

KORY FLOYD

communication
m@tters

THIRD EDITION

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Education

COMMUNICATION MATTERS

Third Edition

KORY FLOYD

University of Arizona



DEDICATION Most books are dedicated to people, but I wish to dedicate this one to a principle. To compassion, wherever it is needed and no matter how well it may be hidden.



COMMUNICATION MATTERS, THIRD EDITION

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Dear Readers:

I can still recall how my family reacted when I said I wanted to study communication. *You already know how to communicate*, I remember one relative saying. Communication seemed like common sense to my family members, so they weren't entirely sure why I needed a PhD just to understand it.

As it turns out, my relatives are like a lot of other people in this regard. Because each of us communicates in some form nearly every day of our lives, it's hard not to think of communication as completely intuitive. What can we possibly learn from research and formal study that we don't already know from our lived experience? Aren't we all experts in communication already?

For the sake of argument, let's say we were. Why, then, do we so often misunderstand each other? Why is our divorce rate so high? How come it seems like women and men speak different languages? What accounts for the popularity of self-help books, relationship counselors, and talk shows? If we're all experts at communicating, why do we often find it so challenging? Maybe communication isn't as intuitive as we might think.

When I wrote earlier editions of *Communication Matters*, my goal was to help readers see how communication not only affects their social relationships, but also influences their happiness, career objectives, and quality of life. I wanted to guide students through their personal experience of communication, illuminate the value of engaging in a critical investigation of processes and behaviors, and help readers actively apply the course material to their own life experiences.

Our world is changing quickly these days—and so, too, are the ways we communicate. In the last few years, we've seen people use computer-mediated communication in unprecedented ways. Deployed servicemen watch the birth of their children live via Skype or Facetime. Political protestors organize rallies with less than a day's notice on Twitter. Adults given up for adoption as infants use Facebook to find their biological parents. And despite the growth of these newer platforms, e-mail is far from dead: Most adults in a recent survey said their e-mail load either stayed the same or increased over the past year. Each new technology shrinks our world just a little more, requiring effective communicators to adapt their behaviors accordingly. This new edition of *Communication Matters* focuses on teaching the adaptability skills students need in an ever-changing communication world.

An ideal textbook not only engages and excites students; it also provides relevant, contemporary, and high-quality support for instructors. *Communication Matters*, Third Edition, offers Connect, a flexible, groundbreaking, online learning platform that features LearnSmart, an adaptive diagnostic; hands-on learning activities; quizzes; and a fully integrated e-book. Connect enables instructors to better tailor class time to student needs and gives students more opportunities than ever for communication skills practice and assessment. I hope you will find this new edition of *Communication Matters* and its extensive instructional support to comprise a well-integrated package of engaging and contemporary materials for the introductory course.





Courtesy of Kory Floyd

Name: *Kory Floyd*

Education: *I got my undergraduate degree from Western Washington University, my Masters degree from the University of Washington, and my PhD from the University of Arizona*

Current jobs: *Professor, book writer*

Favorite job growing up: *singing busboy*

Worst childhood memory: *getting sent to the principal's office in third grade. [It's possible I haven't told my parents about that.]*

Best childhood memory: *The birth of my sister and brother*

Hobbies: *Playing piano, singing, reading, traveling, playing Wii tennis*

Pets: *Two wonderful dogs, Buster and Cruise, and a large family of goldfish*

Favorite recent book: *The Social Animal, by David Brooks*

Favorite TV show: *NCIS [the original one]*

Places I love: *Iceland, Starbucks, my brother's house*

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McGraw-Hill Connect: An Overview

McGraw-Hill Connect offers full-semester access to comprehensive, reliable content and learning resources for the Introduction to Communication course. Connect's deep integration with most learning management systems (LMS), including Blackboard and Desire2Learn (D2L), offers single sign-on and deep gradebook synchronization. Data from Assignment Results reports synchronize directly with many LMS, allowing scores to flow automatically from Connect into school-specific grade books, if required.

The following tools and services are available as part of Connect for the Introduction to Communication course:

Tool	Instructional Content	Description
SmartBook	<ul style="list-style-type: none"> SmartBook is an engaging and interactive reading experience for mastering fundamental communication content. The metacognitive component confirms learners' understanding of the material. Instructors can actively connect SmartBook assignments and results to higher-order classroom work and one-on-one student conferences. Learners can track their own understanding and mastery of course concepts, and identify gaps in their knowledge. Heat maps within Connect identify topics students struggle with. The result is a thoughtful revision based on data and the following digital assets. 	<ul style="list-style-type: none"> SmartBook is an adaptive reading experience designed to change the way learners read and learn. It creates a personalized reading experience by highlighting the most impactful concepts a student needs to learn at that moment in time. SmartBook creates personalized learning plans based on student responses to content question probes and confidence scales, identifying the topics learners are struggling with and providing learning resources to create personalized learning moments. SmartBook includes a variety of learning resources tied directly to key content areas to provide students with additional instruction and context. This includes video and media clips, interactive slide content, and mini-lectures and image analyses. SmartBook Reports provide instructors with data to quantify success and identify problem areas that require addressing in and out of the classroom. Learners can access their own progress and concept mastery reports.
Connect Insight for Instructors	<ul style="list-style-type: none"> Connect Insight for Instructors is an analytics resource that produces quick feedback related to learner performance and learner engagement. It is designed as a dashboard for both quick check-ins and detailed performance and engagement views. 	<ul style="list-style-type: none"> Connect Insight for Instructors offers a series of visual data displays that provide analysis on five key insights: <ul style="list-style-type: none"> How are my students doing? How is this one student doing? How is my section doing? How is this assignment doing? How are my assignments doing?

