Eleventh Edition

Communicating
Effectively

Saundra Hybels

Richard L. Weaver II

Communicating

EFFECTIVELY

ELEVENTH EDITION

Saundra Hybels

Richard L. Weaver II

Brief Contents

Contents

PART ONE

Basic Principles of Communication

Chapter 1
The Communication Process   *2*

Chapter 2
Self, Perception, and Communication   *30*

Chapter 3
Verbal Communication   *58*

Chapter 4
Nonverbal Communication   *92*

PART TWO

Interpersonal Communication

Chapter 5
Listening   *122*

PART FOUR

Communicating in Public

Chapter 13
Organizing and Outlining the Speech   338

Chapter 14
Delivering the Speech   362

Preface

Communicating Effectively, Eleventh Edition, is written for students taking speech communication classes for the first time. The book covers the theory and practice of communication, first by examining the communication process, second by discussing interpersonal communication, third by looking at other forms of communication including group and intercultural, Professional communication is discussed in an online chapter. Communication that occurs on the Internet is covered in Chapter 8, "Communication and Technology" in the section on interpersonal communication. The theory and practice of communication is covered, fourth, through a thorough examination of public communication. The overall approach of the book is pragmatic, so that students can not only see but also appreciate the practical application of the ideas, concepts, and theories in their own lives and in the lives of people who are close to them. The pragmatic approach is balanced with a discussion of a number of important theories: Expectancy Violation Theory, Optional Distinctiveness Theory, Relational Dialectics, Social Penetration Theory, Social Exchange Theory, Symbolic Convergence Theory, Leader-Member Exchange Theory, and The Functional Perspective. These theories are important not just for better understanding communication but for analyzing our own communication and the communication of others as well.

Approach

The five specific approaches that appeared throughout the tenth edition have not changed in the eleventh edition. The first approach, Active Open-Mindedness (AOM) boxes, is located in most chapters and is designed to encourage readers to digest, master, and use the knowledge of the textbook by offering practice opportunities in critical examination, analysis, and thought.

The second approach offers readers an opportunity to draw together theory and practice. In each chapter there is an Attention! Reality Check feature, the sole purpose of which is to challenge students to think more deeply and yet more practically about the ideas, concepts, or approaches *and to apply them to their lives.* It is our purpose to get students to take the concepts they are just learning about and bring them into their own real-world experience. We repeatedly ask the questions: (1) Does this make sense? (2) Does this appear logical? (3) Can this happen, or how has this happened in your life? and (4) In what ways might this help you communicate more effectively?

The third approach is simply an answer to the question, "Why study this?" This approach begins in Chapter 1 in the opening section entitled "Everyone Needs Communication Skills," but it continues in the following chapters with sections such as, "The Role of Self and Perception in Communicating Effectively and Strategic Flexibility," "The Role of Verbal Communication in Communicating Effectively and Strategic Flexibility," "The Role of Nonverbal Communication in Communicating Effectively and Achieving Strategic Flexibility," and "The Role of Listening in Communicating Effectively and Strategic Flexibility." The hope is that by the time readers have finished Chapter 5, "Listening," they will not just understand the importance of communicating effectively but recognize, too, how communicating effectively depends on strategic flexibility.

The fourth approach is introduced in Chapter 1, integrated into each of the following chapters, and then added as marginal comments wherever appropriate throughout every chapter. It is called Attention! Strategic Flexibility (SF) which is a value-added system students can use to add to, improve on, and increase their communication skills. SF means expanding your communication repertoire (your collection or stock of communication behaviors that can readily be brought into use) to enable you to use the best skill or behavior available for a particular situation. It is a "value-added" concept because students can use it to build on the skills they already possess. The six-step program for applying SF to real-life situations includes the steps—(1) anticipate, (2) assess, (3) evaluate, (4) select, (5) apply, and (6) reassess and reevaluate. The importance of SF is that most people believe they already communicate well enough, perhaps even very well; thus, they don't need a course in or a book on speech communication. SF is a concept that honors those beliefs and yet suggests that communication repertoires can be expanded, and the more expansion that occurs, the more likely people can "use the best skill or behavior available for particular situations." Simply put, they have more tools in their toolbox.

The fifth approach has to do with the influence of the Internet. Many of the twenty-five sections throughout the tenth edition that focused on the Internet have been moved to Chapter 8, "Communication and Technology," which appears in the section on interpersonal communication. Some, for example, the section on using the Internet to research speeches, remain in the eleventh edition where they were in the tenth edition because of their relevance with particular topics. Also, the section "Resolving Conflict Online" remains in its previous location.

There is an applied, problem-solution orientation that has been evident throughout all the previous editions of this book. This could be viewed as an approach, however, it is woven tightly into the core and fabric of each chapter. That is, it is precisely what this book is about. It can be seen in the use of the Active Open-Mindedness (AOM) boxes, in the use of the Strategic Flexibility (SF) paradigm, as well as in the "Attention! Reality Check" feature which, as noted above, challenges students to think more deeply and practically about the ideas, concepts, and approaches as they apply them to their own lives.

The applied, problem-solution orientation can be seen, too, in the overall approach of your authors as they encourage readers with suggestions for improving their self-concept, adjusting to the perceptual influences in their lives, working on their communication skills, improving their nonverbal communication, talking so others will listen to them, demonstrating the elements of good relationships and improving their relationships using communication strategies, resolving conflicts, improving intercultural communication, communicating effectively online, participating in and leading groups, as well as researching, organizing, and delivering informative and persuasive speeches. For this edition, the chapter on communicating professionally has been moved online.

Each of these approaches—and, certainly, the applied, problem-solution orientation—has the same purpose: to make the book readable, interesting, and challenging. Most important, however, is that they make the book immediate, significant, and relevant: they bring communication into the day-to-day lives of students.

Organization and Coverage

The chapters will again be ordered in a logical way that increases flexibility for users of the book.

