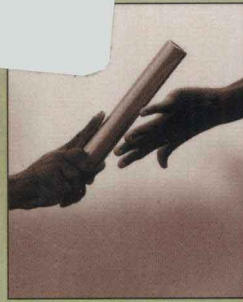
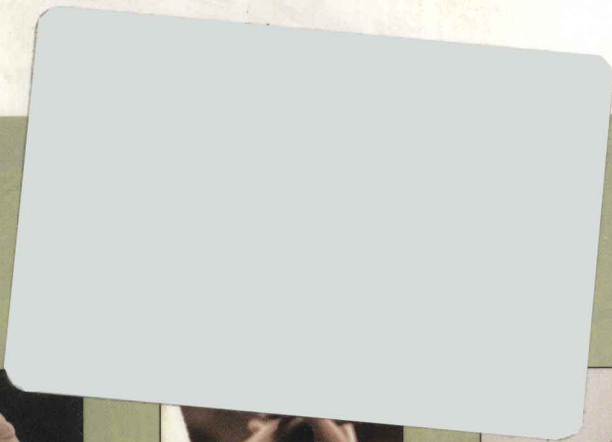




Saundra Hybels Richard L. Weaver II

# Communicating Effectively

SEVENTH EDITION



Seventh Edition

# Communicating Effectively

Saundra Hybels

Richard L. Weaver II



Boston Burr Ridge, IL Dubuque, IA Madison, WI New York San Francisco St. Louis  
Bangkok Bogotá Caracas Kuala Lumpur Lisbon London Madrid Mexico City  
Milan Montreal New Delhi Santiago Seoul Singapore Sydney Taipei Toronto

## COMMUNICATING EFFECTIVELY

Published by McGraw-Hill, a business unit of The McGraw-Hill Companies, Inc., 1221 Avenue of the Americas, New York, NY, 10020. Copyright © 2004, 2001, 1998, 1995, 1992, 1989, 1986, by The McGraw-Hill Companies, Inc. All rights reserved. No part of this publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of The McGraw-Hill Companies, Inc., including, but not limited to, in any network or other electronic storage or transmission, or broadcast for distance learning. Some ancillaries, including electronic and print components, may not be available to customers outside the United States.

This book is printed on acid-free paper.

3 4 5 6 7 8 9 0 DOW/DOW 0 9 8 7 6 5

ISBN 0-07-256397-4

Publisher: *Phillip A. Butcher*

Senior Sponsoring editor: *Nanette Kauffman Giles*

Developmental editor II: *Jennie Katsaros*

Senior marketing manager: *Sally Constable*

Producer, Media technology: *Jessica Bodie*

Senior project manager: *Pamela Woolf*

Production supervisor: *Enboge Chong*

Design coordinator: *Mary E. Kazak*

Lead supplement producer: *Marc Mattson*

Photo research coordinator: *Nora Agbayani*

Art editor: *Jennifer DeVere*

Photo researcher: *Judy Mason*

Permissions editor: *Marty Granahan*

Cover and interior design: *Ellen Pettengell*

Cover images: ©Jeffrey Braverman/Getty Images; ©Diana Ong/Superstock; ©Ron Chapple/Picture Quest; ©Thinkstock

Typeface: *10/12 New Aster*

Compositor: *Carlisle Communications, Ltd.*

Printer: *R.R. Donnelley and Sons*

## Library of Congress Cataloging-in-Publication Data

Hybels, Sandra.

Communicating effectively / Sandra Hybels, Richard L. Weaver II.--7th ed.

p. cm.

Includes bibliographical references and index.

ISBN 0-07-256397-4 (softcover : alk. paper)

1. Oral Communication. I. Weaver, Richard L. II. Title

P95.H9 2004

302.2'242--dc21

2003044549

# Preface

## APPROACH

*Communicating Effectively, Seventh Edition*, has been written for the student who is taking a speech communication class for the first time. The book covers the theories of intercultural, interpersonal, group, public, and mass communication and shows how they apply to real-life situations at school, work, and home. The approach of the books is pragmatic, so that students can see and appreciate the practical application of the ideas, concepts, and theories in their own lives. The approach of the book also is problem-solution oriented, reflecting how I teach this material in the classroom. I not only pose perplexing questions that ask for settlement, such as “How does this translate into the real-world?” but I offer realistic, applied, and worthwhile solutions. In this way, students can integrate what they are reading and learning directly into their lives.

There are numerous examples of this applied, problem-solution approach throughout the book. For instance, in the new intercultural communication chapter I ask, “How do you study culture?” In response, the six dimensions or frameworks for studying cultural differences are explained as solutions, and followed by corresponding, student-oriented examples of each dimension or framework. In this way students always will see the theory in use.

Another example of this applied, problem-solution approach occurs in Chapter 7, *Interpersonal Relationships*, the first of the two interpersonal relationships chapters. The perplexing problem is, “What is the glue that holds relationships together?” Old theories included similar interests, values, beliefs, and attitudes. But as it turns out, the key seems to be “bids and responses to bids,” an approach championed by John Gottman and his team of relationship researchers. To apply Gottman’s theory, I pose questions such as what determine your ability to bid, how common is it to bid, how important is it to bid, and what are some ways to encourage bidding. A similar approach can be framed for the new section on Baxter and Montgomery’s relational dialectics: How can the “problem of” chaos that characterizes many relationships be explained and analyzed? The solution avails itself in their theory, and the examples I offer make their theory practical, realistic, and worthwhile.

