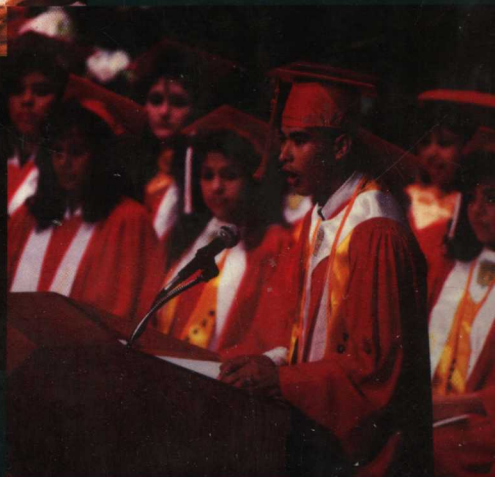
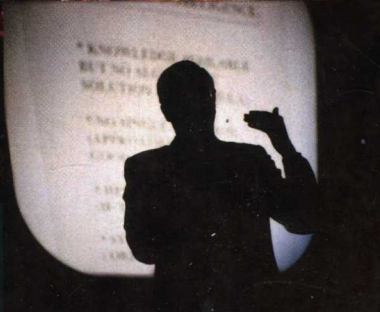


Communication IN OUR Lives



JULIA T. WOOD

Communication in Our Lives

Julia T. Wood

The University of North Carolina at Chapel Hill



Wadsworth Publishing Company

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PREFACE



I wrote *Communication in Our Lives* to share with students my view of the importance of communication in our everyday lives. I have strived to make the book as interesting, substantive, and engaging as communication itself is. I use a conversational style of writing and weave into the chapters examples, reflections from students, artwork, and applications that invite students to become engaged personally with the ideas presented.

Communication in Our Lives provides insight into communication in a range of contexts and helps students develop concrete skills as communicators. This book is unique in its incorporation of social diversity and in its emphasis on theories, research, and skills developed by scholars of communication.

Integrated Attention to Social Diversity

Social diversity is one of the most significant features of life in the United States. Our culture includes people of different ethnicities, ages, genders, physical and mental abilities, and sexual orientations. The notion of America as a melting pot in which all differences are homogenized has given way to metaphors such as the family quilt. Just as a family quilt consists of squares with distinct integrity, so does our culture consist of people with unique histories and identities; just as the individual squares in a family quilt create an exquisite whole, so do the different people in America make up a glorious overall culture. We do not need to erase or dilute differences to have a vibrant, rich society.

Communication in Our Lives encourages students to appreciate social diversity as a strength of cultural life and weaves social diversity into the basic fabric of human communication. Rather than segregating diversity into sidebars that are set apart from the main text, I have infused every chapter with material on race, class, gender, sexual orientation, ethnicity, and other anchors of individual identity and communication style. For example, in Chapter 10 I note how cultural values affect communication in groups and teams. In discussing personal identity in Chapter 3, I point out how social views of race, class, gender, and sexual orientation affect self-concept.

In addition to weaving social diversity into my basic approach to communication, Chapter 7 is devoted exclusively to communication and culture as one of the foundations of effective interaction in today's world. This chapter provides a sustained and focused exploration of the reciprocal relationship between culture and communication.

Emphasis on Communication Theory, Research, and Skills

The first books written for the hybrid course in communication relied extensively on theories and research from disciplines such as psychology and sociology. Doing so made sense when communication was a young field without its own base of knowledge and theories. Although communication continues to contribute to and draw from other disciplines, it is a substantive field in its own right. Scholars of communication have developed an impressive range of theories and research that shed light on the dynamics of human interaction.

Communication in Our Lives highlights theories, research, and skills developed by scholars of communication. For example, Chapter 9 provides coverage of relational dialectics, a theory developed by Leslie Baxter, a professor of communication at the University of Iowa. Chapter 9 also discusses research conducted by communication scholars on the topic of negotiating safer sex in an era shadowed by HIV and AIDS. I emphasize the work of professionals in communication, both because that work is sound and valuable and because accenting it allows students to appreciate the substantive depth of the communication field.

