

Communicating Effectively

Sixth Edition



Saundra Hybels • Richard L. Weaver II



Communicating Effectively

Saundra Hybels

Richard L. Weaver II



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COMMUNICATING EFFECTIVELY

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Dedication

I want to dedicate the sixth edition to Saundra, my co-author, who died unexpectedly September 18, 1999. It is because of her that I became connected with this book. We were graduate students at the University of Michigan. Soon after our graduation she asked me to join her in writing a speech-communication textbook.

Among the many traits Saundra possessed that impressed me, two stand out and have contributed to the strength and popularity of this book. The first is her interest in the issues of race, gender, and culture and her ability to translate that interest into important, interesting, and readable material.

The second trait is Saundra's concern for, involvement with, and relationship to students. She connected with them in real and meaningful ways. When reviewers mention that their students "actually read the textbook," it is testimony to Saundra's ability.

As I have worked to complete the book in her absence, I continue to feel Saundra's influence on the decisions I make. Hers is a significant loss, and I hope I can, in my thinking and writing, only begin to manifest the kind of depth, clarity, understanding, and insight Saundra revealed in hers. She was an inspiration, and I will miss her.

Richard Weaver

Preface

Communicating Effectively, Sixth Edition, has been written for the student who is taking a speech communication class for the first time. We show the theories of interpersonal, group, public, and intercultural communication and how they apply to real-life situations at school, work, and recreation. The first part of the book is devoted to the principles of communication. Chapters 1 through 5 present a model of communication and show how communication works, both verbally and nonverbally, in our encounters with others. In Chapters 6 and 7, we discuss interpersonal relationships, their dynamics, and how they can be improved. In Chapter 8, “Communication at Work,” we discuss informational interviews, informational interviews as precursors to job interviews, and presentations. Chapter 9 and 10, on small groups, look at decision-making groups and how groups can solve problems. Chapters 11 to 16, on public speaking, teach how to develop, organize, and deliver a speech. A full chapter, the Appendix on “Mass Communication and Media Literacy,” focuses on mass communication and specifically on the Internet and the World Wide Web (WWW). It examines the relation of 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 information on the Internet. There is an additional section on the importance of ethics.

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

One of our greatest goals is for the text to present the world beyond our local communities. Both of us have lived and worked in many places that are completely different from the United States. These encounters with different cultures have given us many experiences to draw on in discussing what happens when people try to communicate across the boundaries of their own ethnicities or nationalities.

We also have a strong focus on subcultures within the United States. We discuss race, class, and ethnicity. For cross-cultural and intercultural communication, we draw on theories and examples from both the United States and the world. At several points in the book we challenge our readers to see beliefs and values from the perspective of a culture that is different from their own.

A final goal that we have pursued throughout the book 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 Web sites, 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 12, “Finding Speech Material,” has been oriented to using the Internet in a section called “A Guide to Researching on the Web,” as both a learning and researching tool. Finally, the Appendix, “Mass Communication and Media Literacy,” is designed to

underscore the need to both study the Internet and WWW and their effects, and to be able to competently and efficiently assess the information found on television, in newspapers, and on the Internet.

■ NEW TO THIS EDITION

Our Rich Heritage

With the explosion of new technology it is sometimes easy to forget the rich and lengthy heritage of speech communication. We open Chapter 1 with a look at its history from Aristotle, Cicero, Quintilian, and St. Augustine to the use of chat rooms and email.

Presentations

To Chapter 8, “Communication at Work,” we have added a new section on *Presentations* that applies to anyone having to make a presentation. In this section we discuss the importance of thorough preparation, natural delivery, and effective visuals. We make specific recommendations for both the preparation and presentation of visual support.

Communicating at Work

We moved the prior edition’s appendix on “*The Interview*” to the end of our section on interpersonal communication, Chapter 8, and we oriented the chapter toward the workplace. We added a section on the interview formats of open, closed, and semi-open. We include a sample informational interview on the use of the Internet as a research tool. There is a new section on “Interviews as Precursors to Job Interviews,” a new box on “Researching Jobs on the Internet,” new suggestions for developing résumés, and guidelines for preparing computer scannable resumes. Our “Cover Letter” section now includes both letters of inquiry and letters of application. There is a new section on behavioral interviewing, and a new section, as noted previously, on presentations.

