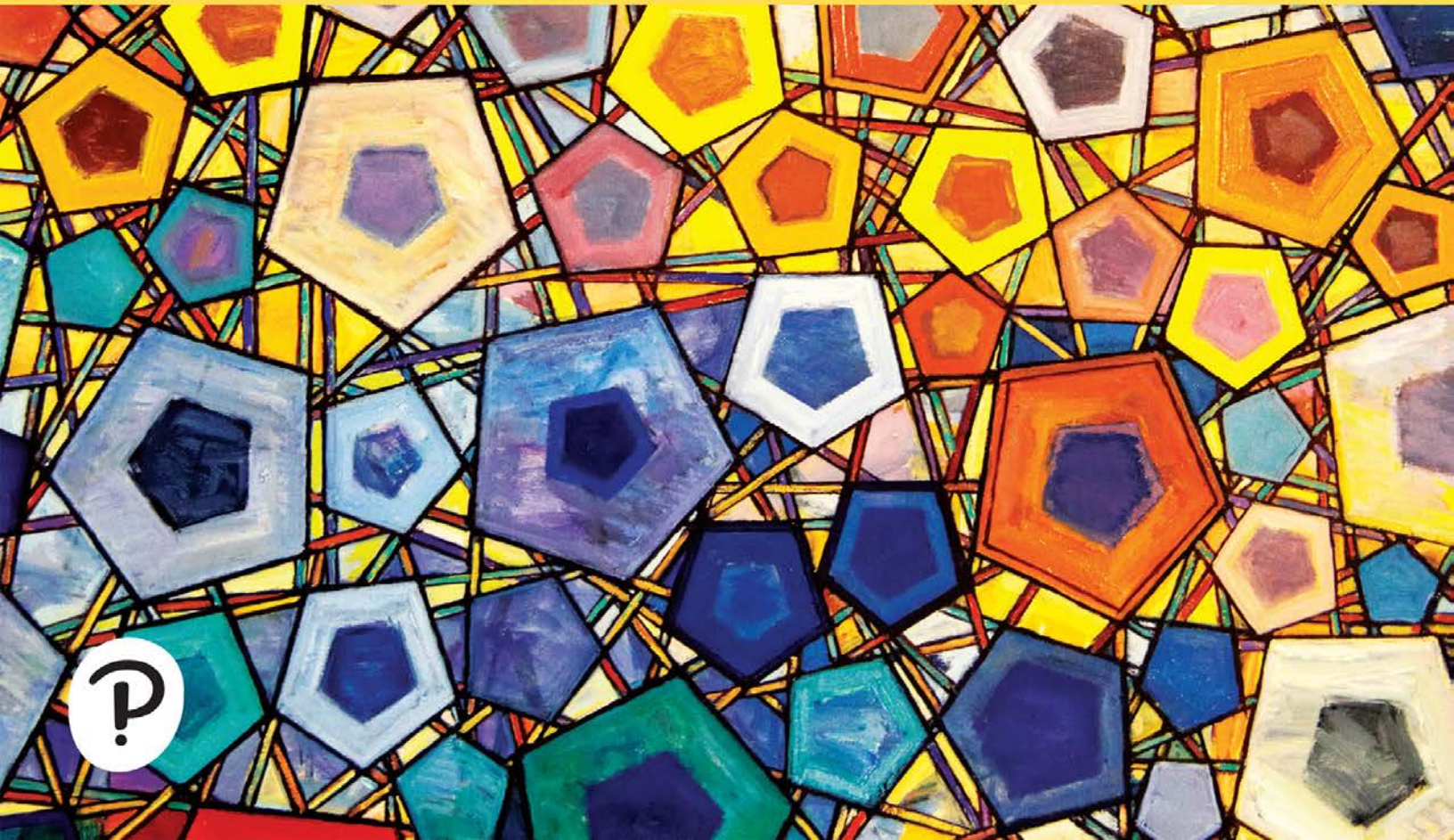
Eighth Edition

Communication

Principles for a Lifetime

Steven A. Beebe • Susan J. Beebe • Diana K. Ivy



COMMUNICATION

Principles for a Lifetime

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Pearson

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For our teachers . . . and our students

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Preface

Communication is essential for life. The purpose of this text is to document this claim by presenting fundamental principles of human communication that enhance the quality of our communication with others as well as the quality of our own lives. Most students who read this text will take only one communication course during their entire college career. We want students to view this course on communication as a vital, life-enriching one that will help them enhance their communication with others—not just as another course in a string of curricular requirements. Because communication is an essential element of living, we want students to remember essential communication principles and skills for the rest of their lives. To remember and apply these essential communication principles, we believe students need a digest of classic and contemporary research and practice that will help them with both the mundane and the magnificent, the everyday and the ever-important communication experiences that constitute the fabric of their lives. In this edition, as in the seven that preceded it, we strive to create a highly appealing, easy-to-use text that is more effective than ever in helping students understand and use the five vital principles of communication.

Inspire Engagement through Active Learning

Revel® improves results by empowering students to actively participate in learning. More than a digital textbook, Revel delivers an engaging blend of author content, media, and assessment.

With Revel, students read and practice in one continuous experience. Interactive content and assessments integrated throughout the narrative provide opportunities for students to explore and apply concepts. And Revel is mobile and user-friendly, so students can learn on the go—anytime, anywhere, on any device.

Special Features for Communication Students

Our communication authors have reimagined their content for Revel, embedding interactives throughout the narrative that bring the discipline to life. For example, when reading about public speaking anxiety, students are prompted to complete a self-assessment to gauge their own communication style, and explore ways to improve upon their skills. Or when students read about John F. Kennedy's famed Inaugural Address, they can also watch a video of the speech. By empowering students to actively participate in learning, Revel boosts engagement and improves results.

Dynamic content brings concepts to life

- **Videos and interactives** integrated directly into the narrative get students learning actively, making it more likely that they'll retain what they've read.
- Embedded **assessments** afford students regular opportunities to check their understanding. The results enable instructors to gauge student comprehension and provide timely feedback to address learning gaps along the way.

- **Writing assignments**—such as journaling prompts, shared writing activities, and essays—enable educators to foster and assess critical thinking without significantly impacting their grading burden.
- **Video quizzes** offer students opportunities to further their knowledge by applying concepts and testing their understanding. Instructors can share videos accompanied by time-stamped multiple-choice questions.
- **Shared multimedia assignments** make it easy for instructors and students to post and respond to videos and other media. Students can also record and upload their own presentations for grading, comments, or peer review.
- The Revel® **mobile app** lets students read and practice anywhere, anytime, on any device—online and off. It syncs work across all registered devices automatically, allowing learners to toggle between phone, tablet, and laptop as they move through their day.
- The **audio playlist** lets students listen and learn as they go.

