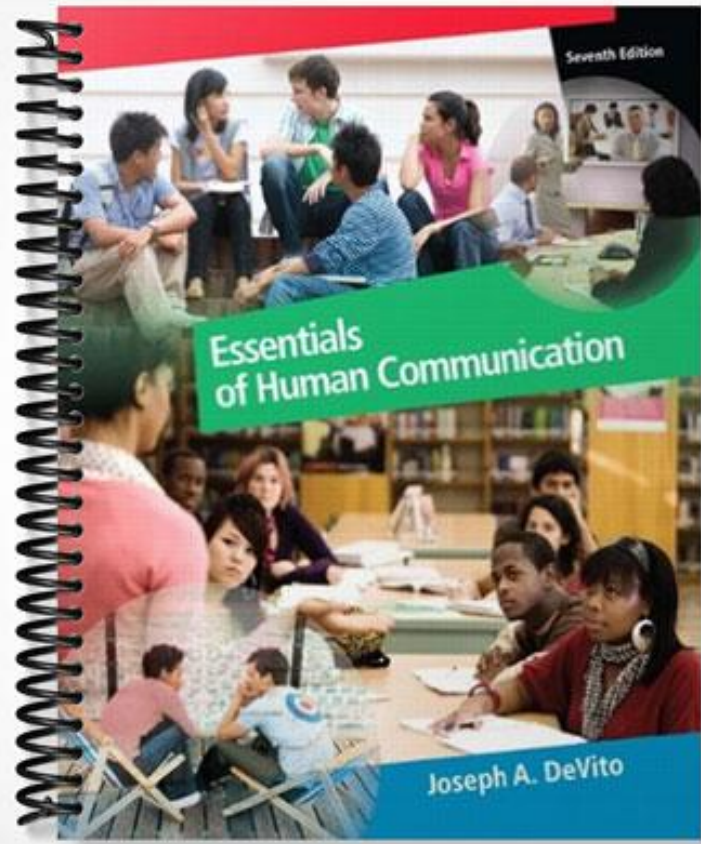


TEST BANK



**Essentials
of Human Communication**

Joseph A. DeVito

Instructor's Manual and Test Bank

for

DeVito

Essentials of Human Communication

Seventh Edition

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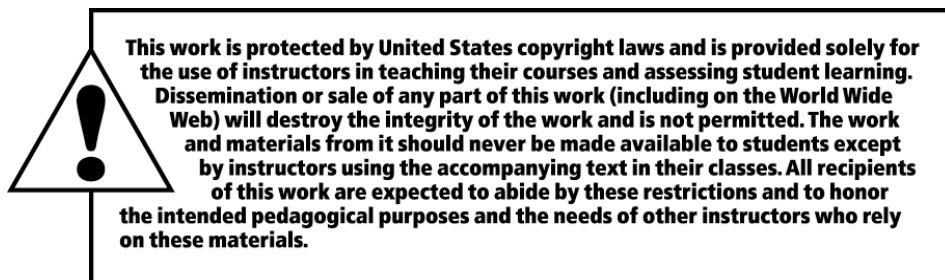
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INTRODUCTION: UNIT PLANNERS *for Chapters 1 through 14*

INSTRUCTIONAL GUIDELINES

The following section contains the Unit Planners for each chapter of *Essentials of Human Communication*, seventh edition. Each Unit Planner provides an integrated lesson plan for teaching the individual chapters in the text. Each Unit Planner contains the following pedagogical tools: Chapter Concepts, Knowledge and Skills Objectives of this Chapter, Instructional Outline, Questions for Discussion, and Activities for Skill Development. Guidelines for using these pedagogical tools are described below.

CONCEPTS OF THIS CHAPTER

Concepts are identified for each chapter. These are the major headings in the text.

CHAPTER KNOWLEDGE AND SKILLS OBJECTIVES

Knowledge and skills objectives are listed for each chapter. Knowledge objectives identify the communication concepts the students should understand. Skills objectives identify the communication skills the students should improve.