Connect Insight for Students	<ul style="list-style-type: none"> • Connect Insight for Students is a powerful data analytics tool that provides at-a-glance visualizations to help a learner understand his or her performance on Connect assignments. 	<ul style="list-style-type: none"> • Connect Insight for Students offers details on each Connect assignment to learners. When possible, it offers suggestions for learners on how they can improve scores. These data can help guide the learner to behaviors that will lead to better scores in the future.
Speech Assignment/ Video Submission Assignment	<ul style="list-style-type: none"> • Speech Assignment (Video Submission Assignment in student view) provides instructors with a comprehensive and efficient way of managing in-class and online speech assignments, including student self-reviews, peer reviews, and instructor grading. 	<ul style="list-style-type: none"> • The Speech Assignment tool allows instructors to easily and efficiently set up speech assignments for their course that can easily be shared and repurposed, as needed, throughout their use of Connect. • Customizable rubrics and settings can be saved and shared, saving time and streamlining the speech assignment process from creation to assessment. • Speech Capture allows users, both students and instructors, to view videos during the assessment process. Feedback can be left within a customized rubric or as time-stamped comments within the video-playback itself.
Speech Preparation Tools	<ul style="list-style-type: none"> • Speech Preparation Tools provide learners with additional support, such as Topic Helper, Outline Tool, and access to third-party Internet sites like EasyBib (for formatting citations) and SurveyMonkey (to create audience-analysis questionnaires and surveys). 	<ul style="list-style-type: none"> • Speech Preparation Tools provide learners with additional resources to help with the preparation and outlining of speeches, as well as with audience-analysis surveys. • Instructors have the ability to make tools either available or unavailable to learners.
Instructor Reports	<ul style="list-style-type: none"> • Instructor Reports provide data that may be useful for assessing programs or courses as part of the accreditation process. 	<ul style="list-style-type: none"> • Connect generates a number of powerful reports and charts that allow instructors to quickly review the performance of a given learner or an entire section. • Instructors can run reports that span multiple sections and instructors, making it an ideal solution for individual professors, course coordinators, and department chairs.
Student Reports	<ul style="list-style-type: none"> • Student Reports allow learners to review their performance for specific assignments or for the course. 	<ul style="list-style-type: none"> • Learners can keep track of their performance and identify areas with which they struggle.
Pre- and Post-Tests	<ul style="list-style-type: none"> • Instructors can generate their own pre- and post-tests from the test bank. • Pre- and post-tests demonstrate what learners already know before class begins and what they have learned by the end. 	<ul style="list-style-type: none"> • Instructors have access to two sets of pre- and post-tests (at two levels). Instructors can use these tests to create a diagnostic and post-diagnostic exam via Connect.
Tegrity	<ul style="list-style-type: none"> • Tegrity allows instructors to capture course material or lectures on video. • Students can watch videos recorded by their instructor and learn course material at their own pace. 	<ul style="list-style-type: none"> • Instructors can keep track of which learners have watched the videos they post. • Learners can watch and review lectures by their instructor. • Learners can search each lecture for specific bits of information.
Simple LMS Integration	<ul style="list-style-type: none"> • Connect seamlessly integrates with every learning management system. 	<ul style="list-style-type: none"> • Learners have automatic single sign-on. • Connect assignment results sync to the LMS gradebook.

Instructor's Guide to Connect for Communication Matters

When you assign **Connect**, you can be confident—and have data to demonstrate—that the learners in your courses, however diverse, are acquiring the skills, principles, and critical processes that constitute effective communication. This leaves you to focus on your highest course expectations.

TAILORED TO YOU. **Connect** offers on-demand, single sign-on access to learners—wherever they are and whenever they have time. With a single, one-time registration, learners receive access to McGraw-Hill's trusted content. Learners also have a courtesy trial period during registration.

EASY TO USE. **Connect** seamlessly supports all major learning management systems with content, assignments, performance data, and LearnSmart, the leading adaptive learning system. With these tools, you can quickly make assignments, produce reports, focus discussions, intervene on problem topics, and help at-risk learners—as you need to and when you need to.

Communication Matters SmartBook

A PERSONALIZED AND ADAPTIVE LEARNING EXPERIENCE WITH SMARTBOOK. Boost learner success with McGraw-Hill's adaptive reading and study experience. The *Communication Matters* SmartBook highlights the most impactful communication concepts the learner needs to study at that moment in time. The learning path continuously adapts and, based on what the individual learner knows and does not know, provides focused help through targeted question probes and Learning Resources.

ENHANCED FOR THE NEW EDITION! With a suite of new Learning Resources and question probes, as well as highlights of key chapter concepts, SmartBook's intuitive technology optimizes learner study time by creating a personalized learning path for improved course performance and overall learner success.

emphasize different aspects of their identities in different situations. For example, at work it might be important for you to portray your organized, efficient side, whereas at a pool party you might choose to project your fun-loving nature and sense of humor.

COMMUNICATION MEETS SPIRITUAL NEEDS

An important aspect of identity for many people is their spirituality. Spirituality includes the principles someone values in life ("I value loyalty" or "I value equal treatment for all people"). It also encompasses a person's *morals*, or notions about right and wrong ("It's never okay to steal, no matter what the circumstances" or "I would lie to save a life, because life is more important than honesty"). Finally, spirituality includes beliefs about the meaning of life, such as personal philosophies, awe of nature, belief in a higher purpose, and religious faith and practices ("I trust in God" or "I believe I will reap what I sow in life").

A 2010 survey of more than 112,000 U.S. college students found that many consider some form of spirituality to be an important part of their identity.¹⁸ Almost half said they consider integrating spirituality into their lives to be essential or very important. For those in the study, spirituality didn't necessarily include formal religion; over 68 percent of those surveyed believed people can grow spiritually without being religious. For people who include spirituality as a part of their identity, communica-



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SmartBook highlights the key concepts of every chapter, offering learners a high-impact learning experience. Here, highlighted text provides an explanation of one of the functions of communication. Highlights change color (right) when a learner has demonstrated his or her understanding of the concept.

HUNDREDS OF INTERACTIVE LEARNING RESOURCES. Presented in a range of interactive styles, *Communication Matters* Learning Resources support learners who may be struggling to master, or simply wish to review, the most important communication concepts. Designed to reinforce the most important chapter concepts—from competent online self-disclosure and nonverbal communication channels to detecting deceptive communication and managing relationships—every Learning Resource is presented at the precise moment of need. Whether a video, audio clip, or interactive mini-lesson, each of the 200-plus Learning Resource was created for the new edition and was designed to give learners a lifelong foundation in strong communication skills.

Overview: Persuasive Speaking 1/2




You use persuasive speaking every day, whether it's to lobby your friends to go for pizza instead of Chinese food or to convince your parents to buy a hybrid vehicle instead of a gas-powered one.


