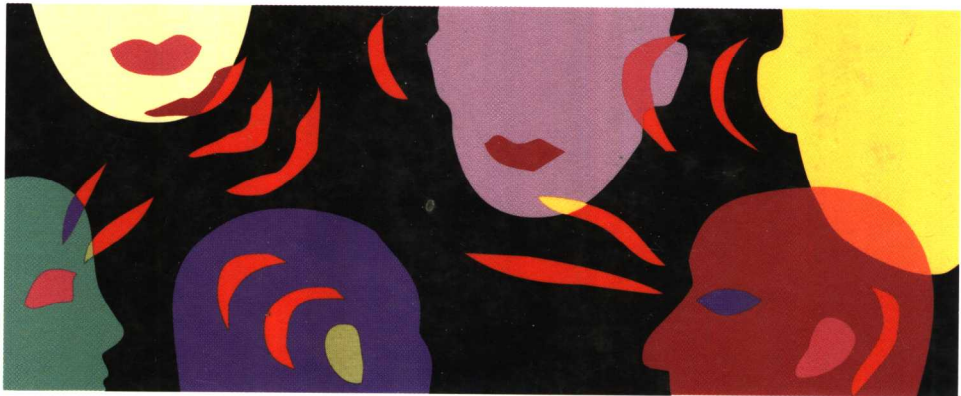


# COMMUNICATE!

Rudolph F. Verderber



8<sup>th</sup> edition

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#### **Library of Congress Cataloging-in-Publication Data**

Verderber, Rudolph F.

Communicate! / Rudolph F. Verderber. — 8th ed.

p. cm.

Includes bibliographical references and index.

ISBN: 0-534-25812-3

1. Communication. I. Title

P90.V43

1995

95-15056

302.2—dc20

**For more information,  
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#### **Wadsworth Publishing Company**

10 Davis Drive  
Belmont, California 94002, USA

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Berkshire House 168-173  
High Holborn  
London, WC1V 7AA, England

#### **Thomas Nelson Australia**

102 Dodds Street  
South Melbourne 3205  
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#### **Nelson Canada**

1120 Birchmount Road  
Scarborough, Ontario  
Canada M1K 5G4

#### **International Thomson Editores**

Campos Eliseos 385, Piso 7  
Col. Polanco  
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Königswinterer Strasse 418  
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Instructors bring different approaches to teaching communication. Some tend to emphasize theory and research, whereas others focus on skills acquisition and practice. In this eighth edition of *Communicate!* I have tried to impart conceptual understanding of relevant theory and research, but I also believe such understanding is incomplete unless students can translate it into genuine communication competence. Further, achieving communication competence is a goal that students of all ages and backgrounds can relate to and aspire to—something I try to acknowledge by treating readers with respect and using a diversity of examples.

With a combination of theory, skills practice, and competency evaluation, students (1) learn to understand the major concepts from communication theory and research, (2) become able to recognize how these concepts and theories provide a basis for communication skills, (3) have access to a range of communication skills, and (4) begin to apply what they learn in class to real-life situations, thus increasing communication competence in all settings.

## Goals of This Edition

The primary goal of this edition is to continue to present the elements of communication competence in a way that is appealing to both the student learning the skills and to the instructor who is guiding that learning. A major challenge is to be sensitive to the burgeoning research in communication while still providing a manageable, coherent introduction that makes a real difference to the development of students' skills.

This revision emphasizes current trends in the field while preserving the qualities that previous users have said they find valuable:

- *Competency-based orientation* that shows students how to translate theory and research into communication behaviors.

- *A reliable learning model* that gives instructors and students alike a consistent way to approach each new topic.
- *A clear, concise writing style.*
- *Ample examples.*
- *Numerous suggestions for practice integrated within chapters.*

For those of you who are teaching from this book for the first time, I believe you will find that the book supports its coverage of the fundamental issues with a pedagogical framework that helps make your job easier. In short, this edition provides sound contemporary content presented in the style that has made *Communicate!* a leader in the field and an eminently teachable text.