Actionable insights help improve results

- The **educator dashboard** offers an at-a-glance look at overall class performance. It helps instructors identify and contact struggling and low-activity students, ensuring that the class stays on pace.
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- **LMS integration** provides institutions, instructors, and students easy access to their Revel courses via Blackboard Learn™, Canvas™, Brightspace by D2L™, and Moodle™. Single sign-on lets students access Revel on their first day.

For more information about all of the tools and resources in Revel and access to your own Revel account for the C*ommunication: Principles for a Lifetime,* Eighth Edition, go to www.pearson.com/revel.

What's New to the Eighth Edition?

Reviewers, instructors, and our students have given us feedback about the seven previous editions. This feedback has helped us make this new edition the best possible teaching and learning resource. We listened and responded (Principle Four) to their suggestions. Our commitment to providing a digest of essentials that does not overwhelm students has also led us to make some changes.

CRITICAL/CULTURAL PERSPECTIVES & COMMUNICATION

Stereotypes Are Lazy

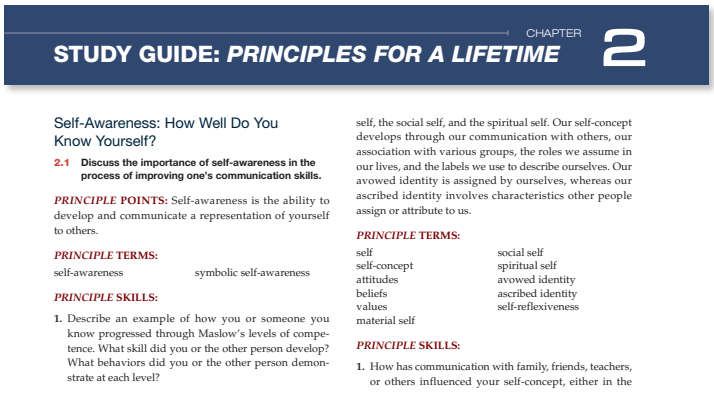
Probably every person reading this text has felt the sting of a stereotype being applied to them in some way or another. Perhaps you were tagged as a nerd or geek growing up, simply because you enjoyed school, worked hard, and made good grades. Maybe you were a good athlete and somebody called you a "dumb jock," as though athleticism and intelligence could not co-reside in one person. Maybe the stereotype went deeper, into identity factors such as your sex or gender, sexual orientation, race, ethnicity, religion, or ability level. Maybe you moved from one part of the country to another and the stereotype emerged in your new locale.

What motivates someone to talk in stereotypes or to inflict stereotypical language onto other people? Is it laziness? Could it be power? Sometimes people feel insecure or in competition with others; sometimes people are simply ignorant about various forms of diversity. People also use labels to downgrade or diminish others in order to minimize a perceived disparity between them. It can be a tactic to make oneself seem more powerful and to project an air of superiority when you're in the outgroup, not the ingroup.[70]

We encourage you to inventory your attitudes about others and the language you use. Purge your language of stereotypes. No one wants to be treated like a category rather than a unique individual.

We have included the following new features in every chapter:

- New Critical/Cultural Perspectives & Communication feature boxes appear in each chapter and explore various communication topics from a critical/cultural communication perspective, focusing on messages about power, resistance, suppression, marginalization, and culture.
- The chapter-end Study Guide has been revised for this edition. Learning objectives, review summaries, key terms, and apply and assess questions are now called *Principle* Points, *Principle* Terms, and *Principle* Skills to call attention to the five *Principles for a Lifetime* we highlight throughout the text.



CHAPTER 2

STUDY GUIDE: *PRINCIPLES FOR A LIFETIME*

Self-Awareness: How Well Do You Know Yourself?

2.1 Discuss the importance of self-awareness in the process of improving one's communication skills.

***PRINCIPLE* POINTS:** Self-awareness is the ability to develop and communicate a representation of yourself to others.

***PRINCIPLE* TERMS:**

self-awareness
symbolic self-awareness

***PRINCIPLE* SKILLS:**

1. Describe an example of how you or someone you know progressed through Maslow's levels of competence. What skill did you or the other person develop? What behaviors did you or the other person demonstrate at each level?

self, the social self, and the spiritual self. Our self-concept develops through our communication with others, our association with various groups, the roles we assume in our lives, and the labels we use to describe ourselves. Our avowed identity is assigned by ourselves, whereas our ascribed identity involves characteristics other people assign or attribute to us.

***PRINCIPLE* TERMS:**

self
self-concept
attitudes
beliefs
values
material self
social self
spiritual self
avowed identity
ascribed identity
self-reflexiveness

***PRINCIPLE* SKILLS:**

1. How has communication with family, friends, teachers, or others influenced your self-concept, either in the

- In each chapter we've provided updated and expanded research that incorporates the latest findings about the principles and skills of human communication.
- We've added fresh, contemporary examples and illustrations to which students can relate.
- New photos and illustrations amplify the content of our message.
- Appendix B includes two new student speeches that model the best practices in public speaking.

We've also updated popular continuing features that appear throughout the text, including the following:

- Revised Diversity & Communication feature boxes complement and expand discussions of new applications of research about diversity throughout the text.
- Revised Ethics & Communication feature boxes reinforce the importance of being an ethical communicator and may spark discussion of ethical questions.
- Revised Social Media & Communication feature boxes explore ways to effectively use social media as an important communication tool.

We've made many other specific changes to chapter content throughout the text. Here's a list of selected major revisions, changes, and additions that we've made to each chapter:

Chapter 1: Identifying Foundations of Human Communication A new Critical/Cultural Perspectives & Communication feature box entitled "Where Are You Standing?" explains how a person's perceived power and ability to influence others can impact how he or she makes sense of the world and shares that sense with others. Additional research on the benefits of strong interpersonal relationships, how we use technology to make human connections, and mediated communication has also been added to the chapter. The Social Media & Communication feature box, "Alone Together," has been updated with new data on the popularity of various social media platforms. Our discussion about context has been expanded to include explanations of physical, historical, psychological, and cultural communication environments. We have clarified the difference between the word *communication* and *communications* (with the "s"). Revel features new videos and accompanying self-checks on interpersonal communication models and the benefits of studying communication. There is also a new journal prompt encouraging students to think about their career goals and how they relate to the study of communication.

Chapter 2: Exploring Self-Awareness and Communication The new Critical/Cultural Perspectives & Communication box entitled "Stereotypes Are Lazy" discusses stereotypical language and encourages students to inventory their attitudes about others and the language they use. A new Diversity & Communication box talks about

self-concept development among first-generation college students. The various pros and cons of the "fitspiration" social media movement are covered in a new Social Media & Communication box. The chapter also includes new research on the connection between self-esteem and physical attractiveness, as well as the relationship between self-esteem and social media use. In Revel, there are new videos on how social media can affect our self-esteem, the accuracy of our perceptions, and why the Internet perpetuates gender stereotypes. A new journal prompt asks students if they have ever experienced self-esteem loss from comparing themselves to others and a new shared writing prompt encourages students to provide self-labels to describe their own attitudes, beliefs, values, and actions.

