you're having a meeting with a group of your coworkers and your boss enters the room, this change in "audience" will lead to other changes. Perhaps you'll change what you're saying or how you're saying it. Regardless of what change is introduced, other changes will occur as a result.

Communication occurs when you send or receive messages and when you assign meaning to another person's signals. All human communication occurs within a context, is transmitted via one or more channels, is distorted by noise, and has some effect. We can expand the basic transactional model of communication by adding these essential elements, as shown in Figure 1.3.

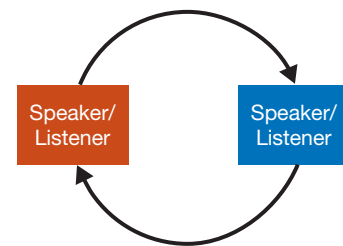
### Figure 1.2 Two Views of Communication

The top diagram represents a linear view of communication, in which the speaker speaks and the listener listens. The bottom diagram represents a transactional view, the view that most communication theorists hold. In the transactional view, each person serves simultaneously as speaker and listener. At the same time that you send messages, you're also receiving messages from your own communications and also from the messages of the other person(s). You don't stop listening when you're sending messages, and you don't stop sending messages when you're listening.

#### Linear View

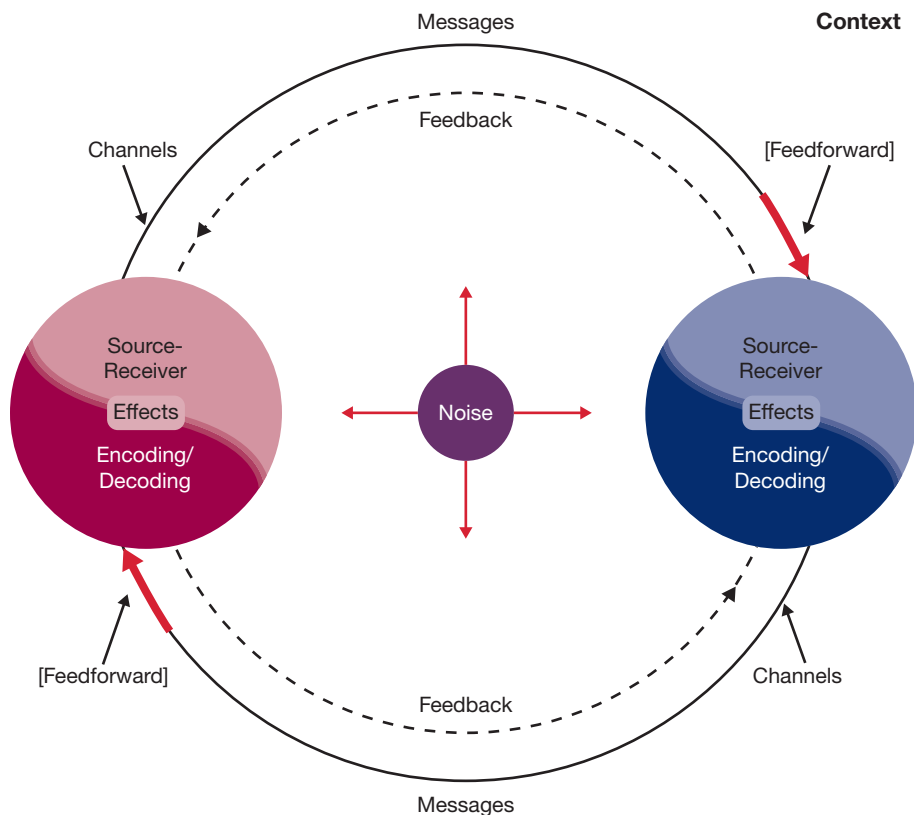


#### Transactional View



### Figure 1.3 The Essentials of Human Communication

This is a general model of communication between two people and most accurately depicts communication as a transactional process. It puts into visual form the various elements of the communication process. *How would you revise this model to depict small group interaction or public speaking?*





## Sources–Receivers

According to the transactional model, each person involved in communication is both a **source** (speaker) and a **receiver** (listener); hence the term *sources–receivers*. You send messages when you speak, write, gesture, or smile. You receive messages in listening, reading, seeing, smelling, and so on. At the same time that you send messages, you’re also receiving messages: You’re receiving your own messages (you hear yourself, feel your own movements, see many of your own gestures), and, at least in face-to-face communication, you’re receiving the messages of the other person—visually, auditorily, or even through touch or smell. As you speak, you look at the person for responses—for approval, understanding, sympathy, agreement, and so on. As you decipher these non-verbal signals, you’re performing receiver functions. When you write to or text someone with video, the situation is very similar to the face-to-face situation. Without video, you might visualize the responses you expect/want the person to give.

When you put your ideas into speech, you’re putting them into a code; hence you’re **encoding**. When you translate the sound waves (the speech signals) that impinge on your ears, or read the words on a screen, into ideas, you take them out of the code they’re in; hence you’re **decoding**. Thus, speakers or writers are often referred to as **encoders**, and listeners or readers as **decoders**. The linked term *encoding–decoding* emphasizes the fact that you perform these functions simultaneously.

Usually, you encode an idea into a code that the other person understands—for example, English, Spanish, or Indonesian, depending on the shared knowledge that you and your listener possess. At times, however, you may want to exclude others by speaking in a language that only one of your listeners knows or by using jargon. The use of abbreviations and jargon in text messaging is another example of how people communicate in a code that only certain people will understand.

## Messages

Communication **messages** take many forms and are transmitted or received through one or more sensory organs or a combination of them. You communicate verbally (with words) and nonverbally (without words). Your meanings or intentions are conveyed with words (Chapter 4) and with the clothes you wear, the way you walk, and the way you smile (Chapter 5). Everything about you communicates a message. Three specific types of messages need to be identified here: feedforward, feedback, and metamessages.

**Feedforward Messages** **Feedforward** is information you provide before sending your primary messages (Richards, 1951). It reveals something about the messages to come and includes, for example, the preface or table of contents of a book, the opening paragraph of a chapter, a Facebook profile, movie previews, magazine covers, and introductions in public speeches. In e-mail, feedforward is given in the header, where the name of the sender, the date, and the subject of the message are identified. Caller ID is also an example of feedforward.

Feedforward may be verbal (“Wait until you hear this one”) or nonverbal (a prolonged pause or hands motioning for silence to signal that an important message is about to be spoken). Or, as is most often the case, it is some combination of verbal and nonverbal.

Another type of feedforward is **phatic communication**—“small talk” that opens the way for “big talk.” It includes the “How are you?” and “Nice weather” greetings that are designed to maintain rapport and friendly relationships (Placencia, 2004; Burnard, 2003). Similarly, listeners’ short comments that are unrelated to the content of the conversation but indicate interest and attention also may be considered phatic communication (McCarthy, 2003).

### JOURNAL

#### Communication CHOICE Point

##### Giving Feedforward

The grades were just posted for a course, and you see that your close friend failed. You got an A. Your friend asks you about the grades. You feel you want to preface your remarks. *What kind of feedforward (verbal and nonverbal) might you give? What are the advantages and disadvantages of each choice? What would you say?*

**Feedback Messages** When you send a message—say, in speaking to another person—you also hear yourself. That is, you get **feedback** from your own messages; you hear what you say, you feel the way you move, you see what you write. In addition to this self-feedback, you also get feedback from others. A frown or a smile, a yea or a nay, a returned poke or a retweet, a pat on the back or a punch in the mouth are all types of feedback.

Feedback tells you what effect you're having on listeners. On the basis of feedback, you may adjust, modify, strengthen, de-emphasize, or change the content or form of the messages. For example, if someone laughs at your joke (giving you positive feedback), it may encourage you to tell another one. If the feedback is negative—no laughing, just blank stares—then you may resist relaying another “humorous” story.

**Metamessages** A **metamessage** is a message that refers to another message; it is communication about communication. Remarks such as “This statement is false” or “Do you understand what I am trying to tell you?” refer to communication and are therefore metacommunicational.

Nonverbal behavior may also be metacommunicational. Obvious examples include crossing your fingers behind your back or winking when telling a lie. On a less obvious level, consider the blind date. As you say, “I had a really nice time,” your nonverbal messages—the lack of a smile, failure to maintain eye contact—metacommunicate and contradict the verbal “really nice time,” suggesting that you did not enjoy the evening. Nonverbal messages may also metacommunicate about other nonverbal messages. The individual who, on meeting a stranger, both smiles and extends a totally lifeless hand shows how one nonverbal behavior may contradict another.