Both the **Knowledge** and the **Skills Objectives** may be used in several ways:

- to set lesson objectives
- to highlight the concepts and skills that are addressed through the Questions for Discussion
- to highlight the concepts and skills that are applied in the Skill Development Experiences

INSTRUCTIONAL OUTLINE

An annotated outline of the main topics in the chapter provides an overview of the material covered in the chapter and may be used as a lecture outline. This outline also may be used as a convenient study guide for students.

QUESTIONS FOR DISCUSSION

Questions designed to stimulate class discussion are included for each chapter. The questions may also be used for assignments, essay questions, or as review questions for an exam. Answers to questions are provided.

ACTIVITIES FOR SKILL DEVELOPMENT

Instructional guidelines for using the learning activities in each chapter are provided. These activities allow the students to apply the concepts and skills discussed in the text.

AVAILABLE ASSETS ON MYCOMMUNICATIONLAB!

At the end of each chapter there is a list of multi-media assets, which can be found on the password protected MyCommunicationLab website for this book (www.mycommunicationlab.com). Packaging MyCommunicationLab with your students'

textbooks is a great way to help students better understand and apply the concepts and principles discussed in this chapter. This website combines pedagogy and assessment with an array of multimedia activities—videos, speech preparation tools, assessments, research support, multiple newsfeeds— to make learning more effective for all types of students.

Unit Planner

CHAPTER 1: THE ESSENTIALS OF HUMAN COMMUNICATION

CONCEPTS OF THIS CHAPTER

- human communication: skills and forms
- communication models and concepts
- communication principles
- culture and human communication

KNOWLEDGE OBJECTIVES

After completing this chapter, students should be able to:

- define *communication*
- understand the nature and importance of effective communication skills
- explain and give examples of the essential concepts and principles of communication
- explain the relationship of culture to human communication

SKILLS OBJECTIVES

After completing this chapter, students should

- use the essential elements and principles of human communication in daily interactions
- act mindfully in considering the role of culture in all forms of human communication

INSTRUCTIONAL OUTLINE

I. Human Communication consists of the sending and receiving of verbal and nonverbal messages between two or more people. This chapter provides the foundation for the study of this complex process.

- The Skills of Human Communication – **This text and course focus on communication skills vital to successful personal, social, and work life. These skills include the following:**
 - **Self-presentation skills** – presenting one's self to others as confident, credible, likeable, and approachable is essential to effective human interaction
 - **Relationship skills** – knowing how to initiate, maintain, repair, and even occasionally dissolve relationships makes one a better friend, family member, romantic partner, and coworker
 - **Interviewing skills** – being able to interact to gather and to share information in a variety of situations, including job interviews, enhances one's personal and professional life
 - **Group interaction and leadership skills** – participating as an effective group member in relationship and task groups adds to the strength and success of the group
 - **Presentation skills** – speaking to small and large audiences to inform or to persuade builds self-confidence and can serve a larger common good
 - **Media literacy skills** – being a critical user of the varied mass media encountered on a daily basis helps one to act as informed citizen and consumer

Learning these skills requires engaging in and mastering a variety of communication forms:

- **Intrapersonal** – through communication with oneself, one learns about one's self and rehearses messages intended for others
- **Interpersonal** – through communication between two people, interactants learn about themselves and the other, reveal themselves to the other, and build, maintain, repair, and

- occasionally terminate relationships
- **Interviewing** – through communication that proceeds by question and answer, interactants gather and share information, counsel or get counseling, obtain employment and select others for employment
- **Small Group** – through communication within small groups (5 to 10 people), interactants develop new ideas, solve problems, and share knowledge and experiences
- **Public** – by communicating as a speaker to an audience, one learns how to connect with an audience to inform and to persuade
- **Computer-mediated** – by studying and analyzing communication that occurs through computer connections (e.g., e-mail, IM, chat rooms, newsgroups, blogs) one learns the differences and similarities between CMC and face-to-face communication as well as how to be a critical user of not only CMC but also other forms of **mass communication** (e.g., newspapers, magazines, radio, television, film)

