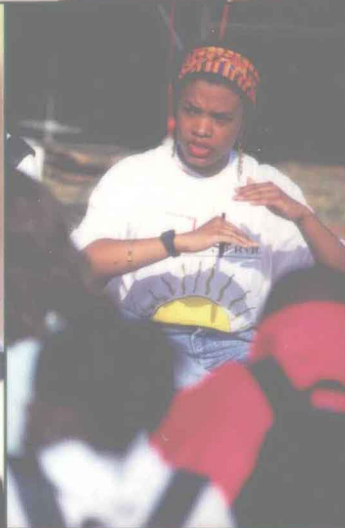
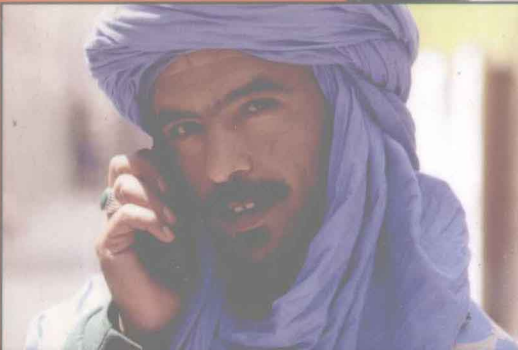


SECOND
EDITION



In the Company of Others

An Introduction to Communication

J. DAN ROTHWELL

IN THE COMPANY OF OTHERS

An Introduction to Communication

Second Edition

J. Dan Rothwell

Cabrillo College



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DEDICATION:

To my family,

Marcy, Hilary, Geoff, Barrett, and Clare

The McGraw-Hill Companies



Higher Education

IN THE COMPANY OF OTHERS: AN INTRODUCTION TO COMMUNICATION

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PREFACE

Second Edition Overview

A cosmetic face-lift of a successful textbook doesn't justify the considerable expenditure we ask our students to make when purchasing a revised edition. Consequently, although a glance at the Table of Contents might indicate that little has changed in this second edition, substantial revisions and improvements in fact have been made. These include:

1. A new chapter on communication climate (Chapter 2) was added to address more thoroughly the benefits of cooperative communication patterns and to provide relevant skills training earlier in the text.
2. All chapters have been refined, some significantly, to avoid overwhelming the student reader with too much information for a one-term course. (For instructors who are interested in a customized edition, with even fewer chapters, your local McGraw-Hill publishing representative is prepared to assist.)
3. Chapter 9, Technology and Communication Competence, has been substantially rewritten and updated to address the rapid changes in communication technologies over just the past few years. The chapter has been moved to Part One to reflect the profound influence of communication technologies on contemporary personal and social relationships. Additional references to technology appear throughout the book.
4. New *Sharper Focus* sidebars such as "Cell Phone Etiquette" and "Netiquette" and *Focus on Controversy* sidebars such as "The Monster Study: The Ethics and the Power of Mislabeling" and "Gender and Relationship Violence" have been developed, and previous ones have been updated.
5. Hundreds of new studies and research references have been added. This brings the book total to more than 1,300 references, of which the majority are recent.
6. Coverage of ethical communication has been expanded significantly. The NCA ethical guidelines are integrated into the communication competence model provided in Chapter 1 and are applied appropriately throughout the text.
7. Coverage of how to use the Internet to research speech topics has been expanded and updated (Chapter 15).
8. Gender and culture have been thoroughly integrated into the text even more substantially than in the first edition.
9. Hundreds of new examples, stories, jokes, and anecdotes have been added to make the content current and to engage the reader.
10. Keeping visual learners in mind, the visual program has been edited and expanded to include new photos, cartoons, and graphics.

11. I recognize that students rarely act on suggestions for additional reading material since perusing the textbook is a major undertaking. Thus, I have suggested credible readings from popular publications, which students might find enticing, and purposely have avoided recommending esoteric journal articles and academic tomes.
12. A new learning tool entitled *Film School* identifies carefully selected movies on video/DVD that illustrate key concepts for each chapter. Instead of doing the work for students by analyzing each film and applying it to chapter material, students are asked to answer critical thinking questions about each film.
13. Quizzes without Consequences (short practice tests) can be accessed by logging on to the Web site for this text: www.mhhe.com/rothwell2

For those who are unfamiliar with the first edition of *In the Company of Others*, the primary features that distinguish it from other human communication textbooks are provided in the next section.

Features

While covering all the standard topics in substantial detail, and remaining faithful to the core material almost all instructors agree is essential to the basic communication course, *In the Company of Others* also is unique in significant ways. Here are the main distinguishing features.

Cooperation: A Recurring Theme

One contribution of great potential for the communication discipline is that not only can we discuss cooperation theoretically, but we can also provide specific, concrete advice on how to structure human transactions so that cooperation can become a reality. Many textbooks, not only in the communication discipline, pay lip service to the need for human cooperation, but they are curiously devoid of informed suggestions about how to make it happen. This does little more than frustrate students who are looking for concrete ideas and specific advice to help them work together with others. *In the Company of Others* thoroughly addresses the issue of cooperation in interpersonal relationships, in group transactions, even in public speaking. This book is based on the assumption that cooperation should be embraced, nurtured, and cultivated. The addition of Chapter 2, Communication Climates, to the second edition expands on this theme. Material on defensive versus supportive communication has been moved from Chapter 10 and incorporated in this new early chapter so students can begin to develop the important supportive, cooperative communication skills early in the term. Chapter 2 also features a new discussion of connecting bids, a process that research shows can save relationships from deterioration or demise.

Communication Competence Model: A Foundation for Students

The communication competence model is one of our discipline's unique contributions to understanding and improving human behavior. One of the premises of this book is that communication competence, whether in the arena of interpersonal, small group, public speaking, or communication technology, is critical to student

success and achievement. The five components of the model—knowledge, skill, sensitivity, commitment, and ethics—highlight the complexity of the communication process and provide direction and guidance for students. The communication competence model is fully and systematically integrated throughout the text, not merely discussed in the first chapter, then dropped entirely or given passing mention in later chapters. Most topics and issues in the text, including perception of self and others, intercultural communication, language use, listening, transacting power, managing conflict, and using communication technologies are analyzed from the model's perspective.