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### VIEWPOINTS: Feedback

*Based on your own experiences, what qualities do you attribute to someone who accurately reads and responds to feedback? How would this differ from the qualities attributed to those who ignore or misread feedback?*

## Communication Context

Communication exists in a **context** that determines, to a large extent, the meaning of any verbal or nonverbal message. The same words or behaviors may have totally different meanings when they occur in different contexts. For example, the greeting, “How are you?” means “Hello” to someone you pass regularly on the street but suggests, “Is your health improving?” to a friend in the hospital. A wink to an attractive person on a bus means something completely different from a wink that signifies a put-on or a lie. Divorced from the context, it’s impossible to tell what meaning was intended from just examining the signals.

The context will also influence what you say and how you say it. You communicate differently depending on the specific context you’re in. Contexts have at least four aspects: **physical context**, **cultural context**, **social-psychological context**, and **temporal context**.

- **Physical context** is the tangible or concrete environment, the room, park, or auditorium; you don’t talk the same way at a noisy football game as you do at a quiet funeral.
- **Cultural context** involves the lifestyles, beliefs, values, behavior, and communication of a group; it is the rules of a group of people for considering something right or wrong.
- **Social-psychological context** has to do with the status relationships among speakers, the formality of the situation, the norms of a group or organization; you don’t talk the same way in the cafeteria as you would at a formal dinner at your boss’s house.

- **Temporal context** is a message's position within a sequence of events; you don't talk the same way after someone tells you about the death of a close relative as you do after someone reveals they've won the lottery.

These four contexts interact—each influences and is influenced by the others. For example, arriving late for a date (temporal context) may lead to changes in the degree of friendliness (social-psychological context), which would depend on the cultures of you and your date (cultural context), and may lead to changes in where you go on the date (physical context).

## Channel

The communication **channel** is the vehicle or medium through which messages pass. Communication rarely takes place over only one channel. Rather, two, three, or four channels may be used simultaneously. In face-to-face conversations, for example, you speak and listen (vocal channel), but you also gesture and receive signals visually (visual channel). You also emit and smell odors (olfactory channel) and often touch one another; this tactile channel, too, is communication.

Another way to classify channels is by the means of communication. Thus, face-to-face contact, telephones, e-mail, movies, television, smoke signals, Facebook, Twitter, Pinterest, and telegraph all are types of channels.

## Noise

**Noise** is anything that interferes with your receiving a message. At one extreme, noise may prevent a message from getting from source to receiver. A roaring noise or line static can prevent entire messages from getting through to your phone receiver. At the other extreme, with virtually no noise interference, the message of the source and the message received are almost identical. Most often, however, noise distorts some portion of the message a source sends as it travels to a receiver. Just as messages may be auditory or visual, noise comes in both auditory and visual forms. Four types of noise are especially relevant: **physical noise**, **physiological noise**, **psychological noise**, and **semantic noise**.

- **Physical noise** is interference that is external to both speaker and listener; it interferes with the physical transmission of the signal or message and would include the screeching of passing cars, the hum of a computer, sunglasses, blurred type or fonts that are too small or difficult to read, misspellings and poor grammar, and pop-up ads.
- **Physiological noise** is created by barriers within the sender or receiver and would include visual impairments, hearing loss, articulation problems, and memory loss.
- **Psychological noise** refers to mental interference in the speaker or listener and includes preconceived ideas, wandering thoughts, biases and prejudices, close-mindedness, and extreme emotionalism. You're likely to run into psychological noise when you talk with someone who is close-minded or who refuses to listen to anything he or she doesn't already believe.
- **Semantic noise** is interference that occurs when the speaker and listener have different meaning systems; it would include language or dialectical differences, the use of jargon or overly complex terms, and ambiguous or overly abstract terms whose meanings can be easily misinterpreted. You see this type of noise regularly in the physician who uses "medicalese" without explanation or in the insurance salesperson who speaks in the jargon of the insurance industry.

A useful concept in understanding noise and its importance in communication is **signal-to-noise ratio**. In this term the word *signal* refers to information that you'd find

useful, and *noise* refers to information that is useless (to you). So, for example, a post or feed that contains lots of useful information is high on signal and low on noise; one that contains lots of useless information is high on noise and low on signal.

All communications contain noise. Noise can't be totally eliminated, but its effects can be reduced in at least two ways. First, recognizing the varied types of noise that are interfering with the transmission of a message from sender to receiver will help you identify remedies. Second, you can reduce the effects of noise by, for example, making your language more precise, sharpening your skills for sending and receiving nonverbal messages, adjusting your camera for greater clarity, and improving your listening and feedback skills.

## Effects

Communication always has some **effect** on those involved in the communication act. For every communication act, there is some consequence. For example, you may gain knowledge or learn how to analyze, synthesize, or evaluate something. These are intellectual or cognitive effects. You may acquire new feelings, attitudes, or beliefs or change existing ones (affective effects). You may learn new bodily movements, such as how to throw a curve ball, paint a picture, give a compliment, or express surprise (psychomotor effects).

# Principles of Communication

## 1.3 Paraphrase the major principles of human communication.

Several principles are essential to an understanding of human communication in all its forms. These principles, as you'll see throughout the text, also have numerous practical implications to help you increase your own communication effectiveness and are previewed in Figure 1.4.

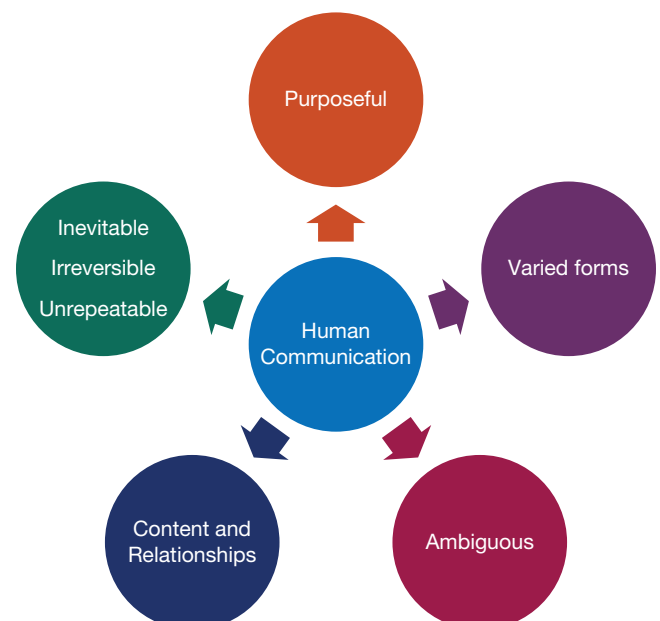
## Communication Is Purposeful

You communicate for a purpose; some motivation leads you to communicate. When you speak or write, you're trying to send some message and to accomplish some goal. Although different cultures emphasize different purposes and motives (Rubin, Fernandez-Collado, & Hernandez-Sampieri, 1992), five general purposes seem relatively common to most, if not all, forms of communication.

- **To learn:** to acquire knowledge of others, the world, and yourself
- **To relate:** to form relationships with others, to interact with others as individuals
- **To help:** to assist others by listening, offering solutions, being supportive
- **To influence:** to strengthen or change the attitudes or behaviors of others
- **To play:** to enjoy the experience of the moment

In research on the motivations/purposes for using social networking sites, it's the relationship purpose that dominates. One research study, for example, finds the following motivations/purposes, in order of frequency mentioned: staying in touch with friends, staying in touch with

**Figure 1.4 In Preview: Principles of Human Communication**





family, connecting with friends with whom you've lost contact, connecting with those who share your interests, making new friends, reading comments by celebrities, and finding romantic partners (Smith, 2011). As you can see, the reasons are mostly to relate, but the other purposes are likely served in the process.

Popular belief and research findings both agree that men and women use communication for different purposes. Generally, men seem to communicate more for information and women more for relationship purposes (Gamble & Gamble, 2003; Stewart, Cooper, & Stewart, 2003; Helgeson, 2009). Gender differences also occur in electronic communication. For example, women chat more for relationship reasons; men chat more to play and to relax (Leung, 2001).

## Communication Takes Place in Varied Forms

Communication often takes place face-to-face, as when we talk with other students before class, interact with family or friends over dinner, or trade secrets with intimates. But, of course, communication also takes place on our computers and phones on multiple platforms; we receive messages through e-mails, chats, text messages, and social networks such as Facebook, YouTube, Instagram, Twitter, Snapchat, and others. In this text, face-to-face communication and online/social media communication are integrated for a number of important reasons:

1. **It's the way we communicate; we interact face-to-face and online.** Some interactions are likely exclusively face-to-face, while others are exclusively online. Increasingly, our interactions are with people with whom we communicate both online and offline.
2. **The research and theory on face-to-face and on online communication inform each other.** Contemporary communication can only be understood as a combination of online and offline interaction. Most of the communication theories discussed here were developed for face-to-face interaction but have much to say about online relationships as well.
3. **It's part of the skill set that employers expect potential employees to have.** As already noted, the ability to communicate orally and in writing (and, of course, that includes online and offline) is consistently ranked among the most important qualities employers are looking for.
4. **Both forms of communication are vital to developing, maintaining, and even dissolving relationships.** More and more relationships are started and maintained

online with many of them moving to face-to-face interactions if the online interaction proves satisfying.

