COMMUNICATION WORKS

Second Edition

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COMMUNICATION WORKS

Second Edition

For Matthew Jon and Lindsay Michele

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Preface

In writing the second edition of *Communication Works*, we followed the same approach that contributed to the success of the first edition, and thus our two key goals still were (1) to motivate students to want to learn about interpersonal, small-group, and public communication and (2) to provide materials that would encourage students to internalize and practice key communication principles. Experience has shown us that after reading this book, completing the Skill Builders (exercises), and "living" the course, students develop a clear understanding of communication and handle themselves better in interpersonal, small-group, and public communication situations. As before, we strove to ensure that our text's content, exercises, readings, and probe questions worked together systematically to precipitate active participation both in and out of the classroom. We tested the materials incorporated into the book on a variety of student groups; these materials were used to motivate and challenge students of all ages from the traditional 18 year old to the more mature adult returning to college.

We took special efforts to produce a book that students would enjoy reading. How information is presented can affect interest level, and thus we aimed to achieve clarity of language, high involvement, and a graphically alive format. Because we still believe that individuals learn better if actively involved, we maintained a wide selection of Skill Builders—in-class and out-of-class learning experiences—designed to help students look at communication, assess effects, and gain the insights and practice they need to improve their communication abilities. Of course, we do not expect you to use all the Skill Builders in a single semester. Instead, you may pick and choose from them to fit the needs of your class as well as the time available. Each Skill Builder you do use, however, will focus student attention on a specific aspect of communication, and research shows that students find that the Skill Builders help to make the study of communication active and experiential, exciting, and rewarding.

Pedagogical features that worked in the first edition have preserved in the second edition. Each chapter of *Communication Works* begins with a *preview of behavioral objectives*. The preview outlines exactly what students should be able to do after completing a chapter; in effect, objectives illuminate and specify goals and help prepare readers for what is about to occur. Included at the end of each chapter is a *summary* of the content that was covered and the skills that should have been gained. In addition, periodically, students are expected to complete self-assessment scales designed to aid them in measuring skill mastery. To further enhance interest, *Communication Works* also offers a wide array of *career-oriented examples and applications*, as well as side queries. The side queries are there to arouse curiosity and prompt students to ask and/or try to answer questions.

Parts I through V offer a number of other special features:

Part I. Part I's chapters on the essentials of communication offer a unified approach to the study of communication. Models, self-concept, perception, listening, language, and nonverbal communication are explored with respect to how they affect the ability to relate in interpersonal, small-group, and public communication settings. *Communication Works* is the only text that also examines how the media affect the development of self-image and perceptual capabilities.

Part II. Interpersonal communication is the topic of Part II, which begins with a chapter on understanding relationships. Next, Chapter 8 provides a unique view of how feelings and emotions affect and are affected by our relationships. The section includes a special segment on male and female display rules and a thorough discussion of assertiveness. Chapter 9 focuses on the employment interview; providing practical guidelines for functioning as either interviewee or interviewer. The chapter also contains suggestions for in-class role playing and gives students a number of exercises to complete in preparation for their career search.

Part III. Part III focuses on Small-group communication and provides ample group experiences for in-class use. This part examines in detail the steps involved in problem solving; reviews the roles people play in groups; provides a career-oriented discussion of leadership; looks at how cooperation and competition, defensiveness and supportiveness, and conflict affect the climate of a work group; and compares how "groupthink" and "freethink" alter a group's ability to function effectively.

Part IV. Part IV's chapters on speechmaking provide students with a straightforward format—in effect, a speechmaking map—for preparing in-class or on-the-job presentations. Exercises, speechmaking check lists, tryout sheets, and evaluation forms are included to help students as they research and develop their own speeches.

Epilogue. The last chapter, the Epilogue, provides techniques for continuing to improve communication in interpersonal, small-group, and public settings, whether on the job, in school, at home, or with friends. Communication Works is still the only hybrid text that contains suggestions and strategies for developing communication skills *after* the course has ended.

As an additional resource for instructors, we have prepared a comprehensive instructor's manual. It includes, for each chapter of the text, test-file questions and answers, student self-assessment scales, and additional Skill Builders.

Several changes incorporated in the new edition clarify some important issues discussed in the first edition and add to the text's usefulness. Among the most significant additions and revisions are the following:

1. Chapter 7, "Understanding Relationships," is new; it devotes special attention to the importance of interpersonal relationships and to the factors that affect the growth and/or deterioration of relationships.
2. A discussion of conflict has been added to Chapter 8, "Person to Person: Handling Emotions and Expressing Feelings in Relationships."
3. New material reflecting new insights and emphases has been added to the chapters on self-concept, listening, language and meaning, nonverbal communication, and interviewing.
4. The chapters contained in Part IV, "Communicating to the Public" have been heavily revised and expanded; the changes make the chapters more meaningful and easier to use and follow.

The improvements reflect the experiences of students and the suggestions of our colleagues; they truly are the result of a team effort. Consequently, the efforts made by our editors, evaluators, and students merit special attention. Specifically, we would like to thank Roth Wilkofsky, our acquiring editor who gave generously of his time and knowledge, Kathleen Domineg and Brian Henry, our manuscript editors, whose sensitivity to changing emphases and needs kept us on tract, the book's designer, who say to it that the visual design of the work supported the content, and the following reviewers who willingly shared with us the insights and experiences that enabled us to create this work: Marsha Vanderford Doyle, University of South Florida; Albert M. Katz, University of Wisconsin-Superior; Lois I. Roach, Spokane Community College; and Robert D. Snelling, Green River Community College.

Finally, of course, we would like to thank our children, Matthew and Lindsay; their love, patience, and communication instincts made it all worthwhile.