Chapter 3: Understanding Verbal Messages A new Critical/Cultural Perspectives & Communication box entitled "Black Lives Matter vs. All Lives Matter" explains why it's important to inventory and interrogate our use of language. The Social Media & Communication box in this chapter has been revised and updated with new research on people's level of trust in social media as a source of political news. New examples and research have been added to the discussions about symbols, neologisms, the power of words, biased language, and empathy. Our discussion of transphobia and transphobic language has been expanded. Revel features new videos with accompanying self-checks about how people create meanings for language and how social media has changed the way news is communicated. New journal prompts ask students to consider the power of words and think about the ways words can communicate feelings.

Chapter 4: Understanding Nonverbal Messages To capture students' interest, we've added new nonverbal communication examples, including how the use of touch, eye contact, and physical space have changed as a result of the COVID-19 pandemic. A new discussion about the power and influence of physical beauty is included in the Critical/Cultural Perspectives & Communication box. New research findings about the multi-channeled nature of nonverbal communication, appearance, and affectionate touch have also been added to the chapter. A new video in Revel with an accompanying self-check explains why nonverbal communication is just as important as verbal communication. Another new video discusses why some people find lying much easier than others. A new journal prompt asks students to think of someone they know and to consider the nonverbal dominance cues they associate with that person.

Chapter 5: Listening and Responding The discussion of empathic listening has been significantly revised and updated with new examples and research. We have added a definition of closeness communication bias to the chapter. A new Critical/Cultural Perspectives & Communication feature box discusses listening expectations and assumptions. New research on meditation techniques, interrupters, asking relevant questions, emotional intelligence, and supportive messages has been added to the chapter. In Revel, new journal prompts ask students to consider a time when they may have experienced closeness communication bias and when they found their mind wandering while trying to listen. A new shared writing prompt encourages students to consider their most challenging barrier to listening.

Chapter 6: Adapting to Others: Diversity and Communication An introduction to and a discussion of the concept of intersectionality is now included in the chapter. Accompanying this discussion is a new Critical/Cultural Perspectives & Communication box entitled "Do You Have Power?", which explains why it's important to be aware of your own perceived power and your positionality, as well as the power others are perceived to have in order to be an effective communicator. Our coverage of sex, gender, gender identity, sexual orientation, race, ethnicity, and social class has been revised and

updated with new research and examples. A discussion about gender expression has been added to the chapter. Research on Generation Z has been added to Table 6.1 and to the coverage of generational characteristics within the text. In Revel, a new journal prompt asks students to consider how their race, class, gender, and sexuality impact their social identity.

Chapter 7: Understanding Interpersonal Communication A new Critical/Cultural Perspectives & Communication feature box asks students to think about where they stand, in terms of privilege, power, and influence, in comparison to others. New research on flirting, online dating, and pickup lines has been added to the chapter. In Revel, new videos and video self-checks discuss strategies for maintaining long-distance friendships and the pros and cons of online dating. A new shared writing prompt asks students to consider the topic of social attraction.

Chapter 8: Enhancing Relationships The discussion of assertive and aggressive communication has been revised and updated. A new Critical/Cultural Perspectives & Communication feature box discusses interpersonal power and how it impacts our relationships with others. Additional research on college friendships, the global pandemic's impact on families, cheating, ghosting, and conflict has been added to the chapter. Revel includes two new videos and accompanying self-checks on apologies and family conflicts. We have also added a new journal prompt about breakups and a new shared writing prompt about ghosting.

Chapter 9: Understanding Group and Team Performance A new Critical/Cultural Perspectives & Communication box discusses how joining forces with others who hold similar views can help you gain more influence. A new discussion about information power has been added to the chapter. In Revel, we've added new videos on why it's important to study small group communication, how technology has changed the way we communicate in small groups, how to improve communication in virtual groups, and what makes a group a team. A new journal prompt asks students to think about what constitutes a group or team.

Chapter 10: Enhancing Group and Team Performance A new Critical/Cultural Perspectives & Communication box entitled "Who Controls the Agenda?" discusses how to assess who holds the most power in a meeting. In addition, a new Social Media & Communication feature box provides tips for using video conferencing technology more effectively. New research has been added to the chapter on the following topics: risk-taking within groups, the use of technology in helping groups stay on task, high-performing group practices, substantive conflict within groups and teams, transformational leadership, and virtual groups. In Revel, we've added a number of new videos on topics such as how to plan more productive meetings, problem-solving strategies for groups and teams, how to use collaborative apps to connect virtually with team members, obstacles that virtual groups face, small group leadership, how diversity contributes to group creativity, and the dangers of groupthink.

Chapter 11: Developing Your Speech To capture student interest, new speech examples have been added throughout the chapter on topics such as parental leave policies, pollution by the U.S. military, child slavery, Michigan's COVID-19 reopening policy, deaths in U.S. jails and prisons, domestic violence, and 3D printed guns. Figures 11.4 (Brainstorming a Topic), 11.5 (Possible Topics from a Web Directory Search), 11.6 (Narrowing a Broad Topic), and 11.10 (The central idea should be a complete declarative sentence) have been revised and updated with new examples. A new Critical/Cultural Perspectives & Communication feature box discusses public advocacy, and a new Social Media & Communication box explains why it is important to fact-check your news feed. In Revel, we have added new videos about the fear of public speaking, audience analysis, choosing the right speech topic, selecting the right sources, and plagiarism.

Chapter 12: Organizing and Outlining Your Speech To assist in student understanding, five new figures (12.1, 12.2, 12.3, 12.4, and 12.5) have been added to the chapter to visually present how topics can be organized topically, chronologically, spatially, to show cause and effect, and by problem and solution. A new Critical/Cultural Perspectives & Communication box discusses how logically organizing your persuasive speech can help you effect positive change. To increase student interest, we've added new excerpts from speeches on overcrowded animal shelters, universal health care, bees, body brokering, and opioid abuse. In Revel, new videos have been added on the following speech topics: signposting, introductions, conclusions, outlines, and structure. A new journal prompt asks students to write an introduction for a speech on what "defunding the police" could mean for communities.

Chapter 13: Delivering Your Speech A new Critical/Cultural Perspectives & Communication feature box explains why words *constitute* rather than *transfer* meaning, and a new Social Media & Communication box discusses how the meaning of certain words can change over time, as evidenced by the evolution of the term *boogaloo*. To capture student interest, Figures 13.7 (Chart) and 13.8 (Three Types of Graphs) have been redrawn using U.S. COVID-19 data from the summer of 2020. We've also added a new word cloud illustration that visualizes the frequency with which activist Greta Thunberg used various words in her speech at the 2019 United Nations Climate Action Summit. In Revel, new videos discuss how Abraham Lincoln, John F. Kennedy, and Barbara Jordan used language in their most famous speeches, and how the typefaces in your presentation aids can influence your audience's impression of your speech. A new journal prompt encourages students to think about ways they could more effectively use presentation aids. A new shared writing prompt asks students to identify three examples of figurative language used in Martin Luther King Jr.'s famous "Dream" speech.