5. **Both forms of communication are important to your achieving your goals.** For example, your employability will depend, in great part, on how effectively you communicate in your e-mails, in your phone conferences, in your Skype interviews, and in your in-person interviews. Social networking recruiting is perhaps the major means used to hire new employees (Bersin, 2013).



Anna Bizon/Alamy Stock Photo

### VIEWPOINTS: Mixed-Media Communication

How would you describe the similarities and the differences in the ways you communicate face-to-face versus on a phone?

## Communication Is Ambiguous

**Ambiguity** is the condition in which something can be interpreted in more than one way. The first type, *language ambiguity*, is created by words that can be interpreted differently. Informal time terms offer good examples; *soon*, *right*

*away, in a minute, early, late,* and similar terms can be understood differently by different people. The terms are ambiguous. A more interesting type of ambiguity is grammatical ambiguity. You can get a feel for this type of ambiguity by trying to paraphrase—rephrase in your own words—the sentence: Flying planes can be dangerous. Notice that it can be interpreted as meaning “to fly planes is dangerous,” but also “planes that fly can be dangerous.”

Although this is a particularly dramatic example and is a widely used linguistic example, some degree of ambiguity exists in all communication. When you express an idea, you never communicate your meaning exactly and totally; rather, you communicate your meaning with some reasonable accuracy—enough to give the other person a reasonably clear idea of what you mean.

The second type of ambiguity is *relationship ambiguity*. All relationships are ambiguous to some extent.

Throughout this text, skill-development experiences appear in shaded boxes. Consider, in this first skill experience, your own close relationships and ask yourself the following questions (an idea adapted from a relationship uncertainty scale by Knobloch & Solomon, 1999).

## JOURNAL

### Communication CHOICE Point

#### Relationship Ambiguity

You’ve been dating Jessie on and off for the past six months. Today, Jessie asks you to come to dinner and meet Mom, Dad, and the grandparents. You’re not sure what this means and wonder what message Jessie is trying to send. *What choices do you have for disambiguating this dinner invitation message? What are the pros and cons of each choice? What would you say?*

Use a five-point scale in which **1** = completely or almost completely uncertain, and **5** = completely or almost completely certain. How certain are you about:

1. How your partner really feels about you. What faults your partner feels you have?
2. What you can and cannot say to each other. What topics are taboo? What topics are likely to cause an argument?
3. What behaviors are annoying to each other? What behaviors are especially welcomed?
4. The future of the relationship. How does your partner see the future of your relationship?

You probably were not able to respond with 5s for all four questions. Communication and relationships will always be ambiguous to some extent. You can look at the skills of human communication presented throughout this text as a means for appropriately reducing ambiguity and making meanings as unambiguous as possible.

## Communication Involves Content and Relationship Dimensions

Communication exists on at least two levels: a message referring to something external to both speaker and listener (e.g., the weather) or to the relationship between speaker and listener (e.g., who is in charge). These two aspects are referred to as the **content dimension** and **relationship dimension** of communication (Watzlawick, Beavin, & Jackson, 1967).

Some research shows that women send more **relationship messages** than men; they talk more about relationships in general and about the present relationship in particular. Men use more **content messages**; they talk more about things external to the relationship (Wood, 1994; Pearson, West, & Turner, 1995; Helgeson, 2009).

Problems often result from a failure to distinguish between the content and the relationship levels of communication. Consider a couple, Pat and Chris. Pat made plans to attend a rally with friends during the weekend without first asking Chris, and an argument has ensued. Both would probably have agreed that attending the rally was the right choice to make. Thus, the argument is not centered on the content

level. The argument, instead, centers on the relationship level. Chris expected to be consulted about plans for the weekend. Pat, in not doing so, rejected this definition of the relationship.

You may wish to test yourself by indicating how you'd communicate both the content and the relationship messages in the following situations:

1. After a date that you didn't enjoy and don't want to repeat ever again, you want to express your sincere thanks; but you don't want to be misinterpreted as communicating any indication that you would go on another date with this person.
2. You're tutoring a high school student, but your tutee is really terrible and isn't paying attention or doing the homework you assign. You need to change this behavior and motivate a great change, yet at the same time you don't want to discourage or demoralize the young student.
3. You're interested in dating a friend on Facebook who also attends the college you do and with whom you've been chatting for a few weeks. But you don't know if the feeling is mutual. You want to ask for the date but to do so in a way that, if you're turned down, you won't be horribly embarrassed.

## Communication Is Inevitable, Irreversible, and Unrepeatable

Communication always happens, can't be reversed, and can't be repeated. Communication is inevitable, irreversible, and unrepeatable.

**Inevitability** Communication is inevitable; that is, in interactional situations it is always taking place, even when a person may not intend or want to communicate. To understand the **inevitability** of communication, think about a student sitting in the back of a classroom with an expressionless face, perhaps staring out the window. Although the student might claim not to be communicating with the instructor, the instructor may derive a variety of messages from this behavior. Perhaps the instructor assumes that the student lacks interest, is bored, or is worried about something. In any event, the teacher is receiving messages even though the student may not intentionally be sending any (Watzlawick, Beavin, & Jackson, 1967; Motley, 1990a, 1990b; Bavelas, 1990). This does not mean that all behavior is communication. For instance, if the student looked out the window and the teacher didn't notice, no communication would have taken place. The two people must be in an interactional situation and the behavior must be perceived for the principle of inevitability to operate.

Notice, too, that when you're in an interactional situation, you cannot *not* respond to the messages of others. For example, if you notice someone winking at you, you must respond in some way. Even if you don't respond actively or openly, your lack of response is itself a response: It communicates.

**Irreversibility** Another all-important attribute of communication is its **irreversibility**. Once you say something or click "send" on your e-mail, you cannot uncommunicate the message. You can, of course, try to reduce its effects. You can say, for example, "I really didn't mean what I said." But regardless of how hard you try to negate or reduce the effects of a message, the message itself, once it has been received, cannot be taken back. In a public speaking situation in which the speech is recorded or broadcast, inappropriate messages may have national or even international effects. Here, attempts to



reverse what someone has said (e.g., efforts to offer clarification) often have the effect of further publicizing the original statement.

In face-to-face communication, the actual signals (nonverbal messages and sound waves in the air) are evanescent; they fade almost as they are uttered. Some written messages, especially computer-mediated messages (such as those sent through e-mail or posted on social network sites) are un-erasable. E-mails among employees in large corporations or even at colleges are often stored and may not be considered private by managers and administrators. Much litigation has involved evidence of racist or sexist e-mails that senders thought had been erased but were not. E-mails and entire hard drives are finding their way into divorce proceedings. As a result of the permanence of computer-mediated communication, you may wish to be especially cautious in these messages.

In all forms of communication, because of irreversibility (and un-erasability), be careful not to say things you may be sorry for later, especially in conflict situations, when tempers run high. Commitment messages—"I love you" messages and their variants—also need to be monitored. The same should be said of "revenge" messages. Messages that you considered private but that might be interpreted as sexist, racist, or homophobic may later be retrieved by others and create all sorts of problems for you and your organization. In a 2011 study, only 55 percent of online teens say they do not post content that might reflect negatively on them in the future, a figure that has hopefully increased in the last years (Lenhart et al., 2011).

**Unrepeatability** Communication also possesses the characteristics of **unrepeatability**. A communication act can never be duplicated. The reason is simple: Everyone and everything is constantly changing. As a result, you can never recapture the exact same situation, frame of mind, or relationship dynamics that defined a previous communication act. For example, you can never repeat meeting someone for the first time, comforting a grieving friend, leading a small group for the first time, or giving a public speech. You can never replace an initial impression; you can only try to counteract this initial (and perhaps negative) impression by making subsequent impressions more positive.

A summary of these principles appears in Table 1.1.

**Table 1.1 In Review: Some Principles of Human Communication**

Principles	Basic Ideas	Skill Implications
Communication is purposeful.	Communication may serve a variety of purposes—for example, to learn, to relate, to help, to influence, to play.	Use your purposes to guide your verbal and nonverbal messages. Identify the purposes in the messages of others.
Communication takes place in varied forms.	Communication today takes place through a mixture of forms.	Phrase your messages so that they are appropriate to the form of communication you're using.
Communication is ambiguous.	All messages and all relationships are potentially ambiguous.	Use clear and specific terms, ask if you're being understood, and paraphrase complex ideas.
Communication involves content and relationship dimensions.	Messages may refer to the real world, to something external to both speaker and listener (the content), <i>and</i> to the relationships between the parties.	Distinguish between content and relationship messages and deal with relationship issues as relationship issues.
Communication is inevitable, irreversible, and unrepeatable.	Messages are (almost) always being sent, can't be uncommunicated, and are always unique, one-time occurrences.	Be careful of what you say; you won't be able to take it back.