Using these communication forms as a framework, this text has three purposes:

- To explain the concepts and principles, the theory and research, in human communication as foundational to what communication is and how it works
 - To provide the skills of human communication that will increase one's competence and effectiveness in the real world
 - To provide guidance for increasing critical thinking in general and communication competence in particular through explanation of communication options and how to choose the appropriate option
- **Popular Beliefs about Human Communication.** To begin studying communication, consider the relationship between some common beliefs about communication and research and theory about these beliefs.
 - **Belief:** The more you communicate, the better your communication will be.
*Research and theory finds that if you practice **bad** habits, you are more likely to grow **less effective** as a communicator.*
 - **Belief:** When two people are in a close relationship, neither person should have to explicitly communicate needs and wants.
Research and theory indicates that people are not mind readers and to assume otherwise inhibits open and honest communication.
 - **Belief:** Interpersonal or group conflict is a reliable sign that the relationship or group is in trouble.
*Research and theory suggests that interpersonal and group conflict is inevitable and if approached effectively can be **beneficial** to the relationship or group.*
 - **Belief:** Like good communicators, leaders are born, not made.
Research and theory finds that leadership, like communication and listening, is a learned skill.
 - **Belief:** Fear of public speaking is detrimental and must be eliminated.
Research indicates that most speakers are nervous; learning to manage anxiety effectively can enhance one's performance.

II. **Communication Models and Concepts** – human communication has been studied from a variety of viewpoints:

- the **linear** view held that the speaker spoke and the listener listened
- the **interactional** view held that the speaker and listener were seen as exchanging turns at speaking and listening
- the **transactional** view, a more satisfying view than either the linear or interactional model, holds that each person serves simultaneously as speaker and listener. The

transactional model also holds that the elements of communication are *interdependent*, a change in any element of the process produces changes in the other elements.

Communication occurs when interactants send and receive messages and when they assign meaning to others' signals. All human communication

- is distorted by noise
 - occurs with a context
 - has some effect
 - involves some opportunity for feedback
- **Communication Context** – Communication exists in a context, and that context to a large extent determines the meaning of any verbal or nonverbal message. Context also influences the content and form of messages conveyed. Contexts have at least four aspects:
- **physical**: the tangible or concrete environment
 - **cultural**: the lifestyles, beliefs, values, ways of behaving and communicating
 - **social psychological**: the status relationships among participants, the norms of the group or organization, the formality-informality of the situation
 - **temporal**: the position in which a message fits into a sequence of events
- **Source-Receiver** – each person involved in communication is both a source (speaker) and receiver (listener), hence the hyphenated term. Source-receivers send messages by **encoding** their ideas into words, symbols, nonverbal cues. Source-receivers also **decode** messages by assigning meaning to the words, symbols, and nonverbal cues of others.
- **Messages** – vary in form and may be sent and received through any combination of sensory organs. Messages are conveyed with words as well as nonverbal cues, such as clothing, facial expressions, and body posture. Some messages have specialized functions:
- **Feedforward**: messages that preface other messages, such as the table of contents to a book, a disclaimer before speaking (e.g., “I’m not sure this is correct, but . . .”), or the words in the subject line of an e-mail.
 - **Feedback**: messages or information prompted by another message, such as laughing in response to a joke or a computer-generated message indicating a password has been entered incorrectly.
 - **Metamessages**: messages that refer to other messages; communication about communication, such as saying, “I don’t think you understand what I am saying.”
 - **Message Overload**: given the proliferation of mass emailing campaigns, telemarketing techniques, IM, etc. people are constantly exposed to more messages than they can attend to. Message overload leads to a variety of problems:
 - It absorbs enormous amounts of time
 - It can lead to rushing through information resulting in mistakes in interpreting and responding to messages
 - It makes it difficult to determine which messages need immediate attention and which do not; which messages should be retained and which should not
- **Channel** - the medium through which messages are sent; communication rarely takes place over only one channel.
- **Face-to-Face and Computer-Mediated Communication**: while face-to-face (FTF) communication may still be most people’s primary way of interacting with others, computer-mediated communication (CMC) is now a major part of most people’s communicative experiences. CMC includes:
 - **Email** – the most common use of the Internet. Email differs from FTF communication in that it does not take place in real time, it is not necessarily private, and it is virtually impossible to erase

