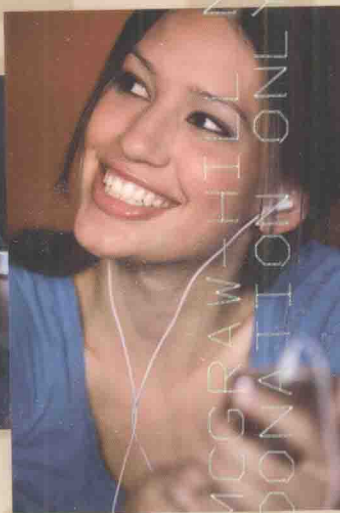


Communicating Effectively



EIGHTH EDITION

Saundra Hybels

• Richard L. Weaver II

Eighth Edition



Communicating Effectively

Saundra Hybels

Richard L. Weaver II



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Higher Education

COMMUNICATING EFFECTIVELY

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Preface

Communicating Effectively, Eighth Edition, is written for students taking speech communication classes for the first time. The book covers the theory and practice of interpersonal, group, and public communication. The overall approach of the book is pragmatic, so that students can see and appreciate the practical application of the ideas, concepts, and theories in their own lives and in the lives of people who are close to them.

APPROACH

There are four specific approaches that appear throughout the eighth edition. The first is simply an answer to the question, “Why study this?” This approach begins in Chapter 1 in the opening section entitled “Everyone Needs Communication Skills,” but it continues in the following chapters with sections such as “The Role of Self and Perception in Communication,” and “The Role of Intercultural Communication in Communicating Effectively and Strategic Flexibility.” Similar sections occur in the chapters on verbal and nonverbal communication. The hope is that by the time readers have finished Chapter 6, “Nonverbal Communication,” they will not just understand the importance of communicating effectively but recognize, too, how communicating effectively depends on strategic flexibility.

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

The third approach has to do with the influence of the Internet. Each chapter ends with a section on “The Internet” as it relates to the content of that chapter. Although several of these sections make specific reference to particular websites, most reveal Internet influences. With the near-universal acceptance and use of the Internet, these sections offer valuable insights regarding the impact, advantages, and limitations of Internet use in all the contexts discussed throughout this textbook.

The fourth approach is a continuation of the applied, problem-solution approach explained in previous editions. This approach can be seen in the chapter on intercultural communication where we ask, “How do you study culture?” In response, the six dimensions or frameworks for studying cultural differences are explained as solutions, and each solution is followed by a corresponding, student-oriented example, so that students see the

theory in use. There are numerous examples throughout the book, but another obvious one occurs in the chapter on interpersonal relationships where the perplexing problem is, “What is the glue that holds relationships together?” According to John Gottman and his team of relationship researchers, the answer is “bids and responses to bids.”

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

ORGANIZATION AND COVERAGE

Part One is devoted to the principles of communication. Chapters 1 through 6 present a model of communication, relate communication both to the self and culture, and show how communication works, both verbally and nonverbally, in our encounters with others. Chapter 3, Intercultural Communication, explains different frameworks for studying cultural differences, barriers to intercultural communication, and ways to improve it.

The second part of the book focuses on interpersonal and small-group communication as well as professional communication or communicating at work. Chapters 7 and 8 cover interpersonal relationships, their dynamics, and how they can be evaluated and improved. Chapter 9 discusses principles of professional conduct, information interviews, information interviews as precursors to job interviews, employment interviews, cultural and gender differences in the workplace, communicating within a professional atmosphere, dealing with conflict at work, dealing with supervisors and managers, dealing with customers, as well as the section on “The Internet and Professional Communication.” Chapter 10 examines Small-Group Participation, and Chapter 11 discusses Group Leadership and Conflict Management.

New to the eighth edition is an in-text appendix on Computer-Mediated Communication (CMC). This new chapter discusses the importance of CMC, what it is, how it relates to the communication model, why people choose CMC over face-to-face communication, CMC and developing online credibility, virtual communities (and blogs) and their significance, and how ethics relates to CMC.

The third part of the book examines public communication. Chapter 12 covers getting started and finding speech material; Chapter 13 treats organization and outlining; Chapter 14 discusses delivery; and Chapters 15 and 16 deal with informative and persuasive speaking respectively.

One of the goals for the text is to present the world beyond our local communities. Although this is true throughout the book, it is especially true in Chapter 3, Intercultural Communication, the in-text Appendix, Computer-Mediated Communication, and in the sections on the Internet at the end of each chapter.

NEW TO THIS EDITION

The eighth edition includes a significant number of changes, more than in any other edition in the history of this book. There are two motives for the extensive changes: 1. to streamline the edition to more effectively meet the needs of both instructors and students and 2. to make the book even more practical, current, and relevant.