Chapter 14: Speaking to Inform In this chapter, we have provided new lists of sample subjects for speeches about people and events. A new Critical/Cultural Perspectives & Communication box discusses what makes "fake news" fake, and a new Social Media & Communication box shares an example of how informative speaking has moved online in response to the COVID-19 pandemic. In Revel, a new video discusses how good storytelling can make speeches more engaging and powerful. In addition, a new journal prompt asks students to provide ideas for attention-catching supporting material they could use for a speech about the most recent U.S. presidential election.

Chapter 15: Speaking to Persuade We've added a new figure (15.7) to visually present eight common logical fallacies so students can more easily identify them. A new Critical/Cultural Perspectives & Communication box explains why persuasion must be a dialogue, with both speaker and listener sharing responsibility for the outcome, and a new Social Media & Communication box discusses online influencers and the trend of social media houses in Los Angeles. In Revel, new journal prompts ask students to share a time when they were indirectly persuaded by a speech or an advertisement, and to come up with an emotion-arousing illustration or description for a speech about the importance of registering to vote.

Appendix A: Interviewing A new introduction to this appendix highlights how much the job application process has changed over time. A new Critical/Cultural Perspectives & Communication feature box discusses how to make unbiased, ethical, and legal hiring decisions. In Revel, a new video discusses how to have a successful job interview. A new journal prompt asks students to think about a question they had trouble answering in a past job interview and to consider how they would answer the same questions today.

Appendix B: Sample Speeches for Discussion and Evaluation This appendix features two new student speeches, including one about an alternative methodology of incarceration and rehabilitation in Brazil and another about the discrimination that queer defendants face in the U.S. justice system.

What Stays the Same in This Edition?

In our eighth edition of *Communication: Principles for a Lifetime*, our goal remains the same as in the first edition: to provide a cogent presentation of what is essential about human communication by organizing the study of communication around five fundamental communication principles that are inherent in the process of communicating with others.

Our Integrated Approach Remains Unchanged

To help students remember and integrate essential communication principles, we've organized the study of human communication around five fundamental communication principles:

Principle One: Be aware of your communication with yourself and others.
Principle Two: Effectively use and interpret verbal messages.
Principle Three: Effectively use and interpret nonverbal messages.
Principle Four: Listen and respond thoughtfully to others.
Principle Five: Appropriately adapt messages to others.

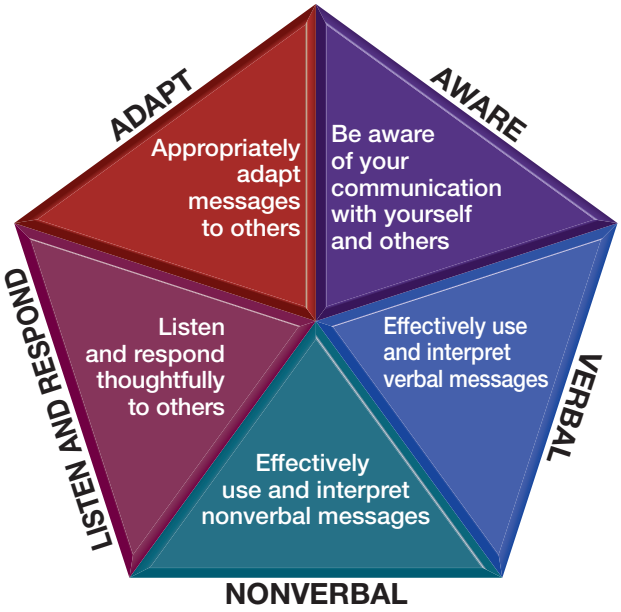
We don't claim that everything you need to know about communication is embedded in our five communication principles. These principles do, however, synthesize essential research and wisdom about communication. They are designed to help students in an introductory communication course see the "big picture" of the role and importance of communication, both as they sit in the classroom and as they live their lives.

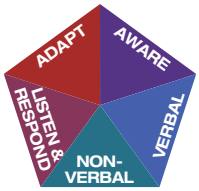
The problem with many introduction to communication courses is that there is often too much of a good thing. An introductory course covers a vast terrain of communication concepts, principles, and skills. Besides learning about several theories of communication, students are also presented with what may appear to them to be miniature courses in interpersonal communication, group communication, and public speaking.

At the end of a typical hybrid or introductory communication fundamentals course, both students and instructors have made a breathless dash through an astounding amount of information and number of skills. The barrage of ideas, contexts, and theories can leave students and instructors feeling overwhelmed by a seemingly unrelated hodgepodge of information. Students may end up viewing communication as a fragmented area of study that includes a bushel basket full of concepts and applications, but they have little understanding of what is truly fundamental about how we make sense out of the world and share that sense with others. Rather than seeing communication as a crazy quilt of unrelated ideas and skills, we want students to see a unified fabric of common principles that they will remember long after the course is over. The five fundamental principles provide a framework for understanding the importance of communication in our lives.

Our pentagon model illustrates the relationships among the five communication principles that provide the overarching structure of the text. As a principle is being introduced or discussed, the appropriate part of the model is highlighted. In most texts, communication principles are typically presented in the first third of the text and

then abandoned, as material about interpersonal, group, and public communication is presented. We don't use a "hit-and-run" approach. Instead, using examples and illustrations to which students can relate, we carefully discuss each principle early in the text. Throughout the latter two-thirds of the text we gently remind students of how these principles relate to interpersonal relationships, group and team discussions, and public presentations.





We link the five communication principles with specific content by using a margin icon to indicate that a discussion in the text of a skill, concept, or idea is related to one or more of the five communication principles. The icons, described in Chapter 1 and illustrated here, first appear in the margin in Chapter 7, "Understanding Interpersonal Communication," which is the first context chapter of the text. The icons help students see the many applications our five communication principles have to their lives as they read about interpersonal communication, group and team communication, and public speaking.

A subtext for these five principles is the importance of communicating ethically with others. Throughout the text we invite students to consider the ethical implications of how they communicate with others, through the use of probes and questions. As we discuss in Chapter 1, we believe that in order to be effective, a communication message must achieve three goals: (1) It must be understood; (2) it must achieve its intended effect; and (3) it must be ethical. Our five Communication Principles for a Lifetime are designed to help students achieve these three goals.

The Successful Structure of the Text Stays the Same

This eighth edition retains the overall structure of the seven previous editions and is organized into four units.