“Mass Communication and Media Literacy”

The Appendix, focuses on mass communication with special emphasis on the Internet. We examine media literacy, how the media relates to the communication model, why the media is worthy of study, and how to assess it. Our assessment section looks at evaluation of information in general, information delivered via television and newspapers, and information found on the Internet. The chapter closes with a section on ethics.

■ INTEGRATED VIDEO CD-ROM

Video icons in the margins guide students to the CD-ROM excerpts where they view the concepts taught in the text. This new supplement, “Communication Concepts” Video CD-ROM, is packaged for *free* with every new copy of this text. It contains six five-minute communication segments which help illustrate small-group discussion, interpersonal communication, presentation skills, and more.

■ QUICK GUIDE TO PUBLIC SPEAKING

The inside front cover features a “Quick Guide to Public Speaking.” This reference tool summarizes the goals students need to achieve to have a successful speech.

Impact of New Technologies

Ways of finding information have greatly changed since our last edition, and students have gained more access to computers, the Internet, and the WWW. Almost every student with access to the Internet prefers doing research on the computer 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.

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

Further Reading sections of every chapter include specific Internet resources in addition to traditional resources that tie directly to the content of each chapter. These Internet resources offer readers relevant and interesting information that is readily available.

■ CONTINUING STRENGTHS—UPDATED

Gender, Sex, and Self-Concepts

We have updated the information in Chapter 2, “Self and Communication,” from the previous edition to include new studies and information on sexual identity—an extended example that strongly suggests that one’s sexual identity is established when one is born.

Communication between Nondominant and Dominant Group Members

We explain in Chapter 2, “Self and Communication,” the research of Mark P. Orbe, who discusses assimilation, accommodation, and separation at each of three levels: nonassertive, assertive, and aggressive. His research raises interesting questions and suggests a different vision of what democracy may become.

Listening

In Chapter 3 we present recent research that suggests listening actually begins before birth. Also, in our section “Gender and Listening,” we discuss some of the work of Deborah Tannen, who examines communication difficulties between men and women.

Language

In Chapter 4 we focus on various theories about why human beings developed a language for communication. Was it to express complex and abstract

thoughts? Was it to deceive? Was it for ritual and song? Or, was it for social purposes alone? Was it perhaps a convergence of all of these?

Nonverbal Communication

Because the greatest creators of body adornment are usually people between the ages of 12 and 22, we have added a new section in Chapter 5 called “Adornment” to our section on “Types of Nonverbal Communication.”

Emotional Intelligence

Although we introduced emotional intelligence in the previous edition because it helps define the areas that have been labeled social skills, we expanded the section in Chapter 6 to discuss “Managing Emotions” in greater detail. Also, we included the section “Recognizing Emotions in Others” by introducing research that shows women are better than men at detecting emotions, and we also explain the differences between empathy, pity, and sympathy.

Interpersonal Relationships

We have changed the opening of Chapter 6 on interpersonal relationships to show how our society is saturated—even obsessed—with information on relationships. We have added more information on “Control” that includes a specific example along with research that finds that people who have control over their lives are healthier. In the section “Similarities,” we discuss the three stages friendships go through when people make new friends in the workplace.

In the section “Roles, Relationships, and Communication,” we added information on marital roles. And we have added a new section, “Verbal Approaches in Approaching or Avoiding Relationships,” that includes expressing caring and appreciation, compliments, and self-disclosure, as well as the strategies for avoidance that include being distant or exclusive, unresponsive, and condescending.

We have added research suggesting that Mark Knapp’s coming together and coming apart stages of relationships are the best explanation available. Of Knapp’s bonding stage, we expanded our discussion to include nonromantic relationships.

To buttress our information on relationships, we have added the research findings of John Gottman, psychologist from the University of Washington, on the quality of spousal friendships, how couples begin discussions about problems, and how happy couples relate.

Online Discussion Groups

Chapter 9, on small-groups, opens with suggestions for conducting or participating in an online discussion group. Also, we contrast online discussions and face-to-face discussion groups.