This eighth edition has been revised with the following goals in mind: (1) to increase emphasis on gender and cross-cultural issues; (2) to increase emphasis on skills that cross all communication settings; (3) to put greater emphasis on public speaking and increase the audience-centered approach; (4) to increase documentation and update sources; and (5) to add more examples that speak to a wide range of contemporary students.

### *Features of the Text*

Today's students demand that everything in a text be purposeful and a genuine aid to learning. Although I hope the following features add to the interest value of this book, their primary purpose is to enable readers to translate theory and research into communication behaviors, recognize and practice their communication skills, and extend their learning outside the classroom.

**The Learning Model.** The material in this book is specifically arranged to help students learn and practice new skills and become comfortable using them in real-life situations. To help maximize what students can accomplish, this book uses a systematic learning model that consists of six integrated steps.

1. *Theoretical understanding.* Learning new skills begins with an understanding of how and why certain skills are effective. This book presents communication theories that provide the foundation for specific skills.
2. *Examples.* The second step of the learning model is the study of concrete examples of communication behavior that help bridge the gap between theory and practice. Specific examples enable students to identify effective skill usage.
3. *Steps involved in the performance of skills.* The third step of the learning model involves breaking down complex behaviors so that students can see the individual components of the skills. Thus when a new skill is presented, the text describes the essential steps students will need to master in order to perform that skill.
4. *Practice in using skills.* The fourth step of the learning model involves putting the students' new-found knowledge of skills into practice. Throughout this book, exercises are presented that encourage students to try out the skills in familiar situations. In some of the exercises, individuals will practice alone; in other exercises, students are encouraged to practice the skills in interactions with members of the class, friends, or family members.
5. *Self-assessment.* The fifth step of the learning model involves a focus on self and commitment to change. To improve communication skills, students must first evaluate how well they currently perform. For each skill an individual selects to work on, he or she is invited to prepare a communication improvement goal statement that specifies a realistic plan for improvement. The elements of the goals statements are introduced in Chapter 1. Then at the end of each of the four major sections, or Parts, of the book, students are encouraged to write a goal statement to help them with their mastery of a key skill within that Part. Self-evaluation checklists help the students identify skills to work on.
6. *Review.* The final step of the learning model involves reviewing what has been learned. A summary of the chapter's content is provided at the end of each chapter.

**Focus on Gender and Culture.** I have targeted gender and cultural issues for significant expansion in this edition. Rather than segregating these issues in separate chapters, they are woven throughout the book wherever they are especially relevant to the theory or application of skills. In addition, a few of the Perspectives (guest essays) highlight these topics.

**Perspectives.** Ten guest essays, called "Perspectives," provide thoughtful reflections and helpful advice on contemporary topics such as how "assertive" American speakers might offend people from other cultures and why the speaking style of women sometimes puts them at a disadvantage in groups. These essays reinforce and extend the core lessons of the text.

**Practices.** Any study of fundamental skills calls not only for clear explanation but also for well-conceived ideas to help students put those fundamentals into practice. Throughout the text, realistic, workable exercises are included for practice of the skills discussed. This edition features many revisions of exercises and a number

of newly created exercises. In each exercise a specific behavioral objective, such as writing well-phrased perception checks, is sought.

Many practice sessions include “By Yourself” sections: suggestions for analysis that allow students to reflect on personal experiences relevant to the material covered in that section and to analyze whether and how they have used the skills they have learned. Other exercises are designed to be done in class—some with pairs of students, some in small groups, and some as a whole class.

Through the analysis, observation, and practice models, instructors can help students learn quickly and efficiently. You will also find exercises that provide practical applications of the various communication skills. Thirteen speech preparation exercises carry students through the steps necessary to prepare their first speech.