- Strategic Flexibility

Chapter 1 introduces the concept of strategic flexibility (SF). As noted earlier, strategic flexibility means expanding your communication repertoire (your collec-

tion or stock of communication behaviors that can readily be brought into use) to enable you to use the best skill or behavior available for a particular situation. It is a “value-added” concept because students can use it to build on the skills they already possess. The method includes six steps—1) anticipate, 2) assess, 3) evaluate, 4) select, 5) apply, and 6) re-assess and re-evaluate. These steps are re-introduced and reinforced in each chapter throughout the book, and each time SF is relevant to the content of a chapter, there is a marginal SF icon and comment at that point.

- **Impact of the Internet**

At the end of every chapter there is a section on the Internet. The information in those sections, for the most part, discusses the impact, implications, advantages, and limitations of Internet use, rather than offering a variety of URLs (Internet addresses) and Web-based links. The purpose of these sections is well described in a sentence contained in the section “The Internet and Intercultural Communication”: “All those with access to the Internet now have the opportunity to expand their horizons by learning how to communicate, relate, collaborate, and understand their changing world.”

- **Listening**

The chapter on listening is re-written and now depends on the Integrative Listening Model (ILM) framework. The chapter includes strategies for remembering information, as well as new sections on “Note-taking Skills,” “Culture and Listening,” and “The Difficulty of Listening.”

- **Interpersonal Relationships**

Chapter 7 is streamlined with a new focus on friendships and serious interpersonal relationships. There are new sections, too, on cyber attraction, cyber communication, and cyber motivation, and this chapter now includes the section “Essential Elements of Good Relationships,” and the section on the Internet mentions the overall benefits of Internet usage to developing interpersonal relationships as well as the benefits for online dating.

- **Evaluating and Improving Relationships**

Chapter 8 is focused and streamlined as well with a new section on “Evaluating Relationships: Ask the Right Questions,” which includes questions partners need to ask themselves, about their partners, about rewards and costs, and about roles. There are sections, too, on how to deal with aggressive talk, regrettable talk, criticism and complaints, avoidance, and defensive communication. A new section on “The Bottom Line” reports results of “The Institute for American Values.” The section “The Internet and Evaluating and Improving Relationships” is one of the most extensive. It discusses Internet deception and the red flags to look for, precautions to take in making a transition from virtual to real world, precautions for meeting in person (after connecting online), precautions for meeting outside your area, and precautions, too, for freeing yourself from trouble.

- **Communicating at Work or Professional Communication**

Chapter 9 takes a new direction, focusing on “Principles of Professional Conduct,” “Cultural Differences in the Workplace,” “Gender Differences in the Workplace,” “Communicating Within a Professional Atmosphere,” “Dealing with Conflict at Work,” “Dealing with Supervisors and Managers,” and “Dealing with Customers,” as well as the information in the previous editions on information interviews, information interviews as precursors to job interviews, and employment interviews. A new section on “Being Interviewed” discusses proper behavior, improper behavior, appropriate dress, questions interviewees need to ask, potential

negative factors, and what to do after the interview. The section, “The Internet and Professional Communication” discusses the Internet as the headhunter of the twenty-first century. The advantages and limitations are discussed.

- **Group Leadership and Conflict Management**

Chapter 11 is refocused. There are new sections on strategic flexibility, emergent and shared leadership, seeking diversity, and the value of substantive conflict. There is information in the section on the Internet, about setting up or overhauling an online group discussion, and there are fourteen tips for resolving conflicts in online discussion groups.

- **Computer-Mediated Communication (CMC)**

This in-text appendix covers computer-mediated communication, how it relates to the communication model, why CMC is chosen over face-to-face communication, how online credibility is developed, virtual communities (including blogs), and how ethics relates to CMC.

- **Getting Started in Public Speaking and Finding Speech Material**

Chapters 12 and 13 of the previous edition have been combined and rewritten. There are new sections on “Why Study Public Speaking” and “Knowledge of Public Speaking” and its importance.

- **Public Speaking Anxiety**

In Chapter 14, the approach encourages students to adopt a new philosophy—that public speaking requires a communication orientation and not a performance orientation. A new table compares the two approaches. Suggestions for reducing public speaking anxiety are also included.

- **The Informative Speech**

There is an expanded section on “Types of Informative Speeches,” which includes a discussion of “Overarching Principles.” The section on the Internet includes answers to two questions. The first, for speakers, is “When do I have enough information?” and the second, more focused on listeners is “What expectations do listeners have concerning speakers?”

- **The Persuasive Speech**

In this chapter there is a “Consider This” box by Sheila Murray Bethel—a professional speaker—who discusses the process she uses to prepare speeches. Also, there is a new caution regarding appeals to logic versus appeals to emotion, and the importance of engaging listeners’ critical thinking, allowing them to weigh emotions, and permitting decisions based on whether or not points are sufficiently supported.

- **Sample Speeches**

There are two new sample speeches. The first, “Forgetting Everything You’ve Learned,” by Mauricio Raúl Muñoz, is an informative speech, and the second, “Giving Something Back,” by Daquisha Lettrell, is a persuasive speech. Both relate well to students and offer memorable and valuable information.