Special Features of *Communication in Our Lives*

I've already noted two distinct features of this book: incorporation of social diversity into all chapters and emphasis on theories, research, and skills developed by scholars of communication. In addition to those two features, there are several other aspects of this book that make it interesting and valuable to students.

First, as I said earlier, I adopt a conversational style of writing, rather than the more distanced and formal style often employed by textbook authors. I share with students some of my experiences in communicating with others, and I invite them to think with me about important issues and difficult challenges surrounding communication in our everyday lives. The accessible, informal writing style encourages students to interact personally with the ideas that I present.

A second feature of this book is the student commentaries. Every chapter is enriched by reflections on experience that were written by students in my classes. The questions, insights, and concerns expressed by diverse students enlarge the viewpoints represented in this book. Further, they invite readers to reflect on their own experiences as communicators.

Communication in Our Lives also includes pedagogical features that promote learning and skill development. Punctuating each chapter are Everyday Applications, which help students apply concepts and develop skills that are discussed in the text. Each chapter also includes a number of Communication Highlights, which call attention to interesting communication research and examples of communication issues in everyday life. Focus Questions open each chapter so that students have a preview of the main ideas to be covered. Concluding each chapter are questions that encourage students to reflect on and discuss material that has been presented.

Additional Resources for Instructors

Accompanying the textbook are instructional resources that complement and extend its coverage. I have written an Instructor's Resource Manual that describes alternative approaches to teaching the basic course, provides a wealth of class-tested exercises, and suggests journal entries and films and panels. Also included in the manual are transparency masters and sample test items. Full-color transparency acetates and computerized testing are also available to instructors who adopt this text.

Two other pedagogical resources accompany *Communication in Our Lives*. One is the Student Companion, which I wrote to provide students with practical exercises and inventories that guide them in applying concepts and developing skills discussed in the book. The Student Companion includes exercises, observation forms, and other activities that instructors may assign either outside of class or as part of classroom activity. Pages in the Student Companion are perforated so that assigned activities may be turned in to instructors. Also accompanying *Communication in Our Lives* is the Wadsworth Basic Communication Videotape, which is available to instructors who adopt this text.

ACKNOWLEDGMENTS

All books grow out of more than one person's efforts, and *Communication in Our Lives* is no exception. Many people have helped this book evolve from an early vision to the final form you hold in your hands. My greatest debt is to my editor, Todd Armstrong. From start to finish he has been a full partner in the project, offering ideas, responding thoughtfully to initial drafts, working with me and others to design the overall book, and giving me the benefits of his personal insights and editorial expertise. Not only a superb editor, Todd is also a friend I cherish.

I am also indebted to the following individuals who reviewed drafts of *Communication in Our Lives* and who were extraordinarily generous in offering suggestions for improving the final book: Robert Bohlken, Northwest Missouri State University; Tamara L. Burk, The College of William and Mary; Jamie M. Byrne, Millersville University; Diane Casagrande, West Chester

University; April Chatham-Carpenter, University of Northern Iowa; Dennis Dufer, St. Louis Community College-Meramec; Lisa Goodnight, Purdue University-Calumet; Joanne Keyton, University of Memphis; Bobbie Klopp, Kirkwood Community College; Minh A. Luong, Purdue University; Kim Niemczyk, Palm Beach Community College; Nan Peck, Northern Virginia Community College-Annandale; Diane Prusank, University of Hartford; Ed Schiappa, University of Minnesota; and Ruth Wallinger, Frostburg State University.

I could not have written this book without the support of the Department of Communication Studies at the University of North Carolina at Chapel Hill. There I am blessed by generous and helpful colleagues who are always willing to discuss ideas and to share insights. In addition, the undergraduate and graduate students in my classes have allowed me to experiment with new approaches to communication and have helped me refine ideas and activities that appear in this book. Invariably, my students teach me at least as much as I teach them, and for that I am deeply grateful.