**Suggested Readings.** At the end of each chapter is an annotated list of books, both popular and scholarly, that provides supplemental analysis of the material covered in the chapter.

## Major Changes in the Eighth Edition

For those who are familiar with or have used the previous edition of *Communicate!*, here is a brief summary of the most significant changes, chapter by chapter.

Part One, Introduction, continues to provide a broad perspective on the discipline. Chapter 1 has an expanded section on communication contexts, and “The Learning Contract” has been refined to “Communication Improvement Goal Statements.”

Part Two, Establishing a Communication Foundation, has been revised so that the student sees perception, verbal communication, and nonverbal communication as fundamental to all types of communication. In this section of the book there is far more emphasis on gender and cultural differences. In addition, the self-concept section has been considerably revised in Chapter 2, Perception of Self and Others.

Part Three, Interpersonal Communication, has more emphasis on specific skills that lead to interpersonal competence. The part has a much more comprehensive chapter on relationships than the previous edition. Chapter 8, “Communication in Relationships,” features a new section on the “Life Cycle” of relationships and also includes information on “Climates” in the section on “Stabilizing Relationships.”

Part Four, Group Communication, has an increased amount of information on cultural differences.

Part Five, Public Speaking, has undergone major revision. The five introductory chapters are now all built upon six Action Steps to speech preparation. In keeping with the increased emphasis on an audience-centered approach, Part Five also includes a new chapter on audience adaptation. Both Chapter 16 “Informative Speaking” and Chapter 17 “Persuasive Speaking” emphasize the concept of the speech plan that is introduced in Chapter 13, “Adapting to Audiences.” Chapter 17, “Persuasive Speaking” also features new sections on informative and persuasive speaking contrasts and analyzing audiences. In addition, theoretical material has been better integrated into the Principles of Persuasive Speaking.

## Supplementary Materials

As a user of this text you also have access to supplementary materials developed at Wadsworth. For more information, call your local sales representative.

- *Instructor's Resource Manual.* The *Instructor's Resource Manual* for *Communicate!* includes role-playing exercises, experiential learning exercises, discussion questions, written assignments, possible course schedules, exam questions (multiple choice and essay) with page references and answer keys, and transparency masters.
- *Transparency Acetates.* This package includes diagrams, figures, and illustrations that will help you demonstrate important topics in the class.
- *Computerized Testing.* All test questions in the *Instructor's Resource Manual* are available on disk for the IBM PC and compatibles and the Macintosh.
- *Videotapes.* There are videotapes available that cover selected topics from the text.

## Acknowledgments

The eighth edition could not have been completed without the help of many people. Mostly, I would like to acknowledge the help of my colleagues at various colleges and universities who offered prerevision suggestions or who read the completed manuscript for the eighth edition and offered many valuable suggestions: Lori J. Carrell, University of Wisconsin—Oshkosh; Virginia Thigpen, Volunteer State Community College; Robert Bohlken, Northwest Missouri State University; Janice Stuckey, University of Montevallo; and Stephen A. March, Pima Community College/University of Arizona.



*Your Guide to  
Learning with*



## COMMUNICATE!

*How you can learn the most from this book and  
communicate more effectively in your everyday life.*

**E**ach day presents you with many different opportunities to communicate—with a friend or a coworker, in a class discussion or group meeting, and in public speaking situations. *Communicate!* helps you rise to each occasion confident in your ability to communicate effectively.

To reach your goal of skilled communication, you'll need a combination of conceptual knowledge and practical technique. *Communicate!* is specifically designed to help you build a solid knowledge base and transfer that knowledge into actual practice. At every stage, this book provides you with the clear explanations and tools you need to learn actively, gradually, and thoroughly. The following pages give you an advance look at these features. I hope you'll find that reviewing this learning guide gives you a head start on your way to better communication.

