Essentials of Human Communication

NINTH EDITION

JOSEPH A. DEVITO

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NINTH EDITION

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Contents

Specialized Contents

SKILL DEVELOPMENT EXPERIENCES

These exercises are designed to help you work actively with the skills and applications discussed in the text and to help you make these skills a part of your everyday communication behavior.

Welcome to *Essentials of Human Communication,* Ninth Edition

It's a pleasure to write a preface to this ninth edition of *Essentials of Human Communication.* This book continues to be responsive 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, ninth 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.

This ninth edition of *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.

What's New in the Ninth Edition?

REVEL™

Educational technology designed for the way today's students read, think, and learn

The most noticeable change in this new edition is the incorporation of REVEL, a new educational technology designed for the way today's students read, think, and learn. When students are engaged deeply, they learn more effectively and perform better in their courses. This simple fact inspired the creation of REVEL: an immersive learning experience designed for the way today's students read, think, and learn. Built in collaboration with educators and students nationwide, REVEL is the newest, fully digital way to deliver respected Pearson content.

REVEL enlivens course content with media interactives and assessments—integrated directly within the authors' narrative—that provide opportunities for students to read about and practice course material in tandem. This immersive educational technology boosts student engagement, which leads to better understanding of concepts and improved performance throughout the course.

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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 a self-assessment that scores their level of apprehension when participating in group discussions. The results of the assessment prompt students to examine their level of anxiety in groups and consider how they could reduce their apprehension in these situations. By providing opportunities to read about and practice communication in tandem, REVEL engages students directly and immediately, 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:

- **Test Yourself Self-Assessments** Interactive self-assessments allow students to analyze their own communication styles, enabling them to learn and grow over the duration of the course. A variety of self-assessment styles are offered, including fill-in-the-blank, True or False, and numerical ratings.
- **Dialogue and Speech Examples** In-line audio examples of effective and ineffective communication approaches are enhanced with audio demonstrations, adding dimension and reinforcing learning in a way that a printed text cannot. Dialogue examples range

from effective communication between two people to individual communication strategies.

- **Videos and Video Quizzes** Video examples of interpersonal and group role-plays located throughout the narrative and speech samples located in the last four chapters boost mastery of the concepts, and many videos are bundled with correlating self-checks, enabling students to test their knowledge.

- **Interactive Figures** Interactive figures (such as Figure 2.3: Climbing to Higher Self-Esteem and Figure 8.2: The Process of Conflict Resolution) give students a hands-on experience, increasing their ability to grasp difficult concepts. By allowing students to examine specific parts of a model and offering accompanying real-life examples, broad and theoretical concepts suddenly become easier to understand.

Figure 2.1: The Sources of Self-Concept
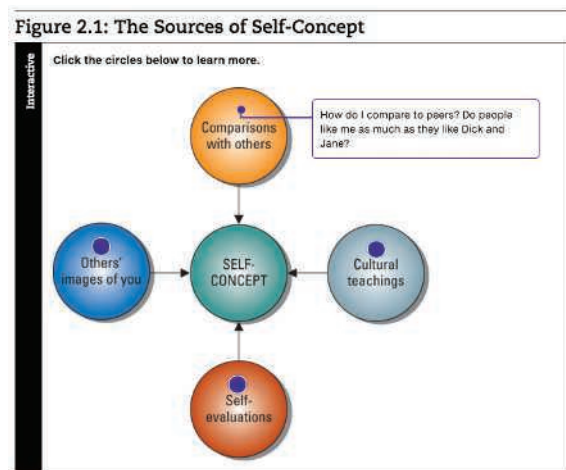
- **Interactive Cultural Maps** recall the major cultural differences (such as ambiguity tolerance, masculine and feminine orientation, and power distance) and illustrate how the impact on communication differs around the world. In REVEL, readers are given the opportunity to manipulate and interact with the maps.

