It’s a great pleasure to present this third edition of *Interpersonal Messages*. Although significantly revised, the book continues to emphasize its original two interrelated purposes: (1) to present you with an overview of interpersonal communication—what it is and what we know about it—and (2) to provide you with numerous ideas for improving your interpersonal communication and relationship skills. These two purposes influence everything included in the text—the topics discussed, the way each topic is presented, the specific skills highlighted, and the pedagogy incorporated.

**WHAT’S NEW IN THE THIRD EDITION?**

This new edition of *Interpersonal Messages* is a major revision with new features and content that we hope will make your study of interpersonal communication more satisfying and rewarding.

- Discussions throughout the book portray how *social media* is changing the way we communicate interpersonally.
- The concept that *choice* is central to all communication is integrated throughout the text as you are encouraged to consider your choices in many contexts throughout each chapter: as Video Choice Points, Interpersonal Choice Points, and Ethical Choice Points.
- The newest research on *culture* offers guidelines for improving intercultural communication.
- Expanded discussions of communication in the *workplace* offer guidelines for effective communication.
- *Learning objectives* focus on knowledge, application, and problem solving to highlight the major concepts and skills of the chapter. At the end of each major section a series of *questions* ask you to test yourself to see if you can, in fact, accomplish the objectives.
- *Messages in the Media* uses brief examples and photos from popular television programs to introduce important concepts covered in each chapter. *Messages in the Media: Wrap-Up* at the end of each chapter invites you to reconsider these media issues in light of what you learned in the chapter.
- *Viewpoints* photos and captions ask you to consider a variety of communication issues, many of which are research based and/or focus on the themes of social media, the workplace, and culture.
- *Integrated Media* icons point you to a wealth of enrichment and study tools at MyCommunicationLab (access code required).
- Each chapter now contains a *comparison table* that compares samples of effective with ineffective messages.
- *QR (Quick Response) Codes* take you to specific posts on *The Communication Blog* where you can read more about a topic, read the comments of others, and post your own comments.

**CHAPTER-BY-CHAPTER UPDATES**

Here, briefly, are some of the chapter-by-chapter changes. In addition to these changes, all chapters have been revised for greater clarity and less redundancy, and updated coverage of research and theory.
Part One, Preliminaries to Interpersonal Messages

Chapter 1 offers new discussions of the choice nature of interpersonal communication, workplace messages, and the nature and problems of information overload. Also new is a self-test on the forms of power. The chapter has also been rearranged for greater clarity; the section on competence now concludes the chapter. Chapter 2 on culture includes a new table on the metaphors of culture that presents an interesting way to view culture. New sections include discussions of long- and short-term orientation (along with a new table on values in the workplace of long- and short-term-oriented executives) and indulgence and restraint. The self-test was revised to include these new cultural dimensions. Chapter 3, on perception and the self, includes new sections on the ways in which social networks enable and encourage social comparisons, the impostor phenomenon, a comparison table of destructive and constructive beliefs, and a new exercise on perception checking. Chapter 4, on listening, explains the process of listening, which is redefined to include social media message reading. Also new is a comparison table of ineffective and effective listening.

Part Two: Interpersonal Messages in Context

Chapter 5, on verbal communication, covers verbal messages and contains new sections including those on onymous and anonymous messages and immediacy. Also new are additional guidelines for appropriate use of cultural identifiers and a comparison table on confirmation and disconfirmation. Chapter 6, on nonverbal communication, has been reorganized around principles of nonverbal communication. The section on nonverbal competence has been reorganized around encoding and decoding skills. Chapter 7, on emotional messages, features a discussion of two new principles (emotions can be used strategically and emotions have consequences), along with a new visual of the model of emotions. Also new are tables on negative emotions at work, emotional happiness, verbal expressions of emotion, and a comparison table on ineffective and effective emotional expression. Chapter 8, on conversation messages, has been refocused to emphasize the skills involved in these interactions. Also new is a table on unsatisfying conversational partners, a new diagram explaining conversational turn taking, and a new self-test on small talk. Chapter 9, on interpersonal relationships, covers discussions of online relationships, relationship license, and bullying. The section on jealousy has been totally revised, and the self-test on violence has been revised to include both partners. Chapter 10 continues the discussion of interpersonal relationships and focuses on the types of relationships and the theories explaining relationships. This chapter includes new sections on family types, online-only relationships, and romantic relationships in the workplace. Chapter 11, on interpersonal conflict, contains a new section on workplace conflict, a new table comparing verbal aggressiveness and argumentativeness, a new self-test on conflict management strategies, and a new exercise on I-messages.
INTERPERSONAL MESSAGES FOCUS ON CONTEMPORARY TOPICS

Discussions of contemporary topics help you communicate effectively in today’s increasingly complex world.