Integration of Gender and Culture

Gender and culture are important themes because we live in a world of increasing diversity. *In the Company of Others* treats gender and culture as integral parts of the overall discussion of communication. Gender receives special attention early in the text in Chapter 3, and culture is the subject of Chapter 4. These two chapters form the basis for gender and culture coverage in almost every chapter. Topics related to gender and culture include: cultural differences in perception and non-verbal meanings, the role of gender and culture in powerful/powerless language, cross-cultural friendships and romantic relationships, gender and cultural bias in the workplace, the effects of communication technologies on cultural transactions, and many others.

Emphasis on Power

Power is inherent in every human transaction, and the communication discipline has many valuable insights to offer on this important subject. This text is unique in how it treats power as a central variable within all communication. Chapter 8 gives special focus to the subject of power in relationships, and later chapters include additional discussions and applications. Such topics as the effects of power imbalances in relationships, sexual harassment in the workplace, sources of personal power, strategies for transacting power competently and cooperatively, and ways to empower ourselves and others are addressed.

Focus on Critical Thinking

Asking students to think critically and to determine which ideas and conclusions make more sense than others may strike some as promoting closed-mindedness. "Shouldn't all ideas be given an equal hearing?" Chapter 7 explores skepticism and the probability model like no other textbook, discussing the issue of open- and closed-mindedness in the process. The point is made that open-minded communication follows where evidence and reasoning leads us, and that closed-minded communication accepts or rejects an idea or conclusion despite the evidence and reasoning. The chapter provides criteria for evaluating evidence and reasoning to help students sort out the sensible from the not-so-sensible ideas and conclusions while they listen to the messages of others. Chapters 16, 17, and 18 offer further coverage of critical thinking, with a focus on using sound reasoning and concrete evidence to build both informative and persuasive speeches. Finally, the "Focus on Controversy" sidebars are designed specifically to encourage critical thinking about complex issues.

Focus on Controversy Boxes

Communication theory separated from the realities of a complex and troubling world can seem sadly irrelevant to students faced with vexing problems. Addressing important controversies directly can provide significant opportunities for student learning. The “Focus on Controversy” sidebars present current, controversial issues. The aim is to show students how to weigh evidence and draw conclusions supported by research. Examples include:

The Ethics of Hypercompetitiveness,
Excessive Self-Esteem,
Gender and Relationship Violence,
Verbal Obscenity,
Crying in the Workplace,
The Silencing of Female Public Speakers,
The Ethics of Deleting Presidential Verbal Gaffes, and
Plagiarism of Public Speeches.

Every controversy receives a balanced treatment, with conclusions drawn and thought-provoking questions posed. Treatment of relevant controversies are certain to spark interesting discussion in the classroom and, more importantly, trigger critical thinking.

A Fresh Look at Communication Technologies

No one can doubt the enormous impact communication technologies are having on our lives. How we cope with these technologies and the huge changes that they bring to our lives is a vital issue. Chapter 9 addresses the trends and issues associated with these changes. Students should learn not only how to evaluate the accuracy of information and the credibility of sources but also how to handle the sheer volume of information that technology makes available. The chapter gives students concrete suggestions for coping with information overload and balancing their real lives and face-to-face relationships with their time in the virtual worlds of the Internet and the World Wide Web. Advice is also provided on cell phone and e-mail etiquette.

Extensive Treatment of Speech Anxiety and Attention Strategies

In the Company of Others provides the most extensive treatment of speech anxiety of any human communication textbook. It is the most important concern on most students' minds when they are told that giving speeches will be a required activity in class. Also, no hybrid textbook on communication covers attention strategies as thoroughly as *In the Company of Others*. Let's face facts: no one wants to listen to boring speeches and no one wants to present a speech that induces audience catatonia. Attention strategies are a vital part of an effective speech.

Carefully Composed Model Speeches

A major concern I had with general communication textbooks before I wrote *In the Company of Others* was that models for informative and persuasive speeches only

partially followed advice offered in the text I used. Often the model speech contradicted advice provided in the main text. Model informative and persuasive speeches have been carefully composed to illustrate the advice offered in the text.

Readability

Samuel Johnson's comment, "What is written without effort is in general read without pleasure" guided the writing of this textbook. Readability is a vital concern to me. Textbooks should not induce a coma, although it is understandable why some might cause eyelids to slam shut. Textbooks are not meant to read like the latest Stephen King novel, but they don't need to be a horror by reading like instructions for programming your VCR. Similarly, an overly dense, theoretical text written in technical language can impede clarity and understanding for students and create the kind of frustration many people experience when reading manuals for using the latest computer software. Consequently, obvious and not-so-obvious places have been searched to provide the precise example, the amusing illustration, the poignant event, and the dramatic instance to engage readers, enhance enjoyment, and improve clarity. Colorful language and lively metaphors have been sprinkled throughout the text to provide vividness. Additionally, a recurring segment called "Sharper Focus" uses extended examples to illustrate important points and ignite student interest. Sample topics include stereotyping of Asian students, cultural differences in perception of the "nanny trial," dealing with a Bill Gates temper tantrum, challenging the "glass ceiling" in the workplace, teamwork and the U.S. women's Olympic basketball team, stage fright among great speakers and performers, and China and the Internet. (Questions do not appear at the end of "Sharper Focus" sidebars as they do in FOC sidebars because the information presented is straightforward and offered to expand on a concept or idea, not to challenge a point of view or idea.)

Finally, the readability of *In the Company of Others* has been enhanced by extensive classroom testing of the book. Hundreds of students offered constructive comments, which were used to improve the readability of the final product. If this textbook is successful in gaining and maintaining the interest of readers, I owe a debt to those students who provided helpful advice.