- **Listservs/Mailing list groups** – generally these are subscription lists where the discussion centers on a particular topic. Listservs differ from FTF communication in that messages sent to the list are viewed by all subscription members making side conversations difficult
- **Instant Messaging (IM)** – an Internet text-based system that allows for conversation in real time. IM also can be used to share files, listen to music, and send messages to cell phones. IM, unlike regular email, has the advantage of letting users know who is online at any given time. IM is used by a growing number of people for a variety of professional and personal reasons, including bringing geographically disparate workers together to solve problems and generate ideas, getting immediate answers to questions from distant supervisors or colleagues, and building a sense of community among people from different parts of the world
- **Chat groups** – similar to listservs with the added advantage of being able to converse in real time
- **Blogs/Interactive websites** – generally used to communicate opinions about current events and to encourage frequent communication among people how read the blog
- One major difference between FTF communication and CMC is the relative permanency of CMC. One should consider the following before using CMC:
 - *Electronic messages are hard to destroy*
 - *Electronic messages are easily made public*
 - *Electronic messages are not privileged communication*
 - *Electronic messages provide permanent records*
 - *Electronic message files are easily accessed*
- **Noise** - anything that interferes with the sending or receiving of messages. Types of noise include:
 - **physical**: interference external to speakers and listeners, such as loud music, others' conversations, machinery noises
 - **physiological**: physical barriers within the speaker or listener, such as visual or hearing impairments
 - **psychological**: cognitive or mental interference, such as prejudices, preconceived notions and expectations
 - **semantic**: speaker and listener assigning different meanings to messages because of varying comprehension of signals (e.g., different language competencies or unfamiliarity with a specialized language)
 - all communication includes noise. The significance of noise may be better understood by considering the **signal-to-noise ratio** of a given communicative act or channel. Most interactants seek communication that contains significantly higher levels of useful information (signal) as compared to useless information (noise).
- **Effects** – the consequence of communication; what occurs because of the communication process. Effects can be cognitive (e.g., acquiring knowledge), affective (e.g., changing a belief), or psychomotor (e.g., learning a skill)
- **Communicative Competence** – knowledge of how communication works and the ability to use communication effectively. Four themes of communication competence are explored in this text:
 - **Competence and Culture**: the principles of effective communication vary from one culture to another
 - **Competence and Critical Thinking**: the ability to think critically about options for communicating is crucial to eventual success and effectiveness
 - **Competence and Ethics**: all communicative acts have an ethical component, a right-

versus-wrong aspect, that is separate but equally as important as the aspect of effectiveness

- **Competence and Power:** all communications transactions involve power
- **Competence and Listening:** communication effectiveness rests heavily on the ability to listen