The Cultural Map MASCULINE AND FEMININE ORIENTATION
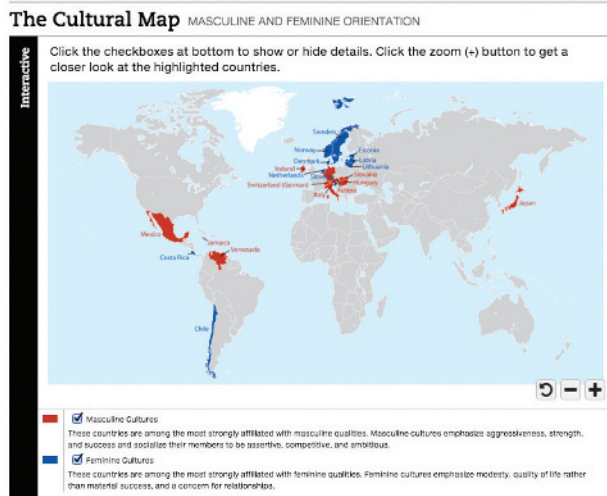
- **Integrated Writing Opportunities** To help students connect chapter content with their own personal and social lives, each chapter offers two varieties of writing prompts: the journal prompt, eliciting a free-form, topic-specific response addressing topics at the module level, and the shared writing prompt, eliciting a focused, brief response addressing topics at the chapter level, which students can share with each other.

To access your own REVEL account and get more information about the tools and resources in REVEL, go to www.pearsonhighered.com/REVEL.

Text Features

In addition to the interactive enhancements of REVEL, this new edition fully integrates the latest research as well as updated examples, photos, and cartoons to keep the text current and pedagogically effective. Throughout the book, readers will find new instances of the following features.

- **Learning Objectives** Learning objectives appear at the beginning of the chapter, 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*.

- **Skill Development Experiences** appear at the ends of chapters and 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. In REVEL, the Experiences are often interactive or short-answer writing opportunities.

Skill Development Experience

5.1 Selecting a Seat at the Company Meeting

Nonverbal choices influence your communication effectiveness and your image as a communicator.

The accompanying graphic represents a table with 12 chairs, one of which is occupied by the "boss." For each of the following messages, indicate (a) where you would sit to communicate each message and (b) any other possible messages that your choice of seat will probably communicate.
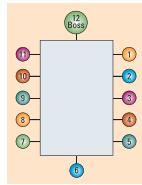
A. You want to ingratiate yourself with your boss. _____
B. You aren't prepared and want to be ignored. _____
C. You want to challenge the boss's proposal that is scheduled to come up for a vote. _____
D. You want to get to know better the person at seat number 7. _____

- **New summary tables** and bulleted lists throughout the text summarize major sections, making it easier for students to review section content and fix it more firmly in memory.

Table 7.2 **In a Nutshell** Movement among the Stages as Predicted by Relationship Theories

- **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.

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 partner, is the ability to communicate and listen? What specific communication skills would you consider "extremely important" in a life partner?*

- Through Journal: **Communication Choice Points** and **Ethical Choice Points,** students are encouraged to identify, consider, and evaluate their communication choices in different contexts. In this edition, the choice points are more closely aligned with the chapter learning

objectives. In REVEL, the Choice Points are available as interactive writing opportunities.

Communicating Ethically

THE ETHICS OF IMPRESSION MANAGEMENT

Impression management strategies may sometimes be used unethically and for less than noble purposes. For example, people may use affinity-seeking strategies to get you to like them so that they can then extract favors from you. Politicians frequently portray themselves as credible in order to win votes. The same could be said of the stereotypical used-car salesperson or insurance agent trying to make a sale. Some people use self-handicapping or self-deprecating strategies to get you to see their behavior from a perspective that benefits them rather than you. Self-monitoring strategies are often deceptive, designed to present a more polished image than what might surface without self-monitoring. And, of course, influencing strategies have been used throughout history in deception as well as in truth. Even image-confirming strategies can be used to deceive, as when people exaggerate their positive qualities (or make them up) and hide their negative ones.