Social Media

Interpersonal communication via social media is now fully integrated throughout the book. Interpersonal communication, as viewed here, incorporates the varied social media that are now an essential part of our communication lives. And so, to take just one example, the definition of listening—long defined as the reception of auditory signals—is redefined to include the reading of social media messages. The reasoning is simply that if posting on Facebook and Google+ are examples of interpersonal communication (which they surely are), then the reading of these messages must also be part of interpersonal communication and seems to fit most logically with listening. The QR (Quick Response) codes that appear throughout the text will take you to The Communication Blog where you can explore additional topics, read the comments of others, and comment on the posts yourself. This too is interpersonal communication and interpersonal listening.

Workplace

This third edition places additional emphasis on workplace communication and relationships with frequent examples, illustrations, and photo Viewpoints and in a variety of workplace-related topics such as workplace messages, values in the workplace as seen by long- and short-term oriented executives, emotions at work, romantic relationships in the workplace, and workplace conflict.

Culture

As in previous editions of Interpersonal Messages, the crucial role that culture plays in our communication experiences is a recurring theme. You’re living in a world defined by cultural diversity, where you interact with people differing in affectional orientation, socioeconomic position, race, religion, and nationality. Culture and cultural differences are always influential in communication. For this reason, this text fully integrates culture into every chapter.
INTERPERSONAL MESSAGES EMPHASIZE CONTEMPORARY ISSUES

Discussions of important issues challenge students to ponder their communication decisions.

Choice

Throughout your interpersonal interactions, you’ll need to make choices: between saying one thing or another, between sending an e-mail or calling on the phone, between being supportive or critical, and so on. Because of the central importance of choice, Interpersonal Choice Points (brief scenarios placed in the margins) invite you to analyze your choices for communicating.

In addition, a Video Choice Point box appears in each chapter inviting you to watch a video related to the chapter content and to examine effective and ineffective choices that the actors use in a variety of interpersonal communication situations.

Politeness

Interpersonal communication scholars, along with business professionals throughout the world, are coming to realize the importance of politeness in our everyday communication encounters. They are finding that politeness is more than simply being a nice person; it also can help you to be a better communicator. The role that politeness plays in interpersonal interactions and the skills for polite interpersonal communication are emphasized throughout the text.

Ethics

Because the messages you use have effects on others, they also have an ethical dimension. As such, ethics receives focused attention throughout the text. Chapter 1 introduces ethics as a foundation concept in all forms of interpersonal communication. In all remaining chapters, Ethical Messages boxes highlight a variety of ethical issues in interpersonal communication and ask you to apply ethical principles to various scenarios. We’ll here consider the ethical issues that come into play in various communication situations, for example, cultural practices, lying, and ways to engage in interpersonal conflict ethically. These boxes will serve as frequent reminders that ethical considerations are an integral part of all the interpersonal communication choices/decisions you make.
CONTEMPORARY PEDAGOGY HELPS YOU LEARN ABOUT INTERPERSONAL MESSAGES
Practical pedagogy helps students study and learn the concepts covered.

Skills

Interpersonal Messages continues the focused approach to skill development that was established in the first edition. Improving interpersonal communication skills is integral to all the text discussions and appears in all chapters. Twenty-three Skill Building Exercises appear throughout the text; completing these exercises will help you apply the material in the chapter to specific situations and thereby increase and perfect your own interpersonal skills. These exercises are practice experiences aimed at increasing your ability to formulate more effective messages. A wide variety of additional skills-related materials can be accessed at MyCommunicationLab (access code required).

The glossary also includes many skills discussed in the text, and the summaries at the ends of the chapters have special sections on skills.

Interactive Approach

This edition continues to provide numerous opportunities for you to interact with the material in the text in a number of ways.

Test Yourself boxes appear throughout the text and invite you to analyze your own patterns of communication and think about how you will alter your communication in the future. These tests will help you personalize the concepts and skills you’ll read about in the text and improve your communication effectiveness. Additional self-tests are noted at the ends of the chapters and are available at MyCommunicationLab.

Interpersonal Choice Points appear throughout the text to encourage you to examine the choices you have available for communicating in actual real-life situations and to apply the information in the text to these situations.

Viewpoints captions, accompanying all interior photos, pose questions (mostly based on interpersonal research) designed to elicit discussion of a variety of different viewpoints.

Learning Tools

An array of tools help you learn efficiently and study effectively.