III. Principles of Communication - several principles are essential to understanding human communication:

- **Communication Is a Process of Adjustment** – part of communication competence is being able to identify the other person's signals and understand how they are used and what they mean
 - **Communication Accommodation:** the ability to adjust communicative style to others. Research finds that people who adjust their communicative style to others are more readily perceived as credible, likeable, attractive, efficient communicators.
- **Communication Is Ambiguous** – virtually all messages may be interpreted in more than one way; some level of uncertainty always exists concerning whether messages are received by listeners *exactly* the same way they were intended by speakers. Because communication is ambiguous, learning to metacommunicate (communicate about communication) may lessen misunderstanding and reduce uncertainty among interactants.
- **Communication Involves Content and Relationship Dimensions** – communication exists on at least two levels:
 - **Content Dimension** refers to the literal meaning of the message or the behavioral response expected
 - **Relationship Dimension** refers to how interactants feel about the message, about each other, and their degrees of status difference or intimacy
 - Problems often result from failure to distinguish between the content and relationship dimensions of communication.
- **Communication Has a Power Dimension** – power, or the ability to influence or control the actions of others, exists only in relationship to others' perception of one's power. People influence others' perception of their power through the way they communicate and, conversely, the way people communicate influence others' perception of the power they can wield. Research suggests people may convey at least six types of power:
 - **legitimate power:** when people perceive another has having the right to influence and behavior of others because of a social role (e.g., perceiving a supervisor has having the right to ask her employees to stay late, a police officer has having the right to arrest drunk drivers, or a judge has having the right to pass sentences on convicted criminals.
 - **referent power:** power generated by others' want to be like another person. People who are perceived as having referent power are generally attractive, charismatic, confident, and seen as having prestige. Celebrities tend to trade in referent power.
 - **reward power:** power generated by others' perception of an individual's ability to provide material and social benefits. Rich uncles may be perceived as having reward power as may rich friends and socially prominent acquaintances.
 - **coercive power:** power generated by others' perception of an individual's ability to administer punishment or remove rewards. Bullies generally rely on others to perceive them as having coercive power.
 - **expert power:** power generated by others' perception of an individual's special knowledge. Doctors and lawyers are often perceived as having expert power as is the only person in the office who knows how to replace the toner cartridge in the copy machine.
 - **information power:** also called persuasion power; when others' perceive an individual as being able to communicate logically and persuasively. Successful politicians tend to trade in information power.

- **Communication Is Punctuated** – communication events are continuous transactions with no clear-cut beginning or ending; individuals divide the communication sequence into stimuli and responses differently
- **Communication Is Purposeful** – some motivation leads people to communicate. Communication has five general purposes: to learn, to relate, to help, to influence, to play
- **Communication Is Inevitable, Irreversible, and Unrepeatable** - we cannot help but communicate; we cannot take back the messages we send; we cannot duplicate them

IV. Culture and Human Communication - Culture refers to the beliefs, ways of behaving, and artifacts of a group that are transmitted through communication and learning rather than through genes

- **The Importance of Culture** – demographic changes, an increased sensitivity to cultural differences, a global economy, economic interdependence, and communication technology contribute to different ways of communicating and present a need to understand and adapt to new ways of looking at communication
- **Dimensions of Culture** – cultures differ in regard to at least five difference dimension continuums: uncertainty avoidance/acceptance (the degree to which people within a society are willing to tolerate ambiguity); acceptance/rejection of traditional views of masculinity and femininity (the degree to which people within a society are willing to accept certain behaviors as exclusively the purview of one sex or the other) ; high/low power distances (the way power is distributed throughout a society); individualism/ collectivism (the relative value placed on individual achievement vs. group effort); and high/low context (the extent to which explication of information is expected)
- **The Aim of a Cultural Perspective** – because culture permeates all forms of communication, cultural understanding is needed to communicate effectively in the wide variety of situations. A cultural perspective allows communicators to distinguish between what is universal (true to all people) and what is relative (culturally based)
- **Ethnic Identity and Ethnocentrism** – Ethnic identity refers to one’s commitment to the beliefs and philosophy of one’s own culture; ethnocentrism refers to the tendency to judge others and their behavior through one’s own cultural filters and to give greater credence to one’s own cultural norms and behaviors than to those of other cultures

QUESTIONS FOR DISCUSSION

1. Why are communication skills vital to being successful in all aspects of life?
Through communication, we present ourselves to others, build relationships, secure employment, participate in groups, and become leaders. It is only through communication that we can inform or persuade others and fully participate as members of families, communities, and society.
2. The text suggests that a variety of communication forms exist. Give examples of communication that exemplify these forms.
People practice intrapersonal communication when they do things such as write in a private diary, rehearse to themselves what they are going to say at an important meeting, or mull over which classes they want to take next semester. Interpersonal communication includes acts such as talking with your teacher about a grade, asking someone to go out on a date, and talking to a parent about how you are doing in school. Interviewing is a specialized kind of interpersonal communication that requires the asking and answering of questions. Examples include employment selection meetings and counseling sessions. Working on a committee to create an honors code for your university requires participation in small group communication. If you are selected to present the committee’s plan to a student assembly, then you will engage in public

communication. Examples of mediated communication include talking on the telephone, sending and receiving e-mail, and participating in on-line chat groups.

