



# The Interpersonal Communication Book

FIFTEENTH EDITION

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# Brief Contents

<b>PART ONE</b>	Preliminaries to Interpersonal Communication	1
1	Foundations of Interpersonal Communication	1
2	Culture and Interpersonal Communication	29
3	Perception of the Self and Others	55
<b>PART TWO</b>	Interpersonal Messages	87
4	Verbal Messages	87
5	Nonverbal Messages	116
6	Listening	157
7	Emotional Messages	181
8	Conversational Messages	205
<b>PART THREE</b>	Interpersonal Relationships	236
9	Interpersonal Relationship Stages, Communication, and Theories	236
10	Interpersonal Relationship Types	267
11	Interpersonal Conflict and Conflict Management	303
12	Interpersonal Power and Influence	327

# Contents

Specialized Contents	viii		
Welcome to <i>The Interpersonal Communication Book</i>	ix		
<b>PART ONE</b> Preliminaries To Interpersonal Communication	1		
<b>1</b> Foundations of Interpersonal Communication	1		
The Benefits of Studying Interpersonal Communication	2		
Personal Benefits	2		
Professional Benefits	2		
The Elements of Interpersonal Communication	4		
Source–Receiver	5		
Messages	7		
Channel	9		
Noise	10		
Context	11		
Effects	12		
Ethics	13		
The Principles of Interpersonal Communication	16		
Interpersonal Communication Exists on a Continuum	16		
Interpersonal Communication Involves Interdependent Individuals	17		
Interpersonal Communication Is Inherently Relational	17		
Interpersonal Communication Is a Transactional Process	18		
Interpersonal Communication Serves a Variety of Purposes	19		
Interpersonal Communication Is Ambiguous	21		
Interpersonal Relationships May Be Symmetrical or Complementary	22		
Interpersonal Communication Refers to Content and Relationship	22		
Interpersonal Communication Is a Series of Punctuated Events	24		
Interpersonal Communication Is Inevitable, Irreversible, and Unrepeatable	24		
<b>Summary</b>	<b>27</b>		
<b>Key Terms</b>	<b>28</b>		
		<b>2</b>	<b>Culture and Interpersonal Communication</b>
			29
			Culture
			30
			The Importance of Cultural Awareness
			30
			The Transmission of Culture
			34
			The Aim of a Cultural Perspective
			34
			Cultural Differences
			37
			Individual and Collective Orientation
			39
			High- and Low-Context Cultures
			40
			Power Distance
			40
			Masculine and Feminine Cultures
			41
			High-Ambiguity-Tolerant and Low-Ambiguity-Tolerant Cultures
			42
			Long- and Short-Term Orientation
			42
			Indulgence and Restraint
			43
			Principles for Effective Intercultural Communication
			45
			Educate Yourself
			46
			Recognize Differences
			47
			Confront Your Stereotypes
			48
			Reduce Your Ethnocentrism
			49
			Recognize Culture Shock
			50
			Adjust Your Communication
			51
			<b>Summary</b>
			<b>53</b>
			<b>Key Terms</b>
			<b>53</b>
		<b>3</b>	<b>Perception of the Self and Others</b>
			55
			The Self in Interpersonal Communication
			56
			Self-Concept
			56
			Self-Awareness
			58
			Self-Esteem
			60
			Perception in Interpersonal Communication
			64
			Stage One: Stimulation
			65
			Stage Two: Organization
			65
			Stage Three: Interpretation–Evaluation
			66
			Stage Four: Memory
			67
			Stage Five: Recall
			67
			Impression Formation
			69
			Impression Formation Processes
			69
			Increasing Accuracy in Impression Formation
			74
			Impression Management: Goals and Strategies
			78
			To Be Liked: Affinity-Seeking and Politeness Strategies
			79

To Be Believed: Credibility Strategies	81	Silence	136
To Excuse Failure: Self-Handicapping Strategies	82	Spatial Messages and Territoriality	138
To Secure Help: Self-Deprecating Strategies	82	Artifactual Communication	141
To Hide Faults: Self-Monitoring Strategies	83	Olfactory Messages	144
To Be Followed: Influencing Strategies	83	Temporal Communication	145
To Confirm Self-Image: Image-Confirming Strategies	83	Nonverbal Communication Competence	151
<b>Summary</b>	<b>85</b>	Encoding Skills	152
<b>Key Terms</b>	<b>86</b>	Decoding Skills	153
<b>PART TWO</b> Interpersonal Messages	<b>87</b>	<b>Summary</b>	<b>155</b>
		<b>Key Terms</b>	<b>156</b>
<b>4</b> Verbal Messages	<b>87</b>	<b>6</b> Listening	<b>157</b>
Principles of Verbal Messages	88	The Process and Skills of Listening	158
Messages Are Packaged	88	Stage One: Receiving	159
Message Meanings Are in People	88	Stage Two: Understanding	160
Meanings Are Denotative and Connotative	89	Stage Three: Remembering	161
Messages Vary in Abstraction	90	Stage Four: Evaluating	162
Messages Vary in Politeness	91	Stage Five: Responding	163
Messages Can Be Onymous or Anonymous	93	Listening Barriers	165
Messages Can Deceive	94	Physical and Mental Distractions	165
Messages Vary in Assertiveness	96	Biases and Prejudices	165
Confirmation and Disconfirmation	100	Racist, Heterosexist, Ageist, and Sexist Listening	165
Racism	101	Lack of Appropriate Focus	166
Ageism	102	Premature Judgment	166
Heterosexism	103	Hearing Impairment	167
Sexism	104	Styles of Effective Listening	168
Cultural Identifiers	105	Empathic Listening	169
Guidelines for Using Verbal Messages Effectively	108	Polite Listening	170
Extensionalize: Avoid Intensional Orientation	108	Critical Listening	172
See the Individual: Avoid Allness	109	Active Listening	173
Distinguish between Facts and Inferences:		Culture, Gender, and Listening	176
Avoid Fact–Inference Confusion	109	Culture and Listening	177
Discriminate Among: Avoid Indiscrimination	111	Gender and Listening	178
Talk about the Middle: Avoid Polarization	111	<b>Summary</b>	<b>180</b>
Update Messages: Avoid Static Evaluation	112	<b>Key Terms</b>	<b>180</b>
<b>Summary</b>	<b>114</b>	<b>7</b> Emotional Messages	<b>181</b>
<b>Key Terms</b>	<b>115</b>	Principles of Emotions and Emotional Messages	183
<b>5</b> Nonverbal Messages	<b>116</b>	Emotions Occur in Stages	184
Principles of Nonverbal Communication	117	Emotions May Be Primary or Blended	185
Nonverbal Messages Interact with Verbal Messages	118	Emotions Involve Both Body and Mind	186
Nonverbal Messages Help Manage Impressions	119	Emotional Expression Uses Multiple Channels	187
Nonverbal Messages Help Form Relationships	119	Emotional Expression Is Governed by Display	
Nonverbal Messages Structure Conversation	120	Rules	188
Nonverbal Messages Can Influence and Deceive	121	Emotions Can Be Used Strategically	189
Nonverbal Messages Are Crucial for		Emotions Have Consequences	190
Expressing Emotions	122	Emotions May Be Adaptive and Maladaptive	190
Channels of Nonverbal Communication	123	Emotions Are Contagious	191
Body Messages	123	Obstacles to Communicating Emotions	193
Facial Communication	126	Personality Factors	193
Eye Communication	129	Inadequate Interpersonal Skills	193
Touch Communication	132	Societal and Cultural Customs	194
Paralanguage	134	Fear	195