Unit I introduces the five principles (Chapter 1), and then each principle is explained in a separate chapter (Chapters 2 through 6). Each communication principle is discussed and illustrated to help students see its value and centrality in their lives. Chapter 2 discusses the principle of being self-aware. Chapter 3 focuses on using and interpreting verbal messages, and Chapter 4 focuses on using and interpreting nonverbal messages. Chapter 5 includes a discussion of the interrelated processes of listening and responding, giving special attention to the importance of being other-oriented and empathic. The final principle, appropriately adapting to others, is presented in Chapter 6;

we use this principle to illustrate the importance of adapting one's behavior to culture and gender differences among people.

Unit II applies the five communication principles to interpersonal relationships. Unlike many treatments of interpersonal communication, our discussion links the concepts and strategies for understanding interpersonal communication with our five Communication Principles for a Lifetime. Chapter 7 presents information to help students better understand the nature and function of communication in relationships. Chapter 8 identifies communication strategies that can enhance the quality of interpersonal relationships.

Unit III discusses how the five communication principles can help students understand and enhance communication in small groups and teams. Chapter 9 explains how groups and teams work. We offer practical strategies for collaboratively solving problems, leading groups and teams, and running and participating in meetings in Chapter 10.

Finally, Unit IV presents classic content to help students design and deliver a speech, referring to contemporary research and using the latest technology. Based on our popular audience-centered approach to developing a speech, we emphasize the importance of adapting to listeners while also being an ethically vigilant communicator. Chapters 11 through 15 offer information and tips for developing speech ideas, organizing and outlining speeches, delivering a speech (including using presentational and multimedia aids), crafting effective informative speeches, and developing ethical persuasive messages.

We conclude the text with two appendices designed to supplement our instruction about communication fundamentals. Appendix A includes practical strategies for being interviewed and for interviewing others. We relate our discussion of interviewing to the five Communication Principles for a Lifetime. Appendix B includes two examples of recent student presentations to illustrate what effective, well-planned speeches look like.

Our Partnership with Students to Help Them Learn Stays the Same

A textbook is essentially a "distance learning" tool. As we write each chapter, we are separated from the learner by both time and space. To help lessen the distance between author and reader, we've incorporated a variety of learning resources and pedagogical features to engage students in the learning process. As we note in the text, information alone is not communication. Communication occurs when the receiver of information responds to it. Our special features help turn information into a responsive communication message that has an effect on students' lives.

Principles Model and Icons Our pentagon model and margin icons help students see connections between the various communication concepts and skills we present. Throughout the text we provide an integrated framework to reinforce what is fundamental about human communication. Long after students may have forgotten the lists they memorized for an exam, we want them to remember the five fundamental principles we highlight throughout the text. Remembering these principles can also help them remember strategies and concepts to enhance their interpersonal relationships, improve group and team meetings, and design and deliver effective presentations.

Critical/Cultural Perspectives & Communication These new Critical/Cultural Perspectives & Communication boxes appear in every chapter and explore various communication topics from a critical/cultural communication perspective, focusing on

messages about power, resistance, suppression, marginalization, and culture. Students are invited to question and challenge traditional power structures, positions of influence, and historically marginalized, oppressed, or privileged individuals and groups due to a variety of intersecting factors including culture, sex, gender identity, race, ethnicity, disability, and social class.

Ethics & Communication To help students consider the ethical dimensions of human communication, in each chapter we provide a special boxed feature called Ethics & Communication. Students are asked to consider a case study or to ponder their responses to ethical questions. The cases and questions we pose are designed to be thought-provoking, to spark insightful class discussion, or to be used in combination with a journal assignment or other learning method to help students see connections between ethics and communication.

Social Media & Communication Because of the importance of social media in our lives, in each chapter we include special material about social media and communication to help students become sensitive to the sometimes mindboggling impact that social media platforms like Facebook, Twitter, Instagram, and TikTok have on our communication with others. We also discuss the importance and role of social media in several chapters throughout the text. The prevalence of social media in students' lives offers powerful teachable moments to help students learn and apply communication principles.

Diversity & Communication Each chapter includes a Diversity & Communication box designed to help students see the importance of diversity in their lives. Yet we don't relegate discussions of diversity only to a boxed feature. Because we believe diversity is such an important communication topic in contemporary society, we discuss diversity not only in relation to our fifth principle of communication (appropriately adapt messages to others) in Chapter 6, but throughout the text.

Comprehensive Pedagogical Learning Tools To help students master the material, we've built in a wealth of study aids:

- Learning objectives provide a compass to help students know where they are headed, which they can check at key points throughout each chapter.
- Chapter outlines preview key concepts.
- Concise and highly praised Recap boxes distill essential content.
- Key terms in boldface with marginal glossary or pop-up definitions in Revel help students master essential terms.
- Chapter-end Study Guides offer "*Principle* Points" narrative summaries and "*Principle* Terms" lists.
- Chapter-end "*Principle* Skills" questions and collaborative learning activities guide students to think critically about how they can apply chapter concepts to their lives and relationships.

Our Partnership with Instructors Stays Strong

As authors, we view our job as providing resources that instructors can use to bring communication principles and skills to life. A text is only one tool to help teachers teach and learners learn. As part of our partnership with instructors to facilitate learning, we offer an array of resources to help teachers do what they do best: teach. In addition to the vast array of learning resources we've built into the text, we offer a dazzling package of additional resources to help instructors generate both intellectual and emotional connections with their students.

Key instructor resources include an Instructor's Manual (ISBN 9-78-013696784-2), TestBank (ISBN 9-78-013696782-8), and PowerPoint Presentation Package (ISBN 9-78-013696812-2). These supplements are available on the catalog page for this text on Pearson.com/us (instructor login required). MyTest online test-generating software (ISBN 9-78-013696795-8) is available at www.pearsonmytest.com (instructor login required). For a complete list of the instructor and student resources available with the text, please visit the Pearson Communication catalog, at www.pearson.com/communication.

MediaShare

MediaShare integration makes it easier than ever for students and instructors to share and comment on speeches, as well as other videos, documents, images, and more. Users can upload original content for peer and instructor feedback or embed YouTube content with just a few clicks. Having these share-and-comment tools available directly within Revel™ makes for an even more interactive learning experience.

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Steven A. Beebe
Susan J. Beebe
Diana K. Ivy

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CHAPTER 1

IDENTIFYING FOUNDATIONS OF HUMAN COMMUNICATION

There is no pleasure to me without communication. —MICHELE DE MONTAIGNE

Ammentorp/123RF

CHAPTER OUTLINE

- Why Study Communication?
- The Communication Process
- Communication Models
- Communication Competence
- Communication in the Twenty-First Century
- Communication Contexts
- Communication Principles for a Lifetime
- Study Guide: *Principles for a Lifetime*

LEARNING OBJECTIVES

1.1 Explain why it is important to study communication.

1.2 Define communication and describe five characteristics of the communication process.

1.3 Explain three communication models.

1.4 Describe three criteria that can be used to determine whether communication is competent.

1.5 Describe the nature of communication in the twenty-first century.

1.6 Identify and explain three communication contexts.

1.7 List and explain five fundamental principles of communication.

Like life-sustaining breath, communication is ever-present in our lives. That makes understanding and improving how we communicate with others a basic life skill.