This applied, problem-solving approach has four outcomes. It makes the book readable, interesting and challenging. Most important of all, it brings communication into the day-to-day lives of students. That is not just where it should be, but that is where these ideas can make the most difference.

## ORGANIZATION AND COVERAGE.

Part One is devoted to the principles of communication. Chapters 1 through 6 present a model of communication, relate communication both to the self and culture, and show how communication works, both verbally and nonverbally, in our encounters with others. Chapter 3, *Intercultural Communication*, is new in this edition and explains different frameworks for studying cultural differences, barriers to intercultural communication, and ways to improve it.



The second part of the book focuses on interpersonal and small-group communication as well as communication at work. Chapters 7 and 8 cover interpersonal relationships, their dynamics, and how they can be evaluated and improved. Chapter 9, *Communicating at Work*, discusses informational interviews, informational interviews as precursors to job interviews, employment interviews, and presentations. Chapters 10 and 11 look at problem solving in small groups as well as leadership, participation, and conflict management in those groups.

The third part of the book examines public communication. Chapters 12 to 17, about public speaking, teach how to develop, organize, and deliver a speech. The Appendix, *Mass Communication and Media Literacy*, comprises a full chapter and focuses on mass communication, specifically on the Internet and the World Wide Web (WWW). It examines the relation of the media to the communication model, the reasons for studying media literacy, and how to assess information in general—information found on television and in newspapers and on the Internet. There is an additional section on the importance of ethics.

We continue to use many examples of key concepts in this book because this is the best way to bring theories to life. We draw these examples from familiar experiences of work, interactions with others, and campus life.

One of the goals for the text is to present the world beyond our local communities. Although this is true throughout the book, it is especially true in Chapter 3, *Intercultural Communication*.

A continuing goal of this edition is to connect readers to the Internet and WWW. Woven into the fabric of every chapter, we interlace specific *On the Web* boxes that ask readers to respond to Web information, access specific websites, evaluate Web material, or view related information carried on the Web. Web readings, too, are included in the *Further Reading* sections of each chapter. Chapter 13, *Finding Speech Material*, is oriented to using the Internet to discover and narrow speech topics as well as to learn about and research those topics. The Appendix is designed to underscore the need to study the effects of the Internet and WWW.

## ■ NEW TO THIS EDITION

### **Intercultural Communication**

Chapter 3 examines culture and the reader's role as a cultural being. It discusses the importance of intercultural communication, relates intercultural communication to the model of communication, provides six dimensions or frameworks for studying cultural differences, discusses barriers to intercultural communication, offers ways to deal with barriers that include discussion of dominant and nondominant cultures, and provides practical suggestions for improving intercultural communication.

### **Assess Yourself**

Within each chapter, a new chapter-relevant questionnaire, survey, or evaluation form challenges students to assess themselves. These boxes are designed to challenge knowledge foundations, examine assumptions, discover attitudes, look at feelings, question knowledge, assess ability, high-

light awareness, analyze skills, check confidence, probe anxiety, review preparation, and survey understandings. Scaled responses with additional discussion, explanations, and motivation and suggestions for change are included on the *Communicating Effectively* student CD-ROM.

## The FOXP2 Gene

Chapter 5, Verbal Communication, opens with an explanation of the multidisciplinary approach taken to the discovery of the FOXP2 gene, its importance, and how it has contributed to the spread of speech and language throughout the human population. The FOXP2 gene is, perhaps, the most important new discovery with respect to the evolution of speech and language, and will open the way to new research. A related *On the Web* box provides students with Internet resources to supplement the opening example.

## Student CD-ROM

The CD-ROM that accompanies the text provides students with multiple tools for learning. These tools are integrated with the text through the use of CD icons in the text margins that notify students which CD tool to use at the appropriate time. They include:

*Video* The video includes clips that illustrate basic communication concepts and excerpts of student speeches.

*Self-Quizzes* There are 15 multiple-choice and 5 true/false questions for each chapter.

*Assess Yourself* These provide scaled responses to the end-of-chapter questionnaires and surveys that challenge students to assess themselves.

*Audio Flash Cards* Students can use these digital flash cards to hear how key terms are pronounced and to study for exams.

*PowerPoint Tutorial* Students will learn the rules of design and helpful tips on implementation when working with presentation software.

*Business Document Templates and Outline Tutor* These tools enable students to prepare efficiently for class projects, assignments, and oral presentations.

## Quick Guide to Public Speaking

The beginning of Part IV, *Communicating in Public*, features a Quick Guide to Public Speaking. This useful reference tool summarizes the goals students need to achieve to give a successful speech.

## Impact of New Technologies

Ways of finding information have continued to change rapidly since our last edition as students have gained more access to computers. Almost every student with access to the Internet prefers doing computer research rather than using card catalogs, books of indexes, and library-housed reference material. Accordingly, we have added extensive computer and Internet information and advice in all chapters, and we have deleted most of the information formerly devoted to library-housed material.

*On the Web* boxes, found throughout every chapter in the book, and tied intimately and immediately to the information in each, not only ask readers to find information on the Internet, but ask them to respond, evaluate, and become involved with it. Many of these boxes provide specific websites where readers are asked to go and participate.

## ■ CONTINUING STRENGTHS—UPDATED

### Communication Competencies

Chapter 1, The Communication Process, contains new, recent evidence about the need for communication competencies and skills that every college graduate should have.