Emotional Competence	196	Politeness Theory	262
Emotional Expression	196	<b>Summary</b>	<b>265</b>
Emotional Responding	201	<b>Key Terms</b>	<b>266</b>
<b>Summary</b>	<b>204</b>	<b>10 Interpersonal Relationship Types</b>	<b>267</b>
<b>Key Terms</b>	<b>204</b>	Friendship Relationships	269
<b>8 Conversational Messages</b>	<b>205</b>	Definition and Characteristics	269
Principles of Conversation	206	Friendship Types	270
The Principle of Process	206	Friendship Needs	272
The Principle of Cooperation	208	Friendship and Communication	272
The Principle of Politeness	210	Friendship, Culture, and Gender	274
The Principle of Dialogue	211	Love Relationships	276
The Principle of Turn Taking	212	Love Types	277
Conversational Disclosure	215	Love and Communication	279
Revealing Yourself	215	Love, Culture, and Gender	280
Influences on Self-Disclosure	216	Family Relationships	281
Rewards and Dangers of Self-Disclosure	217	Characteristics of Families	282
Guidelines for Self-Disclosure	219	Couple Types	283
Everyday Conversations	222	Family Types	284
Making Small Talk	223	Family and Communication	285
Making Introductions	224	Families, Culture, and Gender	287
Making Excuses	226	Workplace Relationships	289
Apologizing	227	Workplace Communication	289
Asking for a Favor	229	Networking Relationships	291
Complimenting	231	Mentoring Relationships	292
Advising	232	Romantic Relationships at Work	293
<b>Summary</b>	<b>235</b>	The Dark Side of Interpersonal Relationships	296
<b>Key Terms</b>	<b>235</b>	Jealousy	296
<b>PART THREE Interpersonal Relationships</b>	<b>236</b>	Violence	297
<b>9 Interpersonal Relationship Stages, Communication, and Theories</b>	<b>236</b>	<b>Summary</b>	<b>301</b>
Relationship Stages	238	<b>Key Terms</b>	<b>302</b>
Contact	240	<b>11 Interpersonal Conflict and Conflict Management</b>	<b>303</b>
Involvement	240	Preliminaries to Interpersonal Conflict	304
Intimacy	241	Definition of Interpersonal Conflict	304
Deterioration	241	Myths about Interpersonal Conflict	305
Repair	242	Interpersonal Conflict Issues	305
Dissolution	243	Principles of Interpersonal Conflict	308
Movement among the Stages	243	Conflict Is Inevitable	308
Relationship Communication	246	Conflict Can Have Negative and Positive Effects	308
Communicating in Developing and Maintaining Relationships	246	Conflict Is Influenced by Culture and Gender	309
Communicating in Deteriorating and Dissolving Relationships	248	Conflict Styles Have Consequences	311
Communicating in Relationship Repair	251	Conflict Management Is a Multistep Process	313
Relationship Theories	255	Conflict Management Strategies	317
Attraction Theory	255	Win-Lose and Win-Win Strategies	319
Relationship Rules Theory	258	Avoidance and Active Fighting Strategies	320
Relationship Dialectics Theory	260	Force and Talk Strategies	321
Social Exchange Theory	261	Face-Attacking and Face-Enhancing Strategies	322
Equity Theory	262	Verbal Aggressiveness and Argumentativeness Strategies	323
		<b>Summary</b>	<b>326</b>
		<b>Key Terms</b>	<b>326</b>

<b>12</b>	<b>Interpersonal Power and Influence</b>	<b>327</b>		
	Principles of Power and Influence	328		
	Some People Are More Powerful Than Others	328		
	Power Can Be Shared	329		
	Power Can Be Increased or Decreased	330		
	Power Follows the Principle of Less Interest	330		
	Power Generates Privilege	331		
	Power Is Influenced by Culture	331		
	Relationship, Person, and Message Power	333		
	Power in the Relationship	333		
	Power in the Person	335		
	Power in the Message	337		
	Resisting Power and Influence	340		
	Misuses of Power	342		
			Sexual Harassment	342
			Bullying	344
			Power Plays	346
			Prosocial Communication	348
			The Nature of Prosocial Communication	348
			Factors Influencing Prosocial Communication	348
			Examples of Prosocial Communication	349
			Effects of Prosocial Communication	350
			<b>Summary</b>	<b>351</b>
			<b>Key Terms</b>	<b>352</b>
			Glossary	353
			References	364
			Credits	398
			Index	401