A. Basic Principles of Communication

The first four chapters are basic and provide the essential foundation. Chapter 5 on listening can either be part of the foundation or part of the interpersonal unit. We have placed it as part of the interpersonal unit simply to balance the number of chapters in the first and second parts.

1. The Communication Process
2. Self, Perception, and Communication
3. Verbal Communication
4. Nonverbal Communication

B. Interpersonal Communication

The next five chapters are part of the interpersonal unit, although Chapter 9 on "Conflict and Conflict Management" can be tied to the interpersonal chapters, to the online professional communication chapter, to discussions Communication and Technology, or to the small-group chapter, or it can be a transitional chapter used whenever needed to cover the time it takes to run activities. It includes a discussion of conflict in interpersonal, Internet, professional, and group situations.

5. Listening
6. Interpersonal Relationships
7. Evaluating and Improving Relationships

8. Communication and Technology

9. Conflict and Conflict Management

C. Other Forms of Communication

The next two chapters offer great flexibility of use. The chapter on intercultural communication and the online chapter on professional communication may or may not be used. They can be used before, during, or after the small-group chapter to allow time to run exercises and activities.

10. Intercultural Communication

11. Small-Group Participation and Leadership

D. Communicating in Public

The final four chapters remain unchanged (with respect to their order) from previous editions. We have combined the tenth edition's two separate chapters on informative and persuasive speeches into one. There is no loss of content, however, it makes the amount of content assigned while speeches take place less of an apparent burden on students.

12. Getting Started and Finding Speech Material

13. Organizing and Outlining the Speech

14. Delivering the Speech

15. Informative and Persuasive Speeches

New to This Edition

The eleventh edition includes a significant number of changes, and we continue in our desire to effectively meet the needs of both instructors and students as well as to make the book practical, current, and relevant. There are new additions or changes to each chapter; however, there are three large ones that may affect the way a syllabus is constructed:

1. Chapter 8, "Communication and Technology" is an entirely new chapter. Many of the references to technology within other chapters have either been deleted or updated in this new chapter. Those references to technology that remain in other chapters are areas not covered in this new chapter.

2. All three speeches have been moved online.

3. The final two chapters, "The Informative Speech," and "The Persuasive Speech," have been combined to form a single Chapter 15, "Informative and Persuasive Speeches."

- *Consider This sections.* There is one Consider This box in each chapter. All chapters, with the exception of just one, have a new Consider This box.

- *Another Point of View sections.* There is one Another Point of View box in each chapter. All chapters, with the exception of just one, have a new Another Point of View box.

- *Active Open-Mindedness (AOM) sections and marginal boxes* have been retained in their entirety because of their popularity and their positive review by critics.

- *Chapter 1, "The Communication Process."* The opening example that includes references to current technology has been expanded and updated. In the section, "Everyone Needs Communication Skills, the results of a 2010 national survey of employers has been included, which, according to a report in *Spectra*,

"Communication Departments Hold Vital Role," states that "The ability to communicate effectively, orally and in writing," is the first "Select Learning Outcome" that employers want colleges to place greater emphasis on. Also included is the sentence, "But have no doubt about it, whether you are a male or female, your success in this world depends on effective communication skills." The new "Another Point of View" box emphasizes "How sharing in the digital age improves the way we work and live," the subtitle of a book, *Public Parts,* by Jeff Jarvis. To the section, "The Internet and the Model of Communication," we added a quotation by Thomas L. Friedman about globalization and the information technology revolution, in which he says, "to get into the middle class now, you have to study harder, work smarter, and adapt quicker than ever before. There are two new supporting quotations for strategic flexibility, from Kelly McGonigal's book *The Willpower Instinct* and from Newberg and Waldman's book *Words Can Change Your Brain.* There is greater support for how to increase your everyday creativity from Tina Seelig's book *inGenius: A Crash Course on Creativity*. Finally, the new "Consider This" box focuses on the work of Carol Dweck and promotes a belief in growth and improvement—an idea that effectively leads readers to the textbook information that follows.

- *Chapter 2, "Self Perception and Communication."* To the section, "The Role of Self and Perception in Communicating Effectively and Strategic Flexibility," we added a Nathaniel Branden quotation, "No factor is more important in people's psychological development and motivation than the value judgments they make about themselves." The new "Consider This" box focuses on a study by Carol Dweck and Lisa Sorich Blackwell which "demonstrates that your mind-set and attitude are within your own control." There are two quotations by experts that will affect readers' work on their self-concepts. The first involves "letting go of what other people think and making choices that are *right for you . . . ,*" and the other supports the importance of trusting your intuition. There is a new quotation in the section "Social Comparisons" that encourages readers to be realistic, look on the bright side, and determine to try harder, be better, and improve your lot in life. The section, "Where Should Change Begin?," now begins with the quotation, "One of the most defining choices you can make in your entire life," writes Brendon Burchard in his book *The Charge*, "is deciding to control the quality of person you will be on an everyday basis." A new paragraph of clarification and explanation has been added to the section, "The Map Is Not the Territory," by Henry Hitchings, from his book *The Language Wars*. The new "Another Point of View" box from David M. Eagleman's book *Incognito*, is designed to challenge readers regarding the way they perceive reality. In the section, "Deletions, Distortions, and Generalizations," the quotation from Art Markman, from his book *Smart Thinking*, explains why very little of the information in the world makes it into our heads."