Speech Development

In the public speaking chapters, 11–16, we begin each chapter with specific examples of speech development. These speeches have a strong emphasis on Internet resources. Both of the chapters “Finding Speech Material” and “Organizing and Outlining the Speech” open with extended examples of how

students discovered speech topics, did their research on the Internet, narrowed their topics, and outlined their ideas. The step-by-step development is offered both as a model for speech development and as a guideline for how to incorporate Internet resources in speech development.

Finding Speech Material

Chapter 12, has been rewritten to include a student speech on “Online Writing Laboratories (OWLs),” a new section, “A Guide to Researching on the Internet,” that includes looking for information, doing research, computer databases, Internet databases, evaluating information, and guidelines for using interest groups. Also, there are special sections that include computer catalogs, periodical databases, online reference works, meta-search engines, and citing Internet sources. URLs (Uniform Resource Locators, or Internet addresses) are included wherever possible for easy access to WWW locations.

Working in Groups

Because instructors continue to increase time spent 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 the sixth edition.

SUPPLEMENTS TO ACCOMPANY COMMUNICATING EFFECTIVELY, SIXTH EDITION

“Communication Concepts” Video CD-ROM

This new supplement is packaged for free with every new copy of this text. The Video CD-ROM contains six five-minute communication segments which helps illustrate small-group discussion, interpersonal communication, presentation skills, and more.

Instructor’s Manual/Test Bank

This manual is a source of both daily plans and activities for your 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 user’s guide to the Communication Concepts Video CD-ROM.

The Test Bank includes essay, multiple choice, and true/false questions.

Computerized Testing Program

Available for Windows and Macintosh computers, this testing program allows instructors to edit and print exams using questions from the printed test bank. The program also allows for the addition of original questions.

The McGraw-Hill Video Library

Instructors may choose from an extensive collection of videocassettes to visually reinforce instruction. Videotape supplements illustrate basic concepts

including nonverbal communication, interpersonal communication, and group communication, as well as interviewing and presentation skills. Other tapes provide sample speeches by both student speakers and those from the Great Speeches series. Restrictions do apply to these videos. Please contact your McGraw-Hill representative for further information.

Student Booklets

For additional coverage of current and classical topics, instructors may choose one of the following booklets to be shrink-wrapped with the text. Student booklets include: *The McGraw-Hill Guide to Electronic Research and Documentation* by Diana Wienbroer, Nassau Community College, *The McGraw-Hill Guide to Presentation Graphics* by David Birdsell, Baruch College, and *The Heritage of Rhetorical Theory* by Michael Sproule, San Jose State University.

Communicating Effectively Web site

A new web site will be both a resource for professors and students. The professors' section will have the Instructor's Manual, PowerPoint slides, and web links. The students' section will have study/homework questions, web links, and a message board.

www.mhhe.com/hybels

PageOut Custom Web site

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■ ACKNOWLEDGMENTS

(From the previous edition.) Every author should have a support system. In our house it is my husband, Joansin, who is always willing to cook dinner, run errands, and make countless trips to the post office. The other two members of the household, Maria and Lynnette, also play an essential role in keeping the household running. My household has a strong multicultural element. All of my family come from the Pacific Island of Pohnpei, and so I am always reminded that other cultural groups have a different perspective about the world.

In my department, my chair, Doug Campbell, runs the department so well that we work in an atmosphere of peace and harmony. My colleague, Karen Kline, shares many of my interests and is always dropping off interesting articles for me to read.

I would also like to thank all of the reference librarians who answer questions over the telephone, thus saving me a trip to the library. Thanks is also due to the Speech Communication Association, which has put together the CD-ROM called CommSearch 95. This resource has references and articles from all the important journals in the field through 1994. Finally, I would like to thank all the various members of the listservers to which I belong. They have been a rich source of ideas about communication.

I would first like to thank all the instructors and teachers who have chosen to use this textbook from among the many they could choose. We (speaking for Saundra) 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, too. 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. Knowing the struggle in just finding the time to read a textbook and knowing, too, how many students do not feel a textbook is even necessary in a speech-communication course, we have tried to make your commitment as painless and enjoyable as we possibly could. Saundra and I have “been there,” and not only do we remember it well, but we try to write in such a way that we, too, would enjoy the content were we required to read it.