### Self, Perception, and Communication

Numerous new sections in Chapter 2 include information about how you can improve your self-concept, the relationship between perceptions and the self-concept, adjusting to perceptual influences, perceptual filters, and a new section on an individual's unique perceptual filter. Also, there is a new figure in the chapter that distinguishes between objective reality and subjective views of the world.

### Intercultural Communication

The research of Mark P. Orbe discussing communication between non-dominant and dominant group members that was part of Chapter 2, is now in Chapter 3, Intercultural Communication. Orbe discusses assimilation, accommodation, and separation at each of three levels: nonassertive, assertive, and aggressive. His research raises interesting questions, suggests a different vision of what democracy may become, and relates directly to the intercultural domain discussed in Chapter 3.

### Listening

In Chapter 4, there is an all-new opening section on the importance of listening in all of life's stages. Also, there is a list that compares the traits of good and poor listeners, and a new practical section on Note-Taking Skills. The chapter ends with a new section on Talking So Others Will Listen, which offers specific advice on how to focus others' attention on your ideas and feelings.

### Nonverbal Communication

Chapter 6 is completely rewritten to incorporate the new research and writing in all the nonverbal areas. The Reference section of the chapter also reflects the new rewrite. The chapter includes new suggestions for evaluating the reader's own nonverbal effectiveness using videotapes.

## Interpersonal Relationships

Chapter 7 includes three new practical sections. The first, Bids and the Bidding Process, builds on the work of John Gottman and presents specific ideas on what it takes to have successful relationships. The second section, “Owned Messages,” outlines a specific method so that readers can take responsibility for the messages they send. The third, Relational Dialectics, builds on the theoretical work of Baxter and Montgomery, but makes their information accessible to readers and offers a specific method for examining interpersonal relationships.

The new section in Chapter 8, Evaluating and Improving Relationships, focuses on the elements that tend to draw people together and discusses verbal skills, emotional expressiveness, conversational focus, non-verbal analysis, conversational encouragement, care and appreciation, and commitment. Not only is there a discussion of these elements, there is special motivational encouragement for males to improve their ability in these areas.

There is an expanded section on Communication Problems in Relationships.

## Communicating at Work

An expanded section on Electronic Resumes includes one sample. There is a new section on how to dress for an interview and one on the factors in interviews about which interviewees may be uninformed and over which they have no control.

## Small Groups: Characteristics

There is a new section on the potential cultural element involved in group-think.

## Leadership, Participation, and Conflict Management

Situational leadership is compared with functional leadership as well as the traditional styles of autocratic, democratic, and laissez-faire leadership styles. The various skills of situational leadership including telling, selling, participating, and delegating are discussed with an emphasis on how to practice situational leadership.

## Working in Groups

Because instructors continue to increase the time students spend in class working in groups, we include *Working Together* boxes that encourage group learning and discussion of the concepts in the text. The typical format of these boxes is either a series of questions, or a short passage to read, followed by questions. Many of these boxes have been updated in this seventh edition.



## **Getting Started (the opening chapter on public communication)**

There are new sections on Using the Internet to Discover a Topic, Internet Brainstorming, and a new running example on cyberrelationships. Much more emphasis in this chapter focuses on the use of the Internet as both a learning and research tool.

## **Finding Speech Material**

The new focus on the Internet and WWW includes a table comparing subject directories with search engines, a new section on Taking Notes on Internet Information, a new section on the research burden that has fallen on speakers' shoulders with the advent and popular use of the Internet, and a new section, too, on effectively and efficiently printing information from the Internet. Information on library-housed material has been substantially reduced.

## **Organizing and Outlining the Speech**

There is a new section on the Reference List and one on the ease of using the APA reference style.

## **Delivering the Speech**

A new section presents the connection between emotionally charged incidents and memory—how to better remember your speech.

## **The Informative Speech**

New examples are included for defining, etymology, example, comparisons, contrasts, describing, composition, fit, using numbers, arousing curiosity, presenting anecdotes, and rhetorical questions. Also, there is a new section with an example on using color.

## **The Persuasive Speech**

This chapter includes numerous new examples as well as a new sample speech by Juanita E. Hill called “Unlock Your Full Potential” that will motivate readers to take advantage of all aspects of their college experience.

## **Mass Communication and Media Literacy**

There is a new figure in the Appendix comparing face-to-face group communication and electronic group communication with respect to channels of communication and social cues to communication. A new section, too, compares synchronous and asynchronous communication. There is an expanded section on gatekeepers, new evidence presented in a rewritten section, “The Media Influences Behavior,” as well as new evidence in an expanded section on “The Media Connect Us with the Global Community.”

## ■ SUPPLEMENTS TO ACCOMPANY *COMMUNICATING EFFECTIVELY, SEVENTH EDITION*

As a full service publisher of quality educational products, McGraw-Hill creates and publishes an extensive array of print, video, and digital supplements for students and instructors. *Communicating Effectively* is accompanied by a comprehensive package of instructor resources that specifically address the challenges of teaching and managing the basic communications course. Orders of new textbooks support the substantial investment required to develop such important resources. Please consult your local McGraw-Hill representative for more information on any of the supplements.

### **Instructor's Manual/Test Bank**

This manual is a source of both daily plans and activities for the classroom. Every chapter of the *Instructor's Manual* contains Learning Objectives, Tips for Teaching, Chapter Highlights, Activities, and Essay Questions. Additionally, the *Instructor's Manual* includes sample course outlines, annotated sample speeches, and a users guide to the videos. The Test Bank includes essay, multiple choice and true/false questions created by the author of this book.