Best wishes,

Rudolph F. Verderber

----- COMMUNICATE! gives you a clear, hands-on approach to learning the process and skills of interpersonal, group, and public communication. For instance, in Part Two you'll actively learn the steps involved in improving your interpersonal communication. Likewise, Part Four shows you the action steps to take toward effective public speaking. You will also discover how particular skills cross over into different communication genres. Each of the following features of *Communicate!* is designed to help you develop these practical skills on the basis of a strong conceptual understanding and ultimately apply them to your own life. As you review the following features, consider how they can aid your overall process of development as a communicator.

### The learning model

To guide you in your learning process, *Communicate!* adopts a learning model (described in the Preface) that is consistent with its integrated, practical approach. Broken out into six steps, this flexible model helps you approach the material in a cohesive and manageable way. A strong grasp of this model will enable you to gain a deeper understanding of the ideas in each chapter and how they relate to everyday interactions.

#### Occasion and Setting Analysis

1. Complete the following questions about the occasion and setting:
  - a. How large will the audience be? \_\_\_\_\_
  - b. When will the speech be given? \_\_\_\_\_
  - c. Where in the program does the speech occur? \_\_\_\_\_
  - d. What are the time limits for the speech? \_\_\_\_\_
  - e. What are the specific assignments and expectations for the speech? \_\_\_\_\_
  - f. Where will the speech be given? \_\_\_\_\_
  - g. What facilities are necessary to give the speech? \_\_\_\_\_
2. What effect will the occasion and setting have on your speech? \_\_\_\_\_
3. What is the most important factor you must take into account to meet the demands of the setting? \_\_\_\_\_

### Checklists

You will find analysis checklists included at strategic points throughout *Communicate!* These checklists, like this one on audience analysis, give you a clear, step-by-step guideline for assessing specific factors affecting your communication. Completing these checklists will give you valuable insights on the communication process and highlight ways you can enhance your skills.

### Chapter objectives and summaries

Each chapter in *Communicate!* begins with a short list of objectives. These objectives tell you what you can expect to learn from the chapter, making it easier to see the importance of the chapter material to your own communication skills. The summary at the end of each chapter will help you confirm that you have understood the key concepts and achieved your objectives.

### Objectives

**After you have read this chapter, you should be able to:**

Explain ways of determining emotional states of others

Question for information

Paraphrase information

Support positive and negative feelings

Give alternative interpretations

Praise

Give and receive constructive criticism

Eliminate inappropriate responses



## Practice in Preparing Informative Speeches

### By Yourself

1. Prepare an informative speech. An outline and a bibliography are required. Criteria for evaluation include means of generating audience interest, conveying understanding, ensuring retention, and building credibility. As an addendum to the outline, you may wish to write a plan for adapting the speech to your audience based on predictions you made using the audience analysis checklist on page 275. In the plan include four short sections discussing strategies for (1) building credibility, (2) getting and maintaining interest, (3) facilitating understanding, and (4) increasing retention. You may wish to discuss how you will use your creativity to ensure that the speech will be perceived as intellectually stimulating, relevant, clear, and memorable.

When delivering the speech, use the following guidelines:

2. Prepare an extended definition of a word. Evaluation will focus on the definition's clarity and on the organization and quality of the developmental material. Examples of the kinds of general or abstract words for which extended definitions are appropriate are as follows: expressionism, rhetoric, logic, existentialism, Epicurean, acculturation, myth, fossil, extrasensory perception, and epistemology.

3. Prepare a report on some aspect of communication in a specific culture or on an individual speaker from that culture. Topics in the area of culture and communication might include Native Americans: language and culture; storytelling as public speaking in Jewish culture; call and response in public speaking in African-American culture; Japanese-American business relations; communication differences. Examples of individual speakers might include Barbara Jordan, Sagoyewatha, Sojourner Truth, Malcolm X, Elie Wiesel.

4. Write a critique of at least one of the informative speeches you hear in class. Outline the speech. As you outline, answer the questions on the informative speech checklist (Figure 16.2).