Communication is an inescapable and fundamental aspect of being human. Consider the number of times you have purposefully communicated with someone today as you worked, ate, studied, shopped, or went about your daily duties. With the constant presence of social media in our lives, you are likely to be connected to others day and night. Most people spend between 80 and 90 percent of their waking hours communicating with others.[1] Even if you live in isolation, you talk to yourself through your thoughts. It is through the process of communication that we convey who we are, both to ourselves and to others; it is our primary tool for making our way in the world.

In the course of our study of human communication, we will discuss myriad skills, ideas, concepts, and contexts. To help you stitch together the barrage of ideas and information, we will organize our study around five fundamental communication principles:

Principle One:	Be aware of your communication with yourself and others.
Principle Two:	Effectively use and interpret verbal messages.
Principle Three:	Effectively use and interpret nonverbal messages.
Principle Four:	Listen and respond thoughtfully to others.
Principle Five:	Appropriately adapt messages to others.

We don't claim that everything you need to know about communication is covered by these five principles. They do, however, summarize decades of research, as well as the wisdom of those who have taught communication over the years, about what constitutes effective and ethical communication.

Before elaborating on the five fundamental communication principles, we will first provide some background for our study of communication. We will discuss why it is important to study communication, define communication, examine various models of—or perspectives on—communication, and identify characteristics of human communication.[2] Having offered this prelude, we will then discuss the five foundational principles of human communication, which we will use throughout this text to help you organize the concepts, skills, and ideas presented in our discussion of interpersonal, group, and presentational speaking situations.

Why Study Communication?

1.1 Explain why it is important to study communication.

Why are you here? No, we don't mean "Why do you exist?" or "Why do you live where you do?" What we mean is "Why are you taking a college course about communication?" Perhaps the short answer is "It's required." Or maybe your advisor, parent, or friend encouraged you to take the course. But required or not, what can a systematic study of human communication do for you?

Communication touches every aspect of our lives. To be able to express yourself to other people is a basic requirement for living in a modern society. From a practical standpoint, it's very likely that you will make your living with your mind rather than your hands.[3] Even if you do physical labor, you will need communication skills to work with others. When you study communication, you are also developing leadership skills. "The art of communication," says author James Humes, "is the language of leadership."[4] Although the value of being a competent communicator is virtually undisputed, there is evidence that many people struggle to express themselves clearly or to accurately understand messages from others.

- One study estimated that one-fifth of the students in the United States were not successful with even elementary communication tasks; in addition, more than 60 percent of the students could not give clear oral directions for someone else to follow.[5]
- When leaders in major corporations were asked to specify the most important skills for workers to have, 80 percent said listening was the most important work skill; 78 percent identified interpersonal communication skill as the next most important. However, the same leaders said only 28 percent of their employees had good listening skills and only 27 percent possessed effective interpersonal communication skills.[6]
- Another national study found that adults listen with only 25 percent accuracy.[7]
- The majority of adults in the United States are fearful of speaking in public and about 20 percent of the population is *highly* apprehensive.[8]

Aren't some people just born to be better communicators than others? If so, why should you work to develop your communication skill? Just as some people have more innate musical talent than others, there is evidence that some people may have an inborn biological ability to communicate with others.[9] This does not mean you should not work to develop your communication ability. Throughout this text, we will offer ample evidence that if you work to improve your skill, you will be rewarded by enjoying the benefits of enhanced communication competence. What are these benefits? Read on.

To Improve Your Employability

Regardless of your specific title or job description, the essence of what you do when working at any job is to communicate; you talk, listen, relate, read, and write. People who can communicate effectively with others are in high demand. As noted by John H. McConnell, former CEO of Worthington Industries, "Take all the speech and communication courses you can because the world turns on communication."[10] McConnell's advice is supported by research as well as by personal observations. Warren Buffett, one of the wealthiest persons in the world, attributes his success to developing communication skills. If you were to visit his office in Omaha, you would see a 1952 award certificate from his Dale Carnegie public speaking training proudly displayed, but not his undergraduate diploma from the University of Nebraska or his master's degree from Columbia University.[11] Buffett says, "Invest in yourself. The one easy way to become worth 50 percent more than you are now at least is to hone your communication skills—both written and verbal."[12] Taking this course is an investment in yourself.

▼ Warren Buffett, whose savvy investing has made him one of the richest people on the planet, agrees with many other leaders about the importance of communication skills at work. In one televised interview, Buffet declared, "If you improve your communication skills, I guarantee you that you will earn 50 percent more money over your lifetime!"[13]
Nati Harnik/AP/Shutterstock

Based on a survey of employers, here's a ranking of the top factors in obtaining employment immediately after college:[14]

1. Oral communication
2. Teamwork skills in diverse groups
3. Written communication
4. Critical thinking and analytic reasoning
5. Complex problem solving
6. Information literacy
7. Innovation and creativity
8. Technological skills
9. Quantitative reasoning

We're sure you know why we cited this survey. Communication skills were valued more highly than all of the other skills. And this survey isn't the only one that reached the same conclusion; several other research studies have shown that communication skills are the most sought-after skills in the workplace.[15] Whether you are communicating face-to-face or online, communication skills are highly valued. Increasingly, you will communicate with others on the job via text, video chat, and social media. If you are searching for a job, perhaps you have a LinkedIn account to showcase your skills and talents.[16] Being able to effectively communicate with others, either in person or via an electronic means, enhances your employability.[17]

What are your career options if you decide to major or minor in communication? Many! Students who major in communication or communication studies pursue successful careers in business, management, sales, marketing, public relations, customer service, public advocacy, public service, media, education, the ministry, law, or any career that emphasizes "people skills" such as speaking, listening, and relating to others.[18] At its essence, studying communication helps you manage people and ideas. *Research has consistently found that communication skills, including interpersonal and teamwork skills, continue to be the most valued skills on the planet*.[19]

To Improve Your Relationships

We don't choose our biological families, but we do choose our friends. For unmarried people, developing friendships and falling in love are the top-rated sources of satisfaction and happiness in life.[20] Conversely, losing a relationship is among life's most stressful events. Most people between the ages of 19 and 24 report that they have had five to six romantic relationships and have been "in love" once or twice.[21] Understanding the role and function of communication can help unravel some of the mysteries of human relationships. At the heart of a good relationship is good communication.[22]

Virginia Satir, a pioneer in family enrichment, described family communication as "the largest single factor determining the kinds of relationships [we make] with others."[23] Learning principles and skills of communication can give us insight into why we relate to other family members as we do. Our early communication with our parents had a profound effect on our self-concept and self-worth. According to Satir, people are "made" in families. Our communication with family members has shaped how we interact with others today.