### **Online Learning Center [www.mhhe.com/hybel57](http://www.mhhe.com/hybel57)**

This free, web-based supplement for students and instructors features helpful tools for class and exam preparation, and links to relevant Internet websites. Designed specifically to complement each text chapter, the Online Learning Center offers:

- Chapter Objectives, Outline and Summaries which give students signposts for understanding and recognizing key chapter content while participating in class and while studying on their own or in groups.
- Self Quizzes which provide a place to practice at taking multiple choice and true/false tests for each chapter.
- Glossary Crossword Puzzles which allow students to test their mastery of key concepts when solving these puzzles.
- General Web links which provide relevant chapter-by-chapter links for further research.

### **Instructor's Resource CD-ROM**

A source of both daily plans and activities for the classroom, the Instructor's Resource CD-ROM contains for each chapter: Learning Objectives, Tips for Teaching, Chapter Highlights, Activities and Essay Questions. Additionally, the Instructor's Resource CD-ROM includes sample course outlines, annotated sample speeches, and a user's guide to the videos. The Test Bank includes essay, multiple choice, and true/false questions—all developed by Richard Weaver. The Test Bank is available on the Instructor's Resource CD-ROM as a computerized testbank or as a basic Word document. The

Computerized Test Bank offers numerous multiple choice, true/false and short answer questions in an easy-to-use program that is compatible to both Windows and Macintosh computers. PowerPoint Slides include not only standard lecture support for the entire text, but incorporate illustrations and other special features from the text.

## **PageOut: The Course Website Development Center**

All online content for this text is supported by WebCT, eCollege.com, Blackboard, and other course management systems. Additionally, McGraw-Hill's PageOut service is available to get you and your course up and running online in a matter of hours, at no cost. PageOut was designed for instructors just beginning to explore Web options. Even the novice computer user can create a course website with a template provided by McGraw-Hill (no programming knowledge necessary). To learn more about PageOut, ask your McGraw-Hill representative for details, or fill out the form at [www.mhhe.com/pageout](http://www.mhhe.com/pageout).

## **■ ACKNOWLEDGMENTS**

We would first like to thank all the instructors and teachers who have chosen to use this textbook from among many. We appreciate your choice, and we consider it both a responsibility and a privilege to be working for you. Likewise, we wish to thank all the students. Although we know it wasn't your choice to read this textbook, we recognize your commitment—especially when you read the book—and we have worked hard on your behalf.

My coauthor, Sandra Hybels, died unexpectedly September 18, 1999. A dedication to her is printed in the sixth edition. Although I (Richard) did the work on the seventh edition, I continue to write as if Sandra is present (in my mind, she is), and we are writing as a team. Her presence is greatly missed.

I would like to thank my colleague and friend of more than 28 years, Howard W. Cotrell. When I met Howard he was a faculty facilitator at Bowling Green State University who worked with a variety of professionals to help them improve their teaching and research. We have coauthored more than 50 articles, and he has been a contributor to my thoughts, feelings, and ruminations on almost every project undertaken. Although his name does not appear on all my published works, he is there in both substance and spirit. Whenever I am stumped, I go to him first. Although Howard and I continue to meet on a monthly basis, our e-mail contacts take care of the time between. Thus, Howard's influence continues unabated.

A special thanks to my mother, Florence (Grow) Weaver, who died in 1998. My mother was always interested, encouraging, and supportive. I have dedicated my book on public speaking to her memory. After all, she was the one for whom I delivered my first public speech.

Thanks, too, to Marge Walker and Marilyn Hulett, my sisters, and to Jim Norris, who is Marge's friend. The Internet, and its online, real-time, private chat rooms, can be credited for pulling us even closer together as a family unit communicating with, concerned about, and supportive of each other.

Thanks to Edgar E. and Zella Willis, my in-laws. There is no way I can ever thank them enough for their love and kindness. Edgar's background in teaching and writing in the area of radio, television, and film has always proven instructive and valuable. Thank you, too, to Richard, Betsy, and Frank Willis, and to Frank's friend Kirstin Nielsen. You are all special and important people in my life.

I want to thank my friends for their continuing support and encouragement: Jim and Pat Angel, Gary and Linda (Lyn) Miller, Bob and Debbie Quigley, Larry and Sherry Bush, and David and Sharon Andersen.

Also, I want to thank my immediate family: Andrea, my wife, and Scott, Jacque, Anthony, and Joanna have been inspirations to both my writing and life. Thanks to David Smeltzer and Jay Brooks and their families, Dale and Joyce Smeltzer, and Bud and Betty Brooks, our extended families. A special thanks to Karen Radford, Scott's wife. Thanks to my grandchildren: Madison, Morgan, McKenzie, Amanda, Lindsay, Austin, and Grant. Many of the personal examples I have shared with readers over the years, even though often unattributed, have been drawn from a positive, supportive, close, loving, and productive family life.

A special thank you, of course, to Andrea for her support, contributions, and love. She is always there, willing to help, to share, to give, and make space in her life for my time at the computer. There is no way this book could have reached its seventh edition without the aid and assistance of my wonderful wife and family—both immediate and extended. I do not take them for granted. I am fortunate to have this incredibly valuable support system, and I know and appreciate it.