The professionals at Wadsworth have also contributed significantly to *Communication in Our Lives*. Along with Todd Armstrong, others have been remarkable in their creativity, attention to detail, and unflagging insistence on quality. Perhaps just as important is the patience they have shown in dealing with my quirks and weaknesses as a writer. I thank Vicki Friedberg, production editor; Melissa Andrews, copy editor; Carolyn Deacy, text and cover designer; Laura Murray, art editor; Stephen Forsling, photo researcher; Michael Gillespie, editorial assistant; Robert Kauser, permissions editor; Barbara Britton, print buyer; and Lewis DeSimone, project development editor.

Finally, and always, I acknowledge my partner Robbie Cox. As is the case with everything I do, this book has benefited from his presence in my life. Living with him for more than 20 years has enriched my appreciation of the possibilities for growth, kindness, love, and magic between people. He remains my best critic and greatest fan, and both his criticism and support have shaped the final form of this book.

Julia T. Wood

Communication in Our Lives

by Julia T. Wood

A STUDENT'S GUIDE TO LEARNING

Communication is relevant to virtually every aspect of your life, whether you're talking with others to sustain personal relationships, speaking to a group, or working through an idea by talking to yourself. *Communication in Our Lives* is written for anyone interested in human communication. It includes timely theories and research generated by scholars of communication, as well as practical advice and guidelines for your everyday interactions.

Each chapter highlights the experiences and orientations of diverse people and discusses the commonalities and differences among us. For instance, Chapter 7 focuses exclusively on communication and culture. This chapter is designed to heighten your awareness of the ways in which language expresses cultural values and how communication can shape and change the character of cultures.

Learning aids such as Student Commentaries, Communication Highlights, and Everyday Applications are included in every chapter. These features are designed to provide insight, spark discussion, highlight important information, and show you how the text material pertains to your everyday life.

I hope you'll take a few minutes to read the next five pages. They offer an overview of the special features of the book and help you understand how communication works—or doesn't—in a variety of situations. In short, they introduce you to ways in which this book will give you opportunities to strengthen your skills as a communicator!

Julia T. Wood

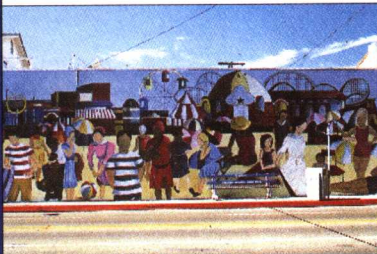


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INTEGRATING COMMUNICATION THEORY AND PRACTICE

Communication in Our Lives will show you how theories help us understand everyday experiences. This book demonstrates that effective practice is based on theory—the knowledge of how and why the communication process works and what is likely to result from different kinds of communication. You will see the importance of adapting your personal and professional communication to be effective with the variety of people who make up our society.



(Jane Golden, detail from *Ocean Park Pier* (1970), Ocean Park Boulevard and Main Street, Santa Monica, Calif. © Jane Golden; photo courtesy the artist and Social Public Art Resource Center, Venice, Calif.)

And he has no idea how to deal with a group that can't get on track. He and six other students have worked for 3 months to organize a student book co-op, but the group can't get its act together. By now everyone is really frustrated, and nobody listens to anyone else. When he checked his electronic mail earlier today, Mike found angry messages from three of the group members. He shrugs again and leaves to meet Coreen.

Like Mike, most of us communicate continuously in our daily lives. Effective communication is vital to long-distance friendships, romantic relationships, public speaking, interviewing, and productive group discussion. Communication opportunities and demands fill our everyday lives.

Mike and all of us continue to rely on communication long after the college years. Even if you don't pursue a career such as teaching or law, which require strong speaking skills, communication will be essential in your work. You may want to persuade your boss you deserve a raise, represent your neighborhood in a zoning hearing, or work with colleagues to develop company policies. You will have conflicts with co-workers, romantic partners, and friends. You may need to deal with superiors who tell racist jokes or harass you sexually. Each of these situations calls for communication skills. The ability to communicate effectively is vital to personal and professional well-being and to the health of our society.