I would like to thank my colleague and friend of more than 25 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 co-authored 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 weekly basis, our email 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 Paull and Marge Walker and Marilyn Hulett for always being there for their brother and brother-in-law. 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 each other, concerned about each other, 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. You are all special and important people in my life.

Also, I want to thank my immediate family: Andrea, my wife, and Scott, Jacquie, Anthony, and Joanna have been inspirations to both my writing and life. Thanks to David Smeltzer and Jay Brooks, who have been recent additions to my immediate family and, to my grandchildren—even more recent additions—Madison, Morgan, and McKenzie. 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, willing to share, willing to give, and willing to make space in her life for my time at the computer. There is no way this book could have reached its sixth 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 for this incredibly valuable support system, and I know it and appreciate it.

Richard L. Weaver II

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All new copies of the text are packaged with the Test Prep and Communication Concepts Video CD-ROM. The videos are designed to simulate scenarios in small group discussion, interviewing, interpersonal communication, and presentation skills. As students read the text, specially marked icons in the margins guide them to the CD-ROM video.

Chapter 2 Self and Communication 39

Summary

Self-concept is how you think about and value yourself. Self-concept comes from three sources: reflected appraisals, social comparisons, and self-perception. Scripts, roles, and self-fulfilling prophecies also influence your self-concept. If people are willing to give up some of their psychological safety and take some risks, their self-concepts will become more positive.

There are several ways to improve your self-concept. Decide what you want to change about yourself, consider your circumstances, take some chances, set reasonable goals, use a program of self-discipline, find people who will support you, and act positively toward others.

While self-concept is how you look at yourself, perception is how you see the world around you. Your perceptions come from interactions with others and from your cultural background. In the perceptual process you select information, organize it, and interpret it. Your education

and experience will influence how you carry out this process.

Race refers to biological characteristics, such as color of skin, hair, and eyes. Ethnicity is a shared common history, tradition, and culture. A stereotype is an oversimplified or distorted view of another race or culture. Racism implies that people believe their own race is superior, and ethnocentrism implies that members of an ethnic group believe their group is so special that it occupies the center of the world.

When members of a nondominant group work to get what they want from dominant-group members, they use one or more of three main strategies: assimilation, working to fit into the dominant group; accommodation, trying to get the dominant group to change so that it includes experiences of the nondominant group; and separation, leaving the dominant group.

Questions to Review

- How do reflected appraisals, social comparisons, and self-perception lead to a self-concept?
- What is a self-fulfilling prophecy, and how does it contribute to one's self-concept?
- What is psychological risk, and how does it contribute to one's growth and self-concept?
- Name some of the ways by which self-concept might be improved.
- What is perception, and how is it tied into self-concept?
- What are the three steps of the perceptual process?
- How does our culture influence our perceptions?
- Define race and ethnicity, and explain how these concepts influence perception.
- What is ethnocentrism, and how does it influence our perceptions of others?
- Name three ways that nondominant-group members might try to change their communication when they are talking to members of dominant groups.

Notes

*Rubin, Michael, ed., *Men without Masks* (Reading, Mass.: Addison-Wesley, 1980), pp. 187-88.
*Santagato, Esteradella, "A Puerto Rican View," *New York Times Magazine*, Dec. 18, 1994, pp. 34-36.
*Santagato.

*James, Muriel, and Dorothy Laneauard, *Born to Win: Transactional Analysis with Gestalt Experiments* (Reading, Mass.: Addison-Wesley, 1971), pp. 68-100.
*Garrison Kellie, *Lake Wadsworth* (New York: Penguin/Viking Press, 1985), pp. 304-05.

276 Part 2 Interpersonal Communication

PH: Yes, I have a few questions about the station. (Harris asks the following questions, and Lopez responds to them: Do you have any research on your audience for news? Are most of your newscasts sponsored? How well do you compare with other stations in the ratings?)

HL: Thanks for coming in. I will be making my decision by Monday. I will call you then.