## Culture and Communication

**1.4** Explain the role of culture in human communication, the seven ways in which cultures differ from one another, and define *ethnic identity* and *ethnocentrism*.

**Culture** consists of the beliefs, ways of behaving, and artifacts of a group. By definition, culture is transmitted through communication and learning rather than through genes.

A walk through any large city, many small towns, or just about any college campus will convince you that the United States is a collection of many different cultures. These cultures coexist somewhat separately but all influence one another. This coexistence has led some researchers to refer to these cultures as *cocultures* (Shuter, 1990; Samovar & Porter, 1991; Jandt, 2016).

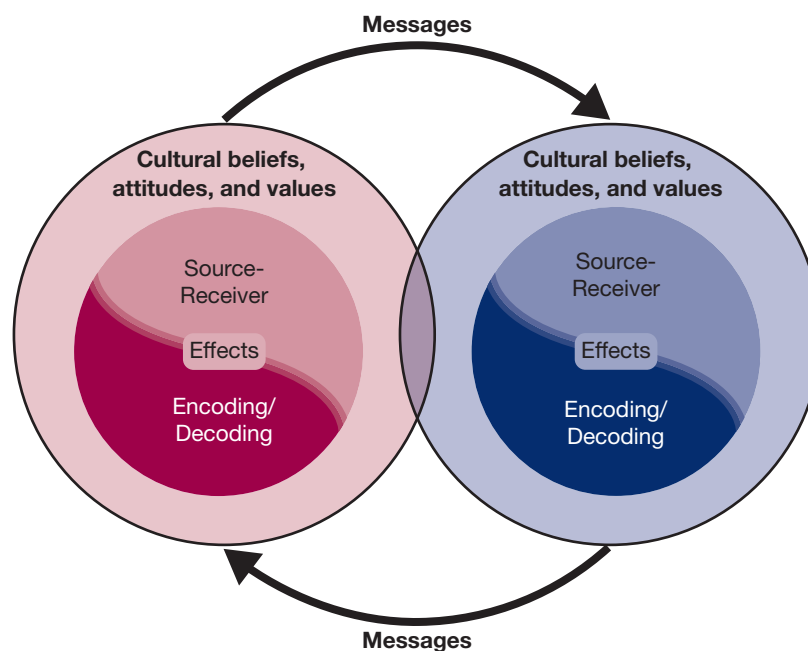
*Gender* is considered a cultural variable largely because cultures teach boys and girls different attitudes, beliefs, values, and ways of communicating and relating to one another. This means that you act like a man or a woman in part because of what your culture has taught you about how men and women should act. This is not to deny that biological differences also play a role in the differences between male and female behavior. In fact, research continues to uncover the biological roots of behavior we once thought was entirely learned—acting happy or shy, for example (McCroskey, 1997).

Yet we're living in a time of changing gender roles. Many men, for example, are doing more housekeeping chores and caring for their children. More obvious perhaps is that women are becoming more visible in career fields once occupied exclusively by men—politics, law enforcement, the military, and the clergy are just some examples. And, of course, women are increasingly present in the corporate executive ranks; the glass ceiling may not have disappeared, but it has cracked.

Figure 1.5 depicts the crucial role that culture plays in all communication.

**Figure 1.5 A Model of Intercultural Communication**

This model of intercultural communication illustrates that culture is part of every communication act. More specifically, it illustrates that the messages you send and the messages you receive are influenced by your cultural beliefs, attitudes, and values. Note also that the circles overlap to some degree, illustrating that no matter how different the cultures of the two individuals are, there will always be some commonalities, some similarities, along with differences.



## The Importance of Culture

Culture is important for a variety of reasons.

- **Demographic changes** Whereas at one time the United States was a country largely populated by Europeans, it's now greatly influenced by the enormous number of new citizens from Latin America, South America, Africa, and Asia. With these changes have come different customs and the need to understand and adapt to new ways of looking at communication.
- **Sensitivity to cultural differences** As a people, we've become increasingly sensitive to cultural differences. United States society has moved from an *assimilationist perspective* (the idea that people should leave their native culture behind and adapt to their new culture) to a view that values *cultural diversity* (people should retain their native cultural ways). At the same time, the ability to interact effectively with members of other cultures often translates into financial gain, increased employment opportunities, and advancement prospects.
- **Economic interdependence** Today, most countries are economically dependent on one another. Our economic lives depend on our ability to communicate effectively across cultures. Similarly, our political well-being depends in great part on that of other cultures. Political unrest or financial problems in any part of the world—Africa, Europe, or the Middle East, to take a few examples—affects our own security. Intercultural communication and understanding now seem more crucial than ever.
- **Communication technology** Technology has made intercultural interaction easy, practical, and inevitable. It's common to have social network friends from different cultures, and these relationships require a new way of looking at communication and culture.
- **Culture-specific nature of communication** Still another reason culture is so important is that communication competence is culture specific. As we'll see throughout this text, what proves effective in one culture may prove ineffective (even offensive) in another.

## The Dimensions of Culture

Because of its importance in all forms of human communication, culture is given a prominent place in this text, and theories and research findings that bear on culture and communication are discussed throughout. Prominent among these discussions are the seven major dimensions of culture, which we briefly preview here: **masculinity–femininity; high and low context; long- and short-term orientation; indulgence and restraint; power distance, individualism–collectivism; and uncertainty avoidance.** These seven cultural dimensions will be returned to in a feature called “The Cultural Map,” in which we look at the cultural differences with reference to specific countries and some of the implications for communication.

In reading about these cultural dimensions and especially cultural differences, keep in mind that within any one culture, there is great variation. And so, if a culture is labeled as “collectivist” (in which the needs of the group are of paramount importance) or “individualist” (in which the needs of the individual are of paramount importance), for example, it doesn't mean that all members have this orientation. In fact, within any large group—and cultures are especially large—people exist on a continuum, from those with a highly collectivist orientation to those with a highly individualist orientation, for example. And yet, amid this diversity, there is a predominant cultural orientation and it is this predominant orientation that these discussions attempt to capture.

So, *fortunately*, judgments cannot be made about individuals—some may reject the predominant cultural orientation while others may embrace it totally. Another

judgment that can't be made is that of morality—one orientation is not more moral or ethical or right or just than another. The different orientations, however, have different implications and consequences as you'll see throughout your reading.

- **Masculinity–femininity:** The extent to which cultures embrace traditionally masculine characteristics, such as ambition and assertiveness, or embrace traditionally feminine characteristics, such as caring and nurturing others. See Cultural Map in Chapter 3.
- **High and low context:** The extent to which information is seen as embedded in the context or tacitly known among members. In high-context cultures information is part of the context and does not have to be verbalized explicitly. In low-context cultures information is made explicit and little is taken for granted. See Cultural Map in Chapter 4.
- **Long- and short-term orientation:** The degree to which a culture teaches an orientation that promotes the importance of future rewards (long-term orientation) versus cultures that emphasize the importance of immediate rewards. These cultures also differ in their view of the workplace. Organizations in long-term-oriented cultures look to profits in the future. Organizations in short-term-oriented cultures, on the other hand, look to more immediate rewards. See Cultural Map in Chapter 5.
- **Indulgence and restraint:** The relative emphasis a culture places on the gratification of desires, on having fun, and on enjoying life (indulgent cultures) as opposed to cultures that emphasize the curbing of these desires (restraint cultures). See Cultural Map in Chapter 7.
- **Power distance:** The way power is distributed throughout the society. In high-power-distance cultures, there is a great power difference between those in authority and others. In low-power-distance cultures, power is distributed more evenly. See Cultural Map in Chapter 8.
- **Individualism–collectivism:** A culture's emphasis on the importance of the individual or of the group. Individualist cultures value qualities such as self-reliance, independence, and individual achievement; collectivist cultures emphasize social bonds, the primacy of the group, and conformity to the larger social group. See Cultural Map in Chapter 9.
- **Uncertainty avoidance:** The degree to which a culture values predictability. In high-uncertainty-avoidance cultures, predictability and order are extremely important; in low-uncertainty-avoidance cultures, risk-taking and ambiguity are tolerated more easily. See Cultural Map in Chapter 12.