The Goals Persuasive Speaking

Persuasive speaking motivates listeners by:


- Influencing their **beliefs**, or what they believe is true or false
- Swaying their **opinions**, or what they believe is good or bad
- Affecting their **actions**, or causing a change in their behavior



Influencing people's beliefs



Swaying people's opinions



Affecting people's actions

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GIVE FEEDBACK
CONTINUE >

MORE THAN 1,000 TARGETED QUESTION PROBES. Class-tested at colleges and universities nationwide, a treasury of engaging question probes—new and revised, more than 1,000 in all—gives learners the information on communication they need to know, at every stage of the learning process, in order to thrive in the course. Designed to gauge learners' comprehension of the most important *Communication Matters* chapter concepts, and presented in a variety of interactive styles to facilitate learner engagement, targeted question probes give learners immediate feedback on their understanding of the material. Each question probe identifies a learner's familiarity with the instruction and points to areas where additional review is needed.

Communication - Communication Matters - Floyd, 3e, Communication: A First Look

Which of the following conditions is the most likely to affect a person's capacity to empathize?

Click the answer you think is right.

a head cold

a strong stutter

autism

impaired vision

Do you know the answer? Read about this

I know it

Think so

Unsure

No idea

65 items left

Read

RESEARCH BASED. We all communicate, all the time. Consequently, many of us believe we're experts, and that good communication is based on personal instincts. *Communication Matters* became one of the most successful new offerings in introductory communication because it debunks that myth, using sound and relevant research to help students think critically about the communication they take part in every day.

- **Updated with more than 50 percent new scholarly references,** the third edition of *Communication Matters* continues to emphasize communication as a discipline of study and ensures that students are exposed to the most recent and pertinent research.
- **Fact or Fiction** boxes invite learners to challenge their own assumptions about human communication, and to re-think seemingly self-evident communication questions in light of what the scholarship reveals. New and revised topics include how texting does (or doesn't) affect language (language chapter) and whether more information leads to more accurate perceptions (perception chapter).
- **Dark Side** features in each chapter offer an in-depth, well-researched look at a specific dark side topic and promote discussion of mature, effective ways of dealing with its challenges. New topics include invasions of privacy online (social and professional relationships chapter), affection deprivation (nonverbal chapter), and empathic online listening sites (listening chapter).

REAL-WORLD BACKED. *Communication Matters* doesn't just offer research—it shows, clearly and consistently, why the research is important. Whether learners are reading a chapter, responding to a question probe, or reviewing key concepts in a Learning Resource, their every instructional moment is rooted in the real world. McGraw-Hill research shows that high-quality examples reinforce academic theory throughout the course. Relevant examples and practical scenarios—reflecting interactions in school, the workplace, and beyond—demonstrate how effective communication informs and enhances students' lives and careers.

- **Relevant, timely chapter opening examples.** In addition to fresh examples integrated throughout, each chapter in *Communication Matters* opens with a familiar and provocative example that primes learners for what's to come. New topics include the family/working relationship between comedian Amy Schumer and her sister/writing partner Kim (intimate relationships chapter), public speaking challenges faced by young Malala Yousafzai (choosing a topic) and Pope Francis (persuasive speaking), and the unique friendship between a rape victim and the man falsely convicted of the crime (social and professional relationships chapter).
- **EXPANDED Putting Communication to Work features.** Communication skills are at the top of the job description in a variety of careers. This popular feature has been expanded in the new edition of *Communication Matters* to offer learners a glimpse of how they can apply the skills they learn in the intro communication course to a variety of jobs—regardless of what they wind up majoring in. New career paths include grant writing (language chapter), community outreach education (informative speaking), political staffer (listening chapter), and financial planning (intimate relationships chapter).
- **NEW Integrated Treatment of Computer-Mediated Communication in every chapter.** Today's digital natives move seamlessly from face-to-face conversations to text-based chats and collaborative work spaces. *Communication Matters*

meets learners where they are, addressing the converging channels of communication the same way, with up-to-date tech references and examples throughout.

SKILLS FOCUSED. *Communication Matters* takes research and relevance a step further, providing learners with clear takeaways that integrate into their every day lives. In every chapter, learners are introduced to research-based strategies for improving communication skills and applying those skills to a variety of real-life situations, making *Communication Matters* a real tool for real life.

- **New Difficult Conversations** boxes invite students to consider specific—and not uncommon—real-life situations that are uncomfortable or awkward, and then provides useful strategies for managing the communication competently. Topics include dealing with an angry customer (introductory chapter), offering condolences (language chapter), defusing political arguments on social media (perception chapter), writing a eulogy (developing and researching a topic), and making a public apology (persuasive speaking chapter).
- **The Competent Communicator** boxes in each chapter present students with a self-assessment of a particular communication skill or tendency. These boxes were designed with the underlying idea that for students to improve their communication skills and ability, they need to reflect on how they communicate now. New assessments include determining whether you are a high self-monitor (introductory chapter), Googling yourself to manage your online image (perception chapter), and determining your level of extroversion (decision making and leadership chapter).
- **Sharpen Your Skills** boxes, which appear throughout each chapter, are stand-alone skill-builders comprising active-learning exercises that may be carried out in a group or individually. New activities include watching and reacting to a TED Talk (perception chapter) and examining co-cultural norms (culture chapter).

Speech Assignment/Video Submission Assignment

Designed for use in face-to-face, real-time classrooms, as well as online courses, Speech Assignment (Video Submission Assignment in student view) allows you to evaluate your learners' speeches using fully customizable rubrics. You can also create and manage peer review assignments and upload videos on behalf of learners for optimal flexibility.

Learners can access rubrics and leave comments when preparing self-reviews and peer reviews. They can easily upload a video of their speech from their hard drive or use Connect's built-in video recorder. Learners can even attach and upload additional files or documents, such as a works cited page or a PowerPoint presentation.

PEER REVIEW. Peer review assignments are easier than ever. Create and manage peer review assignments and customize privacy settings.

SPEECH ASSESSMENT. Speech Assignment lets you customize the assignments, including self-reviews and peer reviews. It also saves your frequently used comments, simplifying your efforts to provide feedback.

SELF-REFLECTION. The self-review feature allows learners to revisit their own presentations and compare their progress over time.