I would like to thank the following reviewers for their detailed and insightful comments:

Patreece R. Boone,  
*Saint Louis University*

Tim Borchers,  
*Minnesota State University*

Thomas D. Bovino,  
*Wallace Community College*

Richard Cheatham,  
*Southwest Texas State University*

Kristin Gatto Correia,  
*San Francisco State University*

Carole Lewandowski,  
*Oral Roberts University*

Michael McDevitt,  
*University of Colorado*

Rajiv Ramil,  
*University of Texas at Austin*

Heidi M. Rose,  
*Villanova University*

Thomas E. Ruddick,  
*Edison Community College*

Juliann Scholl,  
*University of Nebraska*

Denise Solomon,  
*University of Wisconsin*

Princess Williams,  
*Suffolk Community College*

Paul Yerty,  
*Des Moines Area Community*

Mark Zeigler,  
*Florida State University*



# Guided Tour

## Contemporary Thought Encourages Critical Thinking

### Chapter 3

#### *Intercultural Communication*

**Objectives**

After reading this chapter you should be able to:

- Offer a clear definition of culture.
- List various ways that chances for contacts with people from other cultures have increased.
- Explain reasons for studying intercultural communication.
- Relate intercultural communication to the model of communication and communication as a transaction.
- List and briefly explain six dimensions or frameworks for studying cultural differences.
- List and explain barriers to intercultural communication.
- Distinguish among assimilation, accommodation, and separation strategies, and explain their purpose.
- Explain ways you have to improve intercultural communication.

**Key Terms and Concepts**

Use the Communicating Effectively CD-ROM and Online Learning Center at [mhhe.com/lybale7](http://mhhe.com/lybale7) to further your understanding of the following terms.

Accommodation 83	Dominant culture 81	Nondominant culture 81
Acculturation 83-84	Ethnocentrism 79	Patriotism 79
Assimilation 81	Femininity versus masculinity 76	Power distance 74-76
Assimilation strategies 81-82	High context versus low context 72-78	Prejudice 80
Assumption 86	Individualism versus collectivism 76	Separation 84
Coculture 85	Intercultural communication 68	Separation strategies 84-85
Context 77	Long-term orientation 77	Stereotypes 79-80
Culture 68	National communities 70	Transpection 86
Cultural identity 45		Uncertainty avoidance 76-77
Discrimination 80		Worldview 67

### CINCO De Mayo

brought to you by special ward program

The new Intercultural Communication chapter highlights contemporary thought (includes Mark P. Orbe's research) ways in which diversity enhances and enriches the quality of our civilization and helps students develop a sensitivity to various cultural heritages and backgrounds.

Communicating Effectively helps students recognize and appreciate how diversity in culture benefits our lives.



Because of the study of the genomes of people and chimpanzees ("Mutations eons ago . . .," 2002; "Lone gene linked . . .," 2002), progress leaped forward on why human beings developed language for communication. The work of Svante Paabo and his colleagues at the Max Planck Institute for Evolutionary Anthropology in Leipzig, Germany, is based on the discovery in 2001 of the first human gene—as one part of the human genome project—involved specifically in language. Known as **FOXP2**, the gene is directly linked to developing the fine motor skills needed to be a smooth talker. Dr. Anthony P. Monaco of the University of Oxford and his team of molecular biologists identified the FOXP2 as the gene responsible for switching on other genes during the development of the brain

## Fox P2 Gene

Chapter 5, Verbal Communication, opens with an explanation of the multidisciplinary approach taken to the discovery for the Fox P2 gene and how it contributed to the spread of speech and language throughout the human population.

## On the Web box

On the Web boxes provide students with related Internet resources to supplement the chapter's opening example.



### On the Web

The following articles on the Internet should give you some additional insights into the FOXP2 gene and its discovery and importance.

M. Balter, "Speech Gene' Tied to Modern Humans," August 16, 2002, *Science*: 297. Retrieved February 8, 2003, from <http://www.sciencemag.org>. In this article the caution scientists express against overstating the importance of FOXP2 in the evolution of language is presented.

A. Cubre, "FOXP2: To Speak or Not to Speak?" 2002. Department of Biology, Davidson College, Davidson, NC 28035. Retrieved February 8, 2003, from <http://www.bio.davidson.edu/courses/bio202/Cubre/project1.html>. In this four-article, Cubre summarizes and compares the s announcing the discovery of the FOXP2 n both the popular press and scientific letters.

He concludes that the articles were "fairly accurate;" however, he points out that the conclusion that "the expansion of humans was associated with speech development" is pure speculation.

"First Language Associated Gene Identified," 2002. Applied Biosystems. *BioBeat* (Online Magazine). Retrieved February 8, 2003, from <http://www.appliedbiosystems.com/biobeat/breakthroughs/bk65.cfm>. This article offers a look at how the FOXP2 gene discovery was announced in a scientific publication.

"Gene Linked to the Dawn of Speech," 2002. Associated Press. MSNBC News; Health; Genetics. Retrieved February 8, 2003, from <http://www.msnbc.com/news/794064.asp>. This article provides a look at how the FOXP2 gene discovery was announced in the popular press.