- *Chapter 3, "Verbal Communication."* At the end of the opening section of this chapter there is information on the predominance of English in the world, and the section ends with a challenge to readers drawn from the work of Andrew Newberg and Mark Robert Waldman, in their book *Words Can Change Your Brain*, "that we are surprisingly unskilled when it comes to communicating with others": Anything at all that we can do to promote enhancement in this area (the use of language) will obviously have positive benefits for us now and in the future. "The story of the Turtle and the Fish" has been added as a marginal "Attention!" box. To the section, "People Determine Meanings," Newberg and Waldman, from their book *Words Can Change Your Brain*, emphasize the neurological fact that the language we use to convey our feelings, thoughts, and beliefs is a very personal and unique experience. Lexicographer Joan Houston Hall emphasizes the uniqueness of the "quite normal English" that each of us speaks. Roy F. Baumeister and John Tierney, in *Willpower*, write about the use of "appropriate" language. The section, "Gender and Language," has been completely rewritten to include the four basic beliefs that underlie any examination of the relationship of gender and language, the five reasons why sensitivity to gender and language is important, why no single interactional style characterizes either men or women, and why gender in language is more than just differences. The "Another Point of View" box by Newberg and Waldman, from *Words Can Change Your Brain*, supports their contention that "Men and women think, feel, and speak in essentially the same way." The "Consider This" box by Henry Hitchings, from his book *The Language Wars*, underscores why clarity in language is so important. Seth S. Horowitz, from his book *The Universal Sense*, offers a practical example of metamessages.

- *Chapter 4, "Nonverbal Communication."* In her book, *Why You're Not Married,* Tracy McMillan offers an interesting (and provocative) insight regarding what nonverbal cues men look for in women in the "Another Point of View" box. Under the heading, "Types of Nonverbal Communication," there is information on which nonverbal features first catch a person's eye. In the section, "Eye Messages," the effect of the size of the pupil is discussed. There is more material on the advantages of attractiveness in the section of the same name. Dahlia Lithwick cites Deborah Rhode who discusses the discrimination against unattractive women and short men and the disadvantages of being unattractive. In the "Consider This" box, Barbara L. Fredrickson, in her book *Love 2.0*, explains the unique nonverbal fingerprint of love. Karen Elliott House discusses the abaya, worn by women throughout the Middle East to shield their bodies from view. Gad Saad examines the use of tattoos and optimal distinctiveness theory. The research of Matthew Hertenstein regarding our "innate ability to decode emotions via touch alone" is explained in the section, "Touch," and the distinct emotions communicated are listed as well as the conclusion, "touch is a much more nuanced, sophisticated, and precise way to communicate emotions." There is an additional comment about the role smell has in mate seeking. The first paragraph under "Functions of Nonverbal Communication" was deleted and Robert Leonard's explanation of "schema" as an umbrella concept designed as a better way to understand each of the functions discussed in this section, was offered.

- *Chapter 5, "Listening."* At the end of the opening example about Jahmelia Jackson, the two characteristics of dialogue—which Jackson exhibited—are provided. The "Consider This" box quotes J. Keith Murnighan, from his book *Do Nothing!*, about the values of active listening. Under the heading, "The Difficulty of Listening," the new opening paragraph cites Newberg and Waldman, from their book *Words Can Change Your Brain*, about the great gift of listening deeply and fully to someone as "the most commonly cited deep relationship or communication value." Under the same heading, Conant and Norgaard, from their book *Touch Points*, discuss the problem technology contributes and label it "attention deficit traits" (ADT). Sara Konrath's research, in the section, "Empathic Listening," reveals that college students today show 40 percent less empathy than students in the 1980s and 1990s. The "Another Point of View" box quotes Seth S. Horowitz saying that "Listening is a skill that we're in danger of losing in a world of digital distraction and information overload." In the section, "Talking So Others Will Listen," Henry Hitchings, from his book *The Language Wars*, mentions the desire to shape and emphasize the engagement with another as crucial, and Newberg and Waldman, in *Words Can Change Your Brain*, offer twelve strategies that will enhance the dynamics of any conversation. Finally, as a seventh technique for "Talking So Others Will Listen," Rich Kirschner, in his book *How to Click With People*, suggests that people look like they understand, even when they don't in order to give others "a respectful space in which to express [themselves]."

- *Chapter 6, "Interpersonal Relationships."* The opening example has new research support from the *UC Berkeley Wellness Letter* that reveals the three major health benefits from having social relationships. Under the heading "Physical Attraction," the top four characteristics men say they look for in a mate are listed, and good looks are nowhere near the top. The new "Consider This" by Rebecca Webber discusses relationship compatibility. The "Another Point of View" box quotes neuroscientist Gary Small, who suggests that not having conversations or looking others in the eye—human contact skills—the neural circuits that control that mental experience will weaken. In the section, "Beginning Conversations: The Art of Small Talk," Bernardo Carducci's five cardinal rules for making small talk are listed. At the end of this same section, Ian Yarett's offers the five most informative and least personal questions to ask a person on a first date. Two paragraphs have been added to the section, "Social Penetration Theory," to provide clarity and an explanation of what happens when relationships fall apart. There is, too, a further development of one of the important aspects of social penetration theory: reciprocity. The introduction to the section, "Essential Elements of Good Relationships," has been expanded to include what it takes for men with unhealthy behavioral patterns to make the personal changes necessary to improve their relationships. There is more information under the heading "Commitment," that suggests people in relationships need to consider and regularly assess their commitment. The section on "Social Exchange Theory" has been expanded to further

explain the practical value of the theory and summarize the assumptions upon which the theory is based as well as state the guiding force in interpersonal relationships: the advancement of both parties' self-interest.

- *Chapter 7, "Evaluating and Improving Relationships."* Under the headings, "Coming Together," "Stage 1: Initiating," research is reported that shatters long-held beliefs about what have been considered "deal breakers" in relationships, and the top five deal breakers from the new survey are presented in the order of their importance. New statistics on marriage are presented in the section, "Stage 5: Bonding." The "Another Point of View" box offers strong encouragement to educated women for satisfying marriages and help with housework. The "Coming Apart" section has been expanded to include the necessity of accepting responsibility for relationship termination as well as the twelve rules for better breakups. The "Consider This" box, from an article by Rebecca Webber, challenges readers to discover who they are and what they really want before choosing someone capable of understanding them, meeting their emotional needs, and possessing compatible values. Under the heading, "Ask Yourself Questions," there is a fourth one discussed by Lundy and Patrissi in their book, *Should I Stay or Should I Go?* which includes the need to love yourself. The traits that best predict relationship satisfaction, offered by Jeffry H. Larson, are listed under the heading, "Improving Relationships: Using Communication Strategies."