# Specialized Contents

## Understanding *Interpersonal Skills*

<b>Mindfulness: A State of Mental Awareness</b> (Chapter 1)	15
<b>Cultural Sensitivity: Responsiveness to Cultural Variation</b> (Chapter 2)	36
<b>Other-Orientation: A Focus on the Other Person and that Person's Perspective</b> (Chapter 3)	68
<b>Metacommunication: The Ability to Talk about Your Talk</b> (Chapter 4)	99
<b>Immediacy: Interpersonal Closeness and Togetherness</b> (Chapter 5)	151
<b>Openness: Willingness to Disclose and be Honest</b> (Chapter 6)	177
<b>Flexibility: The Ability to Change Communication Patterns to Suit the Situation</b> (Chapter 7)	195
<b>Expressiveness: Communication of Genuine Involvement</b> (Chapter 8)	222
<b>Empathy: Feeling What Another Person Feels From That Person's Point of View</b> (Chapter 9)	254
<b>Supportiveness: Supportive Messages That Express Understanding Rather Than Evaluation</b> (Chapter 10)	288
<b>Equality: An Attitude and a Pattern of Behavior in Which Each Person Is Treated as Interpersonally Equal</b>	316
<b>Interaction Management: Your Ability to Carry on an Interpersonal Interaction Smoothly and Effectively</b> (Chapter 12)	341
<b>Ethics in Interpersonal Communication</b>	
<b>Ethical Standards</b> (Chapter 1)	14
<b>Culture and Ethics</b> (Chapter 2)	36
<b>The Ethics of Impression Management</b> (Chapter 3)	82
<b>Lying</b> (Chapter 4)	95
<b>Interpersonal Silence</b> (Chapter 5)	136
<b>Ethical Listening</b> (Chapter 6)	168
<b>Motivational Appeals</b> (Chapter 7)	191
<b>The Ethics of Gossip</b> (Chapter 8)	221
<b>Your Obligation to Reveal Yourself</b> (Chapter 9)	245
<b>Relationship Ethics</b> (Chapter 10)	295
<b>Ethical Fighting</b> (Chapter 11)	324
<b>The Ethics of Compliance-Gaining Strategies</b> (Chapter 12)	340
<b>The Cultural Map</b>	
<b>The Cultural Map</b> (Chapter 1)	12
<b>Internet Access</b> (Chapter 2)	33
<b>Ambiguity Tolerance</b> (Chapter 3)	77
<b>High- and Low-Context Cultures</b> (Chapter 4)	92

<b>Long-Term Versus Short-Term Orientation</b> (Chapter 5)	148
<b>Politeness</b> (Chapter 6)	172
<b>Indulgent and Restraint Orientation</b> (Chapter 7)	187
<b>Apologies</b> (Chapter 8)	229
<b>Relationship Length</b> (Chapter 9)	248
<b>Masculine and Feminine Orientation</b> (Chapter 10)	275
<b>Success</b> (Chapter 11)	312
<b>High- and Low-Power Distance</b> (Chapter 12)	332
<b>Integrated Experiences</b>	
<b>Interpersonal Communication: Easy and Difficult</b> (Chapter 1)	3
<b>Beliefs about Interpersonal Communication</b> (Chapter 1)	4
<b>Ethical Beliefs</b> (Chapter 1)	13
<b>Relationship Uncertainty</b> (Chapter 1)	21
<b>Cultural Orientation</b> (Chapter 2)	37
<b>Self-Esteem</b> (Chapter 3)	61
<b>Impression Formation</b> (Chapter 3)	69
<b>Personality Theory</b> (Chapter 3)	70
<b>Consistency</b> (Chapter 3)	72
<b>Assertiveness</b> (Chapter 4)	97
<b>Distinguishing Facts from Inferences</b> (Chapter 4)	110
<b>Polarization</b> (Chapter 4)	112
<b>Estimating Heights</b> (Chapter 5)	126
<b>Facial Management Techniques</b> (Chapter 5)	128
<b>Time Orientation</b> (Chapter 5)	145
<b>Styles of Listening</b> (Chapter 6)	168
<b>Listening with Empathy</b> (Chapter 6)	170
<b>Attitudes about Expressing Feelings</b> (Chapter 7)	182
<b>Effective and Ineffective Emotional Expression</b> (Chapter 7)	183
<b>Conversational Politeness</b> (Chapter 8)	210
<b>Self Disclosure</b> (Chapter 8)	216
<b>Small-Talk Behavior</b> (Chapter 8)	222
<b>Relationship Advantages and Disadvantages</b> (Chapter 9)	237
<b>Attractiveness Preferences</b> (Chapter 9)	255
<b>Love Style</b> (Chapter 10)	276
<b>Love Styles and Personality</b> (Chapter 10)	279
<b>Involvement in Relationship Violence</b> (Chapter 10)	298
<b>Myths about Interpersonal Conflict</b> (Chapter 11)	305
<b>Interpersonal Conflict Strategies</b> (Chapter 11)	318
<b>Interpersonal Power</b> (Chapter 12)	333
<b>Credibility</b> (Chapter 12)	336

# Welcome to *The Interpersonal Communication Book*

## FIFTEENTH EDITION

It's a rare privilege for an author to present the fifteenth edition of a book. With each revision, I've been able to update and fine tune the presentation of interpersonal communication so that it is current—accurately reflecting what we currently know about the subject—and as clear, interesting, involving, and relevant to today's college students as it can be.

