

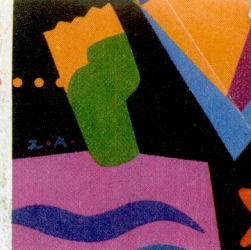
COMPETENT COMMUNICATION



SECOND EDITION

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COMPETENT COMMUNICATION

Second Edition

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E2010000333



St. Martin's Press
New York

Sponsoring editor: Suzanne Phelps Weir
Development editor: Susan Cottenden
Managing editor: Patricia Mansfield Phelan
Project editor: Diane Schadoff
Production supervisor: Scott Lavelle
Art director: Lucy Krikorian
Text design: Patricia McFadden
Graphics: MacArt Design
Photo research: Tobi Zausner
Cover design: Patricia McFadden
Cover art: Zita Asbaghi

Library of Congress Catalog Card Number: 95-73212

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Manufactured in the United States of America.

1 0 9 8 7
f e d c b a

For information, write:
St. Martin's Press, Inc.
175 Fifth Avenue
New York, NY 10010

ISBN: 0-312-13857-1

ILLUSTRATION CREDITS

Pages 3, 193, 297, and 391, C. Simonds: Adapted from "Video Guide to accompany *Competent Communication*"

Page 4, Don Klumpp/Image Bank

Page 7, Karen Kasmauski/Woodfin Camp & Associates

Page 11, Leif Skoogfors/Woodfin Camp & Associates

Page 18, (top) Esbin-Anderson/The Image Works; **(left)** Bob Daemmrch/The Image Works; **(right)** Focus on Sports

Pages 32 and 60, Shotgun/The Stock Market

Page 51, Jacques M. Chenet/Woodfin Camp & Associates

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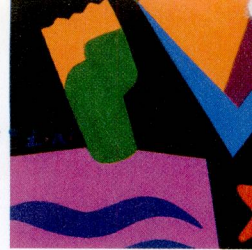
Competent..... Communication

Second Edition

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PREFACE.....



We were delighted by your enthusiastic response to the first edition of **Competent Communication** and hope that the changes in the *Second Edition* will bring the text even more in line with your needs. You asked for a chapter on organizational communication, increased coverage of male and female language, and more opportunities for your students to assess their own communication and the communication of others. With these goals in mind, we prepared the *Second Edition*.

Many students recognize the value of a communication course for building skills in public speaking, but they also need to realize that even informal conversations with close friends and family can be enriched by the study of communication. Successful communication requires more than just common sense. Through competency-based instruction in communication, students learn both the theories and the applications that will help them become successful communicators.

The second edition of **Competent Communication** addresses two related pairs of concepts: *knowledge acquisition* and *skill building* to achieve *effective* and *appropriate* communication. These concepts are introduced in Chapter 1 and applied as students progress through the book. Our approach is based on a model of communicative competence that is demonstrated in a variety of relationships: interpersonal communication, small groups, organizational communication, public speaking, and mass communication.

Today, two aspects of competent communication are receiving increasing attention from communication scholars, both in the classroom and in research. These two areas of study, *ethics* and *intercultural communication*, are essential to our model and are addressed in every chapter of this text.

HIGHLIGHTS OF THE TEXT

- **Intercultural communication** coverage is integrated throughout the text and includes relationships involving people of different nationalities and ethnic backgrounds. Cultural differences between women and men and among various racial, age-based, economic, regional, and occupational cultures are also examined. In addition, each chapter contains at least one exercise that specifically asks students to examine a situation in which intercultural communication takes place.
- **Ethical issues** are addressed in the development of various communicative skills. These issues include stereotyping, managing conflict to achieve mutually acceptable goals, and balancing persuasion and image with accuracy.
- **Our competency-based approach** promotes both knowledge acquisition and skill development, emphasizing specific strategies students can use to improve their own communication skills. It also provides a unified theme that applies to all aspects of communication and is consistently presented throughout the book.