## The Aim of a Cultural Perspective

Because culture permeates all forms of communication, and because the messages that are effective in one culture may prove totally ineffective in another culture, it's necessary to understand cultural influences if you're to understand how communication works and master its skills. As illustrated throughout this text, culture influences communications of all types (Moon, 1996). It influences what you say to yourself and how you talk with friends, lovers, and family in everyday conversation. It influences how you interact in groups and how much importance you place on the group versus the individual. It influences the topics you talk about and the strategies you use in communicating information or in persuading.

Cultural differences exist across the communication spectrum—from the way you use eye contact to the way you develop or dissolve a relationship (Chang & Holt, 1996; Jandt, 2016). But these differences should not blind you to the great number of similarities among even the most widely separated cultures. For example, close interpersonal relationships are common in all cultures, but they may be entered into for very different reasons by members of different cultures.

Further, when reading about cultural differences, remember that they are usually matters of degree. For example, most cultures value honesty, but not all value it to the same extent. Most cultures value politeness, but its importance and the ways it's demonstrated will vary greatly among the cultures.

This focus on cultural awareness does not imply that you should accept all cultural practices or that all cultural practices must be evaluated as equally good. For example, cockfighting, foxhunting, and bullfighting are parts of the cultures of some Latin American countries, England, and Spain, respectively; but you need not find these activities acceptable or equal to cultural practices in which animals are treated kindly. Similarly, you can reject your own culture's values and beliefs; its religion or political system; or its attitudes toward the homeless, the disabled, or the culturally different. Of course, going against your culture's traditions and values is often very difficult. Still, it's important to realize that culture *influences* but does not *determine* your values or behavior. Often, factors such as personality (your degree of assertiveness, extroversion, or optimism, for example) will prove more influential than culture (Hatfield & Rapson, 1996).

## Ethnic Identity and Ethnocentrism

As you learn your culture's ways, you develop an **ethnic identity**; you self-identify as a member of the group, you embrace (largely) the attitudes and beliefs of the group, and behave as a member of the group (perhaps celebrating ethnic holidays or preferring ethnic foods). A strong ethnic identity is generally regarded as a positive trait. It helps to preserve the ethnic culture, build group cohesiveness, and enable it to make its unique contributions to the culture as a whole.

**Ethnocentrism** is extreme ethnic identity; it's the tendency to see others and their behaviors through your own cultural filters, often as distortions of your own behaviors. It's the tendency to evaluate the values, beliefs, and behaviors of your own culture as superior and as more positive, logical, and natural than those of other cultures. Although ethnocentrism may give you pride in your own culture and its achievements and encourage you to sacrifice for the culture, it also may lead you to see other cultures as inferior and may make you unwilling to profit from the contributions of other cultures.

Ethnocentrism exists on a continuum (Figure 1.6). People are not either ethnocentric or nonethnocentric; most are somewhere between these polar opposites. And, of course, your degree of ethnocentrism often varies depending on the group on which you focus. For example, if you're Greek American, you may have a low degree of ethnocentrism when dealing with Italian Americans but a high degree when dealing with Turkish Americans or Japanese Americans.

Table 1.2 provides a brief summary of this discussion of culture.



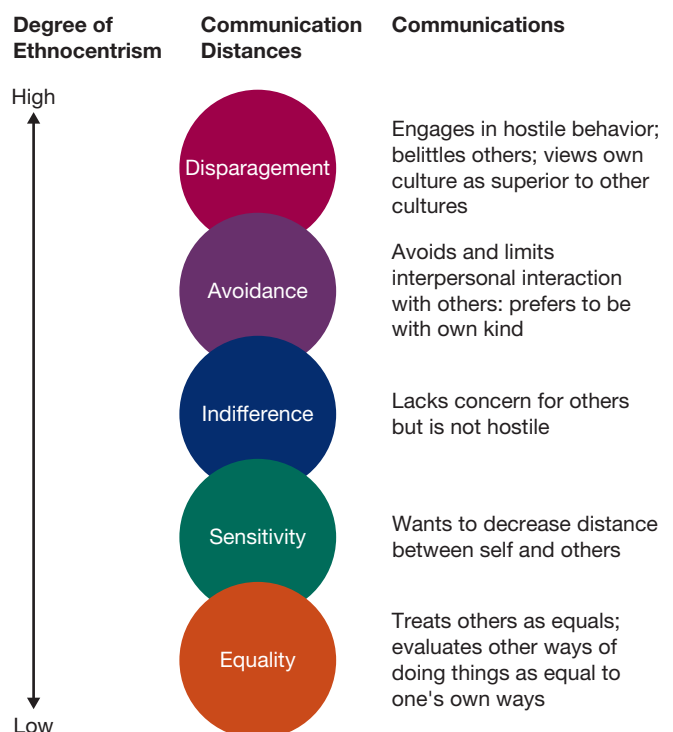
Hill Street Studios/Blend Images/Getty Images

### VIEWPOINTS: Campus Culture

*How would you describe the level of cultural awareness and cultural sensitivity of the average student on your campus, say on a ten-point scale? Assuming you didn't rate it a 10, what changes would be necessary for you to rate it a 10?*

**Figure 1.6 The Ethnocentric Continuum**

This figure summarizes some of the interconnections between ethnocentrism and communication. In this figure, five areas along the ethnocentrism continuum are identified; in reality, there are as many degrees as there are people. The “communication distances” are general terms that highlight the attitude that dominates that level of ethnocentrism. Under “communications” are some of the major ways people might interact given their particular degree of ethnocentrism. This figure draws on the research of several intercultural researchers (Lukens, 1978; Gudykunst & Kim, 1992; Gudykunst, 1994).





## JOURNAL

## Communication CHOICE Point

## Conflicting Cultural Beliefs

You're talking with new work colleagues, and one of the cultural practices you find unethical (say, bullfighting) is discussed with approval; your colleagues argue that each culture has a right to its own practices and beliefs. *Given your own beliefs about this issue and about cultural diversity and cultural sensitivity, what are some of the things you can say to be honest with yourself and yet not jeopardize your new position? What are the pros and cons of each choice? What would you say?*

**Table 1.2 In Review: Culture and Human Communication**

Culture Concept	Explanation
Culture	Culture is the relatively specialized lifestyle of a group of people that is passed from one generation to the other through communication, not genes.
The Importance of Culture	Culture is important because of demographic changes, a popular concern for cultural sensitivity, the economic and political interdependence of all nations, the spread of technology, and the simple fact that interpersonal communication effectiveness varies from one culture to another. What works in one culture may not in another.
Transmission of Culture	Culture is transmitted through enculturation. Through enculturation you develop an ethnic identity (a commitment to your culture's beliefs and values). Ethnocentrism is an extreme ethnic identity; it's the tendency to see others and their behaviors through your own cultural filters, often as distortions of your own behaviors.
Aim of a Cultural Perspective	Culture is emphasized here simply because it's crucial to the effectiveness of communication in all its forms.

## Communication Competence

### 1.5 Define *communication competence* and explain its major qualities.

Your ability to communicate effectively is your **communication competence** (Spitzberg & Cupach, 1989; Wilson & Sabee, 2003). A major goal of this text (and of your course) is to expand and enlarge your competence so you'll have a greater arsenal of communication options at your disposal. The greater your competence, the more options you'll have for communicating interpersonally, in small groups, and in public communication settings. The greater your competence, the greater your own power to accomplish successfully what you want to accomplish—to ask for a raise or a date; establish temporary work relationships, long-term friendships, or romantic relationships; participate in and lead small groups; or inform or persuade an audience.

In short, communication competence includes knowing how communication works and how to best achieve your purposes by adjusting your messages according to the context of the interaction, the person with whom you're interacting, and a host of other factors discussed throughout this text. Let's spell out more clearly a few major traits of a competent communicator.

## The Competent Communicator Thinks Critically and Mindfully

Without critical thinking, there can be no competent exchange of ideas. Critical thinking is logical thinking; it's thinking that is well reasoned, unbiased, and clear. It involves thinking intelligently, carefully, and with as much clarity as possible. It's the opposite of what you'd call sloppy, illogical, or careless thinking. And, not surprisingly, according to one study of corporate executives, critical thinking is one of the stepping stones to effective management (Miller, 1997).

A special kind of critical thinking is mindfulness. **Mindfulness** is a state of awareness in which you're conscious of your reasons for thinking or behaving. In its opposite, **mindlessness**, you lack conscious awareness of what or how you're thinking (Langer, 1989; Beard, 2014; Grierson, 2014). To apply communication skills effectively



in conversation, you need to be mindful of the unique communication situation you're in, of your available communication options, and of the reasons why one option is likely to be better than the others (Burgoon, Berger, & Waldron, 2000; Elmes & Gemmill, 1990).

To increase mindfulness, try the following suggestions (Langer, 1989).