Like its predecessors, this fifteenth edition provides in-depth coverage of interpersonal communication, blending theory and research on the one hand, and practical skills on the other. The book's philosophical foundation continues to be the concept of *choice*. Choice is central to interpersonal communication, as it is to life in general. As speaker and listener, you're regularly confronted with choice points at every stage of the communication process: What do you say? When do you say it? How do you say it? Through what channel should you say it? And so on. In large part, the choices you make will determine the effectiveness of your messages and your relationships. The role of this text, then, is threefold:

1. to identify and explain the choices you have available to you in a vast array of interpersonal situations;
2. to explain the theory and research evidence that bears on these choices—enabling you to identify your available choices and to select more reasoned, reasonable, and effective communication choices;
3. to provide you with the skills needed to communicate your choices effectively.

*The Interpersonal Communication Book* is available in both print and digital formats. The flexibility of these options encourages students to make choices about their own learning style preferences in order to become more engaged and involved in the learning process.

## What's New in This Fifteenth Edition?

### Revel™

**Educational technology designed for the way today's students read, think, and learn**

Revel is an interactive learning environment that deeply engages students and prepares them for class. Media and assessment integrated directly within the authors' narrative lets students read, explore interactive content, and practice in one continuous learning path. Thanks to the dynamic reading experience in Revel, students come to class prepared to discuss, apply, and learn from instructors and from each other.

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**Interpersonal Communication: Easy and Difficult**

Consider the following twelve situations and rate them on a continuum from "Extremely easy" to "Extremely hard".

**Interactive**

1. Impressing a recruiter at a job fair.
  - Extremely easy
  - Easy
  - Moderate
  - Hard
  - Extremely hard
2. Asking a work supervisor to be friends on Facebook.
  - Extremely easy
  - Easy
  - Moderate
  - Hard
  - Extremely hard

Previous Next

Rather than simply offering opportunities to read about and study interpersonal communication, Revel facilitates deep, engaging interactions with the concepts that matter most. For example, when learning about assertiveness in Chapter 4, students are presented with a self-assessment that rates their own communication behaviors, allowing them to examine their level of assertiveness and consider how they could improve on it. By providing opportunities to read about and practice communication at the same time, Revel engages students directly and immediately, which leads to a better understanding of course material. A wealth of student and instructor resources and interactive materials can be found within Revel. Interactive materials include the following:

- **Integrated Experiences** These interactive exercises allow students to analyze their own communication behavior, enabling them to learn and grow over the duration of the course. A variety of question styles are offered, including fill-in-the-blank, True or False, and numerical ratings.
- **Videos and Video Self-Checks** Short video clips showcase interviews with working professionals, examples of face-to-face scenarios, and concept reviews to boost mastery of content. All videos are bundled with correlating self-checks, enabling students to test their understanding immediately after watching the clip.

**Video Self-Check: A Rare Sales Skill**

2 questions

**Interactive**



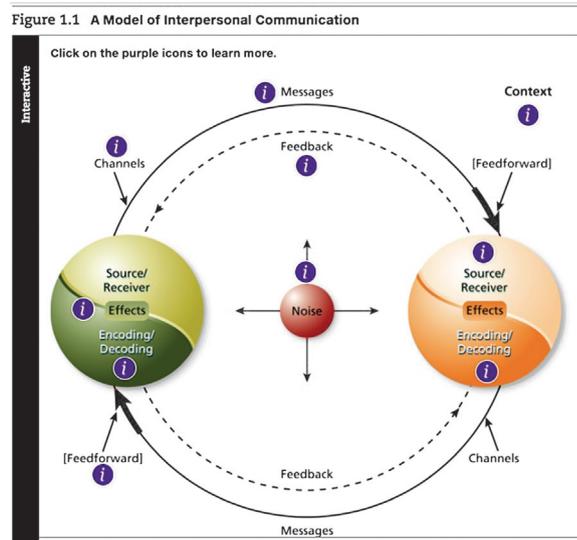
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1. Wagner notes the salesman was particularly good because he got \_\_\_\_\_.
  - more money in Q1 than any salesmen before
  - the customers to talk
  - special requests for his service
  - effective results

Next

- **Dialogue Examples** Examples of effective and ineffective dialogue are enhanced with audio demonstrations, which add the dimensions of inflection, tone, and volume to enhance the learning experience.

- **Interactive Figures** Interactive figures (such as Figure 1.1: A Model of Interpersonal Communication) allow students to interact with the illustrations, increasing their ability to grasp difficult concepts. By allowing students to examine specific parts of a model, with either additional explanation or real-life examples, broad and theoretical concepts are easier to understand.



- **Interactive Tables** Two-stage interactive tables (such as Table 1.2: In a Nutshell – The Elements of Interpersonal Communication) allow students to first study and review the information in the original presentation, and then, when ready, assess their memory and understanding of the concepts by removing and then dragging content back to the correct position.

Table 1.2 In a Nutshell: The Elements of Interpersonal Communication

Study the elements of interpersonal communication. When you're ready, click "Check Your Understanding" below.

Elements	Meaning
Source-receiver	The sender-receiver, the person who both sends and receives messages during communication.
Messages	The verbal and nonverbal signals that are sent by the source/encoder and received by the receiver/decoder.
Channels	The media through which the signals are sent.
Noise	Disturbances that interfere with the receiver receiving the message sent by the source.
Context	The physical, sociopsychological, temporal, and cultural environment in which the communication takes place.
Effects	Interpersonal communication can have cognitive, affective, and behavioral effects on others and on yourself.
Ethics	The morality, the rightness-wrongness aspect of communication behavior.

Check Your Understanding

- **Interactive Cultural Maps** These maps recall major cultural differences discussed in Chapter 2 (such as ambiguity tolerance, masculine or feminine orientation, and high-or-low context) and describe how these differences may impact communication around the world. In Revel, readers are given the opportunity to manipulate the maps.