WHY STUDY COMMUNICATION?

Because you've been communicating all of your life, you might be asking what is gained by formal study. One answer is that formal study can improve skill. Some individuals have a natural aptitude that enables them to play basketball fairly well. They could be even more effective, however, if they studied theories of offensive and defensive play. Likewise, even if you communicate well now, learning about communication can make you more effective.

Another reason to study communication is that theories and principles help us to make sense of what happens in our everyday lives, and they help us have personal impact. For instance, learning about different gender communication cultures would help Mike understand why Coreen, like many women, enjoys talking about relationships more than he and men in general do. If Mike had better insight into the communication that sustains

What Can Be Gained by Studying Communication?

This excerpt (left) from *Chapter 1: The World of Communication* shows you how studying communication theories can make you a better communicator and help you make sense of what happens in your everyday life.

ABBY

Until I took a course in women's studies, I didn't realize how biased textbooks are. We learned that a lot of textbooks use more examples and pictures with men than women and that men are described more actively. Once the teacher pointed this out, I noticed it in my chemistry and psychology books and in the texts for other classes. Now no matter what I read, I notice whether women are underrepresented.

What we select to notice is also influenced by who we are and what is going on inside us. Our motives and needs affect what we see and don't see. If you've just broken up with a partner, you're more likely to notice attractive people at a party than if you are in an established romantic relationship. Motives also explain the oasis phenomenon in which thirsty people stranded in a desert see an oasis although none really exists. Our expectations further affect what we notice. We are more likely to perceive what we expect to perceive and what others lead us to anticipate. This explains the phenomenon of **self-fulfilling prophecy** in which a person acts in ways that are consistent with how others describe her or him. A child who is told she is unlovable may perceive herself that way and notice rejecting but not affirming communication from others. We selectively tune in to only some stimuli, so that we simplify the complexities of the world in which we live.

Expectations greatly influence how we perceive others, particularly people who differ from us in some way. In an experiment, racially prejudiced and unprejudiced European Americans were asked to describe African Americans pictured in photographs. The prejudiced viewers "saw" stereotypical racial characteristics such as broad noses and full lips, even when those features were not present. The unprejudiced viewers didn't notice stereotypical racial qualities. This study demonstrates how powerfully expectations can mold what we see (Secord, Bevan, & Katz, 1956).

LEE TENG-HUI

Before I came to school here, I was told that Americans are very pushy, loud, and selfish. For my first few months here, I saw that was true of Americans just as I had been told it would be. It took me longer to see also that Americans are friendly and helpful, because I had not been taught to expect these qualities.

Organization

Once we have selected what to notice, we must make sense of it. We don't simply collect perceptions and string them together randomly; instead, we organize them in meaningful ways. The most useful theory for explaining how we organize perceptions is **constructivism**, which states that we organize and interpret experience by applying cognitive structures called **schemata**. Originally developed by George Kelly in 1955, constructivism

Perception: How We Make Sense of the World

This excerpt (right) from *Chapter 2: Perception and Communication* demonstrates how our expectations can be greatly influenced by how we perceive others.

TONE AND CONTENT TO ENHANCE YOUR UNDERSTANDING OF COMMUNICATION

A personal, conversational tone is used to make the content of *Communication in Our Lives* interesting and applicable to your life.

How Language Influences Cultural Views of Personal Identity

This excerpt (right) from Chapter 7: *Communication and Cultures* exemplifies the conversational tone used throughout the book. In this instance, a description is given for how language reflects cultural views of personal identity.