3. Why is the statement “the more you communicate, the better your communication will be false? *Because practice reinforces existing behaviors. If all we do is practice bad communication skills we will simply be better at doing something that is not effective. Being mindful of how one might change one’s communication strategies, trying new strategies, and gathering feedback on the effectiveness of these strategies, and modifying our behavior given this feedback may improve our ability to communicate with others; but simply communicating more in the same old way we always have will not.*
4. Why is the transactional model of communication more satisfying than the linear or interactional model? *The transactional model holds that people simultaneously act as senders and receivers of messages and recognizes the interdependence of the elements of the communication process.*
5. According to the text, what is the definition? *Communication consists of the sending and receiving of verbal messages between two or more people.*
6. Give examples of the types of the types of noise described in the text. *Relate students’ answers to the definitions of the types of noise described in text: physical noise includes examples such as a room being too hot or too cold, faulty audio system in an auditorium; physiological noise includes examples such as being unable to hear because of a sinus infection, being unable to concentrate because one is hungry or sleepy; psychological noise includes examples such as not believing a speaker is credible, unwillingness to listen to a position different from one’s own; semantic noise includes examples such as not being able to understand a doctor’s jargon, confusion concerning the meaning of a local idiom or slang term.*
7. Explain how communication is a process of adjustment. *Communication takes place only to the extent that communicators use the same system of signals. As our signal systems differ, our communication ability declines. Communication competence involves being able to understand the other person’s signals. Adjustment is especially challenging when people are from different cultures.*
8. How does communication accommodation theory apply to daily communication encounters? *Communication accommodation theory holds that speakers adjust or accommodate to the speaking style of their listeners to gain social approval, greater communication efficiency, and so on. Speakers with similar rates, language intensity, and attitudes judge one another favorably.*
9. Explain what the content and relationship dimensions of language mean. Why must we understand this principle of communication? *The content dimension of language refers to the behavioral responses expected by a message. The relationship dimension of language refers to the relationship between the persons. Many problems between people result from the failure to distinguish between the content and relationship dimensions of communication.*
10. Explain what it means to say communication is punctuated. Why must we understand this principle of communication? *Because communication events are continuous transactions, we often segment or punctuate our communication into smaller pieces. Most often we punctuate communication in ways that allow*

- us to look good and that are consistent with our own self-image.*
11. Explain what is meant by the principle: "communication is inevitable." Give an example to illustrate your answer.
Communication often takes place even though we may not intentionally want to communicate. Students should illustrate this principle with an example from their personal experience.
 12. Explain what is meant by the principle: "communication is purposeful." Give an example to illustrate your answer.
We communicate for a purpose. When we send a message to another person, we are trying to accomplish some goal. Students should illustrate this principle with an example from their personal experience.
 13. Explain what is meant by the principle: "communication is inevitable, irreversible and unrepeatable." Give an example to illustrate your answer.
First, once you communicate something, you cannot uncommunicate it. At best, you can only try to reduce the effects of your message. Secondly, you cannot duplicate a message exactly as you first communicated it; this is because everyone and everything is constantly changing. Students should illustrate this principle with an example from their personal experience.
 14. Why is it important to understand that communication has a power dimension?
Because understanding this aspect of communication allows us to consider how we influence others and how we are influenced by others. As the text makes clear, power exists only in our relationships with others: people have power over us only to the extent that we perceive them to have it and conversely we have power over others only to the extent they perceive us as having to ability to influence or control their behavior. Power relations shift constantly and being aware of these shifts allows us not only to be better communicators but more importantly to better understand and more effectively manage our relationships with other people.
 15. What is the aim of a cultural perspective?
Culture permeates all forms of communication. It influences what you say to yourself and when you talk to others. It influences how you interact in groups. It influences your topics of conversation and the strategies used in conversation. A cultural perspective helps a person to distinguish what is universal and what is relative. A cultural perspective is necessary for communication effectiveness in a wide variety of situations.