Organization of the Text

In the Company of Others is divided into four parts. Part One, Fundamentals of Communication, lays the groundwork for the other three parts. Chapters 1 through 9 discuss the communication competence model, establishing a constructive communication climate, the role of perception in human transactions, intercultural communication, the use and misuse of language, nonverbal communication, the listening process, power in communication transactions, and the influence of communication technologies on human transactions. Each of these subjects crosses into every arena of communication. These arenas are treated in Parts Two through Four.

Part Two, Interpersonal Communication, discusses interpersonal dialectics, strategies for making relationships work, and conflict management techniques (Chapters 10–11). Part Three, Group Communication, explains the anatomy of small groups, teambuilding, and teamwork in groups and organizations (Chapters 12–13). Part Four, Public Speaking, addresses beginning the public speaking process,

developing a speech, presenting the speech to an audience, and constructing an effective informative or persuasive speech (Chapters 14–18).

Supplements

In the Company of Others is accompanied by a comprehensive package of instructor resources that specifically address the challenges of teaching and managing the basic communication course. Please consult your local McGraw-Hill representative for more information on any of the supplements.

For the Student

The *Student CD-ROM* includes relevant videos, helpful practice quizzes, unique activities and more. Icons in the text margins indicate content that is supported by the CD-ROM. All new copies of *In the Company of Others* include the Student CD-ROM. However, it is available for purchase separately.

- *Video Clips*—Offer students over 60 minutes of footage that illustrates communication concepts and fundamentals. Sample student speeches help novice speakers visualize classroom presentations.
- *Communication Competence Activities*—Engage students in chapter-related activities that integrate the strategies of the Communication Competence Model presented throughout the text.
- *Quizzes Without Consequences*—Allow students to take practice tests for each chapter in the text and feature multiple choice and true/false questions.
- *Topic Helper*—Lists hundreds of sample topics for speeches.
- *Checklist for Preparing and Delivering a Speech*—Provides a handy list of steps to help students manage and prepare their speeches.
- *Outline Tutor*—Helps students organize their materials by providing a computerized form for creating conventional outlines.
- *Audio Flashcards*—Allow students to review key terms aurally and visually and improve comprehension of key chapter concepts.
- *PowerPoint Tutorial*—Explains basic steps for creating an effective PowerPoint-assisted presentation.
- *Bibliography Formats*—Illustrates how to cite a broad range of sources with examples from two of the most popular style guidelines: Modern Language Association (MLA) and American Psychological Association (APA).
- *Internet Primer*—Guides students on the basics of computer and Internet usage.
- *Guide to Electronic Research*—Offers an in-depth look at using a computer and the Internet as a research tool.

The Online Learning Center (www.mhhe.com/rothwell2)—This free, web-based, student supplement features helpful tools for class and exam preparation, interactive exercises related to communication competence, and links to relevant Internet Web sites. Designed specifically to complement each text chapter, the Online Learning Center offers:

- *Communication Competence Activities*—Designed to engage students in the strategies of the Communication Competence Model that is integrated throughout the text.

- *Chapter Objectives, Outlines, and Summaries*—Intended to give students signposts for understanding and recognizing key chapter content while participating in class and while studying on their own or in groups.
- *Quizzes Without Consequences*—Allow students to take practice multiple choice and true/false tests for each chapter.
- *Glossary*—Provides easy access to key terms while using the Online Learning Center.
- *Crossword Puzzles*—Allow students to test their recall of key concepts.
- *General Web links*—Offer relevant chapter-by-chapter links for further research.
- *Worksheets*—Offer activities and projects that are based on chapter content.

PowerWeb—This resource is offered free with the purchase of a new copy of the text. It is available by logging onto the Student's Online Learning Center and by using the registration code printed on the PowerWeb postcard bound directly into *In the Company of Others*. PowerWeb helps students conduct online research by providing access to high quality academic sources. PowerWeb is a password-protected site that provides students with three outlets for accessing primary source material: first, through a library of course-specific, peer-reviewed articles from the scholarly and popular press, structured according to the typical basic course syllabus; second, through weekly updates that reflect key concepts and themes in the basic course; and third, through Northern Lights, a search engine that filters the Internet for reliable source material. For further information about PowerWeb, visit www.dushkin.com/powerweb/pwwt1.mhtml.

For the Instructor

A wide range of useful instructor resources is available on the Instructor's Resource CD-ROM and via the Online Learning Center at www.mhhe.com/rothwell2. (Please note, for reasons of security, the test bank is not posted on the Online Learning Center)

- *Chapter Outlines*—Offer comprehensive reviews of chapter material for easy reference and course design.
- *Lecture Suggestions and Exercises*—Provide ideas and activities for classroom discussion, lectures, and group work.
- *Web sites For Further Information*—Offers addresses and descriptions of sites recommended for student research and instructor resources.
- *Recommended Films*—Provides an annotated list of helpful films for classroom use.
- *Transparency Masters*—Provide presentation materials for professors who want to focus on those sections in the text that deliver specific advice and skill building concerning communication competence.
- *A Complete Test Bank*—Offers numerous multiple choice and true/false questions along with suggestions on how to set up cooperative testing. The Test Bank is available on the Instructor's Resource CD-ROM as an easy-to-use computerized test bank program that is compatible to both Windows and Macintosh computers or as a basic Word document.
- *Resource Integrator*—Organizes all print and media resources by learning objective so that instructors can tailor the Rothwell learning system to their

courses and develop syllabi that indicate not only relevant content in the book but also across the whole *In The Company of Others* package: text, CD-ROM, and Online Learning Center.

- *PowerPoint Lecture Slides*—Provide professionally developed chapter-by-chapter presentation visual aids.

PageOut: The Course Web site Development Center—All online content for the text is supported by WebCT, Blackboard, eCollege.com, and other course management systems. Additionally, McGraw-Hill's PageOut service is available to get professors and their courses up and running online in a matter of hours, at no cost. PageOut was designed for instructors who are just beginning to explore Web options. Even a novice computer user can create a course Web site with a template provided by McGraw-Hill (no programming knowledge necessary). To learn more about PageOut, visit www.mhhe.com/pageout.