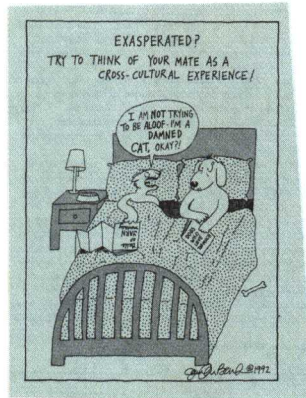
in specific circumstances. For instance, in the United States, salads are usually served before a main course, but they follow it in France and much of Europe. In China, defendants are presumed guilty, whereas in the United States, they are presumed innocent until proven guilty. In America, children are expected to grow up and leave their families of origin in order to start their own families. In some Asian societies, however, children are expected to live with or near their parents and to operate as a single large family. What we view as normal reflects the teachings of our particular culture, not absolute truths. The values endorsed by a culture are woven into communication, so that how people talk and interact nonverbally both reflect and perpetuate particular cultural values.

Norms are often rooted in cultural traditions. For example, in the United States and some other countries, women have assumed their husbands' names because of the tradition that a man is the head of a household. Although some couples now choose not to use the man's name for their identities, the tradition of regarding men as heads of families still prevails and, with it, the normative practice of women's symbolically becoming one with their husbands. Norms of communication may also reflect cultural values. In the United States, for instance, there are many norms that respect the values of individuals' privacy, property, and autonomy: knocking on closed doors, asking permission to borrow others' property, having separate utensils for eating and serving food and individual places for meals, and moving without consulting any authorities. In countries with collectivist values, however, different communicative norms prevail. Koreans do not set individual places, and they use the same utensils for serving and eating. In China, no citizen would change jobs or move without first getting approval from the local unit of the Communist Party (Ferrante, 1995).

Language Language shapes how we think about the world and ourselves. As we saw in Chapter 5, language is packed with values. Consequently, in the process of learning language, we learn our culture's values, beliefs, and norms. The value that most Asian cultures attach to age is structured into Asian languages. For instance, the Korean language makes fine distinctions among different ages, and any remark to another person must acknowledge the other's age (Ferrante, 1995). To say "I am going to school" in Korean, a teenager would say "hakkyo-eh gahndah" to a peer of the same age, "hakkyo-eh gah" to a parent, and "hakkyo-eh gahneh" to a grandparent (Park, 1979).

Language also reflects cultural views of personal identity. Western cultures tend to emphasize individuals, whereas many Eastern cultures place greater emphasis on family and community than on individuals. It's unlikely that an Eastern textbook on human communication would even include a chapter on self, which is standard in Western textbooks. If I were a Korean, I would introduce myself as Wood Julia to communicate the greater value placed on familial than personal identity.

Part I / Foundations of Communication



(© 1992 by Jennifer Beeman. Reprinted by permission.)

Another general difference is what each sex regards as the primary basis of relationships. For men, activities tend to be a key foundation of close friendships and romantic relationships (Inman, 1996; Swain, 1989; Wood & Inman, 1993). Thus, men typically cement friendships through doing things together (playing soccer, working on cars, watching sports) and through doing things for one another (trading favors, washing a car, doing laundry). Many women see communication as the crux of relationships. It is not only a means to instrumental ends, but an end in itself. Thus women often regard talking about feelings, personal issues, and daily life as the way to build and continuously enrich relationships.

Given the differences between how women and men, in general, use communication, it's hardly surprising that the sexes often misunderstand one another. One clash between gender communication cultures occurs when women and men discuss problems. When women talk about something that is troubling them, they are often looking first for communication that expresses empathy and connection. Yet masculine socialization teaches men to use communication instrumentally, so they tend to offer advice or solutions (Tannen, 1990; Wood, 1994d, 1996b). Thus, women sometimes interpret

men's advice as communicating lack of personal concern. On the other hand, men may feel frustrated when women offer empathy and support instead of advice for solving problems. In general, men also make fewer personal disclosures, whereas women regard sharing confidences as an important way to enhance closeness (Aries, 1987; Johnson, 1996).