### Consider This

Marsha Houston (2000), professor and chair of the Communication Studies Department at the University of Alabama, Tuscaloosa, discusses not just the fact that women's conversations with each other are different from their conversations with men, or that conversations between African-Americans and white women are different but too, and especially, that expectations are different. Notice in this brief excerpt how Houston first establishes the elements of communication then places conversations into the transactional framework:

*A basic concept of contemporary communication theory is that a speaker does not merely respond to the manifest content of a message, but to his or her interpretation of the speaker's intention or meaning. In other words, I respond to what I think you meant by what you said. Such factors as the setting and occasion, the language variety or dialect, and the interpersonal relationship between speaker and listener influence message interpretation and response.*

*In addition, some understandings of talk are influenced by a speaker's gender or ethnicity. For*

*example, researchers have found that when the same message is delivered in much the same manner by a woman or by a man, listeners interpret it quite differently, in part because they expect women and men to use different styles of talk and to have knowledge of different subjects (p. 99).*

#### Questions

1. Is it clear to you that Houston is working from a model of communication similar to the Hybels-Weaver model? What evidence do you have for this?
2. Can you see the three principles of transactional communication described (or alluded to) in this excerpt?
3. To what extent will the interpretation of a message be determined by whether or not it is delivered by a man or a woman? By whether it is delivered by an African-American?

Source: M. Houston, "When black women talk wit women: Why the dialogues are difficult." In A. G. M. Houston, & V. Chen. (eds.) *Our Voices: Es Culture, Ethnicity, and Communication* (Los Angeles: Roxbury Publishing Company, 2000), pp. 99–104.

## Consider This box

Consider This boxes encourage students to think critically about real-life events.



### Another Point of View

In his book, *West Side: Young Men & Hip-Hop in L.A.*, William Shaw discusses the importance of language:

*How you talk is what you are. The increasing isolation of America's underclass is not just economic and spatial: It's linguistic, too. The African-American vernacular that thrives so richly in hip hop has its roots in West Indian creole, and in the eighteenth-century speech patterns of the Irish and Scottish immigrants. But linguists who have studied black English over the last few decades have noticed that instead of converging with what they call standard American English, it is fast drifting ever further away from it. The creative, fast-evolving language black Americans speak in the inner cities may be increasingly desirable on wax, as a cultural artifact, but it is becoming less and less like the language of the majority, the language of the schoolrooms, of mass media, of politics, and of the workplace."*

#### Questions

1. Young boys from L.A. who were looking for work in the music industry often used "slang" as their form of communication, but Mike Nixon, who had been in the music industry since the sixties, let them know that they weren't going to get anywhere in the music business if they couldn't communicate in a businesslike fashion. Do you find any analogous situations in today's world? That is, to succeed in business requires the adoption and use of communication that reflects a "businesslike fashion" as opposed to the everyday, common, ordinary speech that occurs between friends?

2. Have you any personal examples to support the insights that Shaw offers in this excerpt from his book? Have you detected, for example, the drift in black English farther and farther away from standard American English?
3. What do you think may be one reason why the fast-evolving language black Americans speak in the inner cities is becoming less and less like the language of the majority? Could it be, for example, that inner-city youth are creating a special language because they don't have as much power as the people around them? Are they doing it to exclude outsiders or members of the adult establishment?

4. Notice, in the example cited in question 1 above, that Mike Nixon understood why the young boys from the inner city of L.A. spoke the way they did, but he tried to encourage them to shift roles—to shift their speech—to adapt to a different language environment (business). How many different language environments do you adapt to in an average day? An average week? How about in an average month? With regard to effective communication, would you say that the more language environments to which one is exposed, the more effective communicator he or she is likely to be?

Source: W. Shaw, *Westside: Young Men and Hip-Hop in L.A.* (New York: Simon & Schuster, 2000), p. 480.

## Another Point of View box

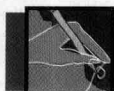
Another Point of View boxes offer interesting perspectives for student discussion. For example, *Young Men and Hip Hop in L.A.*, the fast-evolving language of inner-city black Americans, the inner cities contrasted with the language of the media, politics, and the workplace.



# Active, Everyday Applications Derived from Key Critical Concepts in Communication

## Assess Yourself

Assess Yourself is a chapter-related questionnaire survey, or evaluation form that challenges students to examine their assumptions, attitudes, and feelings. Scaled responses are included on the Communicating Effectively student CD-ROM with additional discussion or explanation.



## Assess Yourself

### Do You Have What it Takes to Be a Leader?\*

*Directions:* Indicate the degree to which you agree or disagree with each statement by the following scale:

- 5 = Strongly agree
- 4 = Mildly agree
- 3 = Agree and disagree equally
- 2 = Mildly disagree
- 1 = Strongly disagree

Circle your response following each statement. When you have finished all seventeen statements, add up your responses, and put your total points in the "Total Points" blank.

- |   |           |
|---|-----------|
| 1. I easily and comfortably question others' ideas and opinions.                                  | 5 4 3 2 1 |
| 2. I strive to find out and meet the needs of other group members.                                | 5 4 3 2 1 |
| 3. I feel good when I measure the results of my hard work, rather than counting the time it took. | 5 4 3 2 1 |
| 4. I feel comfortable thinking of others' needs.  | 5 4 3 2 1 |
| 5. I readily listen to the opinions of others.  | 5 4 3 2 1 |
| 6. I feel comfortable sharing power and control.  | 5 4 3 2 1 |
| 7. I seek out and move on to new opportunities.   | 5 4 3 2 1 |
| 8. I express my feelings easily to others.  | 5 4 3 2 1 |
| 9. I am able to easily share my accomplishments with others.                                      | 5 4 3 2 1 |
| 10. I am aware of my own strengths and weaknesses.  | 5 4 3 2 1 |
| 11. I feel comfortable with conflict.   | 5 4 3 2 1 |
| 12. I feel comfortable with change and making change.   | 5 4 3 2 1 |
| 13. I make goals.   | 5 4 3 2 1 |
| 14. I am able to motivate others.   | 5 4 3 2 1 |
| 15. I am constantly looking for ways to improve.  | 5 4 3 2 1 |
| 16. I feel comfortable knowing people look at me as a model for what is good.                     | 5 4 3 2 1 |
| 17. In general I am a confident person.   | 5 4 3 2 1 |

TOTAL POINTS \_\_\_\_\_



Find scaled responses on the Communicating Effectively CD-ROM or website.