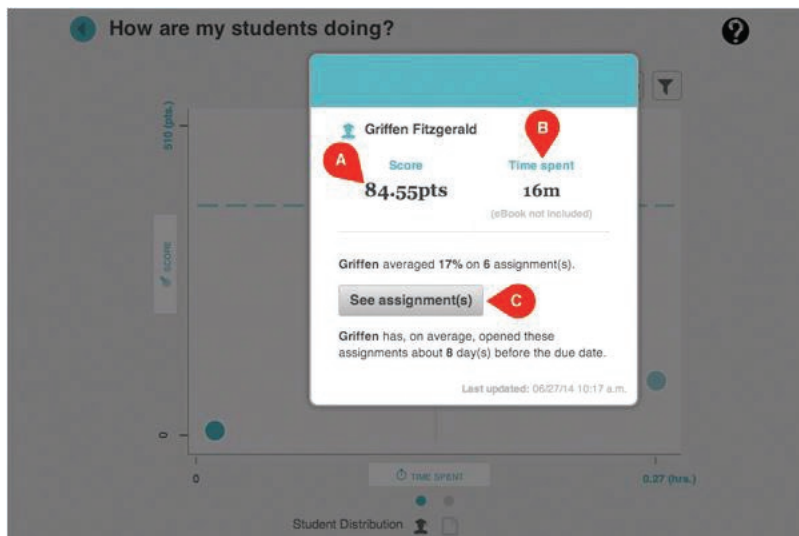
Data Analytics

Connect Insight provides at-a-glance analysis on five key insights, available at a moment's notice from your tablet device. The first and only analytics tool of its kind, Insight will tell you, in real time, how individual students or sections are doing (or how well your assignments have been received) so that you can take action early and keep struggling students from falling behind.



Instructors can see how many learners have completed an assignment, how long they spent on the task, and how they scored.

Instructors can see, at a glance, individual learner performance: analytics showing learner investment in assignments, and success at completing them, help instructors identify and aid those who are at risk.



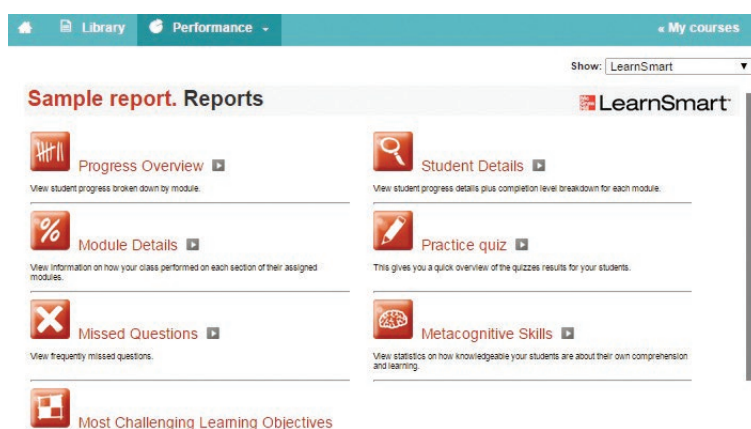
Connect Reports

Instructor Reports allow instructors to quickly monitor learner activity, making it easy to identify which learners are struggling and to provide immediate help to ensure those learners stay enrolled in the course and improve their performance. The Instructor Reports also highlight the concepts and learning objectives that the class as a whole is having difficulty grasping. This essential information lets you know exactly which areas to target for review during your limited class time.

Some key reports include:

Progress Overview report—View learner progress for all modules, including how long learners have spent working in the module, which modules they have used outside of any that were assigned, and individual learner progress.

Missed Questions report—Identify specific probes, organized by chapter, that are problematic for learners.



Most Challenging Learning Objectives report—Identify the specific topic areas that are challenging for your learners; these reports are organized by chapter and include specific page references. Use this information to tailor your lecture time and assignments to cover areas that require additional remediation and practice.

Metacognitive Skills report—View statistics showing how knowledgeable your learners are about their own comprehension and learning.

Classroom Preparation Tools

Whether before, during, or after class, there is a suite of products designed to help instructors plan their lessons and keep learners building upon the foundations of the course.

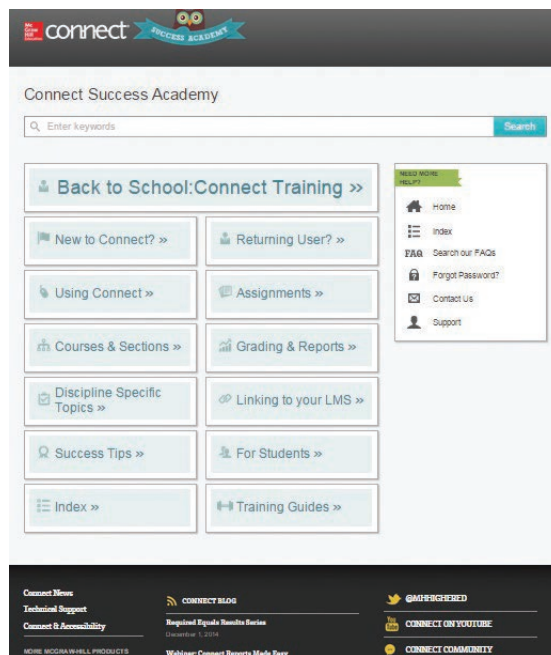
Instructor's Manual. Written and updated by the author, the Instructor's Manual provides a range of tools for each chapter to help structure the course and use the *Communication Matters* text effectively for particular course needs—discussion questions, assignment ideas, lecture ideas, and other resources.

Test Bank. The Test Bank offers multiple-choice questions, true/false questions, fill-in-the-blank questions, and essay questions for each chapter.

PowerPoints for each chapter created and updated by the author.

Support to Ensure Success

Digital Success Academy—The Digital Success Academy on Connect offers a wealth of training and course creation guidance for instructors and learners alike. Instructor support is presented in easy-to-navigate, easy-to-complete sections. It includes the popular Connect how-to videos, step-by-step Click-through Guides, and First Day of Class materials that explain how to use both the Connect platform and its course-specific tools and features. <http://createwp.customer.mheducation.com/wordpress-mu/success-academy/>



Digital Success Team—The Digital Success Team is a group of specialists dedicated to working online with instructors—one-on-one—to demonstrate how the Connect platform works and to help incorporate Connect into a customer’s specific course design and syllabus. Contact your digital learning consultant to learn more.