Men and women, in general, also have different styles of listening. Socialized to be responsive and expressive, women tend to make listening noises such as "um hm," "yeah," and "I know what you mean" when others are talking (Tannen, 1990; Wood, 1996b). This is how they show they are following and interested. Masculine culture, however, doesn't emphasize affirming others vocally or verbally, so men tend to make fewer listening noises than women. Thus, women sometimes feel men aren't listening to them because men don't symbolize their attention in the ways women have learned to expect. Men may also misinterpret women's listening noises as indicating agreement (versus attention) and be surprised if women later disagree with their ideas.

Perhaps the most common complication in communication between the genders occurs when a woman says "Let's talk about us." To men this often means trouble, because they interpret the request as implying there is a problem in a relationship. For women, however, this is not the only—

Gender as a Co-Culture: How Communication Practices Differ

This excerpt (left) from Chapter 7 describes common differences in the ways women and men communicate and shows how these differences can cause misunderstandings.

THE FOUNDATION OF EFFECTIVE COMMUNICATION

Communication in Our Lives shows you that by studying and practicing the ideas presented, you will become a more confident and competent communicator.

A thesis statement refines what you've already done in limiting your topic and defining your purpose. Chris's thesis statement for his speech was this: Donating blood is painless, quick, and lifesaving for others. Although Chris's listeners may have forgotten many of the specific points in his speech, they remembered his main idea, which is the purpose of a thesis statement.

The foundation of effective public speaking is choosing and clarifying the focus of communication. As we've seen, this requires you to select and narrow a topic, define a primary purpose, and develop a clear, concise thesis statement. We're now ready to consider how listeners shape the goals, content, and style of public speaking.

ANALYZING YOUR AUDIENCE

In one of my classes, a student named Odell gave a persuasive speech designed to convince listeners to support affirmative action. He was personally compelling and dynamic in his delivery, and his ideas were well organized. The only problem was that his audience had little background on affirmative action, and he didn't explain exactly what the policy involves. He assumed listeners understood how affirmative action works, and he focused on its positive effects. His listeners weren't persuaded because Odell failed to give them information necessary to their support. Odell's speech also illustrates our earlier point that speeches often combine more than one speaking purpose—in this case giving information was essential to Odell's larger goal of persuading listeners.

In another class, a student named Christie spoke passionately about the morality of vegetarianism. She provided dramatic evidence of the cruelty animals suffer as they are raised and slaughtered. When we polled students after her speech, only two had been persuaded to consider vegetarianism. Why was Christie ineffective? She didn't recognize and address listeners' beliefs that vegetarianism wasn't healthy and that vegetarian foods are unappetizing. Christie mistakenly assumed that listeners would know it's easy to get sufficient protein, vitamins, and minerals without consuming meat, and she assumed they would understand vegetarian foods can be delicious. However, her listeners didn't know that, and they weren't about to consider a diet that they thought wasn't nutritious or palatable.

The mistake that Christie and Odell made was not adapting to their audiences. It's impossible to entertain, inform, or persuade people if we don't consider their perspectives on our topics. Speakers need to understand what listeners already know and believe and what reservations they might have about what we say (McGuire, 1989). To paraphrase the advice of an ancient Greek rhetorician, "The fool persuades me with his or her reasons, the wise person with my own." That is, effective speakers understand and work with listeners' reasons, values, knowledge, and concerns. This advice is as wise today as it was over 2,000 years ago.

The Importance of Groups and Teams

This excerpt (right) from Chapter 10: Foundations of Group and Team Communication discusses the strengths of group communication—starting with greater resources, and moving on to more thoroughness and creativity and greater commitment to decisions.

Planning a Public Speech That Has Impact

In this excerpt (left) from Chapter 12: Planning Public Speaking, you learn the importance of analyzing your audience before giving a speech. In order to entertain, inform, or persuade people with a speech, the views and perspectives of your listeners need to be considered.

Communication Highlight

POSITIVE SELF-FULFILLING PROPHECY

Georgia Tech's Challenge program is a bridge course designed to help disadvantaged, primarily minority students succeed academically. Yet for years, students who enrolled in Challenge did no better than disadvantaged students who didn't attend.