ACTIVITIES FOR SKILL DEVELOPMENT

1.1 Giving Effective Feedback

Guidelines: A useful way to conduct this exercise is first to randomly assign each student in the class one of the scenarios described below. Give students 5 to 10 minutes to write down the kind of feedback they think would be appropriate (positive or negative? person-focused or message focused? immediate or delayed? supportive or critical?) and write down one or two sentences that specifically illustrate the qualities of feedback they wish to express. [If the course schedule does not allow for class time to do this individual work, it can be assigned as homework.]

After students have had time to consider the scenarios individually, divide the class into groups of five or six. Students in each group should have attended to the same scenario. Give students 10 to 15 minutes to discuss their individual responses with their group members and decide on three or four feedback messages that are most appropriate given the scenario. Have each group report their feedback messages

to the rest of the class and why they think they are appropriate messages. Lead the class in a discussion concerning any differences in opinion regarding what would constitute appropriate feedback in each of the scenarios and why these differences may have occurred (e.g., different cultural expectations, different life experiences, different interpretations of the scenarios, etc.)

Scenarios for Giving Effective Feedback

- A colleague persists in talking explicitly about sex despite your previous and frequent objections
- A telemarketer – the fifth this evening – asks you to change your long distance carrier
- A homeless person smiles at you on the street and asks for some change
- Your roommate asks you if she can copy your chemistry home work
- Your younger brother who has had three minor car wrecks in the last year asks you if he can borrow your new truck

1.2 Applying Communication Principles

Guidelines: Provide an overhead of the principles of communication discussed in the text or write the principles on the board. Divide students into groups of three to five. Assign each group one of the scenarios described below. Ask students to discuss how the principles of communication help to explain what is happening in each of the scenarios. Remind them that more than one principle may apply to any of the scenarios (and, in fact, more than one does apply to each!). Have each group report their use of the principles in explaining their scenario to the rest of the class.

After all groups have had a chance to make their reports, ask each group to develop another scenario relevant to their own lives that they can role play for the class. After each role play, each group should lead the rest of the class in a discussion of what principles help to explain what is happening in the student-produced scenario.

Scenarios for Applying Communication Principles

- Tanya and her grandmother can't seem to agree on what Tanya should or should not do. Tanya, for example, wants to go away for the weekend with her friends from college. But her grandmother fears she will get in with a bad crowd and end up in trouble; therefore, she refuses to let Tanya go.
- In the heat of an argument, Harry says that he doesn't ever want to see Peggy's family again. "They don't like me and I don't like them," he says. Peggy reciprocates and says she feels the same way about Harry's family. Now, weeks later, a great deal of tension remains between Harry and Peggy, especially when they find themselves with one or both families.
- Grace and Mark are engaged and are currently senior executives at a large advertising agency. Recently, Grace made a presentation that was not received positively by the other members of the team. Grace feels that Mark – in not defending her proposal – created a negative attitude and actually encouraged others to reject her ideas. Mark says he could not defend her proposal because others in the room would have felt his defense was motivated by their relationship and not by his positive evaluation of her proposal. Therefore, he felt it was better to say nothing.
- Margo has just taken over as vice-president in charge of sales at a manufacturing company. She is extremely organized and refuses to waste time on nonessentials. In her staff meeting she is business only. Several top sales representatives have requested to be assigned to other VPs because they feel she works them too hard and doesn't care about them as people.
- Pat and Chris have been together for 30 years. Recently, Pat decided to retire and now spends most days watching television and playing video games. Chris still works as the director of marketing at a large bank. Chris is growing tired of coming home every evening to see Pat sitting on the couch. Chris thinks Pat should start doing some volunteer work and has placed brochures around the house from various nonprofit organizations seeking volunteers. As of yet, Pat has not mentioned the brochures to Chris and today when Chris got home not a word was exchanged between them.