ETHICAL **CHOICE** POINT

You're ready to join one (perhaps several) of the online dating services. You need to write your profile and are wondering if everyone (or nearly everyone) exaggerates, you shouldn't also. Specifically, you're considering saying that you earn a very good salary (actually, it's not so great but you're hoping for a promotion), that you're twenty pounds lighter (actually, you intend to lose weight), and that you own a condo (actually, that's a goal once you get the promotion and save a down payment). If you don't exaggerate, you reason, you'll disadvantage yourself and not meet the people you want to meet. Also, you figure that people expect you to exaggerate and assume that you're probably a lot less ideal than your profile would indicate. *Would this be ethical?*

JOURNAL
COMMUNICATION **CHOICE** POINT
Face-to–Face

You've been communicating with Pat over the Internet for the past seven months and you finally have decided to meet for coffee. You really want Pat to like you. *What are some impression–management strategies you might use to get Pat to like you? What messages would you be sure not to communicate?*

- New and revised **figures** and **models** help illustrate such concepts as self-concept, self-esteem, perception, impression management, the power of nonverbal communication, and conflict management. In REVEL, many of the figures and models are interactive.

- **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 each of the four public speaking chapters provide sample annotated speeches and outlines. New examples and speeches are included with accompanying videos.

Public Speaking Sample Assistant
THE PREPARATION OUTLINE

Here is a relatively detailed preparation outline similar to the outline you might prepare when constructing your speech. The side notes should clarify both the content and the format of a preparation outline.

Have you Ever Been Culture Shocked?

General Purpose:	To inform	The title, purposes, and thesis of the speech appear before the outline.
Specific Purpose:	To inform my audience of the four phases of culture shock.	
Thesis:	Culture shock can be described in four stages.	

INTRODUCTION

I. How many of you have experienced culture shock?

Chapter Updates

Here, briefly are some of the chapter-by-chapter changes. In addition to these changes, all chapters have been revised for greater clarity and less redundancy and the incorporation of new research, examples, photos, and cartoons. Structural changes include the placement of the skill development experiences at the ends of the chapters and the sample speeches at the end of the relevant chapters. The purpose here was to avoid interrupting the text flow and also to enable these experiences and speeches to be assigned as appropriate to the specific course goals. In addition, a variety of periodic summaries are used to recall the essential concepts of various sections of the text.

Chapter 1, The Essentials of Human Communication, includes expanded coverage on the benefits derived from studying human communication; making reasoned choices; and being an effective code switcher. New coverage includes the section titled "Communication Takes Place in Varied Forms," which addresses the importance of understanding both online and offline environments and a Cultural Map on ambiguity tolerance.

Chapter 2, Perception of Self and Others, contains three new figures that illustrate the sources of self-concept, how to climb to higher self-esteem, and impression management goals and strategies, as well as a new Cultural Map on masculine and feminine orientations. This chapter also includes new and revised coverage on comparison with others on social media sites, how to attack self-destructive beliefs, the advantages of preventing inaccurate perceptions, and guidelines for resisting pressure to self-disclose. The chapter ends with a new Skill Development Experience that deals with applying impression management strategies.

Chapter 3, Listening in Human Communication, features an expanded section on critical listening and a reorganized section on listening styles, now presented in a four-part model consisting of empathic, critical, polite, and active listening. The essential material from the table on communication between those with and those without hearing impairments (Table 3.1 in the previous edition) is now integrated into the basal text.

Chapter 4, Verbal Messages, now contains a new figure that illustrates disconfirmation with -isms (for example, racism, ageism, or sexism); an expansion of the exercise on confirming, rejecting, and disconfirming responses; and a reduction in certain sections that were thought too long.

Chapter 5, Nonverbal Messages, includes expanded coverage and updated research about the benefits of developing one's nonverbal communication competence and a new figure on the power of nonverbal messages. The section on temporal communication has been significantly expanded to include coverage of psychological time (with an integrated Self Test and Cultural Map on long- and short-term orientation), interpersonal time, and cultural time. The table on communication between people with and those without visual impairment (Table 5.4 in the previous edition) is now part of the basal text. A new summary table on channels of communication concludes the section.