Many of us will spend as much or more time interacting with people in our places of work as we do at home. And although we choose our friends and lovers, we don't always have the same flexibility in choosing those with whom, or for whom, we work. Increasing our understanding of the role and importance of human communication with our colleagues can help us better manage stress on the job as well as enhance our work success.

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To Improve Your Health

Life is stressful. Research has clearly documented that the lack or loss of close relationships can lead to ill health and even death.[24] One study found that people who have strong interpersonal relationships with others are 50 percent less likely to die prematurely compared to those who have poor interpersonal relationships.[25] Having a social support system—good friends and supportive family members—seems to make a difference in our overall health and quality of life. Good friends and intimate relationships with others help us manage stress and contribute to both physical and emotional health. Physicians have noted that patients who are widowed or divorced experience more medical problems, such as heart disease, cancer, pneumonia, and diabetes, than do married people.[26] Grief-stricken spouses are more likely than others to die prematurely, especially around the time of the departed spouse's birthday or near their wedding anniversary.[27] Terminally ill patients with a limited number of friends or little social support die sooner than those with stronger ties.[28] Without companions and close friends, our opportunities for intimacy and stress-managing communication are diminished. Loneliness contributes to heart disease, high blood pressure, stroke, depression, lower-quality sleep, and impaired judgment.[29] Studying how to enrich the quality of our communication with others can make life more enjoyable and enhance our overall well-being. Because of Snapchat, Twitter, and other social networks, we are increasingly involved in relationships with others even when we are not interacting face-to-face. Relating to others, whether online or in person, occurs through communication.[30]

So again, we ask the question: Why are you here? We think the evidence is clear: People who are effective communicators are more likely to get the jobs they want; have better-quality relationships with friends, family, and colleagues; and even enjoy a healthier quality of life.

The Communication Process

1.2 Define communication and describe five characteristics of the communication process.

Communication is one of those words that seems so basic you may wonder why it needs to be formally defined. Yet scholars who devote their lives to studying communication

don't always agree on its definition. One research team counted more than 126 published definitions.[31] In this section, we'll examine our definition of communication, the characteristics shared by all communication, major models that researchers and theorists have used to explain and study communication, and the three general contexts in which communication happens.

Communication Defined

communication
The process of acting on information.

communications
The methods of distributing messages to others through various channels.

human communication
The process of making sense out of the world and sharing that sense with others by creating meaning through verbal and nonverbal messages.

symbol
A word, sound, gesture, or visual image that represents a thought, concept, object, or experience.

In its broadest sense, **communication** is the process of acting on information.[32] Someone does or says something, and others think or do something in response to the action or the words as they understand them. Communication is not unique to humans; researchers study communication in other species, as well as between species. For example, you communicate with your pet dog if the dog sits in response to your spoken command, or if you respond to your dog's begging gaze by giving him a treat.

Some people confuse the word *communication* with the word *communications*—they add an "s." Adding an "s" narrows the meaning. **Communications** (with the "s") emphasizes the channel or method of distributing messages. Your phone, cable, or Internet provider are communications companies. Communication (no "s") focuses on the *process* of communicating rather than the *method* of sending messages. When you study communication you study the process of communicating rather than just focusing on how messages are dispersed.

The focus of this text is **human communication**, *the process of making sense out of the world and sharing that sense with others by creating meaning through the use of verbal and nonverbal messages*.[33] Let's look at the key components of this definition.

▼ Signs are usually carefully crafted examples of symbolic communication. What are the creators of this sign trying to communicate?
Patrick Strattner/AGE Fotostock

Making Sense *Communication is about making sense*. We make sense out of what we experience when we identify meaningful patterns and structure in what we see, hear, touch, smell, and taste. Although we often think that "making sense out of something" means rationally and logically interpreting what we experience, we also make sense through intuition, feelings, and emotions.[34]

Sharing Sense *Communication is about sharing sense*. We share what we experience by expressing to others and to ourselves what we experience. We typically use words to communicate our thoughts, but we also use facial expressions and gestures, or music, art, clothing, and a host of other means to convey what we are thinking and feeling to others.

Creating Meaning *Communication is about creating meaning*. As we will discuss later in this chapter, it's more appropriate to say that meaning is *created* through communication rather than sent or transmitted. To say that we send or transmit messages is to imply that what we send is what is received. However, presenting information to others does not mean communication has occurred: "But I told you what to do!" "It's there in the memo. Why didn't you do what I asked?" "It's in the syllabus." These exasperated communicators assumed that if they sent a message, someone would receive it. However, communication does not operate in a simple, linear, what-you-send-is-what-is-received process. *Information is not communication*. In fact, what is expressed by one person is rarely interpreted by another person precisely as intended.

Messages *Communication is about verbal and nonverbal messages*. We communicate messages—the written, spoken, or unspoken elements to which we assign meaning—by using **symbols**,

words, sounds, gestures, or visual images that represent thoughts, concepts, objects, or experiences. The words on this page are symbols you use to derive meaning that makes sense to you. Not all symbols are verbal; some are nonverbal. You use gestures, posture, facial expressions, tone of voice, clothing, and jewelry to express ideas, attitudes, and feelings. Nonverbal messages primarily communicate emotions, such as our likes and dislikes, whether we're interested or uninterested, and our feelings of power or lack of power.

Some scholars assert that *all* human behavior is really communication. When you cross your arms while listening to your friend describe her day, she may conclude that you're not interested in what she's talking about. But it could just be that you're chilly. While all human expression has the potential to communicate a message (someone may act or respond to the information they receive from you), it does not mean that you are *intentionally* expressing an idea or emotion. People don't always accurately interpret the messages we express—and this unprofound observation has profound implications.

Because of the ever-present potential for misunderstanding, communication should be *other-oriented*—it should acknowledge the perspective of others, not just that of the creator of the message. Communication that does not consider the needs, background, and culture of the receiver is more likely to be misunderstood than other-oriented communication. We'll emphasize the importance of considering others or considering your audience throughout the book. Knowing something about the experiences of the person or persons you're speaking to can help you communicate more effectively and appropriately.

Communication Characteristics

The following characteristics are evident any time communication occurs: Communication is inescapable, irreversible, and complicated; it emphasizes content and relationships; and it is governed by rules.