Norman Johnson, a special assistant to the president of Tech, explained that Challenge failed because the program was based on the idea that disadvantaged students were dumb. The whole program was set up on a deficit model. Knowing the power of

self-fulfilling prophecy, Johnson revamped the program by telling instructors that Challenge students were unusually bright and were quick learners.

Once Challenge teachers expected success from their students, they communicated this expectation by the way they acted toward the students. The results were impressive: In 1992, 10% of the first-year Challenge students had perfect 4.0 averages for the academic year. By comparison, only 5% of the white students who didn't participate in

Challenge had perfect averages. That 10% was more than all of the minority students who had achieved 4.0 averages in the entire 1980–1990 decade. When teachers expected Challenge students to do well and communicated those expectations, the students in fact did do well—a case of a positive self-fulfilling prophecy.

Source: Rappaport, W. (1994, July 3). Major gains in minorities' grades at Tech. *Raleigh News and Observer*, p. A9.

children, so daughters are told "Nice girls don't play rough," "Be kind to your friends," and "Don't mess up your clothes." Sons, on the other hand, are more likely to be told "Go out and get 'em," "Stick up for yourself," and "Don't cry." As we hear these messages, we pick up our parents' and society's gender expectations.

Family members provide direct communication about many aspects of who we are through statements they make. Positive labels enhance our self-esteem: "You're so responsible," "You are smart," "You're sweet," "You're great at soccer." Negative labels can damage children's self-esteem: "You're a troublemaker," "You're stupid," and "You're impossible" are messages that demolish a child's sense of self-worth.

Direct definition also takes place as family members respond to children's behaviors. If a child clowns around and parents respond by saying "What a cut-up; you really are funny," the child learns to see herself or himself as funny. If a child dusts furniture and receives praise ("You're great to help me clean the house"), being helpful to others is reinforced as part of the child's self-concept. From direct definition, children learn what parents value, and this shapes what they come to value. For instance, in my family, reading was considered very important. I was great at outdoor activities such as building tree houses and leading "jungle expeditions" through the woods behind our home. Yet my parents were indifferent to my aptitudes for adventures and physical activity. What they stressed was learning and reading. I still have vivid memories of being shamed for a "B"

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I used to belong to a creative writing group where all of us helped each other improve our writing. We were all equally vocal, and we had a lot of good discussions and even disagreements when the group first started. But then one member of the group got a story of hers accepted by a big magazine, and all of a sudden we thought of her as a better writer than any of us. She didn't act any different, but we saw her as more accomplished, so when she said something everybody listened and nobody disagreed. It was like a wet blanket on our creativity because her opinion just carried too much weight once she got published.

Strengths of Groups

The primary potential strengths of groups in comparison to individuals are that groups generally have greater resources, are more thorough, are more creative, and generate greater commitment to decisions (Wood, 1992a).

Greater Resources A group obviously exceeds any individuals in the number of ideas, perspectives, experiences, and expertise it can bring to bear on solving a problem. Especially in teams, the different resources of individual members are a key to effectiveness. One member may know the technical aspects of a product, another understands market psychology, a third is talented in advertising, and so forth. Health care teams consist of specialists who combine their knowledge to care for a patient. When my father was hospitalized after a series of strokes, we had a health care team that included a neurologist, a cardiologist, a physical therapist, a social worker, and a registered nurse. Each member of the team had a different expertise, and they coordinated their specific skills and knowledge to provide him with integrated care.

Chapter 10 / Foundations of Group and Team Communication

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How Family Members Affect Our Self-Concepts

This excerpt (above) from Chapter 3 explains that family members influence our self-concepts by how they describe us and respond to our behavior.

ADDITIONAL LEARNING AIDS

The following learning aids are designed to expand on the ideas in the book and spark further discussion in your classroom and elsewhere.