PEARSON

### The Cultural Map

**Ambiguity Tolerance**

Ambiguity tolerance refers to the degree to which members of a culture are accepting of uncertainty; high-ambiguity tolerant cultures are comfortable with not knowing exactly what will happen next, whereas low-ambiguity tolerant cultures resist uncertainty and, in many cases, are stressed out by it.

In these high-ambiguity tolerant cultures (generally, the top 10 countries are highlighted in these cultural maps), uncertainty is considered normal and expected. High ambiguity tolerant people are comfortable in uncertain situations and with unfamiliar tasks and assignments. They are also tolerant of ethnic differences and diversity and are generally positive to foreigners.

In these low-ambiguity tolerant cultures, members try to avoid uncertainty, because uncertainty is typically uncomfortable and anxiety provoking for them. Members of these cultures are also more prejudiced toward other ethnic groups and would not be welcoming to immigrants.

*How do you feel when an instructor gives an ambiguous assignment? Do you see the lack of specific direction as stressful or as an opportunity to get creative and think of different ways you might approach the assignment?*

- Integrated Writing Opportunities** To help students connect chapter content with personal meaning, each chapter offers two varieties of writing prompts: the journal prompt (structured around the concept of interpersonal choice making), eliciting a free-form, topic-specific response addressing topics at the module level; and the Shared Writing Prompt, eliciting a focused, brief response, addressing topics at the chapter level, which students can share with each other.

Journal 1.3: Interpersonal Choice Point - Reducing Relationship Ambiguity

You've gone out with someone for several months. At this point, you want to reduce ambiguity about the future of the relationship and discover your partner's level of commitment. But you don't want to scare your partner. *What would you do to reduce this ambiguity?*

The response entered here will appear in the performance dashboard and can be viewed by your instructor.

Submit

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## Updated Coverage

Here, in brief, are descriptions of each of the 12 chapters along with examples of what's new in this fifteenth edition.

- Chapter 1, Foundations of Interpersonal Communication**, covers the elements and principles of interpersonal communication. *New material in this chapter* includes a reorganization of the chapter into three parts ("The Nature of Interpersonal Communication" and "Principles of Interpersonal Communication" are now combined under "Principles"), and inclusion of a new section on "Effects" in the model of interpersonal communication. The Revel version of this chapter includes a variety

of new interactive tables that offer low-stakes assessment opportunities for review and retention purposes, and a new integrated exercise “Interpersonal Communication: Easy and Difficult” that offers students the opportunity to consider and learn from their own communication experiences. Two new videos with accompanying Self-Checks offer enhanced examples to illustrate this foundational content: one in which a working professional describes the value of good communication skills, and a concept review about ethical communication.

- **Chapter 2, Culture and Interpersonal Communication**, covers the nature of culture, and the major cultural differences that impact interpersonal communication, with some suggestions on how to make intercultural communication more effective. *New material in this chapter* includes additional figures and a new Cultural Map about internet access. The concept of ethnic identity has been clarified and a new nutshell table summarizes important concepts. The Revel version of this chapter also includes two new interactive figures (2.1 Factors Contributing to the Importance of Culture in Interpersonal Communication and 2.3 Some Steps to Effective Intercultural Communication), a variety of new assessment tables, and two videos with accompanying Self-Checks about culture and communication, and diversity and communication.
- **Chapter 3, Perception of the Self and Others**, covers the essential concepts of the self, the stages of perception, and impression formation and management. The Cultural Map in this chapter deals with ambiguity tolerance. *New material in this chapter* includes a brief section on improving accuracy in perception, and two new figures: 3.5 The Stages of Perception and 3.6 Impression Management Goals. The Revel version includes new interactive activities linked to the new figures and integrated exercises that deal with personality theory and consistency, as well as two videos with accompanying Self-Checks. The first video is about perception barriers, and the second is a brief lecture about impression management and networking basics.
- **Chapter 4, Verbal Messages**, covers the principles of verbal messages, confirmation and disconfirmation, and verbal message effectiveness. The Cultural Map in this chapter deals with high- and low-context cultures. *New material in this chapter* includes a revised organization (the chapter is now in three parts instead of two), two integrated exercises created out of text from the fourteenth edition, a slight expansion of coverage on cultural identifiers, and two new figures: 4.1 The Abstraction Ladder and 4.2 Effective Verbal Messaging. The Revel version of this chapter includes new interactive activities linked to the new figures, and two videos with accompanying Self-Checks: the first video is a concept review about assertive communication, and the second is an ABC News clip that shows racist interactions.
- **Chapter 5, Nonverbal Messages**, covers the principles of nonverbal communication, the ten major channels or codes, and nonverbal competence in encoding and decoding. The Cultural Map in this chapter deals with time orientation. *New material in this chapter* includes an expansion of the benefits from studying nonverbal communication, more coverage of nonverbal communication competence (summarized by a new nutshell table), and a new figure 5.1 The Power of Nonverbal Messages. The Revel version of this chapter includes interactivity linked to the new figures and tables, two new interactive exercises “Estimating Heights” and “Facial Management Techniques,” and a multimedia gallery illustrating the five major meanings of touch. There are two videos with accompanying Self-Checks: the first video is an ABC News feature about the body language of politicians, and the second is a concept review of nonverbal messages.
- **Chapter 6, Listening**, covers the stages and styles of listening, as well as cultural and gender differences. The Cultural Map in this chapter deals with politeness. *New material in this chapter* includes a discussion on critical listening, a revision and reconceptualization of the styles of listening, the inclusion of hearing impairment as a potential barrier to listening, a new integrated exercise on empathy, and an

enhanced section on politeness and the mobile phone. The Revel version includes a new interactive figure (6.2 Four Listening Styles), as well as two videos. The first video shows a family dinner in which parents and children fail to listen to one another, and the second features a businesswoman describing how she learned to be a better listener when she transferred from a company based in Ireland to one based in Japan.