PH: Thank you for the interview. I'm glad I have had a chance to meet you and visit the station. I'll look forward to hearing from you.

the time to ask some questions about the company or organization. In this interview, Harris asks some business-related questions—showing that she knows that news is just one part of the station's business.

At the end of the interview, the interviewer often interviews what will happen next. In this case, Lopez lets Harris know when he is going to be making his decision. If the interviewer does not raise this issue, the person being interviewed should. Like the opening of the interview, the closing will probably end with small talk.



The employment interview is a structured form of communication.

Being Interviewed

Once you have researched the company, prepared your résumé, and thought about the questions you are likely to be asked, you are ready for your interview. Research suggests that the first few minutes of an interview are the most important, for it is then that many interviewers establish their biases and make their decisions. So it's important that you make a good impression right from the start. Much of the good impression you convey is nonverbal: being on time, being dressed appropriately, and giving a firm handshake. It

With Test Prep® students will be able to study and prepare for exams. There are 35 review questions for each of the text's 16 chapters.

Chapter 8, "Communicating at Work"

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

Chapter 8

Communicating at Work

Objectives

After reading this chapter you should be able to:

- Define informational interviews.
- List some of the ways information interviews are used.
- Tell how information interviews can enhance information gathering.
- Construct the following kinds of questions: primary, follow-up, open-ended, closed, neutral, and leading.
- Explain the purpose of, preparation for, and execution of information interviews as precursors to job interviews.
- Describe your preparation for employment interviews.
- Prepare an effective résumé that follows the suggestions used in a sample résumé.
- Describe your preparation for a behavioral interview.
- Describe your preparation for a presentation.

Key Terms and Concepts

- | | | |
|-----------------------------|--------------------------|------------------------|
| behavioral interviewing 276 | interview 241 | PEW 261 |
| closed format 246 | leading questions 246 | policy information 244 |
| closed questions 247 | level of application 245 | preference 250 |
| open format 245 | level of inquiry 245 | presentation 277 |
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| interview 242 | PEW process 272 | workplace format 246 |



Notes

- ¹Marilyn Elias, "College Kids Get 100 Averages on Line," *USA Today*, Aug. 26, 1999, p. 5D.
- ²"USA Snapshots," *USA Today*, Aug. 26, 1999, p. 1B.
- ³"We are indebted to Terry Brainerd Chadwick for information on this topic. See Terry Brainerd Chadwick, "How to Conduct Research on the Internet" (InfoQuest Information Services), January 17, 2000, www.chead.com/research.html (March 10, 2000), particularly the section "IX. 8 Steps for Doing Research on the Internet," pp. 22-23 of 34. Some of the information we present in the list is quoted directly from Chadwick, but it is not her full text. We have adapted her information to relate to speech preparation.
- ⁴"General Research Division—Guide to Computer Databases" (New York Public Library), Jan. 20, 2000, www.nypl.org/research/cdsguide.html (March 10, 2000).
- ⁵"General Research Division."
- ⁶Chadwick.
- ⁷Joan Ormrod, Michael Engle, and Tony Cosgrave, "How to Critically Analyze Information Services" (Olin Kroch, Uris Libraries, Research Services Division, Cornell University Library), June 28, 1999, www.library.cornell.edu/ksure/research/askid26.htm (March 10, 2000).
- ⁸Todd Jacobson and Laura Cohen, "Evaluating Internet Resources" (University at Albany Libraries), April 1996, www.albany.edu/library/internet/evaluate.html (March 10, 2000).
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- ¹¹"Lexis-Nexis Database Search Guide" (Simon Fraser University Library), December 17, 1999, www.lib.sfu.ca/lexisnexus/lexis.htm (March 10, 2000). The definition of Lexis-Nexis is quoted directly from this web site. Quotation marks were removed for ease of reading.
- ¹²Stella Herzig, "The Best Information on the Net (BIDIN): Online Reference Books" (O'Keefe Library, St. Ambrose University), February 9, 2000, www.sau.edu/bestinfo/keefe/RefBooks/bidindex.htm (March 10, 2000).
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- ¹⁴Colin Powell, "Graduation Speech at Fisk University," in Andrew Albanese and Brandon Trisler, eds., *Graduation Day: The Best of America's Commencement Speeches* (New York: Morrow, 1998), pp. 72-73.
- ¹⁵"Health in America Tied to Income and Education" (U.S. Department of Health and Human Services), February 17, 2000, www.cdc.gov/cvwww/releases/98news/98news/hsup98.htm (March 10, 2000).
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- ¹⁸William F. Franklin, "Careers in International Business: Five Ideas or Principles," *Vital Speeches of the Day* 64(23) (Sept. 15, 1998): 719.
- ¹⁹Raymond V. Gilman, "Innovation, Ethics and Core Values: Keys to Global Success," *Vital Speeches of the Day* 65(7) (Jan. 15, 1999): 212.
- ²⁰Billy O. Wireman, "Promises to Keep: Applying Old Values to a New Era," *Vital Speeches of the Day* 65(11) (Mar. 15, 1999): 345.
- ²¹"Health in America."
- ²²William F. Baker, "The Lost Promise of American Television: Eyeballs for Sale," *Vital Speeches of the Day* 64(22) (Sept. 1, 1998): 664.