Digital Learning Consultants—Digital Learning Consultants are local resources who work closely with your McGraw-Hill learning technology consultants. They can provide face-to-face faculty support and training. <http://shop.mheducation.com/store/paris/user/findltr.html>

Digital Faculty Consultants—Digital Faculty Consultants are experienced instructors who use Connect in their classroom. These instructors are available to offer suggestions, advice, and training about how best to use Connect in your class. To request a Digital Faculty Consultant to speak with, please e-mail your McGraw-Hill learning technology consultant. <http://connect.customer.mheducation.com/dfc/>

National Training Webinars—McGraw-Hill offers an ongoing series of webinars for instructors to learn and master the Connect platform, as well as its course-specific tools and features. We hope you will refer to our online schedule of national training webinars and sign up to learn more about Connect! <http://webinars.mhhe.com/>

CONTACT OUR CUSTOMER SUPPORT TEAM

McGraw-Hill is dedicated to supporting instructors and learners. To contact our customer support team, please call us at 800-331-5094 or visit us online at <http://mpss.mhhe.com/contact.php>

Chapter-by-Chapter Changes to the Third Edition: Highlights

Communication: A First Look New discussion of #BlackLivesMatter protests as an example of social networking technology facilitating collective action; new box on how to deal with an angry customer

Communication and Culture New opening vignette on relations between the United States and Cuba; new box offers advice on how to talk about beliefs that offend you

Perceiving Ourselves and Others Discussions of perception updated throughout with fresh examples from the news, including Kim Davis, Rachel Dolezal, and John Travolta; new discussion of selfies as a form of image management; new boxes offer advice on navigating political disagreements, managing your online image, and putting communication skills to work as an educator

How We Use Language Discussion of linguistic determinism integrated and thoroughly updated with discussion of critiques/limitations of the theory; updated coverage of weasel words, hate speech, and online harassment; new boxes on careers in grant writing, the effects of texting on language, and how to comfort a grieving friend

Communicating Nonverbally New opening vignette on nonverbal communication as depicted in Pixar's *Inside Out*; new boxes on affection deprivation, interacting with a person you think may be lying, and adapting your appearance; new examples examine workspace design, emoji, and time spent on mobile devices as instances of nonverbal communication

Listening Effectively New opening vignette about veterans coping with PTSD; new boxes on determining your listening style, how to respond when you are called "closed minded," putting communication skills to work in a career as a political staffer, and online resources devoted to listening

Communicating in Social and Professional Relationships New opening vignette on the

unlikely friendship between a rape victim and the man falsely imprisoned for the crime; new coverage of relationships and privacy in online contexts; new box offers advice on responding to a friend in need

Communicating in Intimate Relationships New opening vignette on the relationship between comedian Amy Schumer and her sister Kim; new boxes highlight skills required for careers in financial planning and for managing conflict constructively in romantic relationships

Communicating in Small Groups New boxes on motivating action for a group assignment; new extended example examining how group dynamics—including synergy and conflict—play out in *The Avengers* films

Decision Making and Leadership in Groups New boxes with guidance on managing high-stakes decisions, opportunities to assess your level of extroversion, and an exploration of careers in print and online publishing

Choosing, Developing, and Researching a Topic New opening vignette features Malala Yousafzai; new box offers advice for writing a memorable and respectful eulogy; a thoroughly revised section on research reflects modern convergence of information sources

Organizing and Finding Support for Your Speech Revised treatment helps learners to distinguish between their specific speech purpose and their thesis, and emphasizes the thesis as a work in progress to be continually revisited and revised; new section, Don't Commit Intellectual Theft, covers copyright infringement in addition to several forms of plagiarism; expanded table on bibliography entries includes more citation models, in both APA and newly revised MLA style

Presenting a Speech Confidently and Competently New opening vignette highlights Caitlyn Jenner's ESPY speech; new box on how to gracefully acknowledge uncomfortable truths in a speech; coverage of public speaking anxiety

revised with clarified explanations and discussion of its economic costs

Speaking Informatively New boxes on careers in community outreach and communicating competently when delivering bad news; additional guidance for using definitions for terms that have multiple meanings

Speaking Persuasively New opening vignette on Pope Francis's address to the U.S. Congress; new box on making a public apology

Appendix: Workplace Communication and Interviewing Discussion of work/life balance updated to include single-parent households and the intrusion of work on home life via communication technology; new box on how to handle illegal questions in job interview

**CREATE YOUR OWN CUSTOMIZED
COMMUNICATION MATTERS AT
WWW.MCGRAWHILLCREATE.COM.**

The following are available exclusively through McGraw-Hill's Create customization site:

Communication in Organizations Revised discussion of privacy in corporations and organizations, with updated coverage of technology including hacking, e-commerce, and trust markers; new boxes on careers in social media coordination, and how to explain unpopular business decisions

Communication and Media Thoroughly updated, with coverage of media convergence and the impact of podcasts, e-books, and streaming video on traditional sound, print, and image media; new discussions of diversity in media, and the "fear of missing out"; new box topics include careers in radio/podcasting and managing arguments on social media

Communication and Health Updated coverage of prescription drug abuse; new boxes explore careers in social work and offer advice on how to competently discuss a health condition with a doctor

CONTRIBUTORS

I am very grateful to the thoughtful, astute instructors across the country who offered insights and suggestions that improved and enhanced all three editions of Communication Matters, Third Edition:

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Special thanks go out to the team behind the scenes who built and continue to maintain speech assignment/video submission assignment functionality on Connect: Irina Blokh-Reznik, Vijay Kapu, Swathi Malathi, Rishi Mehta, Bob Myers, Bhumi Patel, Dan Roenstch, Ayesha Shaik, Kapil Shrivastava, and Udaya Teegavarapu.