Source: Adapted from "Leadership Self-Assessment," ICANS (Integrated Curriculum for Achieving Necessary Skills), Washington State Board for Community and Technical Colleges, Washington State Employment Security, Washington Workforce Training and Education Coordinating Board, Adult Basic and Literacy Educators, P.O. Box 42496, 711 Capitol Blvd., Olympia, WA 98504. Retrieved February 19, 2003, from <http://www.literacynet.org/icans/chapter05/leadership.html>.



## Consider This

### Key Steps for Successful Interviewing

Step One: Be prepared. Adequate preparation and practice are essential to demonstrate that you are a knowledgeable and credible person.

1. Know the purpose and objectives of the interview.
2. Make certain the setting and time are satisfactory.
3. Remove any barriers that might interfere with a successful interview.
4. Make certain you have communicated effectively with the other interview participant or participants.
5. Dress appropriately.
6. Practice. Immediate impressions will be formed from your verbal and nonverbal communication; thus, make certain your self-confidence, personality, and speech habits convey a positive impression.

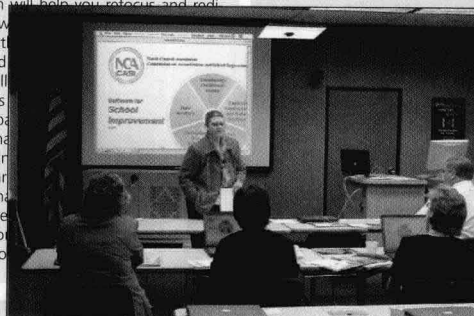
Step Two: Have an interview plan, but be adaptable and flexible. Even though the interview

may not unfold exactly as your plan dictates, a plan shows that you are a thoughtful, knowledgeable, and organized. If there is dead space during the interview, having a plan will help provide material to move the interview forward. Having a plan, too, offers you any background information that might be helpful during the interview. If the interview moves far afield from where it should be, having a plan will help you refocus and redirect the interview efficiently to its primary purpose and objectives.

Step Three: Follow up. The interview requires one who participates in a minimum of a three-step process that is important in the regular interview, a formal short, timely letter and further reinforcement of credibility and the

## Communication at Work

A thorough treatment of interviewing, business practices, and presentations prepare students for today's workplace.



The biggest difference between a presentation and a speech is the degree of visual support used and expected in presentations.

## On the Web

A continuing goal of this edition is to connect readers to the Internet. In every chapter, On The Web boxes ask readers to respond to Web information and access and evaluate Web material.



## On the Web

Compare and contrast each of the following models of communication with the Hybels-Weaver model of communication presented on page 9.

**Model 1:** (no author, no date). 6.2 Shannon's and Moles' Communication Models. Retrieved March 14, 2003 from <http://www.uni-kassel.de/fb8/misc/lfb/html/text/6-2frame.html>.

**Model 2:** (no author, no date). *The Elements of Communication: Communication Models (Transactional Model)*. Retrieved March 14, 2003, from <http://historypages.org/elements/>

**Model 3:** (no author, no date). *Introductory Models and Basic Concepts: Gerbner's General Model*. Retrieved March 14, 2003 from <http://www.cultsock.ndirect.co.uk/MUHome/cshtml/introductory/gerber.html#means>.

### Questions

1. Do these models include elements not included in the Hybels-Weaver model? Should they be included?
2. Which model best represents the elements you think should be included in a communication model? Why?



## On the Web

### Internet Databases

- **Yahoo:** [www.yahoo.com/](http://www.yahoo.com/). Yahoo is everybody's "favorite" subject guide; it is one of the first places that people register their sites so that it is fairly comprehensive, but its large size can make it unwieldy for precision searching. You can look for documents by moving through the menu categories or do a keyword search at any category level. You can search by Intelligent Default, exact phrase, AND, OR, limiting by date.
- **LookSmart:** [www.looksmart.com/](http://www.looksmart.com/). LookSmart has reviewed and organized more than 2 million Web pages into a number of categories (200,000 organized hierarchically) covering everything from gardening and books to motor racing and space exploration in order. You can search by either keyword or drill down through the categories. The keyword search results give you both a list of relevant categories as well as the relevant sites.

hundreds of guides on as many topics, all put together by experts on each subject. You can search for information by keyword, or drill down through 36 categories to find what you want.