- **Chapter 7, Emotional Messages**, covers the principles of emotional communication, some obstacles to communicating emotions, and emotional competence. The Cultural Map in this chapter deals with indulgent and restraint orientation. *New material in this chapter* includes an integrated exercise on expressing emotions effectively, a discussion on “emotional labor” (with display rules), and the inclusion of emotional happiness. The Revel version includes a new interactive exercise and new interactive figure (7.1 The Principles of Emotions and Emotional Expressions), as well as two videos with accompanying Self-Checks. The first video features a British backgammon champion explaining the importance of controlling her emotions under pressure, and the second shows Sheryl Sandberg describing how she dealt with the grief of losing her husband.
- **Chapter 8, Conversational Messages**, covers the principles of conversation, self-disclosure, and some everyday conversational encounters. The Cultural Map in this chapter deals with apologies. *New material in this chapter* includes a discussion on how to ask for a favor, along with three new figures that preview some of the major concepts in this chapter. In addition, the discussion of the conversation process has been reduced in length. The Revel version of this chapter includes activities related to the new figures: 8.1 The Principles of Conversation, 8.3 The Maxims of Conversation, and 8.4 The Maxims of Politeness. There are a host of new interactive tables with low-stakes assessment opportunities, as well as two videos, both of which show examples of face-to-face conversations. In the first video, three counselors try to discuss the best way to help a struggling student, and in the second, a manager tries to draw out an employee at a company party.
- **Chapter 9, Interpersonal Relationship Stages, Communication, and Theories**, covers the stages of relationships, the communication that takes place at these different stages, and some of the major theories that explain how relationships grow and deteriorate. *New material in this chapter* includes a reorganization that places “Relationship Communication” immediately after “Relationship Stages,” and coverage of social penetration with the discussion on intimacy, rather than with the theories. The Revel version of this chapter includes two new interactive exercises on the advantages and disadvantages of interpersonal relationships, a new interactive figure (9.5 Relationship Theories), as well as two videos with accompanying Self-Checks. The first video is about friendship and social media, and the second shows how a student juggles classes, childcare, and work.
- **Chapter 10, Interpersonal Relationship Types**, covers friendship, love, family, and workplace relationships; and two of their dark sides: jealousy and violence. The Cultural Map in this chapter deals with masculine and feminine orientation. *New material in this chapter* includes nutshell tables and a tightening and updating of the narrative. The Revel version of this chapter includes a new multimedia gallery that illustrates relationship types, new preview figure (10.1 Types of Love), and a new interactive exercise on love styles and personality. Two new videos with accompanying Self-Checks include an overview of family relationships, and interviews with students about their own experiences with jealousy.
- **Chapter 11, Interpersonal Conflict and Conflict Management**, covers the nature and principles of conflict and the strategies of effective conflict management. The Cultural Map in this chapter deals with masculine and feminine orientation. The Cultural Map in this chapter deals with success. *New material in this chapter* includes a restructuring of the principles of conflict (the principles of content and

relationship conflict and conflict can occur in all forms are now covered under conflict issues), and a refocused and rewritten section on conflict management is presented as a multistep process. The Revel version includes a new interactive figure (11.3 Conflict Management Strategies), and two videos. The first video is a concept review of conflict and communication, and the second shows students talking about their own relationship conflicts.

- **Chapter 12, Interpersonal Power and Influence**, covers the principles of power and influence; power in the relationship, person, and message; and the misuses of power (sexual harassment, bullying, and power plays). The Cultural Map in this chapter deals with high- and low-power distance. *New material in this chapter* includes a major section on prosocial communication, which now concludes this chapter and the book. The Revel version of this chapter includes an interactive Cultural Map on high- and low-power distance, a new multimedia gallery about the different types of power, and a new interactive figure: 12.1 Six Principles of Power. The two videos are both about communication in the workplace: one in which a professional describes two very different managers and another in which a professional explains how she dealt with bullying from a co-worker.

## Features

This text is a complete learning package that will provide students with the opportunity to learn about the theories and research in interpersonal communication, and to acquire and practice the skills necessary for effective interpersonal interaction.

## Learning Objectives

Learning objectives are presented in the chapter opener, repeated in the text with each major head, and iterated again in the summary. This feature helps focus attention on the key concepts and principles discussed, and how this learning can be demonstrated.

## Preview Figures and Nutshell Summary Tables

Throughout the text, visuals preview the content of the sections, and Nutshell summary tables at the end of the sections help students review the content and fix it more firmly in memory.

## Interpersonal Choice Points and ViewPoints

Interpersonal Choice Points—brief scenarios that require you make an interpersonal communication choice—encourage students to apply the material in the chapter to varied specific interactions. They are designed to encourage the application of the research and theory discussed in the text to real-life situations. These appear throughout the text in the margins.

ViewPoints appear as captions to all the interior photos and ask you to consider a wide variety of issues in interpersonal communication. These are designed to encourage students to explore significant communication issues discussed in the chapter from a more personal point of view.

## Balance of Theory/Research and Skills

While a great deal of new research is integrated throughout the book, much of it is from the past five years, this text recognizes the practical importance of skill development and so gives considerable attention to mastering interpersonal skills. But it bases these skills on theory and research, which are discussed throughout the text. The boxes on Understanding Interpersonal Theory & Research from the previous edition have been integrated into the text narrative to give them a clearer context and the chapters greater continuity.

Like theory and research, interpersonal skills are discussed throughout this text. In addition, each chapter contains an Understanding Interpersonal Skills box. These boxes are designed to highlight some of the most important skills of interpersonal communication: Mindfulness, Cultural Sensitivity, Other-Orientedness, Openness, Metacommunication, Flexibility, Expressiveness, Empathy, Supportiveness, Equality, and Interaction Management.

## Culture and Interpersonal Communication

As our knowledge of culture and its relevance to interpersonal communication grows, so must culture's presence in an interpersonal communication textbook and course. The text stresses the importance of culture to all aspects of interpersonal communication.