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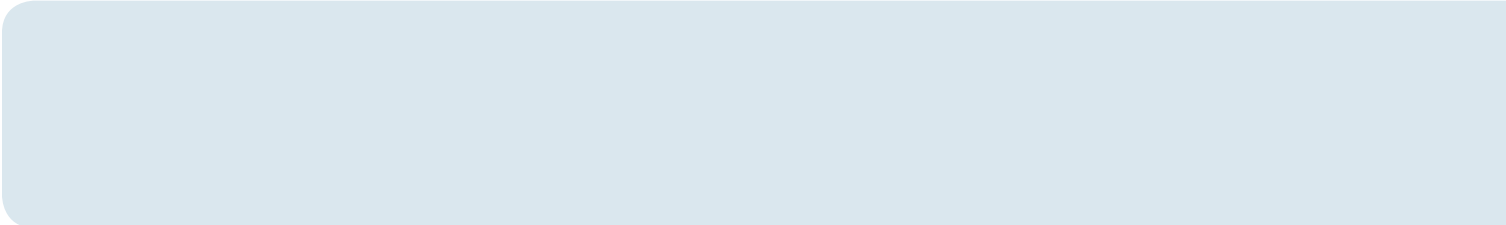
Finally, I am eternally grateful for the love and support of my family and my lifelong friends. One needn't be an expert on communication to understand how important close personal relationships are—but the more I learn about communication, the more appreciative I become of the people who play those roles in my life. You know who you are, and I thank you from the bottom of my heart.

COMMUNICATION MATTERS

1



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COMMUNICATION: A FIRST LOOK

What We Have Here Is a Failure to Adapt

Comedian Kathy Griffin is known for pushing boundaries.

She frequently uses coarse language and off-color jokes in her stand-up routines, and she often seems unafraid—if not genuinely eager—to make her listeners uncomfortable. Griffin’s irreverent style of humor has made her famous . . . but when she takes it too far, it also gets her in trouble. Such was the case when she performed at the famed Apollo Theater in Harlem as a guest of Rev. Al Sharpton. Although her audience comprised both adults and children of various ethnicities, Griffin began her performance with adult language and sexually explicit humor. Within minutes, the audience booed her off the stage, and she has since been banned from the Apollo for life. Griffin’s supporters said she was simply performing the type of comedy for which she is known. Critics noted, however, that she should have been more aware of who her audience was. Had she thought more about her listeners—and adapted her communication style to them—she may well have avoided such an embarrassing incident.

▶ As You READ

- What needs does communication help us meet?
- How does communication work, and what misconceptions do we have about it?
- What particular skills characterize competent communicators?

Why We Communicate

Just as Kathy Griffin seeks to entertain people by communicating humor, we communicate with others to affect several dimensions of our lives. For example, we communicate to form personal relationships, to maintain them, and to end them. We communicate to order dinner at a restaurant, negotiate a car loan, and buy music online. Through communication behaviors, teachers instruct us, advertisers persuade us, and actors entertain us. In truth, very little about our lives isn't influenced by the way we communicate.

Because communication affects so many aspects of our existence, learning how to communicate effectively helps improve our lives in multiple ways. As you will see, effective communication depends not only on having the right message but also on shaping that message to meet the needs of your audience. Griffin's example illustrates the negative outcomes of failing to adapt a message for listeners. To **adapt** means to modify your behavior to accommodate what others are doing. This course will help you develop the tools you need to understand the communication process and the skills you need to adapt your communication behavior to others.

Communication is the process by which we use signs, symbols, and behaviors to exchange information and create meaning.¹ Digital technologies such as Twitter give us unprecedented communication abilities. In early 2015, for example, thousands marched the streets of Baltimore, Maryland, to protest police actions they blamed for the death of 25-year-old Freddie Gray, who lost his life from injuries sustained while he was in police custody. In the aftermath, protesters and police officers alike used Twitter to shape public perception. The Baltimore Police Department appealed to its

113,000 followers to remain peaceful and to ensure the safety of their children. Likewise, protesters tweeted that the police were exaggerating the level of public threat by blaming rioters for inciting violence. With a 24-hour period in April 2015, the hashtag #BaltimoreUprising, which contained information about protests and community resources for those involved, received more than 9,600 Twitter mentions.²

Never before has it been so easy to communicate with others—but what draws us to do so? *Why* do we communicate? As you will see in this section, communication is vital to many different aspects of life, from meeting physical and practical needs, to experiencing relationships, spirituality, and identity.

• **adapt** To modify one's behavior to accommodate what others are doing.

• **communication** The process by which people use signs, symbols, and behaviors to exchange information and create meaning.

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COMMUNICATION ADDRESSES PHYSICAL NEEDS

We humans are such social beings that when we are denied the opportunity for interaction, our mental and physical health can suffer. That is a major reason why solitary confinement is considered such a harsh punishment. Several studies have shown that when people are prevented from having contact with others for an extended period, their health can quickly deteriorate.³ Similarly, individuals who feel socially isolated because of poverty, homelessness, mental illness, or other stigmatizing situations can suffer emotional distress and even physical pain owing to their lack of interaction with others.⁴

We literally cannot survive without human communication, as shown in a bizarre experiment in the thirteenth century. Frederick II, emperor of Germany, wanted to know what language humans would speak naturally if they weren't taught any particular one. To find out, he placed 50 newborns in the care of nurses who were instructed only to feed and bathe the babies, but not to speak to or hold them. The emperor never discovered the answer to his question because all the infants died.⁵ Frederick's

experiment was clearly unethical by modern standards, meaning that it did not follow established guidelines for right and wrong. Such an experiment would not be repeated today. However, more recent studies in orphanages and adoption centers, conducted in an ethical manner, have convincingly shown that human interaction—especially touch—is critical for infants’ survival and healthy development.⁶

Positive social interaction keeps adults healthy, too. Research shows that people without strong social ties, such as close friendships and family relationships, are more likely to suffer major ailments (such as heart disease and high blood pressure) and to die prematurely than are people who have close, satisfying relationships.⁷ They are also more likely to suffer basic ailments, such as colds, and they often take longer to recover from illnesses and injuries.⁸ Although we can’t say for sure why social interaction and health are related, it is clear that communication plays an important role in keeping us healthy, both physically and mentally.