Chapter 6, Interpersonal Communication and Conversation, opens with new headings that clarify and highlight the definition and process of interpersonal communication; the section on conversation includes the principle of cooperation; and the coverage on communication between people with and without speech disorders (Table 6.2 in the previous edition) is now part of the basal text. The chapter concludes with three new Skill Development Experiences on making small talk, making apologies, and giving or receiving compliments.

Chapter 7, Interpersonal Relationships, remains essentially as in the previous edition with the addition of a new figure summarizing the relationship theories and relationship movement and a variety of stylistic changes and tightening.

Chapter 8, Managing Interpersonal Conflict, introduces new coverage on social allergens and includes a new Cultural Map on success and a new figure on the process of conflict resolution.

Chapter 9, Small Group Communication, contains new coverage on the advantages and disadvantages of groups, specifically about the concepts of social facilitation and social loafing. This chapter also includes a new Cultural Map on high- and low-context cultures and concludes with a new Skill Development Experience on listening to new ideas.

Chapter 10, Members and Leaders in Small Group Communication, includes a new Cultural Map on high- and low-power distance.

Chapter 11, Public Speaking Preparation (Steps 1–6), contains new excerpts from a 2015 speech about Alzheimer's disease and a new Public Speaking Sample Assistant shows readers what *not* to do in a speech about biases. Audio and video excerpts of the sample speeches are available in REVEL.

Chapter 12, Public Speaking Preparation and Delivery (Steps 7–10), also includes several new speech excerpts, new tables on body motions and the functions of transitions, and updated research on how to thank audiences. Audio and video excerpts of the speech examples are available in REVEL.

Chapter 13, The Informative Speech, has been reorganized to present the three types of informative speeches

directly after the first section on guidelines of informative speaking. The chapter also includes a new annotated informative speech on decellularization with accompanying video of the speech's delivery available in REVEL.

Chapter 14, The Persuasive Speech, has been reorganized to present the three types of persuasive speeches before supporting materials. The chapter also includes a new annotated persuasive speech on FBI entrapment with accompanying video of the speech's delivery available in REVEL.

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 our everyday lives. 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.

Culture

In *Essentials of Human Communication*, the crucial role that **culture** plays in your communication experiences is a recurring theme. 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. For this reason, this text fully integrates culture into every chapter, and it includes a new Cultural Maps feature that illustrates major cultural differences around the world in selected chapters where relevant. Topics covered include the following.

- Culture and communication, the importance of culture, the dimensions of cultural differences, the aim of a cultural perspective, ethnic identity and ethnocentrism, and a cultural map on ambiguity tolerance (Chapter 1).
- Cultural teachings in self-concept formation, increasing cultural sensitivity, stereotyping, self-disclosure and

culture, and a cultural map on masculine–feminine orientations (Chapter 2).
- The influences of culture and gender on listening (Chapter 3).
- Gender and cultural differences in directness and politeness; cultural rules in verbal communication; sexism, heterosexism, racism, and ageism; and cultural identifiers (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 orientation (Chapter 5).
- The role and influence of culture and gender in conversation (Chapter 6).
- Cultural and gender differences in friendship, love, and family relationships (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 success (Chapter 8).
- Small group culture and the nature and importance of group and cultural norms in small group communication, high- and low-context cultures, and a cultural map of this orientation (Chapter 9).
- The role of culture in small group membership and leadership; cultural differences between individual and collective orientations and high- and low-power distances; and a cultural map of this orientation (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, and cultural sensitivity in speech criticism (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 material includes frequent examples, illustrations, and photo ViewPoints and discussions of a variety of clearly workplace-related topics such as workplace messages,

values in the workplace as seen by long- and short-term-oriented executives, emotions at work, romantic relationships in the workplace, and workplace conflict. A separate booklet, *The Interviewing Guidebook*, focusing on informative and employment interviews, is available for packaging with this book or for purchase separately.

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 invite you to identify and evaluate your choices for communicating.

Ethics

Because the messages you use have effects on others, they also have ethical implications. As such, **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 engage in 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.