Some suitable topics are as follows: Gateway Arch, a fisherman's skein, racing ice skates, Golden Gate Bridge, a ballet dancer, a college professor.

5. Prepare an extended definition of a word. Evaluation will focus on the definition's clarity and on the organization and quality of the developmental material. Examples of the kinds of general or abstract words for which extended definitions are appropriate are as follows: expressionism, rhetoric, logic, existentialism, Epicurean, acculturation, myth, fossil, extrasensory perception, and epistemology.

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7. Write a critique of at least one of the informative speeches you hear in class. Outline the speech. As you outline, answer the questions on the informative speech checklist (Figure 16.2).

## Opportunities for practice

*There's no question that improving your communication skills takes both knowledge and hands-on practice. Right from the start, Communicate! gives you many opportunities to try first-hand the principles and techniques you're reading about. Throughout the book, you'll find "Practice" sections carefully designed to give you vital experience in individual, group, or public communication contexts.*

## Interpersonal Conversation and Analysis

### Dating

Sheila and Susan talk about the advantages and disadvantages of dating exclusively within one's own religion. Read the conversation aloud in its entirety. After you have considered its merits, read it again, this time noting the analysis in the right-hand column.

#### Conversation

Susan: How are you and Bill getting along these days?

Sheila: Not too well. I think you could say our relationship is coming to an end. The feelings just aren't there, and so many problems have been building up.

Susan: I get the impression from the expression on your face that you're having problems. Is there one specific problem?

Sheila: Well, there are a lot, but one that I didn't think would make such a difference at the beginning of the relationship that's made a difference now is the fact that we're from different religions. I'm Jewish and he isn't, and at first I never thought it would affect me, but it does make a difference.

Susan: I think I was kind of lucky, well, lucky in the long run. When I was in high school, my parents wouldn't allow me to go out with anybody who wasn't Jewish. I really resented that at first, but now I'm kind of glad since I'm thinking about the future now. And as my parents said, you don't know what could come out of a high-school relationship.

#### Analysis

Susan introduces the subject with a question.

Sheila's answer is neither as specific nor as concrete as it could have been.

Susan responds with a perception check wording; she's responding both to Sheila's spoken words and to what she is implying. A feelings paraphrase wording would be better: "From the way you're talking, I get the impression that you're very sad about the outcome of the relationship."

Sheila says, "It really does make a difference," but she doesn't go on to say what the difference is. We would expect Susan to ask about the difference.

Susan assumes she understands. She needs a question or a content paraphrase here. Instead, she changes the emphasis to her own experience. Now, apparently, the conversation will focus on Susan and an implied contrast in upbringing.

SOURCE: Conversation presented in Interpersonal Communication class, University of Cincinnati. Reprinted by permission of Sheila Stone and Susan Lautman.

## Samples for analysis

*Communicate! features a diverse range of sample speeches, conversations, and other forms of communication. At the back of the book, you'll find a number of more extensive samples with accompanying analyses. Studying these samples and analyses will give you extra practice in assessing the qualities of effective communication.*



### Self-analysis questionnaires

*Parts Two through Five in Communicate! conclude with a self-analysis questionnaire. The questionnaires, like this one on interpersonal communication, ask you to rate your skill and effectiveness in key areas of communication. These self-analysis tools help you get a clear picture of where you are now as a communicator and assist you in creating learning goals specifically tailored to your needs.*

### Communication improvement goal statements

*Improving your communication abilities in diverse situations is quite a challenge. Setting goals for yourself during the learning process will help you meet that challenge with much greater success. On page 24 of Communicate!, you'll find a goal-setting process that many students find useful in formulating their own goals. It clearly describes the steps you need to take to structure achievable and valuable learning goals, from stating the goal and describing the problem to creating an action plan and assessing your progress.*

### Self-Analysis

#### Interpersonal Communication Chapters 5-8

What kind of an interpersonal communicator are you? The following analysis looks at specific behaviors that are characteristic of effective interpersonal communicators. On the line provided for each statement, indicate the response that best captures your behavior: 1, never; 2, rarely; 3, occasionally; 4, often; 5, almost always.