COMMUNICATION MEETS RELATIONAL NEEDS

Besides our physical needs, each of us also has **relational needs**—the essential elements we look for in our relationships with other people. As communication scholar Rebecca Rubin and her colleagues have found, relational needs include companionship, affection, and the ability to relax and get away from our problems.⁹ We don’t necessarily have the same needs in all our relationships—you probably value your friends for somewhat different reasons than you value your relatives, for instance. The bottom line, though, is that we need relationships in our lives, and communication is a large part of how we establish and maintain these relationships.¹⁰

Many features of our day-to-day lives are designed to promote the development of human relationships. Neighborhoods, schools, workplaces, malls, theaters, and restaurants are all social settings in which we regularly interact with others in some way. Technology is also an avenue for promoting our relationships. Smart phones let us call or exchange text messages with virtually anyone at the touch of a button. The Internet offers multiple ways of connecting with others, and many people have met new friends or romantic partners online.¹¹ Table 1 provides an idea of how much of our lives are spent communicating in electronically mediated ways. Just imagine how challenging it would be to form and maintain strong social relationships if you did not have the ability to communicate with others. The lack of communication opportunity is a common experience for many immigrants, who often struggle to adapt to their new culture and to learn its language—and who may feel lonely or ignored in the process.¹²

Some scholars believe our need for relationships is so fundamental that we can hardly get by without them.¹³ For example, research has shown that having an active social life is one of the most powerful predictors of a person’s overall happiness.¹⁴ In fact, the single most important predictor of happiness in life—by far—is the degree to which an individual has a happy marriage.¹⁵ Marital happiness is more important than income, job status, education, leisure time, or anything else in accounting for how happy people are with their lives. On the negative side, people in distressed marriages are much more likely to suffer from major depression, and they even report being in worse physical health than their happily married counterparts.¹⁶

The cause-and-effect relationship between marriage and happiness isn’t a simple one. It may be that strong

• **relational needs** The essential elements people seek in their relationships with others.

Communication technology connects us in unprecedented ways. Social networking sites and chat apps make it easy for us to maintain close relationships, regardless of physical distance.

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TABLE 1
COMMUNICATING
ELECTRONICALLY

1.7	Average number of e-mail accounts per U.S. e-mail user
23	Percentage of Facebook users who check their account five or more times per day
87	Percentage of U.S. teenagers who sleep with, or next to, their cell phone
350	Number of friends the average Facebook user has
4,900,000	Number of Skype users per day
63,800,000	Number of users following Katy Perry (@katyperry), the most followed account on Twitter
106,200,000	Number of .com domain names
196,400,000,000	Average number of e-mail messages sent worldwide per day

HOW DO YOU
COMPARE?

Take note of how you compare to these averages. Do you have more e-mail accounts or Facebook friends than average, or fewer? Do you sleep next to your cell phone? Are you an average communicator in these ways, or do you differ from the averages?

SOURCES: Radicati Group; Consulting Media; Pew Research Center; Edison Research; Digital Marketing Research; Verisign; Sourcedigit.com. Statistics are from October 2015.

marriages promote happiness and well-being, or it may be that happy, healthy people are more likely than others to be happily married. Whatever the reason, personal relationships clearly play an important role in our lives, and communication helps us form and maintain them.

COMMUNICATION FILLS IDENTITY NEEDS

Research indicates that the strongest predictor of happiness in life is the degree to which an individual has a happy marriage.

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Are you curious? Laid-back? Caring? Impatient? Each of us can probably come up with a long list of adjectives to describe ourselves, but here's the critical question: How do you *know* you are those things? In other words, how do you form an identity?

The ways we communicate with others—and the ways others communicate with us—play a major role in shaping how we see ourselves.¹⁷ As we'll consider in the chapter on perceiving ourselves and others, people form their identities partly by comparing themselves to others. If you consider yourself intelligent, for instance,

what that really means is that you see yourself as more intelligent than most other people. If you think you're shy, you see most other people as more outgoing than you are.

One way we learn how we compare to others is by communicating with those around us. If people treat you as intelligent or shy, you may begin to believe that you have those characteristics. In other words, those qualities will become part of your self-image. As you will see in the perceiving chapter, identity develops over the course of life, and communication plays a critical role in driving that process. Good communicators also have the ability to emphasize different aspects of their identities



in different situations. For example, at work it might be important for you to portray your organized, efficient side, whereas at a pool party you might choose to project your fun-loving nature and sense of humor.

COMMUNICATION MEETS SPIRITUAL NEEDS

An important aspect of identity for many people is their spirituality. Spirituality includes the principles someone values in life (“I value loyalty” or “I value equal treatment for all people”). It also encompasses a person’s *morals*, or notions about right and wrong (“It’s never okay to steal, no matter what the circumstances” or “I would lie to save a life, because life is more important than honesty”). Finally, spirituality includes beliefs about the meaning of life, such as personal philosophies, awe of nature, belief in a higher purpose, and religious faith and practices (“I trust in God” or “I believe I will reap what I sow in life”).

A 2013 survey of college students around the United States found that many consider some form of spirituality to be an important part of their identity.¹⁸ Almost half said they consider integrating spirituality into their lives to be essential or very important. For those in the study, spirituality didn’t necessarily include formal religion; over 70 percent of students who considered themselves to be spiritual said people can have good values and morals without being religious. For people who include spirituality as a part of their identity, communication provides a means of expressing and sharing spiritual ideas and practices with one another.



Communication lets people express their faith and spirituality.

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COMMUNICATION SERVES INSTRUMENTAL NEEDS

Finally, people communicate to meet their practical, everyday needs, which researchers call **instrumental needs**. Some instrumental needs have short-term objectives, such as ordering a drink in a bar, scheduling a haircut on the telephone, filling out a rebate card, and raising your hand when you want to speak in class. Others encompass longer-term goals, such as getting a job and earning a promotion. The communicative behaviors entailed in serving instrumental needs may not always contribute directly to our health, relationships, identity, or spirituality. Each behavior is valuable, however, because it serves a need that helps us get through daily life.

Meeting instrumental needs may not seem as interesting as forging new relationships, or as meaningful as expressing spiritual beliefs, but it is important for two reasons. The first reason is simply that we have many instrumental needs. In fact, most of the communication we engage in on a day-to-day basis is probably mundane and routine—not heavy, emotionally charged conversations but instrumental interactions such as talking to professors about assignments and taking customers’ orders at work. The second reason instrumental needs are important is that many of them—such as buying food at the store and ordering clothes online—have to be met before other needs—for example, maintaining high-quality relationships and finding career fulfillment—can be satisfied.¹⁹

• **instrumental needs**
Practical, everyday needs.