- *Chapter 8, "Communication and Technology."* The objectives of this new chapter offer a convenient overview of the chapter's contents. We explain how the use of technology can improve our connections with others, describe how technology can have a detrimental effect on face-to-face (FtF) interaction skills, explain the reasons why text messaging has become so important in romantic and sexual correspondence, describe recommendations for making texting a more rewarding experience, explain the disadvantages of using technology, and end by offering guidelines for using it. Our "Consider This" box, from the book *Smarter Than You Think* by Clive Thompson, quotes Andrea Lunsford, who claims that texting is close to FtF conversation when it comes to pacing. We write about the effect of technology on communication, on our connection to others, on self-concept, interaction skills, self-disclosure, conversation skills, and on relationships. The Another Point of View box, from Tony Dokoupil's *Newsweek* article, "Is the Onslaught Making Us Crazy?" suggests that the computer is like electronic cocaine fueling cycles of mania followed by depressive stretches." All uses of technology should be guided by common sense and good manners.

- *Chapter 9, "Conflict and Conflict Management."* To the end of the introductory material, there is new information from Newberg and Waldman, from their book *Words Can Change Your Brain,* about the importance of intuition in dealing with conflict as well as a paragraph that reinforces and underscores the value and importance of strategic flexibility and its role in dealing effectively with conflict. The "Another Point of View" box by Brendon Burchard, from his book *The Charge,* talks about how to deal with relationship conflict using the ratio of five to one—giving five times as much praise as you give criticism. A last paragraph has been added to the section, "Resolving Conflict," that carefully explains the single, most important element that will determine a couple's happiness. The section, "The Bottom Line," now begins with an explanation of the two questions that will determine whether or not couples stay together: Are my needs being met? and "Can you admit you're wrong?" The section, "Resolving Conflict Online," has been retained because 1) it is a common occurrence online, 2) the tips are helpful in any conflict situation, 3) the tips are practical, and 4) it is not covered in Chapter 8, "Communication and Technology." At the end of the section, "Dealing With Conflict at Work," research that reveals the harmful effects of emotionally charged discussions is discussed. The "Consider This" box, "Personality Characteristics of Those Best at Managing Conflict," has been retained in this new edition by popular demand—instructors like it and students love it.

- *Chapter 10, "Intercultural Communication."* To the opening section of this chapter, "The Role of Intercultural Communication in Communicating Effectively and in Strategic Flexibility," a paragraph is added that includes close to fifteen additional possible careers that require some intercultural expertise. Statistics on the rise of the United States' minority population (it now makes up 35 percent of the country) are presented in this section as well. The "Another Point of View" box details the multicultural nature of Mariane Pearl—the widow of Daniel Pearl who was beheaded by his Al-Qaeda captors. Under the heading "Enhancing and Enriching the Quality of Civilization," the statistics on interracial marriages has been updated. The section

"Intercultural Communication and the Internet," has been retained because 1) it is not contained in the Chapter 8, "Communication and Technology," and 2) it contains a terrific example of how the Internet is viewed in a conservative society such as Iraq. Conant and Norgaard, in their book *Touch Points*, offer a new example of "Power Distance." Gad Saad offers an additional example of "Individualism versus Collectivism." The "Consider This" box offers advice from Lindsey Pollak, *Getting from College to Career*, on how to familiarize yourself with any country or culture. In the section "Improving Intercultural Communication," Gary Stoller discusses five areas where etiquette tips for Americans going abroad are useful. Then Ann Marie Sabath, from her book *Business Etiquette, 3rd ed.*, offers the best bottom line to minding your manners abroad—"have a humble and sincere desire to learn more about their culture. . . ." The two final paragraphs of the chapter, under the heading, "Improving Intercultural Communication," come from Paul Theroux, from his book *The Tao of Travel*, and underscores the importance of nonverbal communication—"People's features, particularly their eyes, are wonderfully eloquent."

- *Online Chapter, "Communicating Professionally."* The material in the section, "Gender Differences in the Workplace," has been updated and brought into line with the information on gender in Chapter 3, "Verbal Communication." The section "Communicating Within a Professional Atmosphere," now ends with a quotation from Brendon Burchard, from his book *The Charge*, in which he emphasizes the importance of creative input and collaborations for success in the workplace. A new section, "Telephone Conversations," has been added with the overall admonition: be polite and respectful. Six appropriate procedures are listed when contacting others by phone. The section "Employment Interviews," begins with two new paragraphs. The first lists the various kinds of employment interviews and underscores the importance of preparation for whatever interview type you will face. The second discusses an important point made by John Hoover in his book *How to Work for an Idiot*. "Because there are bad bosses everywhere," he writes, "You might as well master the art of working with them right where you are." The "Another Point of View" box is from the book, *What Color is Your Parachute?*, in which Richard N. Bolles explains that the employment-interview mechanisms by which a person is selected for a job "are often impulsive, intuitive, nonrational, unfathomable, and made on the spur of the moment." The statistics on how to write a resume, electronic resumes, cover letters, and application letters have all been updated. In the "Consider This" box, Lindsey Pollak, from her book *Getting from College to Career*, writes about the importance of networking. Gad Saad ends the section on "Employment Interviews," and reinforces what Bolles said in the "Another Point of View" box by offering a specific example of how illogical and irrational the employment interview can be. The chapter ends with a section, "Presentations," which covers the need for thorough preparation, a natural style of delivery, and effective visuals.