- \_\_\_\_\_ In conversation, I am able to make relevant contributions without interrupting others. (Ch. 5)
- \_\_\_\_\_ I describe objectively to others my negative feelings about their behavior toward me without withholding or blowing up. (Ch. 5)
- \_\_\_\_\_ I change the way I listen depending on the purpose of my listening. (Ch. 6)
- \_\_\_\_\_ I listen attentively, regardless of my interest in the person or the ideas. (Ch. 6)
- \_\_\_\_\_ I am able to remember names, telephone numbers, and other specific information that I have heard only once. (Ch. 6)
- \_\_\_\_\_ When I'm not sure whether I understand, I seek clarification. (Ch. 7)
- \_\_\_\_\_ I am quick to praise people for doing things well. (Ch. 7)
- \_\_\_\_\_ I criticize people for their mistakes only when they ask for criticism. (Ch. 7)
- \_\_\_\_\_ I am able to maintain a positive communication climate by speaking in ways that others perceive as descriptive, provisional, and nonmanipulative. (Ch. 8)
- \_\_\_\_\_ When I find myself in conflict with another person, I am able to discuss the issue openly without withdrawing or appearing competitive or aggressive. (Ch. 8)

Based on your responses, select the interpersonal communication behavior that you would most like to change. Write a communication improvement goal statement similar to the sample goal statement in Chapter 1 (page 24). If you would like verification of your self-analysis before you write a goal statement, have a friend or coworker complete this same analysis for you.

### Goal Statement

#### Problem:

Usually, when I get up to speak in class or in the student senate, I find myself burying my head in my notes or looking at the ceiling or the walls.

#### Goal:

To look at people more directly when I'm giving a speech.

#### Procedure:

I will take time to practice oral presentations aloud in my room. (1) I will stand up just as I do in class or in the student senate. (2) I will pretend various objects in the room are people, and I will consciously attempt to look at those objects as I am talking. (3) In giving a speech, I will try to be aware of when I am looking at my audience and when I'm not.

#### Test of Achieving Goal:

This goal will be considered achieved when I am maintaining eye contact with my audience most of the time.

Signed:

Dated:

Witnessed by:



## It's Her Idea, and He Gets the Credit. Why?

**I**n group meetings, your style of speaking can make the difference in whether you are heard, no matter how good your ideas are. Certain communication habits often put women at a disadvantage in groups.

Cynthia was a member of a committee to raise funds for a political candidate. Most of the committee members were focused on canvassing local businesses for support. When Cynthia suggested that they write directly to a list of former colleagues, friends, and supporters of the candidate, inviting them to join an honorary board (and inviting them to contribute), her suggestion was ignored. Later the same suggestion was made by another committee member, Barry. Suddenly, the group came alive, enthusiastically embracing and planning to implement "Barry's idea."

Some of the men I spoke to—and just about every woman—told me of the experience of saying something at a meeting and having it ignored, then hearing the same comment taken up when it is repeated by someone else (nearly always a man).

Many people (especially women) try to avoid seeming presumptuous at meetings by prefacing their statements with a disclaimer such as, "I don't know if this will work, but . . ." or "You've probably already thought of this, but . . ." Such disclaimers are even found on e-mail—the electronic conversation medium. An example given by linguist Susan Herring to illustrate the tone of messages typical of women who took part in an on-line discussion began, "This may be a silly naive question, but . . ."

Some speakers (again, including many women) may also speak at a lower volume, and try to be succinct so as not to take up more meeting time than necessary. Barbara and Gene Eakins examined tape recordings of seven university faculty meetings and found that, with one exception, the

men spoke more often and, without exception, spoke longer. The men's turns ranged from 10.66 to 17.07 seconds, the women's from 3 to 10 seconds. The longest contribution by a woman was still shorter than the shortest contribution by a man.