- **Create and re-create categories.** Group things in different ways; remember that people are constantly changing, so the categories into which you may group them also should change. Learn to see objects, events, and people as belonging to a wide variety of categories. Try to see, for example, your prospective romantic partner in a variety of roles—child, parent, employee, neighbor, friend, financial contributor, and so on.
- **Be open to new information and points of view, even when these contradict your most firmly held beliefs.** New information forces you to reconsider what might be outmoded ways of thinking and can help you challenge long-held but now inappropriate beliefs and attitudes.
- **Beware of relying too heavily on first impressions (Chanowitz & Langer, 1981; Langer, 1989).** Treat first impressions as tentative, as hypotheses that need further investigation. Be prepared to revise, reject, or accept these initial impressions.
- **Think before you act.** Especially in delicate situations such as anger or commitment messages, it's wise to pause and think over the situation mindfully (DeVito, 2003). In this way, you'll stand a better chance of acting and reacting appropriately.



Ramiro Olaciregu / Moment Select / Getty Images

### VIEWPOINTS: Communication Choices

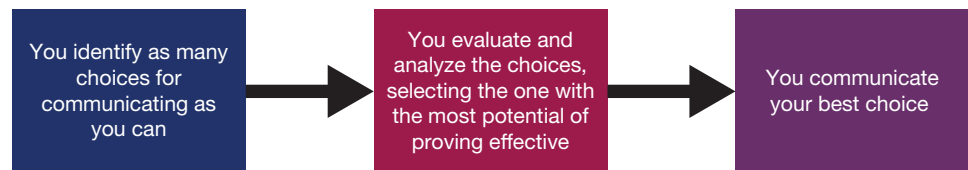
*What are some of the important communication choices you made this week? Did you make any choices you regret? Any choices that you are particularly pleased with?*

## The Competent Communicator Makes Reasoned Choices

Throughout your communication life and in each communication interaction you're presented with **choice points**—moments when you have to make a choice as to whom you communicate, what you say, what you don't say, how you phrase what you want to say, and so on. You've met these choice points earlier in the chapter and now is a good time to explain their nature and function in more detail. Competence in communication choice-making can be viewed as a series of three steps, depicted in Figure 1.7.

1. **Identify the available choices.** The competent communication choice maker realizes that each communication situation can be approached in different ways and so identifies the available choices. For example, there are lots of ways to offer advice, there are lots of ways to lead a group, there are lots of ways to introduce a speech. Identifying these available choices is your first step.
2. **Identify the advantages and disadvantages of each choice.** With an understanding of human communication—its concepts and principles and its theories and research findings—the competent communication choice maker identifies the probable/potential advantages and disadvantages of the various choices.
3. **Effectively communicate the most logical choice.** The competent communication choice maker has the relevant interpersonal, small group, and public speaking skills and so communicates the most logical choice effectively.

Regardless of your present level of competence, you should emerge from this course with (1) a greater number of communication options, (2) an understanding of the theory and research bearing on these options to help you analyze and evaluate the available choices, and (3) the skills for actualizing your choices.

**Figure 1.7** The Process of Communication Choice Making

Because of the importance of choice in all communication interactions, these marginal items labeled Communication Choice Points appear throughout this text, one in each module/major section of the chapter. These items are designed to encourage you to apply the material discussed in the text to specific interpersonal, small group, and public communication situations. As you’ve already seen in the previous Choice Points, the italicized questions at the ends of each of the Choice Points reflect the three steps that will help you respond appropriately: (1) to identify your available choices, (2) to analyze and evaluate the pros and cons of your available choices, and (3) to execute your best choice skillfully.

## The Competent Communicator Is an Effective Code Switcher

Technically, **code switching** refers to using more than one language in a conversation, often in the same sentence (Bullock & Toribio, 2012). For example, a native Spanish speaker might speak most of a sentence in English and then insert a Spanish term or phrase. More popularly, however, code switching refers to using different language styles depending on the situation. For example, you probably talk differently to a child than to an adult—in the topics you talk about and in the language you use. Similarly, when you text or tweet, you use a specialized language consisting of lots of abbreviations and acronyms that you discard when you write a college term paper or when you’re interviewing for a job.

The ability to code-switch serves at least two very important purposes. First, it identifies you as one of the group; you are not an outsider. It’s a way of bonding with the group. Second, it often helps in terms of making your meaning clearer; some things seem better expressed in one language or code than in another.

Code switching can create problems, however. When used to ingratiate yourself or make yourself seem one of the group when you really aren’t—and that attempt is obvious to the group members—code switching is likely to work against you. You risk being seen as an interloper, as one who tries to gain entrance to a group to which one really doesn’t belong. The other case where code switching creates problems is when you use the code appropriate to one type of communication in another where it isn’t appropriate—for example, when you use your Facebook or Twitter grammar during a job interview. Communication competence, then, involves the ability to code-switch when it’s appropriate—when it makes your message clearer and when it’s genuine (rather than an attempt to make yourself one of the group).

### JOURNAL

#### Communication CHOICE Point

##### Cultural Insensitivity

You post a remark about one of your friends on Facebook that you now realize can be seen as culturally insensitive. You don’t want anyone to see you as prejudiced and you want to remain friends. You need to say something to those who saw it. *What are your options for communicating your feelings? What are the advantages and disadvantages of each choice? What would you do?*

## The Competent Communicator Is Culturally Aware and Sensitive

The term *culture* refers to the lifestyle of a group of people. A group’s culture consists of its values, beliefs, artifacts, ways of behaving, and ways of communicating. Culture includes all that members of a social group have produced and developed—their language, ways of thinking, art, laws, and religion. Culture is transmitted from one generation to another not through genes but through communication and learning, especially through the teachings of parents, peer groups, schools, religious institutions, and government agencies. Because most cultures teach women and men different

attitudes and ways of communicating, many of the gender differences we observe may be considered cultural. So, while not minimizing the biological differences between men and women, most people agree that gender differences are, in part, cultural.

Competence is culture specific; communications that prove effective in one culture will not necessarily prove effective in another. For example, giving a birthday gift to a close friend would be appreciated by members of many cultures and, in some cases, would be expected. But Jehovah's Witnesses frown on this practice because they don't celebrate birthdays. Because of the vast range of cultural differences that affect human communication, every chapter discusses the role of culture.

## The Competent Communicator Is Ethical

Human communication also involves questions of **ethics**, the study of good and bad, of right and wrong, of moral and immoral. Ethics is concerned with actions, with behaviors; it's concerned with distinguishing between behaviors that are moral (ethical, good, right) and those that are immoral (unethical, bad, wrong). Not surprisingly, there's an ethical dimension to any communication act (Bok, 1978; Neher & Sandin, 2007). Because ethics permeates all forms of communication, in addition to this introductory discussion, ethical dimensions of human communication are presented in each of the remaining chapters in Ethical Messages boxes.

Consider your own beliefs about ethics by responding to these few questions with **True** if you feel the statement accurately explains what ethical behavior is and with **False** if you feel the statement does not accurately explain what ethical behavior is. These statements are based on responses given to the question, "What does ethics mean to you?" ([www.scu.edu/ethics/practicing/decision/whatisethics.html](http://www.scu.edu/ethics/practicing/decision/whatisethics.html)) and are presented here to stimulate thinking and discussion about what is and what is not a useful ethical theory.

- \_\_\_\_\_ 1. My behavior is ethical when I feel (in my heart) that I'm doing the right thing.
- \_\_\_\_\_ 2. My behavior is ethical when it is consistent with my religious beliefs.
- \_\_\_\_\_ 3. My behavior is ethical when it is legal.
- \_\_\_\_\_ 4. My behavior is ethical when the majority of people would consider it ethical.
- \_\_\_\_\_ 5. My behavior is ethical when the effect of the behavior benefits more people than it harms.

As you reflect on your responses, consider these comments:

1. Jack the Ripper killing prostitutes is a good historical example of someone who felt he was doing the right thing, but there are many current ones such as stalking (*I'm so in love I need to be with this person*) or insurance scams (*My family needs the money more than the insurance company*). Even though Jack, the stalker, and the scam artist may feel justified in their own minds, does it make their behavior moral or ethical?
2. If this is true, how do you account for different religions advocating very different kinds of behavior, often behaviors that contradict one another? Examples abound in almost every issue of a daily newspaper.
3. In many parts of the world, discrimination (against women, people of certain religions or races, GLBTQ people, people with disabilities) is legal but does that make it ethical?
4. The problem here is that the thinking of the majority changes with the times and has often proven to be extremely immoral. The burning of people supposed to be witches or of those who spoke out against majority opinion (as in the Inquisition) are good examples as are the numerous hate crimes that occur today.
5. Immoral acts frequently benefit the majority and harm the minority. Slavery and discrimination against certain groups of people, for example, was in the interest of the majority. Despite this majority interest, we'd readily recognize these actions as unethical and immoral.