- *Chapter 11, "Small-Group Participation and Leadership."* A discussion of Social Exchange Theory—introduced in Chapter 6, "Interpersonal Communication,"—is offered as a way to examine power inequalities and how power is governed as well as to understand the various ways that rewards and costs are negotiated. Under the topic, "Groupthink," there is new information on why it occurs: the need for conformity. The "Another Point of View" box cites an article by Jonah Lehrer that discusses the results of a study that showed that individual decision making is superior to the decision making of brainstorming groups. The section "Finding and Evaluating Solutions" now ends with a discussion of an "implementation intention" and the three qualities that characterize a good implementation intention. A new section has been added on "Symbolic Convergence Theory" and its contribution to small-group work. There is a new section, too, on "Leader-Member Exchange Theory," which explains how the relationship between a leader and a subordinate can develop in a unique way and how the quality of leader-subordinate exchanges may make a difference in a group's success. A new section, "The Functional Perspective," delineates the four functions that group discussion must accomplish for the group decision to be wise. The section "Leading the Group" begins with a list of responsibilities for leaders to be effective if they want to inspire group members. In the "Consider This" box, Rick Kirschner states that the best way leaders have to get a group of people to click with one another is to invite them to contribute information and ideas and to welcome their input. Under the heading "Seeking Consensus" there is a new paragraph that supports the importance of open debate and criticism.

- *Chapter 12, "Getting Started and Finding Speech Material."* A new "Consider This" box is located near the beginning of this chapter in which Lindsey Pollak, in her book *Getting from College to Career,* writes about the importance of public speaking—"one of the best skills you can develop for a successful job search and career. . . ." The section "Using the Internet" remains simply because the Internet is the biggest and most available resource for those preparing speeches; however, the section begins with new information: 1) the three kinds of information available on the Internet, 2) the importance of becoming proficient in the language of data—marshalling the facts so that others can lean on them, and 3) the importance of Wikipedia (at one time the scourge of scholars) and, according to LiAnna Davis, in her SPECTRA article, "Bringing Wikipedia Into Your Classroom by Choice," "it is the site people all over the world see when they research topics, including communication studies." The "Another Point of View" box by Sean Gresh not only explains the values of stories but also promotes them as "The best place to start and to finish."

- *Chapter 13, "Organizing and Outlining the Speech."* The "Consider This" box by Art Markman, from his book *Smart Thinking,* uses a terrific analogy to describe the value of transitions. Markman is quoted, too, in the new "Another Point of View" box where he discusses the "advance organizer"—a review for listeners of what is to come in the speech. The speech "Fearless Public Speaking" has been moved online (and remains as an outstanding example of a well-organized speech).

- *Chapter 14, "Delivering the Speech."* Under the heading "Coping with Public-Speaking Anxiety," the first full section of the chapter, statistics regarding what activity most people dread are presented—46 percent had public speaking at the top of the list. The section just mentioned ends with a quotation from Alice Park, who says, "In just the right amounts, the hormones that drive anxiety can be powerful stimulants, arousing the senses to function at their sharpest." In the "Another Point of View" box, Glenn Croston, a research biologist, offers a personal example of performance anxiety she experienced as a child. At the end of the section "A Good Place to Begin," Jay Dixit cites Jessica Hayden who gives readers the advice: "Focus less on what's going on in your mind and more on what's going on in the room, less on your mental chatter and more on yourself as *part* of something." Within the section "Visualize," Newberg and Waldman, in their book *Words Can Change Your Brain,* cite the research studies that support their statement, "positive imagery can reduce a negative mood," and that you can "arbitrarily create an optimistic attitude by manipulating your own thoughts." The "Consider This" box explains the effective oral style of Steve Jobs. At the end of the section "Impromptu Speaking," Howard Schultz, president and CEO of Starbucks, presents readers with his own justification for speaking impromptu. The section "Rehearsing Your Speech," includes a quotation from Susan Cain and her bestselling book, *Quiet,* in which she offers an important suggestion about rehearsing: "do it alone because it takes intense concentration, others can be distracting, it requires deep motivation, and it is often difficult working on a most challenging task." The chapter ends with a quotation from Newberg and Waldman, from their book *Words Can Change Your Brain,* with a plea to readers who want to excel at communicating: "You have to immerse yourself fully in the experience of speaking and listening, and you have to practice, practice, practice."

- *Chapter 15, "Informative and Persuasive Speeches."* The biggest change is the assimilation of chapters 15 and 16 of the tenth edition into a single chapter. Also, the sample informative speech ("Forgetting Everything You Ever Learned") and the sample persuasive speech ("Giving Something Back") have been placed online. The "Another Point of View" box offers a quotation from Kevin Dutton, from his book *Split-Second Persuasion,* that emphasizes the fact that successful persuasion is contingent on a complex combination of factors, what Dutton says is "a nervy cocktail of compromise, enterprise, and negotiation."

Supplements to Accompany *Communicating Effectively, Eleventh Edition*

Communicating Effectively is accompanied by a comprehensive package of resources designed to facilitate both teaching and learning. These include:

Online Learning Center www.mhhe.com/hybels11e

The book's website provides students with creative and effective tools that make learning easier and more engaging. These tools are integrated with the text through the use of Online Learning Center (OLC) icons in the text margins that direct students to the appropriate tools. These include:

Self-Quizzes: There are fifteen multiple-choice and five true/false questions for each chapter.

Assess Yourself: Provide scaled responses to the end-of-chapter questionnaires and surveys that challenge students to assess themselves.

PowerPoint Slides: Provide helpful tips and outlines for each chapter.

Instructor's Manual/Test Bank

This manual, available on the book's website, 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 user's guide to the videos. The Test Bank includes true/false, multiple choice, and short answer questions.

Acknowledgments

We would first like to thank all the instructors, teachers, course directors, and department heads who have chosen to use this textbook from among many possible texts. 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. Feel free to forward any comments and suggestions directly to the author at weaverii@sbcglobal.net.

My coauthor, Saundra Hybels, died unexpectedly on September 18, 1999. A dedication to her is printed in the sixth edition. Although I (Richard) did the work on the seventh through eleventh editions, I continue to write as if Saundra is present, and we are writing as a team. That is one reason why I use the third person ("we")—as noted in the first paragraph of this "Acknowledgments" section—instead of the first person ("I").

I would like to thank my colleague and friend of more than 38 years, Howard W. Cotrell. When I met Howard he was a faculty facilitator at Bowling Green State University (Ohio), 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.