Communication Is Inescapable Opportunities to communicate are everywhere. We spend most of our waking hours sending messages to others or interpreting messages from others.[35] Many of our messages are not verbalized. As you silently stand in a supermarket checkout line, for example, your lack of eye contact with others waiting in line suggests you're not interested in striking up a conversation. Your unspoken messages may provide cues to which others respond. As we noted earlier, some communication scholars question whether it is possible to communicate with someone unintentionally. However, even when you don't intend to express a particular idea or feeling, others may try to make sense out of what you are doing—or not doing. Remember: People judge you by your behavior, not your intent.

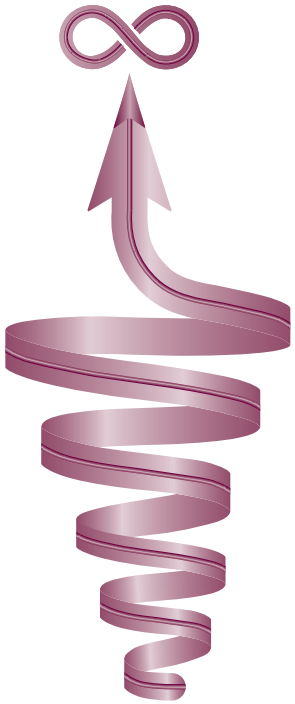
Communication Is Irreversible "Disregard that last statement made by the witness," instructs the judge. Yet the clever lawyer knows that, once the witness has said something, he or she cannot really "take back" the message. In conversation, we may try to modify the meaning of a spoken message by saying something like "Oh, I really didn't mean it." But in most cases, the damage has been done. Once created, communication has the physical property of matter; it can't be uncreated. As the spiral shown in Figure 1.1 suggests, once communication begins, it never loops back on itself. Instead, it continues to be shaped by the events, experiences, and thoughts of the communication partners. A Russian proverb nicely summarizes this point: "Once a word goes out of your mouth, you can never swallow it again."

Communication Is Complicated Communicating with others is not simple. If it were, we would know how to dramatically reduce the number of misunderstandings and conflicts in our world. In addition, this text would be able to offer you a list of simple

FIGURE 1.1 Helical Model of Communication

Interpersonal communication is irreversible. Like the spiral shown here, communication never loops back on itself. Once it begins, it expands infinitely as the communication partners contribute their thoughts and experiences to the exchange.

Adapted from the model by F. E. X. Dance in *Human Communication Theory* (Holt, Rinehart and Winston, 1967), 294.



techniques and strategies for blissful management of communication hassles in all of your relationships. But you won't find that list in this book or any other credible book, because human communication is complicated by the number of variables and unknown factors involved when people interact.

To illustrate the complexity of the process, communication scholar Dean Barnlund has suggested that whenever we communicate with another person, at least six "people" are really involved:

1. Who you think you are
2. Who you think the other person is
3. Who you think the other person thinks you are
4. Who the other person thinks he or she is
5. Who the other person thinks you are
6. Who the other person thinks you think he or she is.[36]

Whew! And when you add more people to the conversation, it becomes even more complicated.

Life is not only complicated but also uncertain. There are many things we do not know. We seek information about such everyday things as the weather or about such questions as what others think about us. Several communication theorists suggest that we attempt to manage our uncertainty through communication.[37] In times of high uncertainty (when there are many things we do not know), we will communicate more actively and purposefully by asking questions and seeking information to help manage our uncertainty.

Adding to the complexity of communication and the problem of our own uncertainty is that messages are not always interpreted as we intend them. Osmo Wiio, a Scandinavian communication scholar, points out the challenges of communicating with others in the following maxims:

1. If communication can fail, it will.
2. If a message can be understood in different ways, it will be understood in just the way that does the most harm.
3. There is always somebody who knows better than you what you meant by your message.
4. The more communication there is, the more difficult it is for communication to succeed.[38]

Although we are not as pessimistic as Wiio, we do acknowledge that the task of understanding each other is challenging.

Communication Emphasizes Content and Relationships What you say—your words—and how you say it—your tone of voice, amount of eye contact, facial expression, and posture—combine to reveal much about the true meaning of your message. The **content dimension** of communication messages refers to the new information, ideas, or suggested actions the speaker wishes to express. When you tell your roommate you want the room cleaned, you convey an intentional message that you want a tidier room.

content dimension
The new information, ideas, or suggested actions that a communicator wishes to express; *what* is said.

relationship dimension
The aspect of a communication message that offers cues about the emotions, attitudes, and amount of power and control the speaker directs toward others; *how* something is said.

The **relationship dimension** of a communication message is usually less explicit; it offers cues about the emotions, attitudes, and amount of power and control the speaker directs toward others.[39] If one of your roommates loudly and abruptly bellows, "HEY, DORK! CLEAN THIS ROOM!" and another roommate uses the same verbal message but more gently and playfully suggests, with a smile, "Hey, dork. Clean this room," both are communicating the same message content, aimed at achieving the same outcome. But the two messages have very different relationship cues. Your use of emojis in text

messages is another way of expressing relational meaning. One study found that emojis were especially helpful in communicating sarcasm in a message.[40]

Another way to distinguish between the content and relationship dimensions of communication is to consider that the content of a message refers to *what* is said. In contrast, *how* the message is communicated provides the relationship cues. For example, reading a transcript of what someone said may result in a different meaning than if you actually heard that person's words.

▲ During the COVID-19 pandemic, many stores had explicit rules about wearing masks before entering. Steklo/123RF

Communication Is Governed by Rules According to communication researcher Susan Shimanoff, a **rule** is a "followable prescription that indicates what behavior is obligated, preferred, or prohibited in certain contexts."[41] When you play Monopoly, you know there are rules about how to get out of jail, buy Boardwalk, and collect $200 after passing "Go." The rules that help define appropriate and inappropriate communication in any given situation may be explicit or implicit. The rules of Monopoly are explicit; they are even written down. For a class, explicit rules are probably spelled out in your syllabus.

rule
A followable prescription that indicates what behavior is required or preferred and what behavior is prohibited in a specific situation.

However, your instructor has other rules that are more implicit. They are not written or verbalized because you learned them long ago: Only one person speaks at a time; you raise your hand to be called on; you do not send text messages during class. Similarly, you may follow implicit rules when you play Monopoly with certain friends or family members, such as "always let Grandpa buy Boardwalk." Communication rules are developed by those involved in the interaction and by the culture in which the individuals are communicating. Most people learn communication rules from experience, by observing and interacting with others.

Communication Models

1.3 Explain three communication models.

Communication researchers have spent considerable time trying to understand precisely how communication takes place. In the course of their study, they have developed visual models that graphically illustrate the communication process. These **communication models** provide visual depictions or descriptions of the major elements included in the communication process. By reviewing the development of these models, you can see how our understanding of communication has evolved over the past century.

communication models
Visual depictions or descriptions of the major elements included in the communication process.

Communication as Action: Message Transfer

"Did you get my message?" This simple question summarizes the earliest, communication-as-action approach to human communication. These early models viewed communication as a transfer or exchange of information; communication takes place when a