Updated Communication Research

150 new citations and updates make the sixth edition current and contemporary.

Chapter 12 Finding Speech Material 399

To give you some idea of the number of databases available, the New York Public Library offers a total of 77 databases covering general, humanities, and social science subjects. "These databases," the library's web page states, "range from the library's catalog to newspaper and periodical indexes to poetry collections to multimedia encyclopedias." A brief listing indicates some of what is available via the computer from the New York Public Library: CATTYP contains records for all materials acquired by the Research Libraries after 1971; LEO includes the holdings of the 82 branches of the New York Public Library; WorldCat (OCLC) contains over 26 million records representing the holdings of 15,000 libraries around the world; and Eureka (RLIN) contains over 56 million records representing the holdings of 200 major research libraries. The New York Public Library also lists five newspaper indexes (including full-text newspaper databases), three general-interest and 26 specialized periodical indexes, three encyclopedias, 14 reference works, and 12 electronic texts, as well as an image database and two movie databases—all on the computer.²

Evaluating Information on the Internet

Now that you can access the information you want and need from the Internet, you need to be aware of the precautions regarding use of such material. As we have noted previously in this book, the fact that something is on the Internet does not make it credible, valid, or worthwhile. Just as in any library, along with all the good information there is plenty of bad information as well. The old saying "You can't tell a book by its cover" can be updated to "You can't judge the worth of information by the appearance of a web site."

The stature of researchers can be measured not in the quantity of information amassed but in the quality of that information. To ensure that you are gathering material of high quality, you must pursue answers to some important questions. These questions can be divided into the six categories discussed below.

1. **Reliability.** What is the source of the information? Did the information come from an academic, government, or commercial site? Here, it may be helpful to know how to decipher a URL—especially the domain name part of a URL. In the United States, the domain name for Internet providers usually ends with three letters (called the *zone*). These letters indicate the type of organization supplying the information at a site. For example, commercial organizations end with *.com*; educational institutions end with *.edu* (such as "umich.edu"); networking organizations end with *.net*; U.S. government sites end with *.gov*; military sites end with *.mil*; and organizations that don't fall into any of these categories end with *.org*. Outside the United States, domains include a country code.

A general rule—very general—is that an educational institution is likely to offer information designed to teach or help learners, whereas a commercial organization is likely to offer information designed to sell or market a product. We would tend to ask about information posted at a commercial site, "What's in it for them?" or "What is their agenda?" we would be less inclined to ask the same question regarding information posted at an educational site. Remember, this is a general rule only; however, it attempts to get at the issue of reliability.

Guide to Researching on the Internet

Finding Support Material in Chapter 12 provides step-by-step guidance for students wishing to research speech topics on the web and a section on evaluating the credibility of web sites.