Acknowledgments

Since the initial publication of *In the Company of Others* much has changed, not the least of which is that Mayfield, publisher of the first edition, was acquired by McGraw-Hill. Executive editor Nanette Kauffman made the transition from Mayfield to McGraw-Hill an amazingly smooth one for me. She deserves my great gratitude for believing that *In the Company of Others* has the potential to be a market-leading textbook and then providing the resources to support this belief. She also proved to be a most pleasant and capable editor at every stage of this revision.

Pam Gordon, my developmental editor, was a joy to work with and a true professional. Through a convergence of unforeseen circumstances, I found myself simultaneously revising two different textbooks, each for a different publisher. Pam managed to keep me on track, gently pointed out to me when I had confused one book for another, and helped me keep my sanity throughout this challenging time. Her attention to detail was astounding.

Brian Pecko, photo researcher extraordinaire, devoted hours to finding elusive photographs from not always helpful sources. Although we were disappointed to find that some photographs were not available, Brian managed to locate alternatives that were as good, even better in some instances. I thank him for his commitment to this project and his considerable skill in translating my occasionally vague description of a photographic idea into a concrete image.

I owe a special debt to all reviewers for your very helpful critiques:

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Patrick A. Sciarra, College of DuPage.

I was often impressed by your insights and the eloquence and passion with which you expressed your wisdom.

I also cannot resist commenting specifically on Carlos Aleman's more than 65-page final review. In addition to providing numerous useful ideas and trenchant comments, I was simply impressed by the sheer magnitude of the effort. I hope McGraw-Hill provided appropriate compensation. As appreciative as I am for Professor Aleman's massive critique, I am thankful that the other reviewers didn't decide to do likewise. It would have been similar to reading *War and Peace*.

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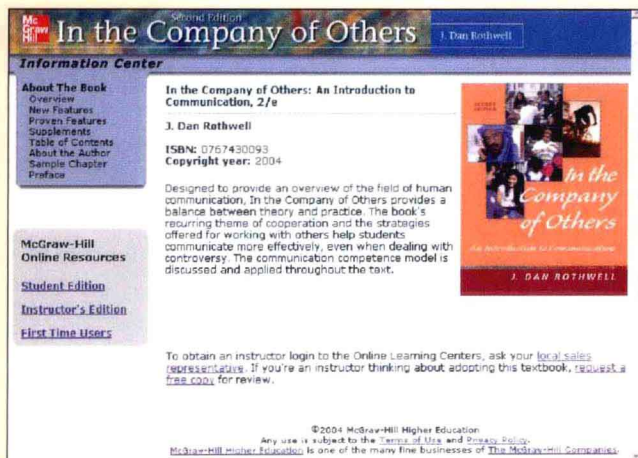
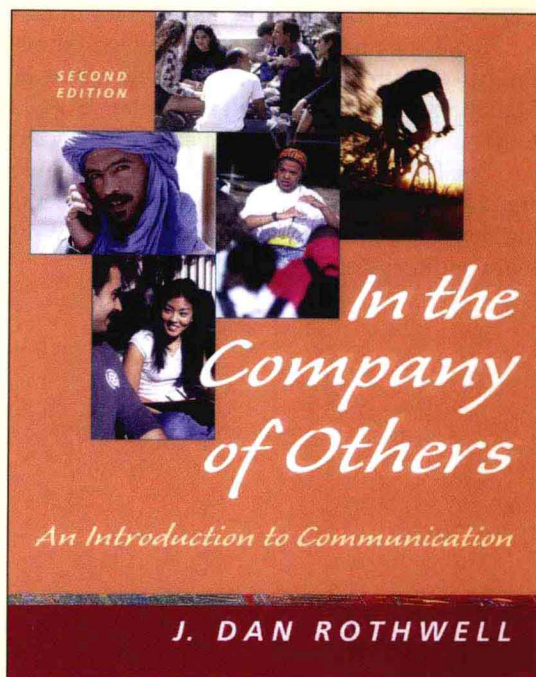
A VISUAL PREVIEW OF

In the Company of Others, SECOND EDITION

Designed to provide an overview of the field of human communication, *In the Company of Others* develops cooperation and competence as recurring themes and offers strategies for communicating with others in more effective ways. This new edition includes expanded coverage of the communication climate, the rapid changes in technological communication, organizational communication, ethics, gender, and culture.

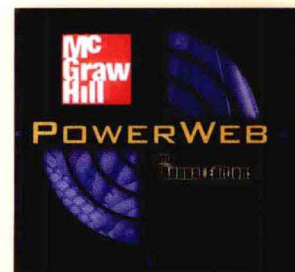


Icons throughout the book prompt readers to use corresponding features on the exciting student CD-ROM where students will find a variety of learning tools that can be used both in and outside of the classroom. With the CD-ROM, students can view video clips, take practice quizzes, and engage in unique communication competence activities developed by Dan Rothwell and Charlotte Morrison. Other components of the CD-ROM include outlining software, a PowerPoint tutorial, a topic helper, bibliography formats, and more.



To support and extend the content of the text, the Online Learning Center, a text-specific Web site, offers students and instructors an array of useful resources such as chapter quizzes, Web links, interactive activities, vocabulary-enhancing crossword puzzles, and PowerPoint slides at www.mhhe.com/rothwell2. All of these resources were designed to provide students with opportunities to practice and to help them excel in the course.

PowerWeb, a password-protected, course-specific Website is set up for *In the Company of Others*. Accessible from a link on the Rothwell Online Learning Center, PowerWeb helps students with online research by directing them to more than 6,000 high-quality academic sources. An access card with information about setting up a password to PowerWeb is bound into the text.