SHARPEN Your Skills: *Communication needs*

Using the Internet, locate a speech or written statement made by a current or former political candidate. In a short paragraph, identify how, if at all, the speech or statement reflected the communicator’s physical, relational, identity, spiritual, or instrumental needs.

The Nature and Types of Communication

When 14-year-old Santiago Ventura left his home in the Mexican state of Oaxaca for farm work in Oregon, he had no way of foreseeing the tragedy that would befall him. After the fatal stabbing of a fellow farm worker at a party, Ventura was questioned by a Spanish-speaking police officer. Ventura spoke neither Spanish nor English, however, but only the native language of Mixtec Indians. During questioning, he never made eye contact with the officer, because Mixtec Indians believe that it is rude to look people directly in the eye. Due to his poor grasp of Spanish, Ventura simply answered “yes” to all the officer’s questions, leading the officer to presume his guilt. After a trial in which his lawyer forbade him to testify because of his English-language limitations, Ventura was convicted of murder and sentenced to 10 years to life in prison. Only after 5 years of protests by immigration advocates and jurors who were unconvinced of Ventura’s guilt, did another judge set aside the verdict, freeing Ventura from his wrongful imprisonment.

Had we been involved in Ventura’s case, many of us would have interpreted his words and behaviors the same way the arresting officer did. If they asked Ventura whether he had committed a crime and he replied “yes” while also avoiding eye contact, most reasonable people would conclude that he was guilty. As his story illustrates, however, it is easy to misunderstand others when we don’t adapt to their communication styles. Even seemingly straightforward communication behaviors can easily be misinterpreted, sometimes with tragic consequences. Ventura’s problems began when the officer interpreted his words and behaviors incorrectly. How do people express and interpret meaning accurately? What accounts for our ability to communicate in the first place?

We begin this section by examining different ways to understand the communication process. Next, we look at some important characteristics of communication and consider various approaches to thinking about communication in social interaction. Finally, we explore five types of communication in which humans engage. Even though you communicate all the time, you will find there is still much to learn about communication’s central role in life.

VARIOUS MODELS EXPLAIN THE COMMUNICATION PROCESS

How would you describe the process of communicating? Even researchers have answered that question in different ways over the years. A formal description of a process such as communication is called a **model**. In this section we look at three different models that communication scholars have developed over the years: the action, interaction, and transaction models. The action model was developed first, then the interaction model, and finally the transaction model. In that sense, those models demonstrate how communication researchers have defined and described communication over time.

Communication as Action In the **action model**, we think of communication as a one-way process.²⁰ To illustrate, let’s say that you need to leave work early next Tuesday to pick up a friend from the airport, and you’re getting ready to ask your supervisor for permission. The action model starts with the **source**—the individual who has a thought that he or she wishes to communicate. In our example, the source is *you*. To convey the idea that you’d like to leave early, you must **encode** it, which means to put your idea in the form of language or a gesture that your supervisor can understand. Through that process, you create a **message**, which consists of the verbal and/or nonverbal elements of communication to which people give meaning.²¹ In this example, your message might be the question, “Would it be all right if I left work a couple of hours early next Tuesday?”

• **model** A formal description of a process.

• **action model** A model describing communication as a one-way process.

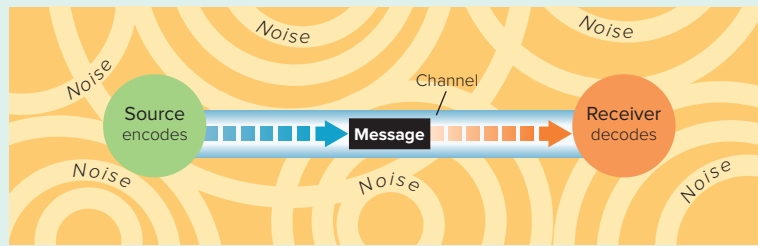
• **source** The originator of a thought or an idea.

• **encode** To put an idea into language or gesture.

• **message** Verbal and nonverbal elements of communication to which people give meaning.

FIGURE 1

ACTION MODEL OF COMMUNICATION



In the action model of communication, a sender encodes a message and conveys it through a communication channel for a receiver to decode.

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According to the action model, you would then send your message through a communication **channel**, which is a type of pathway for conveying messages. For example, you can pose your question to your supervisor face-to-face, or you can send it by e-mail or through a text message. Selecting the most appropriate channel is a matter of adapting to the communication context. You adapt to a context when you identify your goals, consider the options available to you at the time, and make a strategic decision about how to communicate. If your message is brief and unambiguous—such as an announcement about a meeting location—you might choose to send that message by e-mail or text message in order to be efficient and save time. When asking if you can leave work early, however, you realize that your supervisor may have questions about who will cover for you during that time. A face-to-face or telephone conversation might let you address your supervisor’s questions better than a text message or e-mail would, and may also allow you to pay attention to the facial expression or tone of voice to make sure your supervisor understands you.

In the action model, your supervisor acts as the **receiver** of the message, the person who will **decode** or interpret it. The communication process also includes **noise**, which is anything that interferes with a receiver’s ability to attend to your message. The major types of noise are *physical noise* (such as background conversation in the office or static on the telephone line), *psychological noise* (such as other concerns your supervisor is dealing with that day), and *physiological noise* (such as fatigue or hunger). Any of these could prevent your supervisor from paying full attention to your question.

You can see that the action model is linear: a source sends a message through some channel to a receiver, and noise interferes with the message somehow (Figure 1). Many of us talk and think about the communication process in that linear manner. For example, when you ask someone “Did you get my message?”, you are implying that communication is a one-way process. However, human communication is usually more of a back-and-forth exchange than a one-way process—more similar to tennis than to bowling. Over time, researchers responded to that observation by creating an updated model of communication known as the interaction model.

Communication as Interaction The **interaction model** picks up where the action model leaves off. It includes all the same elements: source, message, channel, receiver, noise, encoding, and decoding, but it differs from the action model in two basic ways. First, the interaction model recognizes that communication is a two-way process. Second, it adds two elements to the mix: feedback and context.²²

• **channel** A pathway through which messages are conveyed.

• **receiver** The party who interprets a message.

• **decode** To interpret or give meaning to a message.

• **noise** Anything that distracts people from listening to what they wish to listen to.

• **interaction model** A model describing communication as a process shaped by feedback and context.