- **Critical thinking** receives special emphasis in our discussions of audience analysis. This emphasis on audience analysis is introduced in the context of social situations, is discussed in terms of participation in group discussions, and is carried through to the more formal situations of public speaking.
- **The activities for self-analysis** provide numerous opportunities for students to examine their communication skills. By using the Self-Checks, Reality Checks, and questionnaires presented throughout the text, students are able to assess the competency of their communication as well as the ethical implications of their choices.
- **The coverage of mass communication** includes the acquisition of media skills and examines the environment and effects of mass communication. Strategies for being a critical consumer of media are also provided.
- **Current communication theory and research** grounds the text in contemporary scholarship. The text presents information in a clear, easy-to-understand manner while maintaining the level of scholarship essential for this course.
- **The model of communicative competency** links self-concept, culture, and relationship concerns in a clear, graphic presentation.
- **A case study** is presented at the conclusion of each of the four major parts of the book. Each Case Study is a detailed scenario that incorporates material from the chapters covered in that part; questions for class discussion are also included.

ORGANIZATION OF THE TEXT

Competent Communication explores the broad range of communication interactions, from intimate and enduring relationships to the world of nonpersonal communication. The text is divided into four parts: Basic Communication Processes; Interpersonal Communication; Group and Organizational Communication; and Public Speaking, which includes mass communication.

Part 1, *Basic Communication Processes*, is comprised of the first six chapters of the book, which introduce the general principles of communication. A model of competent communication is presented, and basic processes including cognitive, linguistic, nonverbal, listening, and self-development are discussed in a variety of communication contexts.

In Part 2, *Interpersonal Communication*, both social and more formal interpersonal relationships are considered. Topics discussed include the life cycle of a relationship from development through maintenance or dissolution; managing conflict, with the goal of producing mutually satisfying and constructive results; and a particular interpersonal situation, the interview, which has special practical value in preparing students for job interviews.

Part 3, *Group and Organizational Communication*, can be applied in both classroom and work situations and has a strong “real world” perspective. It moves from communication in small groups, to the role of the group leader in decision making, to organizational communication. A new chapter on organizational communication is explicitly intended to familiarize students with communication in a work context.

Part 4 takes a comprehensive look at *Public Communication*. It may be used as a resource for the public speaking component of the course or as a guide for making presentations beyond the classroom. General advice for preparing and delivering presentations is given, with special attention to informative and persuasive presentations. New to this edition are two sample Student Speeches, which demonstrate informative and persuasive presentations. Mass communication and other forms of mediated communication are approached primarily from a consumer's perspective.

FEATURES OF THE SECOND EDITION

Competent Communication has been thoroughly updated and revised based on comments from instructors and students. The *Second Edition* features a streamlined presentation of information so that instructors and students have the optimal amount of material in each chapter. We have also refined the presentation of the model of communication, making it more accessible to students.

- **A new chapter on Communicating in Organizations** (Chapter 12) explores the effects of new technologies on communication in organizations and discusses leadership, communication channels within organizations, and strategies for becoming a competent communicator in the workplace.
- **New Student Speeches** give students concrete models of the persuasive and informative speech. Marginal notes call attention to how the speeches follow the guidelines given in the chapter.
- **Increased coverage of male and female language** includes discussion of language content, reasons for differences, and sex roles in male and female conversation. The focus is on language in the context of actual situations.
- **An expanded emphasis on critical listening skills** stresses the process of listening critically and the rewards of developing listening competency; numerous self-assessment activities for students are included.
- **An opening vignette and closing exercise** in each chapter introduce students to a concrete situation they revisit at the end of the chapter. They are asked to analyze each situation in light of the material presented in the chapter.

STUDENT-CENTERED LEARNING

The pedagogy in *Competent Communication* is designed to help your students plan their communications, analyze their efforts, and improve their skills.

- **Objectives** Each chapter begins with objectives that enable the reader to preview the chapter and anticipate what should be learned from it.
- **Self-Checks** Boxed exercises interspersed throughout the text offer self-evaluation activities that build competencies or present brief case studies. Each chapter contains at least one exercise on intercultural communication and one on ethics.