TEACHING STUDENTS THE FUNDAMENTALS OF COMMUNICATING COMPETENTLY

Chapter 2 Creating a Communication Climate 49



Britany and Abby Harrell are adopted twins. They are an extraordinary example of interdependence at work. If they can't agree on even simple things, such as which direction to travel, they're stymied. Their kindergarten teacher once observed, "They could give a speech on cooperation."

disrespect of a turned away bid, the spurned individual often begins to criticize the person who turns away, leading to counterattack and withdrawal from the person criticized. This attack-counterattack pattern characteristic of a destructive climate can easily spin out of control.

Not surprisingly, turning against the bids of others also destroys relationships. Negative responses to connecting bids typically produce hostility or withdrawal. Although turning against responses may seem to be the worst possible reaction one can make to a bid for connection, the research shows that turning away and turning against responses are about equally destructive to relationships (Gottman & DeClaire, 2001).

Establishing a Constructive Communication Climate

LaFazio and Larson (2001) write, "The principle of openness implies that it is better to talk things over. The principle of superpower implies that it makes a great deal of difference how you talk things over" (p. 17). This section explains how to talk things over so we can establish a constructive communication climate and avoid a hypercompetitive, destructive one.

Emphasize Supportive Communication Patterns

In an 8-year study of groups, Jack Gibb (1961) identified specific communication patterns that create defensiveness (evaluation, control, indifference, manipulation, superiority, and certainty). He also identified corresponding communication patterns that are supportive and prevent or defuse defensiveness (description, problem orientation, empathy, assertiveness, equality, and provisionality). As these patterns are explained, think about which ones you most often use.

EVALUATION VERSUS DESCRIPTION

A friend of mine was in his townhouse when the 6.9 magnitude Loma Prieta earthquake hit central California in 1989. Objects flew across the rooms, kitchen cabinets emptied onto the counters and floor, and glass shattered throughout his home. When those tumultuous 15 seconds of nature's nervous breakdowns subsided, the timid little voice of my friend's 5-year-old daughter came from the back room: "Daddy, it wasn't my fault." We are quick to defend ourselves if we even think an evaluation might be offered.

Evaluations are value judgments made about individuals and about their performance. Statements of praise, recognition, admiration, or flattery are positive evaluations; criticism, contempt, and blame are negative evaluations. We are ever wary of negative evaluations, and for good reason. Negative evaluations produce a defensive environment that can ignite a destructive communication climate (Stone et al., 1999).

Children who are frequently criticized by parents turn away from their parents when they are in trouble. Children whose parents consistently praise their accomplishments and efforts, however, typically turn toward their parents for support and help when they get into trouble (Gottman & DeClaire, 2001). Criticism, especially criticism handled ineptly, produces more conflict in the workplace than mistrust, personality clashes, power struggles, or pay (Baron, 1990).

Cooperation

Cooperation is a central theme of *In the Company of Others*. The text thoroughly discusses cooperation and provides ongoing, concrete advice on how to structure human transactions so cooperation can become a reality.

Communication Competence Model

The five components of the communication competence model—knowledge, skill, sensitivity, commitment, and ethics—are introduced in the first chapter and then thoroughly integrated throughout the entire text. An effective framework is established and revisited, so students can always anticipate guidance that reflects the model.

20 Part 1 Fundamentals of Communication

Achieving Communication Competence

Defining communication competence tells us what it is but not how to achieve it. There are five general ways that the appropriateness and effectiveness of our communication can be improved. We can build knowledge, develop our communication skills, increase our sensitivity, enhance our commitment, and apply ethical communication choices (Figure 1-4). Let's look at each of these in more detail.

KNOWLEDGE We cannot determine appropriate and effective communication without knowledge of the rules that create behavioral expectations. Knowledge is an understanding of what is required by the communication context.

Communication is both appropriate and effective when there is mutual satisfaction (We-orientation) with the process and the outcomes. That mutual satisfaction begins with knowledge of the rules that govern our transactions with others. You're not likely to be satisfied with the process if you expect cordial communication (courtesy rule) but receive adversarial, antagonistic treatment. If, however, you know in advance that initially you will be treated as an adversary to test you, then you might be less unsatisfied with your treatment. You might even find it rewarding to the challenge. Knowing the communication rules prepares you to do your communication so it is appropriate for the context and is likely to be effective by achieving the desired results.

Mutual satisfaction, however, does not mean that you always get what you want. Again, it is a matter of degree, not either-or. The more satisfied both are with both the process and the outcomes, the more competent the communication. You may find satisfaction in negotiating with another person because you listened carefully to each other's views, even disagreed, but exhibited respect. Compromise may be the result, but this can be mutually satisfying was relatively equal give-and-take on both sides.

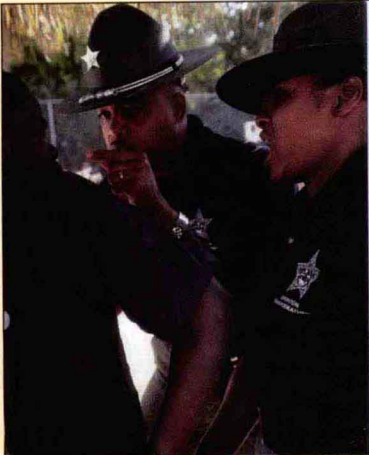
SKILLS A communication skill is "the successful performance of a communication behavior...[and] the ability to repeat such a behavior" (Spitzberg & Heck, p. 377). Clearly, fluently, concisely, eloquently, and confidently communicating messages are examples of skills. Knowledge about communication without communication skill will not produce competence. You can read stacks of books about

FIGURE 1-4 Communication Competence Model



CHAPTER 8

Power: The Inescapable Communication Dynamic



1. Definition of Power
2. Sources of Power
3. Functions of Power
4. Differences in Perceptions of Power
5. Indicators of Power
6. Social Indicators of Power
7. Power and Personality
8. Power and Relationships
9. Power and Communication
10. Problems of Power
11. Power and Ethics
12. Power and the Workplace
13. Power and the Family
14. Power and the Media
15. Power and the Law
16. Power and the Arts
17. Power and the Environment
18. Power and the Future

Power

The unique Chapter 8, Power: The Inescapable Communication Dynamic, demonstrates how power can be a constructive or destructive force in communicating with others. Issues of power resurface throughout the book where appropriate. Such topics as the effects of power imbalances in relationships, sexual harassment in the workplace, sources of personal power, strategies for transacting power competently and cooperatively, and ways to empower others and ourselves are addressed.