A special thanks to my mother, Florence (Grow) Weaver, who died in 1998. My mother was always interested, encouraging, and supportive. She was the one for whom I delivered my first public speech (there were no words, just a cry (or rejoicing) at birth!), and I credit her with sparking my initial interest in writing. I dedicated my first book on public speaking, *Understanding Public Communication* (1983), to her with the following words: To **Florence B. Weaver** with whom I first publicly communicated."

Communicating

E F F E C T I V E L Y

The Communication Process

Objectives

After reading this chapter, you should be able to:

- Define communication and explain it as a process.

- Explain communication as a transaction and how the three principles relate to effective communication.

- Describe the types of communication.

- Explain the elements of communication competence.

- Discuss the principles of ethical communication and the foundation out of which ethical conduct is most likely to grow.
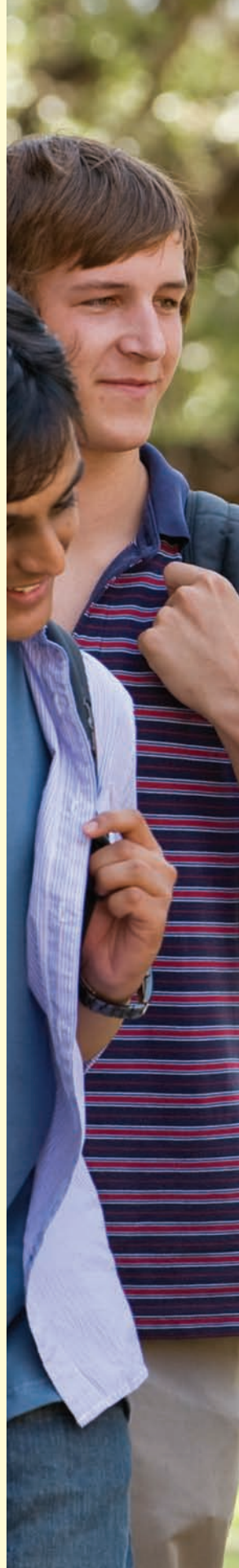
, CHIP ARMSTRONG, LOVE MY COMPUTER, AND I HAVE LOVED IT AND used it ever since my parents bought one for me when I was young. I used it for staying in touch with my friends (and family while I was away at school), and I remember well using various technology (e.g., email, Facebook, IMs, and texts), in addition to preparing assignments for submission, studying and reviewing materials for class, satisfying my personal curiosity with computer searches (e.g., sports scores, news, and gossip), and, of course, playing games. Although not considered a "computer geek," I was up-to-date and knowledgeable when it came to technology—being an active user of Facebook, online forums, Twitter, and YouTube. I used Facebook to coordinate meetings with fellow classmates, and I used Facebook, online forums, and YouTube to create new studying and learning practices such as my attempts to grasp course material I did not fully understand or pursue additional course material because of my own intellectual curiosity. Also, I took all my class notes on my laptop, read all my textbooks on it, and used it when preparing presentations.

I used broadband, was always on a wireless connection, and I had a "smart phone" (my all-in-one communications and personal data assistant). I made use of streaming video, course management software, and with my use of Facebook, email, websites, message boards, and Blackboard, as well as other social networking sites that I used to connect with professors and peers, I would guess that I easily spent 40 hours a week on the Internet.

I have always thought of myself as someone who could communicate, although I have had few opportunities to speak in public, and I have had no classes in it. My friends have told me I communicate effectively.

I had never thought about taking a course in speech communication because I felt I was an effective communicator. Texting, using the phone and e-mail, conversing fluently with my friends, and giving occasional book reports in high school convinced me.

What I didn't realize was that although speaking fluently was an important aspect of communicating, it wasn't the only requirement. It was a basic, required course that taught me about the importance of listening effectively, the role of verbal and nonverbal communication, how communication influences relationships, groups, and leadership effectiveness, and how to overcome the barriers to effective communication.

When it came to public-speaking skills, I was totally overwhelmed. I had not only felt comfortable speaking to others, but I thought I was very good at it. Why did I even need a course in public speaking? However, undertaking an audience analysis, assembling an outline, and gathering valid and credible information were new activities for me—as were practicing and then delivering a carefully planned, well-rehearsed speech.

What I really discovered—my bottom line, as it were—was that the skills I developed online and in my informal relationships were valuable basics, but not only did I need additional communication skills, but even more important, I needed to learn the fundamentals, then continually practice and polish my skills. The speech-communication class became a laboratory for self-development and acquiring more confidence and poise.

I am now a buyer for a large department store, and the understandings and skills I developed in college—especially in my speech-communication courses—have been invaluable and essential to my successes and advancements.

What is amazing to me as I look back, is how much my understandings and skills in speech communication helped me in all my college courses, in finding and interviewing for jobs, and in dealing with all kinds of different people on the job—including those from other cultures—now that I am fully and happily employed. If I were to make an assessment of its value, I would have to say that communicating effectively is the most important of all the skills I developed in college, with writing coming in as a close second.

Everyone Needs Communication Skills

Everyone reading this book already knows and accepts the value of a college education. Clearly, it is *not* simply to obtain a high-paying job and to guarantee a promising career. You will be better equipped to live a fulfilling life, more likely to contribute the ideas and values necessary to sustaining a democratic society, less likely to fall victim to the "smoke and mirrors" of disinformation spread by those seeking to seize and maintain power, and more likely to maintain a middle-class lifestyle in our global, knowledge-based economy that demands some form of high-quality, postsecondary degree or credential. Paul Taylor, executive vice president of the Pew Research Center, as reported in *USA Today* (Sept. 3, 2009, p. 3B), reaffirms this in his comment, "there is a growing consensus that Americans need a college education to advance in life." It's when you combine your high-quality, postsecondary degree or credential with effective communication skills that you will be fully equipped for effectiveness in this world.