1.3 Understanding Cultural Beliefs

Guidelines: Have students first write their answers individually to the topics indicated below. After students have written their individual answers, have them work in dyads to determine how same or different their beliefs are pertaining to the topics given. Dyads can then report to the rest of the class which belief systems were similar, which were different and possible explanations. (The questions indicated on p. 21 of the text in the Test Yourself exercise “How Ethnocentric Are You?” may serve as useful prompts to get students thinking about the origins and the strength of their own beliefs.) This exercise is particularly revealing if there are class members who are from differing cultures and/or countries.

Topics for Understanding Cultural Beliefs

- The importance of friendship
- The importance of family
- The meaning of and means of success (the qualities that make for success)
- Appropriate gender roles (what constitutes femininity/masculinity)
- Intercultural interactions (friendships and romance with those of other religions, races, or nationalities)
- The meaning of life (major goal in life, this life versus an afterlife)
- Time (the importance of being on time, the value of time, wasting time, adherence to the social timetable of your peers – doing what they do at about the same age)

1.4 Models of Communication

Description: Either alone or in groups, have students construct their own diagrammatic model of the essential elements and processes involved in one of the following situations. Each model’s primary function should be to describe what elements are involved and what processes operate in the specific situation chosen. After students have had a chance to construct their models, have each student or group of students draw their model on the board and explain it. Discussion can then easily be focused on the definitions of terms, the transactional versus the linear and interactional points of view, the role of culture, and the principles of communication.

Scenarios for Model Construction

- Sitting silently on the bus trying to decide what you should say in your job interview
- Using the phone to ask someone you’ve only communicated with on the Internet for a date
- Participating in a small work group to decide how to reduce operating costs
- Talking with someone who speaks a language you don’t know and who comes from a culture very different from your own
- Delivering a lecture to a class of college students
- Performing in a movie
- Calling people to try to get them to sign up with your telephone service
- Persuading an angry crowd to disband
- Writing a speech for a political candidate
- Watching television

1.5 Let's Apply the Concepts

Description: Either alone or in groups students should consider their responses to one or more of the following scenarios. Relate their responses to concepts indicated in the brackets.

- Several relatives have developed chain e-mail lists and send you virtually everything they come upon as they surf the Internet. You need to stop this e-mail overload. *What do you say? To whom? Through what channel?* [Message Overload]
- An e-mail that you wrote to your instructor in anger (but never intended to send) was sent. You want to reduce the negative effects of such e-mail. *What do you say? Through what channel?* [Negative Communication Effects]
- You've dated someone three times and you'd like to invite your date to meet your parents but aren't sure how your date will perceive this information. *What do you say? In what context?* [Reducing Message Ambiguity]
- One of your friends frequently belittles you, though always in a playful way. But, it's embarrassing and you're determined to stop the behavior but not lose the friendship. *What do you say? Through what channel?* [Content and Relationship Dimensions of Messages]
- Without thinking, you make some culturally insensitive remarks and immediately notice lots of nonverbal negative feedback. You want to explain that you're really not the kind of person who normally talks this way. *What do you say? In what context?* [Irreversibility]
- Your friends are extremely ethnocentric, never acknowledging that other cultures have any value. You want to show them that their ethnocentrism is getting in the way of learning and profiting from the contributions of other cultures. *What do you say? Through what channel? In what context?* [Ethnocentrism]

AVAILABLE ASSETS ON MYCOMMUNICATIONLAB

- “Comparing Communication Channels”
- “Giving Effective Feedback”
- “How Can You Give Effective Feedforward?”
- “Analyzing an Interaction”
- “How Do You Respond to Contradictory Messages?”
- “Cultural Beliefs”
- “From Culture to Gender”
- “Cultural Identities”