OFFERING IMPORTANT, UNIQUE CONTENT AND WAYS OF SEEING

The Communication Climate

A new Chapter 2, *Creating a Communication Climate*, offers useful insights and advice on skill building early in the text. This chapter gives students the time and opportunity to learn and practice important skills, such as how to solicit and respond to connecting bids from others and how to communicate supportively rather than defensively.

Chapter 13 Teambuilding and Teamwork in Small Groups and Organizations

Third, the team can assign the devil's advocate role to a specific member. This can combat the excessive concurrence seeking typical of groups that slide into groupthink. The devil's advocate challenges any decision the group is likely to make to test the ideas. Fourth, the team can set up a "second chance" meeting in which members can reconsider a preliminary decision. This allows team members to reflect on any proposal and avoid making impulsive decisions.

Teams in Organizations

Organizations in the United States have changed markedly in the last decade or so. The trend has moved from "hierarchical, function-based structures to horizontal, integrated workplaces organized around empowered individuals and self-directed work teams" (Graham & LeBaron, 1994, p. xi). This trend is discussed in this section. To understand the trend, you must know some basics about traditional organizational structure in the United States. Then the move toward "flattening the hierarchy" with self-managed teams will be explained.

Traditional Structure of Organizations

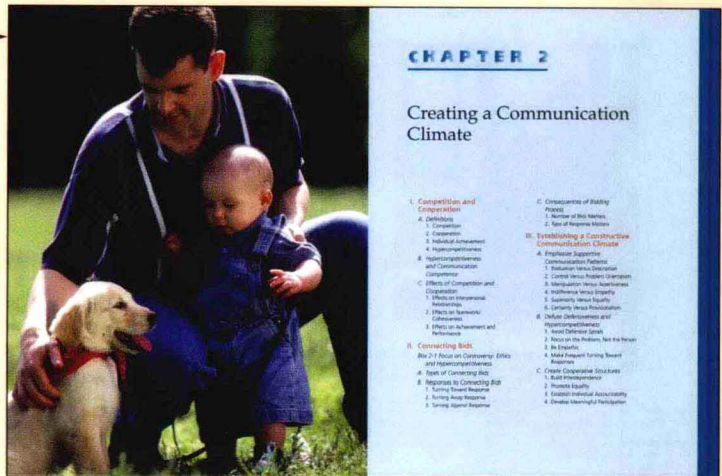
What began as a very small business in 1907 with a half-dozen employees grew into 30,000 establishments worldwide employing about 1 million workers, exceeding any other American organization, public or private. One of every eight workers in America has at some time been employed by this organization (Schlosser, 2002). Can you guess what it is? If you guessed McDonald's you are correct.

Small groups sometimes grow into large organizations, and with the transition come changes in structure. Small groups typically operate with an informal structure. A meeting of a three-person group certainly doesn't require formal communication rules such as Robert's Rules of Order. Communication is usually conducted informally as conversation rather than formally as public presentations. Procedures for managing conflict also remain informal. There is little need for formal grievance procedures. The three group members can usually handle their differences through discussion and a meeting. They also can easily share power.

As groups increase in size, complexity increases. Thus, when small groups become large groups and eventually organizations, structure typically becomes more formal to cope with increased complexity. Individuals receive formal titles with written job descriptions. Power is distributed unevenly. Those with the most prestigious titles typically are accorded the most status and decision-making power. The larger the organization, the more likely it is that the structure will become hierarchical, meaning that members of the organization will be rank ordered. This pyramid of power has those at the top—the CEOs, presidents, and vice-presidents—wielding the most power, with middle managers coming next, followed by the "worker bees" or low-level employees.

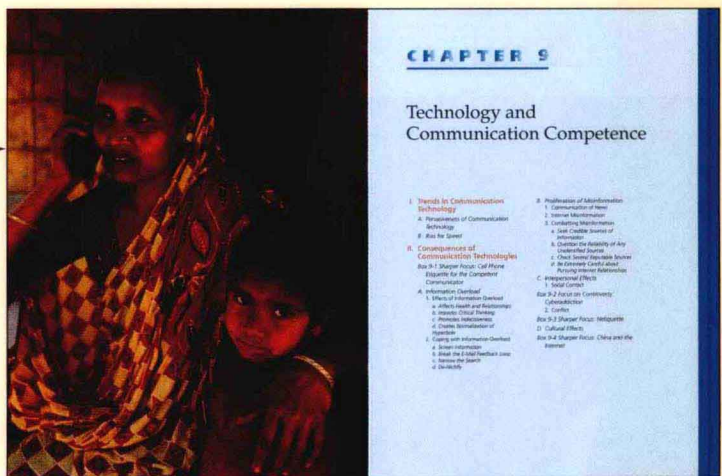
Technology

Chapter 9, *Technology and Communication Competence*, provides a fresh, comprehensive look at the influence of rapidly changing communication technologies on human relationships and transactions. The chapter gives students important advice on cell phone and e-mail etiquette. It also makes suggestions for coping with information overload and balancing students' face-to-face relationships with their mediated communication transactions.



Organizational Communication

A section on organizational communication appears in the *Teambuilding and Teamwork in Small Groups and Organizations* chapter (Chapter 13). The coverage of organizational communication naturally extends from the material on teams since organizations are a primary environment for teams.



PROVIDING THOROUGH COVERAGE OF GENDER, CULTURE, AND ETHICS

Part 1 Fundamentals of Communication

Asian man in Hanbok beats woman a steel whip for a perceived infraction of rules for wearing the burka. Anti-burqa sentiment does not mean that we have to get brutal treatment women.



world, however, that are condemned within the culture but contradict universal human rights. Female genital mutilation (female circumcision), foot binding of women, suttee (the practice of widows joining their dead husbands on the funeral pyre even if they protest), denial of education and political participation to women, the selling of children, slavery, and myriad other practices are behaviors that some cultures condone.