An entire chapter devoted to culture (Chapter 2, Culture and Interpersonal Communication) is presented as one of the foundation concepts for understanding interpersonal communication. This chapter covers the relationship of culture and interpersonal communication, the ways in which cultures differ, and the strategies to make intercultural communication more effective. In addition to this separate chapter, here are some of the more important discussions that appear throughout the text:

- the cultural dimension of context; and culture in complementary and symmetrical relationships, in the principle of adjustment, and in ethical questions (Chapter 1)
- the role of culture in the development of self-concept, accurate perception, implicit personality theory, the self-serving bias, and uncertainty (Chapter 3)
- listening, culture, and gender (Chapter 4)
- cultural and gender differences in politeness, directness, and assertiveness; and cultural identifiers, sexism, heterosexism, racism, and ageism in language and in listening (Chapter 5)
- culture and gesture, facial expression, eye communication, color, touch, paralanguage, silence, and time (Chapter 6)
- the influences of culture on emotions, and cultural customs as an obstacle to the communication of emotions (Chapter 7)
- conversational maxims, culture, and gender; culture and expressiveness; and the influence of culture on self-disclosure (Chapter 8)
- the influences of culture on interpersonal relationships and the stages of relationships (Chapter 9)
- cultural differences in friendship and loving, and culture and the family (Chapter 10)
- cultural influences on conflict and conflict management (Chapter 11)
- the cultural dimension of power (Chapter 12)

The Cultural Map feature returns to the basic cultural differences discussed in Chapter 2 and connects these concepts with the content of the various chapters.

People with disabilities may also be viewed from a cultural perspective, and in this edition, three special tables offer suggestions for more effective communication between people with and people without disabilities. These tables provide tips for communication between people with and without visual impairments (Table 5.4 in Chapter 5); with and without hearing difficulties (Table 6.3 in Chapter 6); and between people with and without speech and language disorders (Table 8.1 in Chapter 8).

## Politeness

Politeness in interpersonal communication is stressed throughout this text as one of the major features of effective interaction. Some of the major discussions include:

- politeness strategies for increasing attractiveness (Chapter 3)
- message politeness (Chapter 4)

- polite listening (Chapter 6)
- conversational politeness (Chapter 8)
- politeness theory of relationships (Chapter 9)
- politeness in conflict management (Chapter 11)

## Social Media

The ways and means of social media are integrated throughout the text. For example, the principle of anonymity in interpersonal communication is included as a basic principle because of its increasing importance due to social media. The ubiquity of the cell phone and texting has changed interpersonal communication forever and is recognized throughout the text. Likewise, dating, keeping in touch with family and friends, making friends, and engaging in conflict—and much more—is viewed in a world dominated by (not simply a world that includes) social media.

## In-Text Application

In print as well as in Revel, this text includes a variety of features that encourage interaction and self-exploration.

- *New to this edition*, integrated exercises appear throughout the text in every chapter. These exercises are part of the text narrative but require you to interact with and respond to the text material. Some of these are brand new and some of them have been revised and reconfigured from material in the previous edition.
- Interpersonal Choice Points that appear in the margins encourage you to apply the principles and skills of the text to specific interpersonal situations.
- ViewPoints captions encourage you to explore the implications of a variety of communication theories and research findings.
- Understanding Interpersonal Skills boxes ask for personal involvement that enables you to actively engage with these important skills.
- Ethics in Interpersonal Communication boxes present ethical issues and ask what you would do in each of the presented scenarios.

## End of Chapter

Each chapter has a two-part ending: (1) Summary, a numbered propositional summary of the major concepts that are discussed in the chapter, organized by major topic headings. Each topic heading also contains the learning objective. (2) Key Terms, a list of key terms that are used in the chapter (and included in the “Glossary of Interpersonal Communication Concepts” at the end of the text).

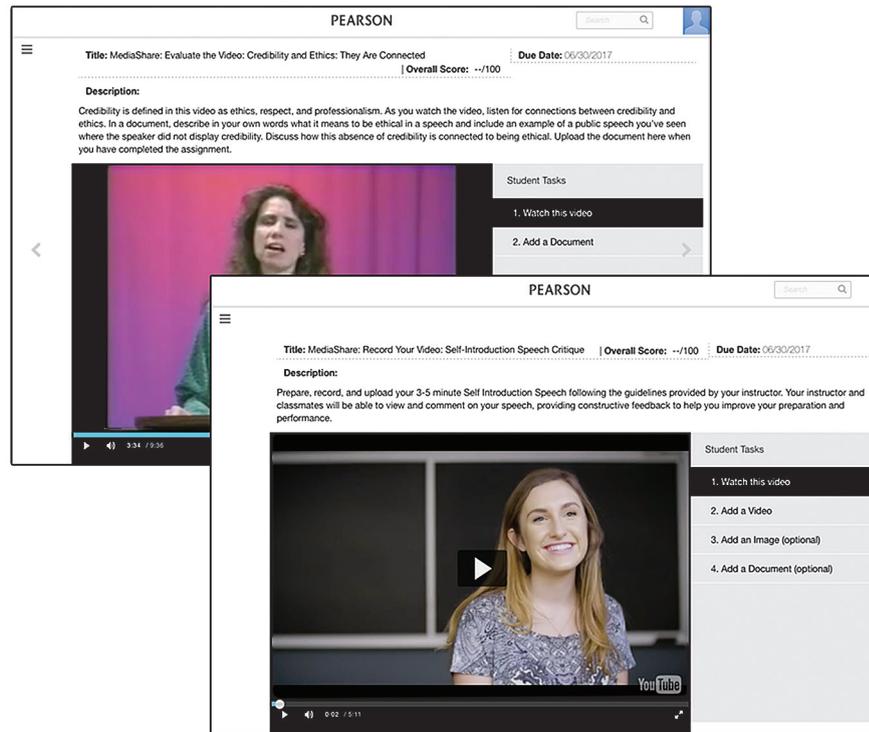
## Instructor and Student Resources

Key instructor resources include an Instructor’s Manual (ISBN 0-13-462440-8), TestBank, (ISBN 0-13-462438-6), and PowerPoint Presentation Package (ISBN 0-13-462449-1). These supplements are available on the catalog page for this text on [Pearson.com/us](http://Pearson.com/us) (instructor login required). MyTest online test-generating software (ISBN 0-13-462442-4) is available at [www.pearsonmytest.com](http://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](http://www.pearson.com/communication).