According to a report in *SPECTRA* by Terrel Rhodes that is subtitled, "Communication Departments Hold Vital Role," (November 2012, p. 12), "In a 2010 national survey of employers, the Association of American Colleges and Universities (AAC&U) found that a majority of employers believe colleges should place greater emphasis on a variety of learning outcomes developed through a liberal education." The first "Select Learning Outcome" that employers want colleges to increase their focus on is, "The ability to communicate effectively, orally and in writing (89 percent)." And, just for your interest, the second outcome was "Critical thinking and analytical reasoning skills (81 percent)." I mention the second outcome because in a course that focuses on communicating effectively, the first and second outcomes are closely and inherently linked.

In her book *The Body Language of Dating* (NY: Gallery Books, 2012), Tonya Reiman writes:

> *The human species' finest communicators are its female members, by far. In the early years of the human species, they were the organizing communicators, the planners, the equivalents of today's personal assistants, life coaches, and meddling mothers-in-law. When speech replaced grunts and whistles, women were the majorettes of linguistics parades, leading their gender to today's daily spoken average of twenty thousand words (men speak roughly one-third of that amount per day) p. 82.*

But, have no doubt about it, whether you are a male or female, your success in this world depends on effective communication skills. The problem isn't a lack of ability to communicate; the problem is simply that you have never mastered the skill. Even the very top students from highly competitive schools frequently are unable to write clearly or make persuasive presentations.[1] This is true for two reasons: (1) We take communication for granted. After all, we've been communicating since we were born;

with that much practice, why wouldn't we be good at it? (2) We often think we are better at it than we really are.

If you were told that there were skills that are *more important* to your success than a knowledge of computers, more important than any job-specific skills, and more important than your knowledge of any content area or major, would you want to pursue those skills and improve your ability to perform them? Those skills—basic oral and written communication skills—are the most frequently cited factors in aiding graduating college students to both obtain and sustain employment. The list of studies that support this conclusion goes on and on.[2]

What are the benefits? Why should you take a speech communication course seriously? As a result of a speech communication course you will feel more confident about yourself, you will feel more comfortable with others' perceptions of you, you will experience greater ease in reasoning with people, you will use language more appropriately, and you will have improved critical thinking skills.[3]

This author (Richard) decided on a career in medicine in junior high school. All the courses I took focused in that direction. In high school I focused primarily on math and science courses—taking all the school offered. During my first two years at the University of Michigan, as a premedicine major, I did the same. Then came the university's required speech course. Not only did I do well in the course, I decided to use my last free elective slot to schedule a second speech course, and I was hooked. I found out what I could do with a speech major, how it both complemented and supplemented any other major, and I pursued it for the rest of my college career—at both the undergraduate and graduate levels.

Here is what I discovered that made me switch from a premed major to speech. First, I discovered that speech communication is the ultimate people-oriented discipline. I had pursued premed because I wanted to be in a people-oriented business. I loved the idea that here was a discipline that would develop my thinking and speaking skills. In speech I could apply my imagination, solve practical problems, and articulate my ideas. I was truly free to be human.

The second factor that made me switch majors was that I wanted to be a leader. I knew what skills were important to this goal. Ask yourself, what skills should leaders possess? They are the very same skills every college graduate should have, and they are the same as those that more than 1,000 faculty members from a cross section of academic disciplines selected: skills in writing, speaking, reading, and listening; interpersonal skills, working in and leading groups; an appreciation of cultural diversity; and the ability to adapt to innovation and change.[4] These are all skills that are developed, discussed, emphasized, and refined in a basic speech communication course. They are the central focus of this textbook.

The third and final ingredient that made me switch majors resulted from my study and experience. I recognized the importance of communication skills to my success. Whether it was oral presentations, time spent in meetings, interpersonal skills, interactions with other employees, or use of multimedia technologies, developing effective communication skills was going to be vital in all areas of my life.

Here, then, is the conclusion I discovered. Just as in everyone's life, the need for significance was an emotional force that was driving my judgment. Life is driven by the desire for success. I wanted my life to count for something, I had my own idea of what it meant to be significant, and I was willing to work hard to reach my goals.

In their investigation of the basic speech communication course at two- and four-year colleges and universities, published in *Communication Education* (2006),[5] Morreale, Hugenberg, and Worley—citing supporting research—outline the numerous

benefits to students. First, students report that basic interpersonal and public speaking courses are useful and relevant for their future career. Second, students with high and moderate communication apprehension (CA) experience both a reduction in CA and improved grades after completing the course. Third, students demonstrate the positive impact basic speech communication courses have on their behavioral competence, self-esteem, and willingness to communicate (p. 416). As Patrick Combs wrote in capital letters in his book, *Major in Success,* "THE ABILITY TO COMMUNICATE EFFECTIVELY HAS BEEN CONSISTENTLY RANKED THE NUMBER ONE PERFORMANCE FACTOR FOR PROFESSIONAL SUCCESS."[6]

Characteristics of Communication

In this section we look at the process of communication first, then we examine communication as a transaction. Last, we discuss the different types of communication.

Communication Is a Process

A Definition of Communication

Communication is any process in which people, through the use of symbols, verbally and/or nonverbally, consciously or not consciously, intentionally or unintentionally, generate meanings (information, ideas, feelings, and perceptions) within and across various contexts, cultures, channels, and media.

When we say communication is a process, we mean that it is always changing.[7]

Knowing that communication is a process contributes positively to strategic flexibility and creativity because it provides a foundation for growth, development, and change. Basically, it supports the kind of changes likely to occur as you read, experience, criticize, and put into practice the ideas, theories, and knowledge gained from a textbook and course in speech communication.

The Elements of Communication

The communication process is made up of various elements; sender-receivers, messages, channels, noise, feedback, and setting. Figure 1-1 shows how all these elements work together. The amoebalike shape of the sender-receiver indicates how this person changes depending on what he or she is hearing or reacting to.