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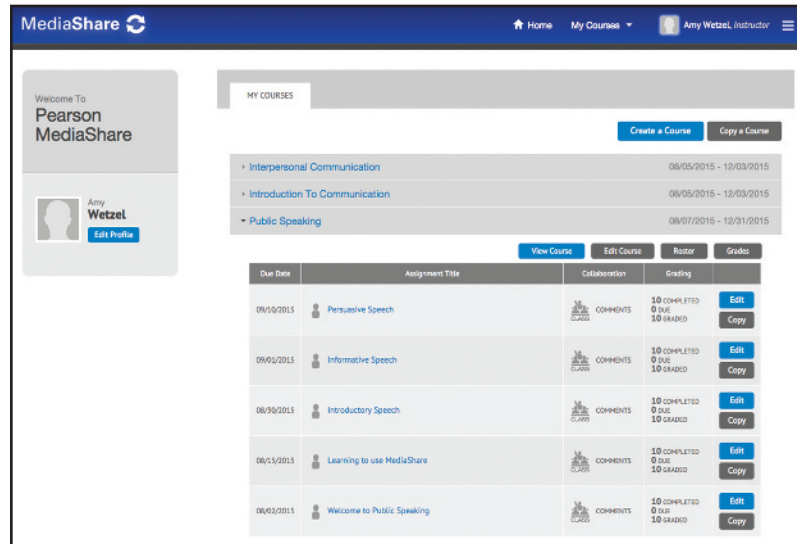
Pearson's comprehensive media upload tool allows students to post video, images, audio, or documents for instructor and peer viewing, time-stamped commenting, and assessment. MediaShare is an easy, mobile way for students and professors to interact and engage with speeches, presentation aids, group projects, and other files. MediaShare gives professors the tools to provide contextual feedback to demonstrate how students can improve their skills.

Structured like a social networking site, MediaShare helps promote a sense of community among students. In face- to-face and online course settings, MediaShare saves instructors valuable time and enriches the student learning experience by providing contextual feedback.

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- Assess students using customizable, Pearson-provided rubrics or create your own around classroom goals, learning outcomes, or department initiatives.

- Set up assignments for students with options for full-class viewing and commenting, private comments between you and the student, peer groups for reviewing, or as collaborative group assignments.

- Record video directly from a tablet, phone, or other webcam (including a batch upload option for instructors) and tag submissions to a specific student or assignment.

- Set up Learning Objectives tied to specific assignments, rubrics, or quiz questions to track student progress.

- Embed video from YouTube to incorporate current events into the classroom experience.

- Set up quiz questions on video assignments to ensure students master concepts and interact and engage with the media.

- Sync slides to media submissions for more robust presentation options.

- Import grades into most learning management systems.

- Ensure a secure learning environment for instructors and students through robust privacy settings.

- Upload videos, comment on submissions, and grade directly from our new MediaShare app, available free from the iTunes store and GooglePlay; search for Pearson MediaShare.

Pearson MediaShare is available as a standalone product, as part of MyCommunicationLab, or in a package with REVEL.

Instructor and Student Resources

Key instructor resources include an Instructor's Manual (ISBN 0-13-420243-0), TestBank, (ISBN 0-13-420242-2), and PowerPoint Presentation Package (ISBN 0-13-420240-6). These supplements are available at www.pearsonhighered. com/irc (instructor login required). MyTest online test-generating software (ISBN 0-13-420239-2) is available at 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.pearsonhighered.com/communication.

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Chapter 1
The Essentials of Human Communication

The need for communication began at the beginning.

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 educated 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 numerous practical 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 nonverbal 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

You'll accomplish these objectives and acquire these skills as you engage in and master a variety of human communication forms. **Intrapersonal communication** is the communication you have with yourself—when you talk with, learn about, and judge yourself. You persuade yourself of this or that, reason about possible decisions to make, and rehearse messages that you plan to send to others.

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.

Interviewing is a form of interpersonal communication that proceeds by question and answer. Through interviewing you learn about others and what they know, counsel or get counseling from others, and get or don't get the job you want. Today, much interviewing (especially initial interviews) takes place through e-mail, phone conferencing, or video conferencing with Skype, for example.