The United Nations' Universal Declaration of Human Rights declares that every human being has certain basic rights that include the right to life, liberty, security, freedom of speech and belief, equal protection under the law, participation in the political process, a decent standard of living, necessary social services, and education. Harrison (2000) notes, "The vast majority of the planet's people would agree with the following assertions:

Life is better than death.
Health is better than sickness.
Liberty is better than slavery.
Prosperity is better than poverty.
Education is better than ignorance.
Justice is better than injustice (p. xxvi).

Customs, practices, and communication behaviors that do not dehumanize people should not be rejected as inferior simply because they are different from our own cultural ways of operating. Sexism, racism, homophobia, and all the "isms" that divide and oppress are not universal.

Chapter 3 Perception of Self and Others

Mari and Venus, or do we live in more neighborly, closely associated worlds akin to "South Dakota and North Dakota" (Dindia, 1997)? The "truth is out there," and we're going to pursue it here.

Before beginning this discussion of gender and perception, let's first differentiate sex from gender (Talbot, 1998). Sex is biology (female-male); it is genes, gonads, and hormones. One sex difference is that a male can impregnate a female, and a female can become pregnant. It doesn't work in the reverse. Gender is socially constructed (feminine-masculine); it is learned role characteristics and behavior derived from communicating with others. There are norms and rules established in every culture that define what it is to be feminine or masculine.

Gender Differences in Communication

"Why does it take 1 million sperm to fertilize one egg? The sperm won't stop to ask for directions." "When do women stop advocating equality? When they have to kill large, hairy spiders." "How do you impress a woman? Compliment her, cuddle her, caress her, love her, listen to her, support her, and spend money on her. How do you impress a man? Show up naked. Bring beer."

What is your reaction to these "jokes" found on several Internet sites? Do you find them funny? Offensive? These are tame examples compared to the truly crude and tasteless jokes on several Web sites. Do you agree with the assumption expressed in these jokes that men and women act and communicate very differently? Let's look at the evidence.

SMALL DIFFERENCES Some researchers don't think gender differences in communication are significant. One review of a large number of studies found, in aggregate, that men and women are 99% similar in their communication and only 1% different (Canary and Hause, 1993). Other researchers disagree (Mula, 1998; Wood in Wood & Dindia, 1998).

Assuming for the moment that gender differences in communication are small, please note that even small differences can produce large effects (Eagles, 1995). Chimpanzees and humans, for example, are almost 99% similar in chromosome, yet consider the enormous differences in performance and behavior (even counting looks). Differences in competitiveness between men and women are small overall, but there are more than twice as many hypercompetitive men (Gayle et al., 1994). Extreme competitive behavior seems so much more often in men can create the stereotype that men are far more competitive as a group than women (Allen, 1988). One computer simulation study of organizational hiring practices found that, when gender accounted for a mere 1% difference in performance ratings that favored men over women, 65% of the highest-level positions in the organization were filled by men (Martell et al., 1998, p. 158).

LARGE DIFFERENCES Although most gender differences in communication are small, there are many large differences. For example, women rely more on conversation to build and maintain intimacy with friends and romantic partners, while men rely more on shared activities and doing things for others; women are better at interpreting meanings from face, body, and vocal nonverbal channels; women are more inclined to talk about their relationships than men, and women are greater caregivers than men (Wood & Dindia, 1998). In addition, women smile much more

Chapter 4 Women

cultural groups be treated with respect and as equals" (p. 498). Multiculturalism assumes universal human rights. As Moghaddam (1998) explains,

In order for multiculturalism to work, there must be certain universal rules to allow communication and understanding to take place. For example, without mutual respect and orderly turn taking, there can be no meaningful dialogue. Furthermore, in a situation in which universal rules of justice are not accepted, the weak will necessarily suffer because they cannot use the law to protect their interests (p. 506).

Multiculturalism incorporates the five ethical standards discussed in Chapter 1—respect, honesty, fairness, choice, and responsibility. To be a competent intercultural communicator, you must accept cultural diversity and eschew ethnocentrism, but always you must be guided by the ethical standards of the competent communicator. Inhuman behavior that degrades and diminishes others cannot be accepted with the justification, "That's just the way they do things in their culture." Diversity is part of the colorful tapestry of humankind, but ethnocentrism is a blight on any culture's fabric.

Misattribution

Attribution, or the causes assigned to people's behavior, and problems associated with attribution were discussed in Chapter 3. Similar attribution problems occur during intercultural communication. What is appropriate and expected communication in your own culture may be perceived as rude, arrogant, or uncivilized by individuals from other cultures. This is called **misattribution**, or "an attribution for the reason for an event given by a foreigner which differs from that typically given by a member of the host culture" (Smith & Bond, 1984, p. 177).

Intercultural communication is fraught with uncertainty and anxiety. When communicating with individuals from distinctly different cultures, we search for causes of their behavior, especially if the behavior is unexpected or seems odd by our culture's standards. We do this to reduce the uncertainty in intercultural encounters. Unfortunately, we often do not sufficiently understand the rules, norms, customs, and common practices of other cultures, so our attributions are made based on what makes sense and is expected in our culture. Individuals are too late for appointments or too early, are too talkative or too quiet, express their anger too openly or hide their anger too much, stand too close or too far apart when conversing, look too directly at the other person or look down or away too often. Each of these communication behaviors can receive a positive or negative attribution. The principal factor influencing the attribution is the culture of the observer. For instance, looking down when conversing with another person could be interpreted as a sign of weakness or intimidation (negative personal attribution) in American culture. The same behavior, however, when viewed by a member of an Asian culture, might be interpreted as an indication of respect and politeness (positive personal attribution). Conversely, looking directly at a speaker will likely be interpreted as a sign of confidence in the speaker but an indicator of rudeness in Asian culture.