Sender-Receivers. People get involved in communication because they have information, ideas, and feelings they want to share. This sharing, however, is not a one-way process in which one person sends ideas and the other receives them, and then the process is reversed. First, in most communication situations, people are **sender-receivers**—both sending and receiving at the same time. When you are discussing a problem with a close friend, your friend may be talking, but by listening closely, you are acting as a receiver. By paying careful attention, putting your hand on his or her arm, and showing genuine concern you are sending as many messages as you get, even though you may not say a word. Second, in all situations, sender-receivers share meaning. In your discussion with a close friend, both of you share the language and also share understanding of the situation.

Messages. The **message** is made up of the ideas and feelings that sender-receivers want to share. In the preceding situation, your close friend's message dealt with what had happened to him or her and how he or she was dealing with it, while your message
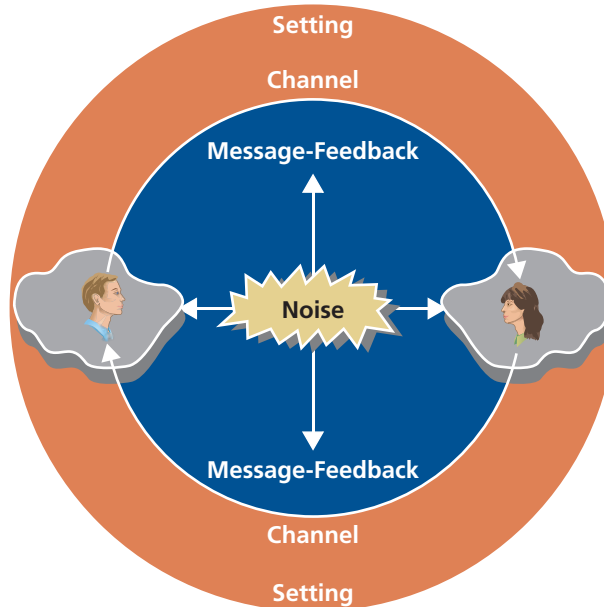
was one of comfort and support. Meaning, however, is *jointly created* between sender and receiver. That is, it isn't just a sender sending a message to a receiver. There is no message at all if there aren't common symbols, like an understanding of each other's language. There is no message—or, perhaps, a very weak one—if there are no common referents, like understanding what the other person is talking about. How often, for example, do you "tune out" teachers if you have no idea where they are coming from?

Notice in Figure 1-1 that the message-feedback circle is exposed behind the sender-receiver. This reveals that your "presence" within a message-feedback situation influences you. More than common symbols and common referents, presence can have powerful emotional, intellectual, physical, and, perhaps, spiritual effects. Think of being in the presence of a message-feedback occurrence between you and the president of the United States; an actor you admire; a priest, rabbi, or minister; or your professor. In these cases, it may not be the setting (to be discussed in a later section), or any other aspect of the message that influences you. It is simply being present within that message-feedback situation.

Ideas and feelings can be communicated only if they are represented by symbols. A **symbol** is something that stands for something else. Our daily lives are full of symbols. We all know that the eagle stands for the United States, the Statue of Liberty equals freedom, and roses express love. Two people walking close and holding hands reveals romance, books represent knowledge, and teachers stand for instruction.

All our communication messages are made up of two kinds of symbols: verbal and nonverbal. The words in a language are **verbal symbols** that stand for particular things or ideas. Verbal symbols are limited and complicated. For example, when we use the word *chair,* we agree we are talking about something we sit on. Thus, *chair* is a **concrete symbol,** a symbol that represents an object. However, when we hear the word *chair,* we all might have a different impression: A chair could be a recliner, an easy chair, a beanbag, a lawn chair—the variety is great.

Even more complicated are **abstract symbols,** which stand for ideas. Consider the vast differences in our understanding of words such as *home, hungry,* or *hurt.* You may recall that as a 2008 presidential candidate, Barack Obama campaigned without wearing a lapel pin depicting the American flag. He began wearing one when some questioned his patriotism. The pins had become an abstract symbol representing true patriotism. How we understand the words *home, hungry, hurt,* or even how we understand the wearing (or not wearing) of the pin, is determined by our experiences. Since people's experiences differ, individuals assign different meanings to abstract symbols.

Nonverbal symbols are ways we communicate without using words; they include facial expressions, gestures, posture, vocal tones, appearance, and so on. As with verbal symbols, we all attach certain meanings to nonverbal symbols. A yawn means we are bored or tired; a furrowed brow indicates confusion; not looking someone in the eye may mean we have something to hide. Like verbal symbols, nonverbal symbols can be misleading. We cannot control most of our nonverbal behavior, and we often send out information of which we are not even aware.

Feedback and nonverbal communication are important when we communicate with others.

Many nonverbal messages differ from one culture to another just as symbols differ from culture to culture. Black is the color for funerals in Western cultures; in Eastern cultures, that color is white. The crescent moon of male-oriented Islam used to be the symbol for female-oriented worship of the moon mother in ancient Arabia.[8] In one culture, showing the sole of your foot when you cross your legs is an insult. In another culture, respectful behavior is shown with a bow; while in still another, deep respect is shown by touching the other person's feet. Whether or not you are aware of nonverbal messages, they are extremely important in all cultures. Albert Mehrabian, a scholar of nonverbal communication, believes that over 90 percent of the messages sent and received by Americans are nonverbal.[9]

Channels. The **channel** is the route traveled by a message; it is the means a message uses to reach the sender-receivers. In face-to-face communication, the primary channels are sound and sight: We listen to and look at each other. We are familiar with the channels of radio, television, CDs, newspapers, and magazines in the mass media. Other channels communicate nonverbal messages. For example, when DeVon goes to apply for a job, she uses several nonverbal signals to send out a positive message: a firm handshake (touch), appropriate clothing (sight), and respectful voice (sound). The senses are the channels through which she is sending a message.

Feedback. **Feedback** is the response of the receiver-senders to each other. You tell me a joke and I smile. That's feedback. You make a comment about the weather, and I make another one. More feedback.

Strategic flexibility (SF) is an important aspect of jointly created messages. The ability to change messages in ways that will increase your chances of obtaining your