- **Reality Checks** In the margins of each chapter are thought-provoking questions designed to quickly test students' understanding of new concepts as they encounter them and to encourage them to analyze their opinions.
- **Definitions** Throughout *Competent Communication*, new terms are introduced in **boldface type** and defined where they are introduced. Each definition is repeated in the margin for easy reference and at the end of the text in the Glossary.
- **Case Studies and Epilogues** At the end of each part, a Case Study presents a realistic scenario to give readers practice in identifying and applying communicative competencies. There is also an Epilogue, which reviews the major topics of each part and relates them to the model of communicative competence.
- **Reviews and Suggested Readings** Each chapter concludes with a review to reinforce the objectives and summarize the main points. Suggested Readings are provided at the end of the text for students who want to study the subject matter in greater depth.
- **Glossary** A comprehensive glossary contains all of the **boldface** terms and concepts that are discussed in the text. In the *Second Edition*, we have added more definitions to the Glossary and indicated in which chapter each term first occurs.
- **Notes** Recent research as well as classical studies and theories are cited throughout the text. Notes are placed at the end of the book so as to avoid disrupting the continuity of the text and yet provide references for those who wish to consult the original sources.

ADDITIONAL COMPONENTS

The *Second Edition* of *Competent Communication* is supported by a full complement of ancillaries designed to enhance competency-based learning.

W..... **INSTRUCTOR'S RESOURCE MANUAL**

ritten by Joan Aitken of the University of Missouri-Kansas City, the *Instructor's Resource Manual* includes support material for teaching the hybrid communication course. It includes a guide designed especially for teaching assistants and new educators of communication. Practical advice is also provided for course directors and other experienced instructors. In addition to a discussion of competency-based communication and model syllabi for semester and quarter courses, the manual includes reports from current and recent teaching assistants; they share the benefits of their experience with the book as they focus on practical problems encountered in the classroom. Chapter-by-chapter teaching notes, a broad selection of imaginative exercises

emphasizing cultural and ethical issues, and other suggestions for each chapter serve as a foundation for classroom and outside activities.

Testing Options

A test-item file in the *Instructor's Resource Manual* includes short-answer and essay questions for each chapter along with an answer key. The test questions are closely correlated with the text and cross-referenced by applicable page numbers. A computerized version of the test-item file, including Micrograde, is available for both Macintosh and IBM-compatible systems.

Videotapes

Videotapes specifically designed to correlate with the text are also available. One tape examines the stages of interpersonal relationships; another covers communication in groups; and a third provides models of public speaking. The *Instructor's Manual*, designed by Cheri Simonds of the University of Central Oklahoma, includes additional exercises and activities and suggests ways to integrate the tapes into classroom lectures.

Transparencies

A set of twenty-five color transparencies, including diagrams from the text and additional visual presentations of important concepts, provides an enhancement to classroom lectures.

ACKNOWLEDGMENTS

For their insightful reviews of the *Second Edition*, we thank Marcia D. Dixon, Indiana University-Purdue University at Fort Wayne; Robert Dixon, St. Louis Community College at Meramec; Catherine A. Dobris, Indiana University-Purdue University at Indianapolis; Dorothy M. Filak, The University of Michigan at Flint; Rex M. Fuller, James Madison University; Susan A. Holton, Bridgewater State College; Walter G. Kirkpatrick, University of Memphis; Deborah Meisch, University of Arkansas; Donald G. Nobles, Auburn University at Montgomery; Rebecca Parker, Western Illinois University; Paula Tompkins Pribble, St. Cloud State University; Cheri Simonds, University of Central Oklahoma; Sharon Taylor, Southwestern College; Amy Thieme, Eastern Kentucky University; and David W. Worley, Indiana State University.

We would like to acknowledge the conceptual contributions offered by the following people for the *First Edition*, which were carried over into the *Second Edition*: David L. Williams, Leeza Bearden, Melissa Stone, David Worth, Karl Kraye, Carol Cawyer, Mike Chanslor, and Mark Hovind. Special thanks goes to Karl Kraye for co-authoring the new chapter on organizational communication that appears in this edition. We also want to acknowledge the help of Leeza Bearden and Sonya Hopkins for providing dozens of test questions for the *Instructor's Manual*, and Cheri Simonds for her help with the video scripts and accompanying exercises that she provided.

We are indebted to our editors at St. Martin's Press for their patience, encouragement, and professional advice. Suzanne Phelps Weir, our acquiring editor, Susan Cottenden, our development editor, and Diane Schadoff, our project editor, turned the manuscript into a book. We are delighted with the attractive and pedagogically enriching design created by our designer, Patricia McFadden, and we thank our production supervisor, Scott Lavelle, for overseeing the schedule and quality of the composition and printing.

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