Individuals in individualist and collectivist cultures are likely to be markedly making misattribution commonplace. Individualist cultures typically are characterized by a person (trait causes) that explain behavior. Collectivists are typically sensitive to the context (situational causes). A conversation between two people, one from an individualist and the other from a collectivist

Gender and Culture

Gender and culture are integrated in the text substantially and are framed so the content can directly help students cope with their diverse worlds. The text treats gender and culture as natural, integral parts of the overall discussion of communication. The subjects are given special early attention in Chapter 3, Perception of Self and Others, and Chapter 4, Intercultural Communication. With these two chapters as a foundation for considerations of gender and culture, further coverage appears in almost every other chapter in the text.

BOX 3.6 Focus on Controversy

The "Monster Study": Ethics and the Power of Mislabeling

In 1939, Wendell Johnson, a speech pathology professor at Iowa State University, embarked on a controversial experiment to determine the cause of stuttering (Dyer, 2003). A severe stutterer himself, Johnson theorized that labeling young children as stutterers when they stammer over words will not only worsen the affliction, but also could induce stuttering in normal speakers. This was a revolutionary idea that contradicted the prevailing

theory and the clear benefits of using positive reinforcement to help children overcome stuttering. Johnson's experiment was controversial because of the mislabeling and negative therapy but with success. An investigative report by the *Saturday Evening Post* (Dyer, 2001) brought the experiment to the nation's attention.

Defenders of the experiment argue that Johnson's theory and the clear benefits of using positive reinforcement to help children overcome stuttering outweighed the risks of the mislabeling and negative therapy but with success. An investigative report by the *Saturday Evening Post* (Dyer, 2001) brought the experiment to the nation's attention. Defenders of the experiment argue that Johnson's theory and the clear benefits of using positive reinforcement to help children overcome stuttering outweighed the risks of the mislabeling and negative therapy but with success. An investigative report by the *Saturday Evening Post* (Dyer, 2001) brought the experiment to the nation's attention.

Chapter 1 Communication Competence

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channels, and media. Moreover, ethical communication enhances human worth and dignity by fostering truthfulness, fairness, responsibility, personal integrity, and respect for self and others. We believe that unethical communication threatens the quality of our communication and consequently the well-being of individuals and the society in which we live.

Ethics is a set of standards for judging the moral correctness of communication behavior. In its entirety, the NCA credo identifies five ethical standards to guide our communication with others:

1. **Respect.** "Some form of the Golden Rule is embraced by virtually all of the major religious and moral systems" (Jaska & Pritchard, 1994, p. 101). Treating others as you would want to be treated is a central guiding ethical standard. Respect shows concern for others (We-orientation) not just concern for self (Me-orientation).
2. **Honesty.** Ethically responsible communicators try to avoid intentionally deceptive messages. Honesty is a cultural expectation. There is a "presumption against lying" (Bak, 1978, p. 32). All ethical systems condemn lying ("Lying Is Part" 1996). One poll found that honesty was the most prized attribute in a friend ("Lying in America," 1987).
3. **Fairness.** Prejudice has no place in the communication arena. Racism, sexism, homophobia, ageism, and all the other "isms" that plague the human spirit and divide nations and peoples would diminish if we applied the standard of fairness in our communication with diverse groups. Permitting some people to express their points of view but stifling others' expression of dissent is unfair. Fairness requires equal treatment.
4. **Choice.** Our communication should strive to allow people to make their own choices. Free of coercion (Jaska & Pritchard, 1994). Persuasion allows free choice among available options. Coercion forces choice without permitting individuals to think or act for themselves. "Choice must be intentional and voluntary." A communicator's intention is a prime consideration in ethical judgment" (Jensen, 1997, p. 4). When a person is forced to lie or mislead others, the actions are unintentional. In such a circumstance the person performing the unethical behavior is not culpable.
5. **Responsibility.** "People constantly struggle with the tension between rights and responsibilities, and conscientious people seek to balance the tensions in meaningful and fair ways. Individuals understand the right of free expression, but society demands that individual freedom not harm the larger community" (Jensen, 1997, p. 10). Responsibility means that ethical communication requires a We-orientation. Competent communicators must concern themselves with more than merely what works to achieve personal or group goals. A person may be quite effective at accomplishing individual goals (Me-orientation), but if these goals produce bad outcomes for others, their appropriateness must be questioned. We have a responsibility to consider the consequences of our communication on others.

In the abstract, these standards may seem straightforward and noncontroversial, but almost nothing in human communication is absolute and clear-cut. Human communication behavior is so complex that any list of standards for judging the ethics of communication, applied without exceptions, is bound to run into difficulty. In some cases two or more ethical standards may collide. Free choice, for example, collides with parents' responsibility when they insist that their children behave in

the experiment because of the mislabeling and negative therapy but with success. An investigative report by the *Saturday Evening Post* (Dyer, 2001) brought the experiment to the nation's attention. Defenders of the experiment argue that Johnson's theory and the clear benefits of using positive reinforcement to help children overcome stuttering outweighed the risks of the mislabeling and negative therapy but with success. An investigative report by the *Saturday Evening Post* (Dyer, 2001) brought the experiment to the nation's attention.

Questions for Thought

1. The intentions of the experimenters were noble: help children with stuttering problems become communicators. What effect does this have on assessment of the ethics of this study?
2. The power of mislabeling is clearly shown in the study. Should this be a consideration in your next assessment of the ethics of this experiment?

Ethics

Coverage of ethical communication has been expanded significantly in this edition. The NCA ethical guidelines are introduced in Chapter 1 and applied throughout the text.

Students are asked to think critically throughout the text. Most notably Chapter 7, *Listening to Others*, provides criteria for evaluating the messages of others. Chapters 16, 17, and 18 also focus on using sound reasoning and concrete evidence to build both informative and persuasive speeches.

“up yours!” (Axtell, 1998). An upraised palm with fingers spread signals “come here” in the United States, but in Italy, China, and Japan, it signals “good-bye” (Jandt, 1995).