Appendix

Mass Communication and Media Literacy

Appendix Objectives

After reading this chapter, you should be able to:

- Define media literacy.
- Explain how the media relate to the communication model.
- Identify the reasons for studying media literacy.
- Distinguish how the media shape attitudes and influence behavior.
- Tell how assessment relates to the media.
- Employ the tools for assessing or evaluating information on television, in the newspapers, and on the Internet.
- Explain how ethics relates to the media and identify who is responsible for maintaining ethical standards in the media.

Key Terms and Concepts

asynchronous communication 612	media literacy 603	virtual reality 616
gatekeepers 609	synchronous communication 612	

Quick Guide to Public Speaking

The inside front cover provides a quick reference tool that summarizes the goals students need to achieve to give a successful speech.

"Mass Communication and Media Literacy" Appendix

For those who incorporate mass communication in the course, this appendix examines and provides the tools to evaluate the widespread influence of mass media on society.

Application Boxes that Reinforce Key Concepts

“Consider This”

Encourages students to apply theory to real-life events—many of these boxes focus on cross-cultural and intercultural communication.



Another Point of View

In Morocco, the stages of relationship development are likely to be significantly different from those in the West. This is because of socialization that results in important gender differences, as noted in this summary:

Thus the experience of romance in Morocco differs for males and females. Both sexes hope to marry someone with whom they are compatible (*mutafehem*; literally, they understand each other). But females rarely seem to experience the same intensity of romantic passion as males. This may be partly because they are less likely to report such feelings to anyone but their best friend, given the still-functioning ideal of female purity. However, their socialization to behave responsibly from an early age, the myriad warnings of sexual dangers, and the practical importance of forming a stable marriage all encourage young women not to rely only on their feelings. Young men as children are more likely to be given whatever they want, and expect similar indulgence in adulthood. The involvement of families in marriage decisions serves to temper some of their impulses, and the objects, the young women themselves,

are perhaps the best insurance against terrible mistakes.

Source: Douglas A. Davis and Susan Schaefer Davis, “Possessed by Love: Gender and Romance in Morocco” (Haverford University), Nov. 18, 1997, www.haverford.edu/psych/davis/romance.html (March 2, 2000).

Questions

1. Do you think males and females in the West experience the same intensity of romantic passion—whether expressed or not?
2. To what extent is the ideal of female purity before marriage still an expected standard by which males and females are judged in the West? Are there different standards for males and females?
3. To what extent are the young men in Morocco different from the young men in the West?
4. Do you think the involvement of families in marriage decisions—as is the case in Morocco—serves a valuable and important function? What might happen if the same were true in the West?



Consider This

In Western societies, most families value their daughters as much as their sons. However, in other parts of the world, especially in agricultural societies, sons are valued over daughters because they can work on the land. Also, where sons don't move away when they get married, they or their wives are available to care for elderly parents.

In a traditional Moslem country such as Saudi Arabia, some families prize sons highly and give daughters little value. In a story given secretly to an American journalist, a Saudi princess compared her life to that of her brother, Ali. In one episode, a servant gave her an apple, and her brother demanded it. She refused and ate the apple as fast as she could—and she was punished severely.

As punishment, Ali was given all my toys. To teach me that men were my masters, my father decreed that Ali would have the exclusive right to fill my plate at mealtimes. The triumphant Ali gave me the tiniest of portions and the worst cuts of meat. Each night, I went to sleep hungry, for Ali placed a guard at my door and ordered him to forbid me to receive food from my mother or my sisters. My

brother taunted me by entering my room at midnight laden with plates steaming with the delicious smells of cooked chicken and hot rice.

Finally Ali wearied of this torture, but from that time on, when he was only nine years old, he was my devoted enemy. Although I was only seven years old, as a result of “the apple incident,” I first became aware that I was a female who was shackled by males unburdened with consciences.

Source: Jean P. Sasson, *Princess* (New York: Morrow, 1992), p. 26.

Questions

1. In Western societies, there are often separate roles that boys and girls are expected to play. What are some of these roles in your family?
2. Can you come up with examples of other countries where boys and girls are treated differently?
3. Are special roles designed for girls to keep them from danger? Are these roles necessary?

“Another Point of View”

Offers interesting perspectives for student discussion.