SUPPLEMENTS TO ACCOMPANY COMMUNICATING EFFECTIVELY, EIGHTH EDITION

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

Communicating Effectively CD-ROM provides students with creative and effective tools that make learning easier and more engaging. These tools are integrated with the text through the use of CD icons in the text margins that direct students to the appropriate tools. These include:

- *Video*: Includes clips that illustrate basic communication concepts and excerpts of student speeches.
- *Self-Quizzes*: There are fifteen multiple-choice and five true/false questions for each chapter.
- *Assess Yourself*: Provide scaled responses to the end-of-chapter questionnaires and surveys that challenge students to assess themselves.
- *Audio Flash Cards*: Students can use these digital flash cards to hear how key terms are pronounced and to study for exams.
- *PowerPoint Tutorial*: Provides helpful tips on design and implementation of presentation software.
- *Business Document Templates*: Provide a convenient set of forms for creating professional cover letters, resume, agendas, and memos.

Instructor's Manual/Test Bank

This manual is a source of both daily plans and activities for the classroom. Every chapter of the *Instructor's Manual* contains Learning Objectives, Tips for Teaching, Chapter Highlights, Activities, and Essay Questions. Additionally, the *Instructor's Manual* includes sample course outlines, annotated sample speeches, and a users guide to the videos. The Test Bank includes true/false, multiple choice, and short answer questions created by the author of this book.

Online Learning Center www.mhhe.com/hybel8

This free, Web-based supplement for students and instructors features helpful tools for class and exam preparation. Designed specifically to complement each text chapter, the Online Learning Center offers:

- Chapter Objectives, Outline, and Summaries that give students signposts for understanding and recognizing key chapter content while participating in class and while studying on their own or in groups.
- Self Quizzes that provide a place to practice at taking multiple choice and true/false tests for each chapter.
- Glossary Crossword Puzzles that allow students to test their mastery of key concepts when solving these puzzles.
- Self-assessment Tools and Sample Resumes

Instructor's Resource CD-ROM

A source of both daily plans and activities for the classroom, the Instructor's Resource CD-ROM contains for each chapter: Learning Objectives, Tips for Teaching, Chapter Highlights, Activities and Essay Questions. Additionally, the Instructor's Resource CD-ROM includes sample course outlines, annotated sample speeches, and a user's guide to the videos. The Test Bank includes true/false,

multiple choice, and short answer questions—all developed by Richard Weaver. The Test Bank is available on the Instructor's Resource CD-ROM as a computerized test bank or as a basic Word document. McGraw-Hill's EZ Test is a flexible and easy-to-use electronic testing program. The program allows instructors to create tests from book specific items. It accommodates a wide range of question types and instructors may add their own questions. Multiple versions of the test can be created and any test can be exported for use with course management systems such as WebCT, BlackBoard, or PageOut. EZ Test Online is a new service and gives you a place to easily administer your EZ Test-created exams and quizzes online. The program is available for Windows and Macintosh environments. PowerPoint Slides include not only standard lecture support for the entire text, but incorporate illustrations and other special features from the text.

PageOut: The Course Web Site Development Center

All online content for this text is supported by WebCT, eCollege.com, Blackboard, and other course management systems. Additionally, McGraw-Hill's PageOut service is available to get you and your course up and running online in a matter of hours, at no cost. PageOut was designed for instructors just beginning to explore Web options. Even the novice computer user can create a course Web site with a template provided by McGraw-Hill (no programming knowledge necessary). To learn more about PageOut, ask your McGraw-Hill representative for details, or fill out the form at www.mhhe.com/pageout.



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We would first like to thank all the instructors and teachers who have chosen to use this textbook from among many. We appreciate your choice, and we consider it both a responsibility and a privilege to be working for you. Likewise, we wish to thank all the students. Although we know it wasn't your choice to read this textbook, we recognize your commitment—especially when you read the book—and we have worked hard on your behalf.

My coauthor, Sandra Hybels, died unexpectedly September 18, 1999. A dedication to her is printed in the sixth edition. Although I (Richard) did the work on the seventh and eighth editions, I continue to write as if Sandra is present (in my mind, she is), and we are writing as a team. Her presence is greatly missed.

I would like to thank my colleague and friend of more than 30 years, Howard W. Cotrell. When I met Howard he was a faculty facilitator at Bowling Green State University who worked with a variety of professionals to help them improve their teaching and research. We have coauthored more than 50 articles, and he has been a contributor to my thoughts, feelings, and ruminations on almost every project undertaken. Although his name does not appear on all my published works, he is there in both substance and spirit.

A special thanks to my mother, Florence (Grow) Weaver, who died in 1998. My mother was always interested, encouraging, and supportive. I have dedicated my book on public speaking to her memory. After all, she was the one for whom I delivered my first public speech.

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