Herring found the same situation in electronic meetings. In the e-mail discussion she analyzed, she found that men's messages were twice as long, on average, as women's. And their voices sounded very different. All but one of the five women used an "attenuated/personal" voice: "I am intrigued by your comment . . . Could you say a bit more?" The tone adopted by the men who dominated discussion was assertive ("It is obvious that . . ."; "Note that . . .").

All these aspects of how one speaks at a meeting mean that when two people say "the same thing," they probably say it very differently. They may speak with or without a disclaimer, loudly or softly, in a self-deprecating or declaratory way, briefly or at length, and tentatively or without apparent certainty. They may initiate ideas or support or argue

against ideas raised by others. When dissenting, they may adopt a conciliatory tone, mitigating the disagreement, or an adversarial one, emphasizing it.

Before women decide to change their styles, though, they must realize the double bind they face. Geraldine Ferraro was called by Barbara Bush "the word that rhymes with witch." Ferraro's speech style was influenced by her Italian heritage, her New York City upbringing, and her working-class roots. Any woman who tries to become more "assertive" runs a risk of being sanctioned for being "too aggressive," just as men from the South may be seen as not masculine enough.

On the other hand, it may also be wise to decide that being seen as aggressive is a price worth paying for being listened to. Finally, we can all hope that if enough women adjust their styles, expectations of how a feminine woman speaks may gradually change as a result. ■

SOURCE: Deborah Tannen, *Talking From 9 to 5* (New York: William Morrow, 1994), pp. 277–289. © 1994 by Deborah Tannen, Ph. D. Reprinted by permission of William Morrow & Company, Inc.

## Module A

### Interviewing for Information

**R**amsey, I just got a call from Parker at City Hall saying that the police are planning to extend the experimental program at the Garden Projects—the cooperative program between police and residents for moving drug pushers out of the area. I want you to find out all you can about this. I want to know how well the experimental project is working, what happens to the pushers, what the residents think about the effectiveness of the program, and anything else you can think of."

#### The Interview Plan

Interviews are more likely to achieve the desired result if they are carefully planned. Creating and implementing an interviewing plan involves clearly defining the purpose of the interview, selecting the best person to interview, planning a procedure for the interview, and conducting the interview.

#### Defining the Purpose of the Interview

Too often, interviewers go into an informative interview without a clearly identified purpose. A clear purpose is a specific goal that can be summarized in one sentence. Without such a statement of purpose, the interviewer's questions more than likely will have no direction, and the information derived from the interview may not fit together well.

Suppose you wish to obtain information about the food service in your dormitory. Possible specific purposes would be:

1. To determine the criteria for selecting the food catering service.
2. To determine the most efficient means of setting up a cafeteria line.
3. To determine the major elements a dietician must take into account in order to plan dormitory meals.

Notice that each of these covers an entirely different aspect of food service. Your choice, then, would depend on the nature of the information you wish to get.

#### Selecting the Best Person to Interview

Somewhere on campus or in the larger community there are people who have or who can direct you to the information you want. How do you find out whom you should interview? If you are pursuing the third purpose, "To determine the major elements a dietician must take into account in order to plan dormitory meals," one of the kitchen employees can tell you who is in charge of the dining hall. Or you could phone your student center and inquire about who

## Perspectives

*Throughout the book, "Perspectives" let you share in the experiences and insights of many different communicators. Their stories give you diverse perspectives on communication, bringing to life the ideas, challenges, and practices you're learning in this book.*

### Special sections on interviewing

*Communicate! includes two special sections on interviewing: one on interviewing for information and another on job interviewing. These modules include specific discussions of the unique principles and practices of interviewing—a skill most of us find critical to our lives beyond the classroom.*



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