On the Web

Guidelines for Using Interest Groups

If you are going to use an interest group primarily for the purpose of finding information rather than to establish a long-term relationship with colleagues, you need to move carefully. If you do, the rewards can be great. Tips:

1. Take time to read an interest group for a while, a week or two, before posting.

Learn the culture of the group:

How frequently people post

How they post (formal, informal)

How much flaming is tolerated*

Signal-to-noise ratio (informative to trivial message ratio)

Level of commerciality/advertising tolerated

If the group meets your needs, be sure to frame your postings and questions to fit within the group's culture. If you can't wait a week or so to post a question, try to use a group in which you already participate, or one that is highly tolerant of newbies.

2. Be considerate. Avoid getting in flame wars. If someone tells you you've acted inappropriately,

apologize. If you must answer, do so in private e-mail, not on the list.

3. Make sure that your requests for information are appropriate and relevant to the groups to which you post. Post to no more than five interest groups, no matter how relevant. If people are interested, they'll alert others to your question.

4. Keep it brief. Try to keep your information request to two screens or less.

5. Provide a summary to the interest group of the results of your research.

6. Participate in relevant interest groups, even when you're not directly looking for information. You'll be more likely to get answers to your questions if people know you, and if you answer the questions of others.

*To flame (a verb) is to post angry, inflammatory, or insulting messages. Don't do it.

Source: Terry Brainerd Chadwick, “How to Conduct Research on the Internet” (InfoQuest/Information Services), January 17, 2000, www.tbchad.com/resrch.html (March 10, 2000), pp. 9–10.

“On the Web”

Ties applicable online references to chapter material and acquaints students with diverse online resources.



Working Together

Working with others as a group, come up with examples of constructive criticism for each of the situations listed below. As a reminder, here are four ways to go about this kind of criticism: (1) Be specific and give details on how to improve, (2) offer to assist in making the change, (3) tell how the criticism will be in the recipient's best interest, and (4) put the criticism into a broader and positive context.

- Your fourth-grader comes home with a D in geography on her report card.

- Your teenager has an accident with the car because she didn't put on the parking brake and it rolled down the hill.
- Your boyfriend or girlfriend, who wants to be a lawyer, has poor grammar.
- Your good friend often makes racist or sexist remarks.
- Your co-worker continually steals company supplies.

“Working Together”

Provides activities that encourage group learning and discussion of key concepts.

Supplements

FOR THE STUDENT

Text-Specific Web Site—the Online Learning Center

This new Communicating Effectively web site serves as a resource for both professors and students. The professors' password-protected section contains the Instructor's Manual, PowerPoint® Slides, and web links. Students will appreciate easy access to study and homework questions, web links, and message board.
www.mhhe.com/hybel

TestPrep/Communications Concepts CD-ROM

All new copies of the text are packaged with the Test Prep and Communication Concepts Video CD-ROM. The videos are designed to simulate scenarios in small group discussion, interviewing, interpersonal communication, and presentation skills. As students read the text, specially marked icons in the margins guide them to the CD-ROM video.
With Test Prep® students will be able to study and prepare for exams. There are 35 review questions for each of the text's 16 chapters.

FOR THE INSTRUCTOR

Instructor's Manual/Test Bank

Contains a user's guide to the Test Prep and Communication Concepts Video CD-ROM and a wealth of teaching aids, instructional strategies, class activities, and discussion questions. There is also a test bank with true/false, multiple choice, and essay questions for each chapter.

Computerized Test Bank

Offers a variety of test questions for quizzes, final exams, and more (available for both Windows and Mac).

PageOut™

Course Web Site Design Template

FREE to adopters, PageOut™ makes it easy for even the most novice computer user to have a professionally designed course web site in just a few minutes. Simply fill in a series of templates with your information or with content from the Hybels & Weaver Communicating Effectively web site, click on a design, and you've got the perfect web site for your course.

Communication Concepts Video

Contains six five-minute communication segments that help illustrate key points in the text.

The McGraw-Hill Video Library

Instructors may choose from an extensive collection of videocassettes to visually reinforce instruction. Videotape supplements illustrate basic concepts including nonverbal communication, interpersonal communication, public speaking, group communication, as well as interviewing and presentation skills.

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