- **Librarians Index to the Internet:** <http://lii.org/>. This is an extensive index to great sites on the Internet compiled by librarians at the University of California and elsewhere. You can subscribe to a weekly list of new sites added to the index, which serves as a great way to keep up to date on good reference resources.
- **WWW Virtual Library: Data Sources by Subject:** [vlib.org/Overview.html](http://vlib.org/Overview.html). This is another site where each subject is compiled and hosted by an expert in the field. The drawback to this distributed search guide is that the subject guides are erratically and infrequently updated.
- **Argus Clearinghouse for Subject-Oriented Internet Resource Guides (UMich):** [www.clear-](http://www.clear-)



# Critically Acclaimed Public Speaking Chapters

## ■ A QUICK GUIDE TO PUBLIC SPEAKING

### PREPARATION

*Focus on your audience.* The focus of all public speaking is the listeners—to gain a response from the audience. If you can get them to think, feel, or act in a certain way, you have achieved a measure of success. To accomplish this, you need to discover as much as you can about them and adapt your speech to their specific needs and interests.

*Find a good topic.* Select a topic that interests both you and your listeners and one on which you can complete some research.

*Choose your purpose and central ideas.* Choose your general purpose (to inform, to persuade, etc.), your specific purpose (what you want to achieve with your listeners), and your central ideas (a one-sentence statement of your message) with your specific audience in mind.

*Carefully organize your speech.* Devise two or three main points you want to explain and develop that will support your central idea.

*Find strong support.* Use personal experience, examples, facts, expert opinions, and statistics to develop each main point.

*Use transitions.* Smooth bridges are needed to help listeners know where you have been in the speech, where you are, and where you are going. Anytime you jump to a new point, it is helpful to have a signpost indicate the move: "My second reason is . . ."

*Have an effective introduction.* Begin your speech with information that will grasp listener attention and make them want to listen to the rest of your speech. Fascinating stories, intriguing questions, interesting facts and statistics, or engaging quotations are great attention-getters.

*Develop a strong conclusion.* Summarize the key points of your speech. Because it comes last in the speech, what you say in your conclusion is most likely to be remembered by your listeners.

*Use an outline.* Put all parts of the speech (introduction, main points, transitions, and conclusion) into an outline. Everything in the outline should explain, illustrate, or prove your central idea.

*Prepare a speaking outline.* From your complete outline, prepare a key-word outline that you will use when you deliver your speech.

*Practice until you feel comfortable.* Go over your speech using your key-word outline only. Speak your ideas differently each time you give your speech. Don't memorize it word-for-word.

### Delivery

*Reveal self-confidence.* Strength comes from knowing your material, feeling you have something to share with your listeners, and having a positive attitude about yourself.

*Channel your nervousness.* Use it as a source of energy. Take a few deep breaths on the way to the lectern, pause before beginning your speech, and strive to be vital, enthusiastic, and involved.

*Begin your speech.* Walk confidently to the lectern. Arrange your notes, get your first sentence firmly in your mind, look directly at your listeners, and begin your speech. Throughout your speech, maintain eye contact, be expressive, and speak clearly.

*Use your notes sparingly.* Notes should never be a crutch. Avoid reading them or staring at them absentmindedly. Use them occasionally to pick up your next point.

*End your speech with strength.* After your conclusion, pause a few moments and, if appropriate, ask if there are any questions. The impressions you give as you move away from the lectern contribute to the overall effectiveness of you and your message.

## Quick Guide

A Quick Guide to Public Speaking appears at the beginning of Part IV. This handy reference tool summarizes the goals students should strive to achieve in order to prepare and deliver a successful speech.

### Using the Internet to Discover a Topic

There are numerous strategies you can use to discover topics via the Internet. One is no better than another; they are simply different approaches. Perhaps the easiest is to enter the words "Speech Topics" into the Google search engine. We received 5,500 hits (February 20, 2003), but we realized many of these were commercial sites advertising a list of topics that a particular speaker was announcing that he or she would be willing to speak on. However, we found three sites—and there are dozens more—where you can get a quick shot of mental adrenaline:

1. J. M. Books (2001). "Here Are over 850 of the Best Topics We've Seen." Retrieved February 20, 2003, from <http://www.schoolelection.com/persuasive/speechtopics2.htm>.
2. C. Gesell-Streeter, "Public Speaking: Help with Speech Topics." Gesell Webspinning, Cincinnati State Technical and Community College. Retrieved February 20, 2003, from <http://faculty.cinstate.cc.oh.us/gesellc/publicspeaking/topics.html>.
3. (No author), "Speech Topics," District 70, Eastern Division, Area 35, Port Stephens, Toastmasters International. Retrieved February 20, 2003, from [http://www1.tpg.com.au/users/schleter/tie\\_sptc.htm](http://www1.tpg.com.au/users/schleter/tie_sptc.htm).

A second approach is to begin with your **Web portal** (Smeraglia, 2000). Your Web portal is the home page your browser displays when you first connect to the Net. "Which portal you start with may be determined by your service provider (e.g., AOL.com, MSN.com, or ATT.net), or by your browser (Netscape.com). These home pages are called portals because they are designed to act as a gateway for your exploration of the Web. . . ." (Smeraglia, 2000, p. 2). The advantage of beginning with your Web portal is that portals typically offer an alphabetical directory of topics designers of the portal thought might interest you. In addition, there are links to news, sports, and entertainment headlines, stock-market quotes, travel agencies, and local weather reports. Note, too, that the home page of any search engine is a second-level Web portal—second level simply because it requires your browser, the first level, to be activated before you can get to the search engine. Search engine home pages, too, include either a list of categories, or links to lists of categories. If you click on any of these categories, a more

The Internet is the new focus of Chapter 13, Finding Speech Material. New material includes questions to ask to determine the reliability, validity, and objectivity of websites.

The Internet offers many opportunities related to speech topics. On the Internet you can brainstorm for them, find them, narrow them, as well as investigate and research them.