DAN

My supervisor did an excellent job of letting me know I was valued even when I got passed over for a promotion last year. I'd worked hard and felt I had earned it. Jake, my supervisor, came to my office to talk to me before the promotion was announced. He told me that both I and the other guy were qualified, but that the other person had seniority and also field experience I didn't have. Then Jake told me he was assigning me to a field position for 6 months so that I could get the experience I needed to get promoted the next time a position opened up. Jake communicated that he understood how I felt and that he was supporting me, even if I didn't get the promotion. His talk made all the difference in how I felt about staying with the company.

Self-Disclose When Appropriate

As we noted earlier, self-disclosure allows people to know each other in greater depth. For this reason, it's an important communication skill, especially in the early stages of relationships. Research indicates that anonymity

SUMMARY

This chapter extended the previous one by considering ways to research speeches and support ideas to be presented. Just as when you are first planning a speech, your listeners should influence how you research and support it. Thus, you need to ask yourself what kinds of research and what forms of support your particular listeners are most likely to find interesting and credible.

The process of researching a speech includes reviewing your personal experiences and knowledge relevant to your topics, interviewing experts who can expand your insight into the subject, scouting libraries for evidence, and conducting surveys to find out about others' beliefs, practices, and knowledge that are relevant to your topic. It isn't unusual for speakers to revise the focus of a speech in the course of conducting research. This is appropriate when information that you discover modifies or alters your knowledge or even your position.

Research for a speech provides speakers with different kinds of evidence that may be used to clarify, dramatize, and energize a speech. The five types of evidence we discussed are statistics, examples, analogies, quotations, and visual aids. These are effective forms of support when they are used thoughtfully and are adapted sensitively to the attitudes, values, and knowledge of listeners.

Now that you've gone through the phases of planning, researching, and finding support for public speaking, we're ready to consider the final steps in designing effective presentations. Chapter 14 explains how to organize and present public speeches. Before you move on to Chapter 14, take a moment to fill in the checklist on the next page for researching and supporting your speech.

FOR FURTHER REFLECTION AND DISCUSSION

1. After you've interviewed two experts on your topic, reflect on what you learned. What did they explain, reveal, or show you that added to your knowledge of the topic? What did you learn from lines of talk that they initiated?

2. With others in your class, discuss how the process of researching your speech affected your understandings, beliefs, and speaking goal. Explain what changed and why it did.
3. Construct a mind map to record evidence you discover while researching your speech. Does this method seem more holistic and helpful than a traditional listing of evidence?
4. During the next week, pay attention to evidence that others cite in public presentations. You might notice what evidence is used on news programs, by professors in classes, and by special speakers on your campus. Evaluate the effectiveness of evidence that others use. Are visuals clear and uncluttered? Do speakers explain the qualifications of sources they cite, and are those sources adequately unbiased? What examples and analogies are presented, and how effective are they?
5. Notice the use of stories to add to interest and impact to public presentations. Describe a speaker who uses a story effectively and one who uses a story ineffectively. What are the differences between the two cases? What conclusions can you draw about the effective use of stories in public presentations?

KEY TERMS

credibility
initial credibility
derived credibility
terminal credibility
survey research
evidence
statistics
examples
comparisons
similes
analogies
quotations
halo effect
visual aids

Student Commentaries

Communication in Our Lives includes excerpts from students' journals in every chapter. These commentaries enhance the material in the text by adding to the voices and views it represents. This example (left) from Chapter 8 illustrates how expressing awareness of another's perspective in a work setting can improve employee morale and retention.

For Further Reflection and Discussion

Each chapter closes with a "For Further Reflection and Discussion" section designed to help you reflect on the material you've read and become more aware of your own beliefs. Item 2 (left) from *Chapter 13: Researching and Developing Support for Public Speeches* asks you to explain how the process of researching a speech has affected your understandings, beliefs, and speaking goal.

Student Companion

This comprehensive study guide (right) will complement and expand your understanding of the concepts discussed in the book. It includes a summary of each chapter, lists of vocabulary terms for key concepts, activities on perforated pages, and self-test questions.

STUDENT COMPANION TO Communication IN OUR Lives

JULIA T. WOOD

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