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

"I'd like to see you do this online."

David Sipress/The New Yorker Collection/The Cartoon Bank

blogs, for example, you can post your "speech" for anyone to read and then read their reactions to your message.

Computer-mediated communication is a general term that includes all forms of communication between people that take place through some kind of computer, whether it's on your smartphone or via a standard Internet connection as in social media such as Twitter and Facebook. Examples include e-mail, blogging, instant messaging, or posting or chatting on social network sites. Throughout this text, we'll make frequent reference to the similarities and differences between face-to-face and computer-mediated communication.

Mass communication refers to communication from one source to many receivers who may be scattered throughout the world. Newspapers, magazines, radio, television, and film are the major mass media. Though referred to in illustrations and examples throughout the text, this topic is beyond the scope of this book and this course.

This text focuses on all these forms of communication—and on you as both message sender and message receiver. It has two major purposes.

- **To explain the concepts and principles, the theory and research in human communication,** so that you'll have a firm understanding of what communication is and how it works.
- **To provide you with skills of human communication** that will help you increase your communication competence and effectiveness in your personal and professional lives.

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.

- **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 the 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.

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.

- **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 is at the heart of many communication difficulties. People aren't mind readers, and to expect them to be sets up barriers to open and honest communication.

- **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 group 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, and this is crucial, to become a more effective speaker regardless of your current level of anxiety.

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 partner, is the ability to communicate and listen? What specific communication skills would you consider "extremely important" in a life partner?*

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 (Figure 1.1).

A more satisfying view, 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.

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 1.2.

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.
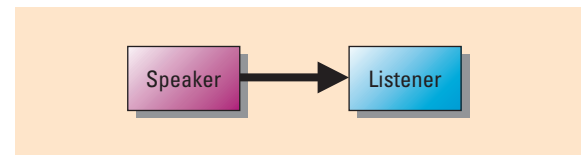
Figure 1.1 The Linear View of Human Communication
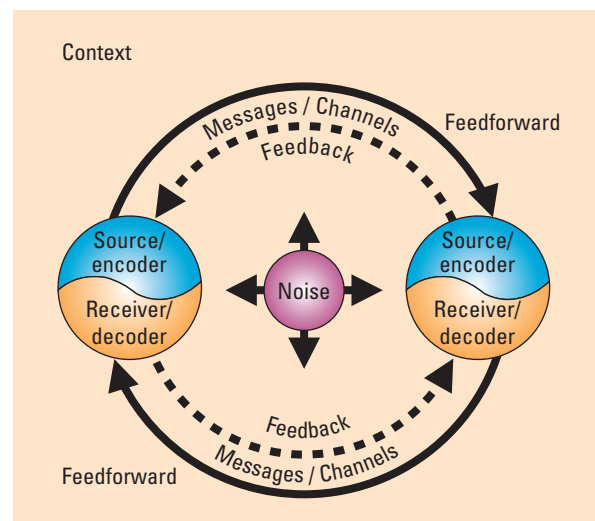
The speaker speaks and the listener listens.

Figure 1.2 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?*

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).

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. This feedback can take many forms. 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 the speaker what effect he or she is having on listeners. On the basis of feedback, the speaker 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

VIEWPOINTS: Feedback

Based on your own experiences, how would you distinguish between people who accurately read and respond to feedback and those who don't read feedback as accurately?

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. For example, 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.

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 "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**.

- The **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.
- The **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.
- The **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.
- The **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 medical doctor who uses "medicalese" without explanation or in the insurance salesperson who speaks in the jargon of the insurance industry.

As you can see from these examples, noise is anything that distorts your receiving the messages of others or their receiving your messages.

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. 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 are some ways to combat the influence of noise.

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.

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
- **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 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 over some kind of computer network, through texting, e-mailing, posting to Facebook, phoning, pinning to Pinterest, and tweeting. 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. Contemporary communication can only be understood as a combination of online and offline interaction. The research and theory discussed here on face-to-face and on online communication inform each other. Most of the communication