*So, how do you define ethical behavior? Put differently, how do you determine if your own behavior is ethical or unethical?*

Table 1.3 provides a brief summary of the competent communicator.

**Table 1.3 In Review: The Competent Communicator**

The Competent Communicator	Competent Behaviors
Thinks critically and mindfully	Sees the uniqueness of each communication situation and thinks logically before acting.
Makes reasoned choices	Understands that communication involves choices, has lots of available choices, can evaluate the choices from a knowledge of how communication works, and has the skills for executing the choices effectively.
Effectively code-switches	Effectively switches codes depending on the unique communication situation and the desired goals.
Is culturally aware and sensitive	Understands, acknowledges, and adapts to cultural differences.
Is ethical	Uses communication honestly and truthfully.

Now that you have an understanding of the nature, principles, and competencies of human communication, try applying these insights by examining (and making more effective) your own social network profile.

For each of the following questions, respond with a short answer as it relates to your online profiles.

1.

What purposes does your profile serve? In what ways might it serve the five purposes of communication identified here (to learn, relate, influence, play, and help)?

2.

In what way is your profile a package of signals? In what ways do the varied words and pictures combine to communicate meaning?

3.

Can you identify and distinguish content from relational messages?

4.

In what ways, if any, have you adjusted your profile as a response to the ways in which others have fashioned their profiles?

5.

What messages on your profile are ambiguous? Bumper stickers and photos should provide a useful starting point.

6.

What are the implications of inevitability, irreversibility, and unrepeatability for publishing a profile on and communicating via social network sites?

SUMMARY OF CONCEPTS

*This chapter considered the nature of human communication, its major elements and principles, the role of culture in human communication, and communication competence.*

**Forms, Benefits, and Myths of Human Communication**

**1.1** Identify the forms, benefits, and myths of human communication.

1. Human communication exists in varied forms: interpersonal, interviewing, small group communication, public communication, computer-mediated communication, and mass communication.
2. Among the benefits you'll derive from this course are improvements and enhancements to your self-presentation skills, relationship skills, interviewing skills, group and leadership skills, and presentation or public speaking skills.
3. Among the myths of human communication are that the more you communicate, the more effective you'll become

and that fear of public speaking is detrimental and must be eliminated before you can be successful.

**Communication Models and Concepts**

**1.2** Draw a model of communication that includes sources—receivers, messages, context, channel, noise, and effects; and define each of these elements.

4. Human communication is the act, by one or more persons, of sending and receiving messages that are distorted by noise, occur within a context, have some effect (and some ethical dimension), and provide some opportunity for feedback.
5. Communication is transactional. It is a process of inter-related parts in which a change in one element produces changes in other elements.

6. The essentials of communication—the elements present in every communication act—are sources–receivers; messages (feedforward, feedback, and metamessages); context (physical, cultural, social-psychological, and temporal); channel; noise (physical, physiological, psychological, and semantic); and effects.

## Principles of Communication

### 1.3 Paraphrase the major principles of human communication.

7. Communication is purposeful. Through communication, you learn, relate, help, influence, and play.
8. Human communication takes place through varied forms and channels.
9. Communication and relationships are always—in part—ambiguous.
10. Communication involves both content and relationship dimensions.
11. In any interactional situation, communication is inevitable (you cannot not communicate, nor can you not respond to communication), irreversible (you cannot take back messages), and unrepeatable (you cannot exactly repeat messages).

## Culture and Communication

### 1.4 Explain the role of culture in human communication, the seven ways in which cultures differ from one another, and define *ethnic identity* and *ethnocentrism*.

12. Culture permeates all forms of communication, and intercultural communication is becoming more and more frequent as the United States becomes home to a variety of cultures and does business around the world.
13. Significant dimensions along which cultures may differ are uncertainty avoidance, masculinity–femininity, power distance, individualism–collectivism, high and low context, indulgence and restraint, and long- and short-term orientation.
14. Ethnocentrism, existing on a continuum, is the tendency to evaluate the beliefs, attitudes, and values of our own culture positively and those of other cultures negatively.

## Communication Competence

### 1.5 Define *communication competence* and explain its major qualities.

15. Communication competence refers to your knowledge of how communication works and your ability to use communication effectively. Communication competence includes, for example:
  - thinking critically and mindfully
  - making reasoned choices
  - effective code switching
  - being culturally aware and sensitive
  - communicating ethically

## SUMMARY OF SKILLS

Several important communication skills emphasized in this chapter are presented here in summary form (as they are in every chapter). These skill checklists don't include all the skills covered in the chapter but rather are representative of the most important skills. Place a check mark next to those skills that you feel you need to work on most.

- |   |   |
|---|---|
| <p>_____ 1. I'm sensitive to contexts of communication. I recognize that changes in physical, cultural, social-psychological, and temporal contexts will alter meaning.</p> <p>_____ 2. I assess my channel options and evaluate whether my message will be more effective if delivered face-to-face, through e-mail, or by some third party, for example.</p> <p>_____ 3. I look for meaning not only in words but also in nonverbal behaviors.</p> <p>_____ 4. I am sensitive to the feedback and feedforward that I give to others and that others give to me.</p> | <p>_____ 5. I combat the effects of the various types of physical, psychological, and semantic noise that distort messages.</p> <p>_____ 6. I listen not only to the more obvious content messages but also to the relational messages that I (and others) send, and I respond to the relational messages of others to increase meaningful interaction.</p> <p>_____ 7. Because communication is transactional, I recognize that all elements influence every other element in the communication process and that each person communicating is simultaneously a speaker/listener.</p> |
|---|---|



- \_\_\_\_\_ 8. Because communication is purposeful, I look carefully at both the speaker's and the listener's purposes.
- \_\_\_\_\_ 9. Because communication is inevitable, irreversible, and unrepeatable, I look carefully for hidden meanings, am cautious in communicating messages that I may later wish to withdraw, and am aware that any communication act occurs but once.
- \_\_\_\_\_ 10. I can effectively switch codes depending on the unique communication situation.
- \_\_\_\_\_ 11. I am sensitive to cultural variation and differences, and I see my own culture's teachings and those of other cultures without undue bias.

## KEY TERMS

*Here are some of the key terms discussed in this chapter; they are defined in the chapter and in the glossary at the end of the text.*

ambiguity	feedback	physical context
channel	feedforward	physical noise
choice points	high and low context	physiological noise
code switching	human communication	power distance
communication competence	individualism–collectivism	psychological noise
content dimension	indulgence and restraint	public communication
content messages	inevitability	receiver
context	interpersonal communication	relationship dimension
cultural context	irreversibility	relationship messages
culture	long- and short-term orientation	semantic noise
decoders	masculinity–femininity	signal-to-noise ratio
decoding	messages	small group communication
effect	metamessage	social-psychological context
encoders	mindfulness	source
encoding	mindlessness	temporal context
ethics	models	uncertainty avoidance
ethnic identity	noise	unrepeatability
ethnocentrism	phatic communication	



# Perception of Self and Others

## 2



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*You are (almost) always managing the impression you give others.*

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## CHAPTER TOPICS

The Self in Human Communication

Self-Disclosure

Perception

Impression Formation

Impression Management

## LEARNING OBJECTIVES

- 2.1** Define *self-concept*, *self-awareness*, and *self-esteem* and explain the ways in which self-awareness and self-esteem may be increased.
- 2.2** Define *self-disclosure*, its rewards and dangers, and explain the suggested guidelines for making, responding to, and resisting self-disclosure.
- 2.3** Define *perception* and its stages, and explain how to increase perceptual accuracy.
- 2.4** Explain the nature of impression formation and the major factors that influence it.
- 2.5** Explain the strategies of impression management.

This chapter looks at the ways in which you perceive yourself, the ways others perceive you, and the ways you perceive others. First, we explore the nature of the self and a special form of communication known as self-disclosure and the nature of perception. With this as a background, we then explain how we perceive or form impressions of others, how they do the same of us, and how we manage the impressions that we communicate to others.

## The Self in Human Communication

**2.1** Define *self-concept*, *self-awareness*, and *self-esteem* and explain the ways in which self-awareness and self-esteem may be increased.

Who you are and how you see yourself influence not only the way you communicate but also how you respond to the communications of others. This first section explores the self: the self-concept and how it develops; self-awareness and ways to increase it; self-esteem and ways to enhance it; and self-disclosure, or communication that reveals who you are.

### Self-Concept

Your **self-concept** is your image of who you are. It's how you perceive yourself: your feelings and thoughts about your strengths and weaknesses, your abilities and limitations. Self-concept develops from the image that others have of you, comparisons between yourself and others, your cultural experiences, and your evaluation of your own thoughts and behaviors, previewed in Figure 2.1.