The learning objectives prefaceing each chapter have been totally reworked to more accurately reflect current pedagogical thinking and emphasis. These objectives highlight the major concepts and skills of the chapter. The learning objectives system used here identifies three major levels of thinking,
Welcome to Interpersonal Messages

Each of which is included throughout the text (Bloom, 1956; Eggen & Kauchak, 2013; Teacher & Educational Development, 2005):

- **Knowledge** (recalling, remembering, and comprehending), introduced by such specific verbs as *define*, *paraphrase*, *describe*, and *differentiate*.
- **Application** (applying a concept to a new situation), introduced by such specific verbs as *diagram*, *illustrate*, *use*, and *give examples*.
- **Problem solving** (analyzing/breaking a concept into its parts, synthesizing/combin- ing elements into a new whole, and evaluating/making value or appropriateness judgments), introduced by such specific verbs as *assess*, *construct*, *organize*, and *evaluate*.

At the end of each major section, a series of questions ask you to test yourself to see if you can, in fact, accomplish the objectives. The **Summary of Concepts and Skills**, organized by the major headings, helps you ensure you have learned the key content. Throughout the text, icons in the margins alert you to related media components (including videos, exercises, and audio segments) that you will find at MyCommunicationLab to enhance your learning.

**INSTRUCTOR AND STUDENT RESOURCES**

Key instructor resources include:

- Instructor’s Manual and Test Bank (ISBN 0205931812)
- PowerPoint Presentation Package (ISBN 0205931944)

These supplements are available at [www.pearsonhighered.com/irc](http://www.pearsonhighered.com/irc) (access code required). MyTest online test-generating software (ISBN 0205931839) is available at [www.pearsonmytest.com](http://www.pearsonmytest.com) (access code required). For a complete listing of the instructor and student resources available with this text, please visit the *Interpersonal Messages 3/e* e-Catalog page at [www.pearsonhighered.com/communication](http://www.pearsonhighered.com/communication).
MyCommunicationLab

MyCommunicationLab is an online homework, tutorial, and assessment program that truly engages students in learning. It helps students better prepare for class, quizzes, and exams—resulting in better performance in the course—and provides educators a dynamic set of tools for gauging individual and class progress. And, MyCommunicationLab comes from Pearson, your partner in providing the best digital learning experiences: www.mycommunicationlab.com

MyCommunicationLab Highlights

- **MediaShare**: This comprehensive file upload tool allows students to post speeches, outlines, visual aids, video assignments, role plays, group projects, and more in a variety of file formats. Uploaded files are available for viewing, commenting, and grading by instructors and class members in face-to-face and online course settings. Integrated video capture functionality allows students to record video directly from a webcam and allows instructors to record videos via webcam, in class or in a lab, and attach them directly to a specific student and/or assignment. The MediaShare app is available via iTunes at no additional charge for those who have purchased MediaShare or MyCommunicationLab access.

- **The Pearson eText**: Identical in content and design to the printed text, the Pearson eText lets students access their textbook anytime, anywhere, and any way they want—including downloading to an iPad. Students can take notes and highlight, just like a traditional text.

- **Videos and Video Quizzes**: Videos provide students with the opportunity to watch and evaluate chapter-related multimedia. Many videos include automatically graded quiz questions.

- **PersonalityProfile**: PersonalityProfile is Pearson’s online library for self-assessment and analysis. Online resources provide students with opportunities to evaluate their own and others’ communication styles. Instructors can use these tools to show learning and growth over the duration of the course.

- **Study Plan**: A personalized study plan guides students to focus directly on what they need to know, helping them succeed in the course and beyond.

- **Class Preparation Tool**: Finding, organizing, and presenting your instructor resources is fast and easy with Pearson’s class preparation tool. This fully searchable database contains hundreds of resources such as lecture launchers, discussion topics, activities, assignments, and video clips. Instructors can search or browse by topic and sort the results by type. Personalized folders can be created to organize and store content or download resources, as well as upload your own content.
ACKNOWLEDGMENTS
I want to thank those who reviewed the text at the various stages of revision; they gave generously of their time and expertise, and I am, as always, in their debt.

- Don Center, Arapahoe Community College
- Keri Moe, El Paso Community College
- Gail Hankins, Wake Technical Community College
- Patrick Luster, McNeese State University
- Sherry Rhodes, Collin College
- Mary Tripp, Wisconsin Indianhead Technical College
- Dan Wirth, Northeastern Illinois University

I also want to thank the many people who worked so hard to turn a manuscript into this book. I’m especially grateful to the people at Pearson who make revisions so enjoyable, especially communication editor Melissa Mashburn for her good spirit and always helpful ideas, development editor Carol Alper who made valuable suggestions on just about every aspect of this revision, marketing manager Blair Zoe Tuckman who skillfully handled the marketing program, and Kate Cebik who coordinated the ancillaries. Additional thank-yous go to senior digital editor Paul DeLuca, digital editor Lisa Dotson, editorial assistant Megan Hermida, production manager Raegan Heerema, and project managers Allison Campbell and Kristin Jobe and the staff at Integra.

Joseph A. DeVito
jadevito@earthlink.net
www.pearsonhighered.com/devito
http://tcbdevito.blogspot.com