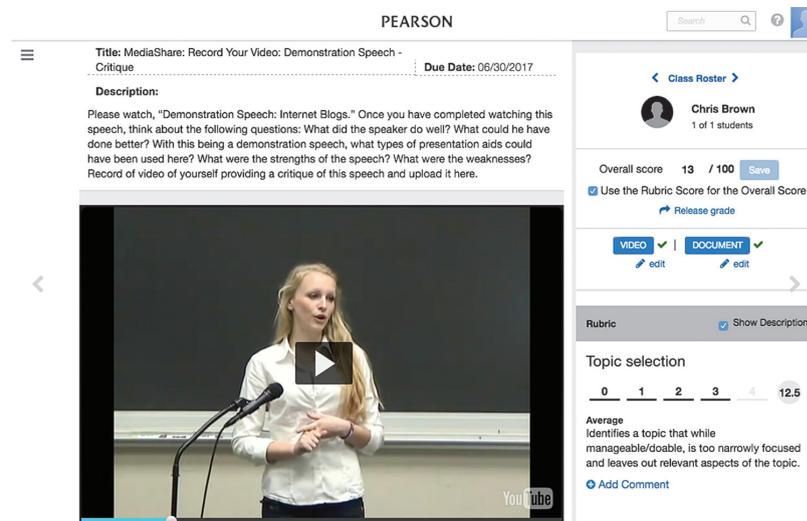
## Pearson MediaShare

Pearson’s comprehensive media upload tool allows students to post videos, images, audio, or documents for instructor and peer viewing, time-stamped commenting, and assessment. MediaShare is an easy, mobile way for students and professors to interact

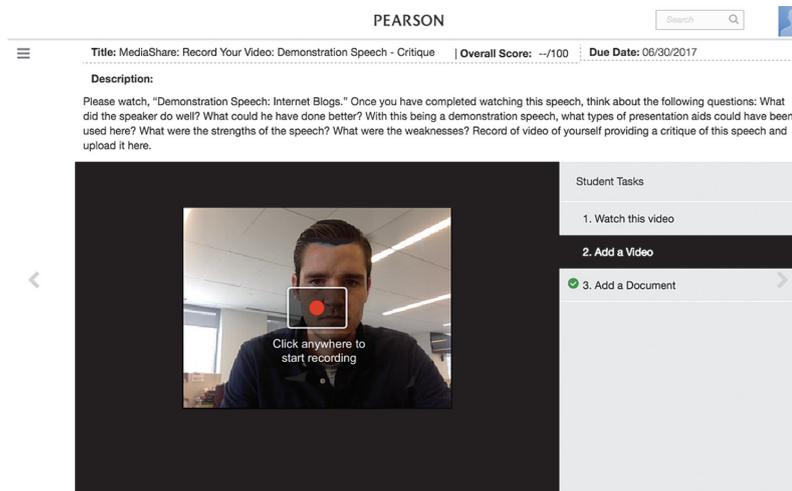
and engage with speeches, presentation aids, and other files. MediaShare gives professors the tools to provide contextual feedback to demonstrate how students can improve their skills.



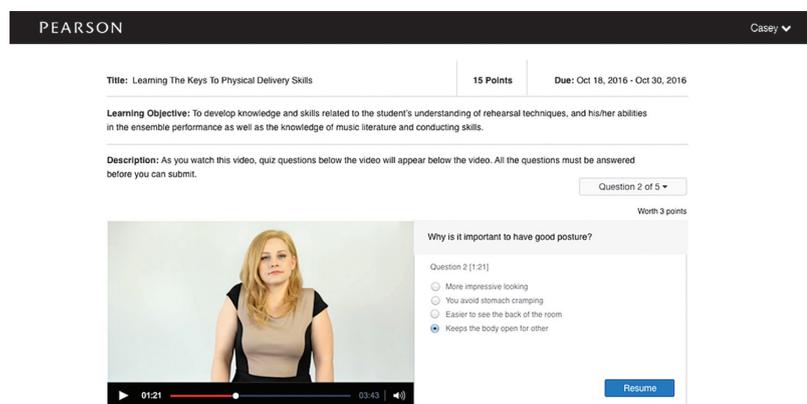
The best of MediaShare’s functionality, including student video submissions with grading and video quizzes, is now available to use and assign *within Revel*, making Revel an even more complete solution for Communication courses. By placing the key components of MediaShare within Revel, students have an all-inclusive space to practice and have their performance assessed, while actively learning through interactive course content. Revel with MediaShare is an unparalleled immersive learning experience for the Communication curriculum.



- Use MediaShare to assign or view speeches, video-based assignments, role-playing, and more in a variety of formats including video, Word, PowerPoint, and Excel.
- Assess students using customizable, Pearson-provided rubrics, or create your own around classroom goals, learning outcomes, or department initiatives.



- Set up assignments for students with options for full-class viewing and commenting, or private comments between you and the student.
- Record video directly from a tablet, phone, or other webcam.
- Embed video from YouTube via assignments to incorporate current events into the classroom experience.



- Set up quiz questions on video assignments to ensure students master concepts and interact and engage with the media.
- Import grades into most learning management systems.
- Ensure a secure learning environment for instructors and students through robust privacy settings.

# Acknowledgments

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*Joseph A. DeVito*