**Others' Images of You** If you want to see how your hair looks, you'll probably look in a mirror. But what if you want to see how friendly or how assertive you are? According to the concept of the **looking-glass self** (Cooley, 1922), you'd look at the image of yourself that others reveal to you through the way they communicate with you.

Of course, you would not look to just anyone. Rather, you would look to those who are most significant in your life, such as your friends, family members, and romantic partners. If these significant persons think highly of you, you will see a positive self-image reflected in their behaviors; if they think little of you, you will see a more negative image.

**Comparisons With Others** Another way you develop self-concept is by comparing yourself with others, most often with your peers (Festinger, 1954). For example, after an exam, you probably want to know how you performed relative to the other students in your class. This gives you a clearer idea of how effectively you performed. If you play on a baseball team, it's important to know your batting average in comparison to those of your teammates. You gain a different perspective when you see yourself in comparison to your peers.

For good or ill, social media have provided us with the tools (all very easy to use) to compare ourselves to others, perhaps to estimate our individual worth or make us feel superior. Here are several ways social media enable you to find out how you stand in comparison with others.

- **Search engine reports** Type in your name or a colleague's name on Google, Bing, or Yahoo, for example, and you'll see the number of websites on which your names appear.

**Figure 2.1 In Preview: The Sources of Self-Concept**

As you read about self-concept, consider the influence of each factor throughout your life. Which factor influenced you most as a preteen? Which influences you most now? Which will influence you most in 25 or 30 years?



- **Network spread** The number of friends on Facebook or the number of contacts on LinkedIn or Plaxo is in some ways a measure of potential influence.
- **Online influence** Network sites such as Klout and PeerIndex provide a score (from 0 to 100) of online influence. Your Klout score, for example, is a combination of your “true reach”—the number of people you influence, “amplification”—the degree to which you influence them, and “network”—the influence of your network.
- **Twitter activities** The number of times you tweet might be one point of comparison, but more important is the number of times you are tweeted about or your tweets are repeated (retweeted).
- **Blog presence** Your blog presence is readily available from your “stats” tab where you can see how many people visited your blog since inception or over the past year, month, week, or day.

**Cultural Teachings** Your culture instills in you a variety of beliefs, values, and attitudes about such things as success (how you define it and how you should achieve it); the relevance of religion, race, or nationality; and the ethical principles you should follow in business and in your personal life. These teachings provide benchmarks against which you can measure yourself. Your ability, for example, to achieve what your culture defines as success contributes to a positive self-concept; your failure to achieve what your culture values contributes to a negative self-concept.

Especially important in self-concept are cultural teachings about gender roles—how a man or woman should act. A popular classification of cultures is in terms of their masculinity and femininity (Hofstede, 1997). [Some intercultural theorists note that equivalent terms would be cultures based on “achievement” and “nurturance,” but because research is conducted under the terms *masculine* and *feminine* and these are the terms you’d use to search electronic databases, we use them here (Lustig & Koester, 2013).] Masculine cultures socialize people to be assertive, ambitious, and competitive. For example, members of masculine cultures are more likely to confront conflicts directly and to fight out any differences. Feminine cultures socialize people to be modest and to value close interpersonal relationships. For example, they are more likely to emphasize compromise and negotiation in resolving conflicts.

When you display the traits prized by your culture—whether they be masculine or feminine—you’re likely to be rewarded and complimented, and this feedback contributes to a positive self-concept. Displaying contrary traits is likely to result in criticism, which, in turn, will contribute to a more negative self-concept.

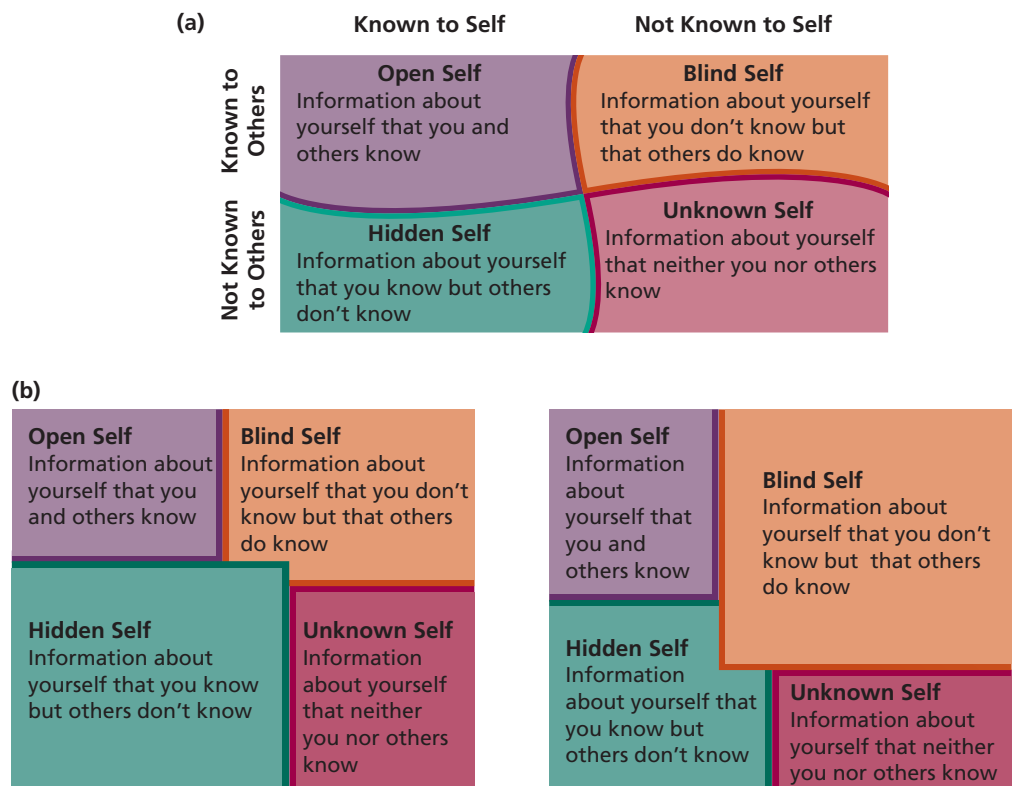
**Self-Interpretations and Self-Evaluations** Your self-interpretations (the reconstruction of your behavior in a given event and your understanding of it) and self-evaluations (the value—good or bad—that you place on that behavior) also contribute to your self-concept. For example, let’s say you believe that lying is wrong. If you then lie and view what you said as a lie (rather than as, say, a polite way of avoiding an issue), you will probably evaluate this behavior in terms of your internalized beliefs about lying and will react negatively to your own behavior. You may, for example, experience guilt about violating your own beliefs. On the other hand, let’s say that you pull someone out of a burning building at great personal risk. You will probably evaluate this behavior positively; you’ll feel good about your behavior and, as a result, about yourself.

## Self-Awareness

**Self-awareness** is basic to all communication and is achieved when you examine several aspects of yourself as they might appear to others as well as to you. One commonly used tool for this examination is the **Johari window**, a metaphoric division of the self into four areas, as shown in Figure 2.2(a).

**Your Four Selves** The four areas or “panes” in the Johari window show different aspects or versions of the self: the open self, the blind self, the hidden self, and the unknown self. These areas are not separate from one another: They are interdependent. As one dominates, the others recede to a greater or lesser degree; or, to stay with our metaphor, as one windowpane becomes larger, one or more others become smaller.

- The **open self** represents all the information, behaviors, attitudes, and feelings about yourself that you, and also others, know. The size of the open self varies according to your personality and the people to whom you’re relating. For example, you may have a large open self about your romantic life with your friends (you tell them everything) but a very small open self about the same issues with, say, your parents.
- The **blind self** represents knowledge about you that others have but you don’t. This might include your habit of finishing other people’s sentences or your way of rubbing your nose when you become anxious. A large blind self indicates low self-awareness and interferes with accurate communication. To reduce your blind self, you can follow the suggestions offered below, in “Growing in Self-Awareness.”
- The **unknown self** represents those parts of yourself that neither you nor others know. This is information buried in your subconscious. You may, for example, learn of your obsession with money, your fear of criticism, or the kind of lover you are through hypnosis, dreams, psychological tests, or psychotherapy.



**Figure 2.2 The Johari Window**

The top window (a) presents a commonly used tool for examining what we know and don't know about ourselves. It can also help explain the nature of self-disclosure, covered later in this chapter. The window gets its name from its originators, Joseph Luft and Harry Ingham. The two windows at the bottom (b) illustrate Johari windows of different structures. Notice that as one self grows, one or more of the other selves shrink. *How would you describe the type of communication (especially self-disclosure) that might characterize the two people represented by these two windows?*

**SOURCE:** Luft, Joseph. GROUP PROCESSES: AN INTRODUCTION TO GROUP DYNAMICS, 3rd ed. Copyright © 1984. McGraw-Hill Education. Reprinted by permission.