COMMUNICATION WORKS

Second Edition

Contents

Part I · An Introduction to the Essentials of Communication · 1

Chapter 1 · Communication: The Starting Line · 3

Who is the Communicator? How Good a Communicator are You? 4
Elements of Communication 8
A Look at Some Communication Models 12
Characteristics of Communication: A Closer Look 17
Functions of Communication: What Can It Do for You? 18
Communication: Encountering Five Axioms 19
How to Improve Your Effectiveness as a Communicator: Are You Ready? 25

Chapter 2 · Self Concept: Who Are You and How Do You Know? · 29

Meet Your Self-Concept: A Definition 30
Role Taking and Self-Exploration: Categorizing the Self 35
Popular Culture and You: Through the Electronic Looking Glass 35
The Self-Fulfilling Prophecy: Meeting Positive and Negative Pygmalions 38
The Self-Concept Is Not the Self: Developing Self-Awareness 41
Joining Together: The Johari Window and Self-Disclosure 42
How to Make Your Self-Image Work for You: Improving Awareness of Self and Others 46

Chapter 3 · Perception: I Am More Than a Camera · 49

What is Percention? The "I" and the Eyes 50
The "I" of the Beholder: Through a Glass Darkly 52

Perceiving Others: What Are You, Please? 57
How to Increase the Accuracy of Your Perceptions 67

Chapter 4 • **Listening: A Deliberate Process** • 71
Why Listen? 72
Hearing versus Listening 77
Feedback: A Prerequisite for Effective Listening 79
How to Increase Your "Ear Power": A Listening Improvement Program 87

Chapter 5 • **Language and Meaning: Helping Minds Meet** • 99
Language: What's That? 100
The Triangle of Meaning: Words, Things, and Thoughts 100
Measuring Denotative and Connotative Meaning 102
Bypassing, and Bypassing the Bypass 104
Word-Thing Confusions: "Label Madness" 105
Improving Oral Language Abilities: A Call for Common Sense and Clarity 108
How to Make Words Work for You: A Guide to Further Skill Development 111

Chapter 6 • **Nonverbal Communication: Silent Language Speaks** • 117
Can You Hear What I'm Not Saying? 118
Characteristics of Nonverbal Communication: Cues and Contexts 120
"If You Could Read My . . ." 122
How to Assess Your Comunication Effectiveness, Nonverbally Speaking 146

Part II • Communicating Interpersonally • 151

Chapter 7 • **Understanding Relationships** • 153
The Role of Relationships 154
Relationship Dimensions 157
Relationship Stages: From Beginning to Ending to Beginning . . . 158
How to Improve Your Relationship Satisfaction Quotient 162

Chapter 8 • **Person to Person: Handling Emotions and Expressing Feelings in Relationships** • 165
You and Your Emotions 166
Relationship Determiners 170
The Suppression and Disclosure of Feelings 174
Handling Feelings During Conflicts 178

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How Conflict Arises: The Tug of War 181
Your Relationships and Conflict Resolution: A Look at Expression Styles 185
How to Express Feelings Effectively in Relationships 191

Chapter 9 · **Interviewing: From Both Sides of the Desk · 197**
The Interview: Beyond Conversation 198
Preparation: Reducing "Interviewphobia" 199
Focus on Impression Management 208
How to Improve Your Interview Quotient 214

Part III · Communicating in the Small Group · 217

Chapter 10 · **The Role of the Group in Problem Solving · 219**
Why Interact with Others to Solve Problems? 221
Group Characteristics and Components 225
Decision Making: Reaching Goals 227
How to Improve Your Problem-Solving Skills 235

Chapter 11 · **Group Networks, Membership, and Leadership · 239**
Networks: Who Talks to Whom 240
Member Responsibilities: Group Roles 243
Approaches to Leadership: The Leader in You 247
Group Interaction and the Social Environment: Are You Cooperative or Competitive, Defensive or Supportive? 252
How to Improve Communication Among Group Members 257

Chapter 12 · **Handling Group Conflict: How to Disagree Without Becoming Disagreeable · 261**
How Do You View Conflict? "Groupthink" versus "Freethink" 262
Combating the Win-Lose Syndrome: Cooperative versus Competitive Conflict 265
Managing Conflict Successfully: Skills and Strategies 272

Part IV · Communicating to the Public · 279

Chapter 13 · **The Speaker and the Audience · 281**
Preparing to Meet the Speechmaker's Challenge • 282
Turning the Spotlight on the Speaker • 287
Turning the Spotlight on the Audience • 288

Chapter 14 • **The Occasion and the Subject** • 299
Consider the Occasion: Where are We? Why Are We Here? How Long Will We Stay? • 299
Subject Selection: What's There to Say? • 305
How to Meet the Speechmaker's Challenge • 312

Chapter 15 • **Developing Your Speech: Gathering Support for your Ideas** • 315
How to Conduct Research • 316
Integrating Your Research: Types of Supporting Material • 322
Presentation Aids: Audio and Visual Support for Ideas • 326
How to Improve Your Ability to Support Your Ideas • 333

Chapter 16 • **Designing Your Presentation: The Organizer in You** • 337
The Speech Outline: Building the Framework • 338
The Body of Your Presentation: Choosing the Right Approach • 340
Beginnings and Endings • 346
How to Tell How You Are Doing: The Tryout • 353

Chapter 17 • **Informative Speaking** • 357
Speaking Informatively • 358
Informative Presentation Types • 359
How to Create "Information Hunger" and Increase Listener Comprehension • 364
Sample Informative Speech Outline • 366
Sample Informative Speech • 368

Chapter 18 • **Persuasive Speaking** • 373
Speaking Persuasively • 374
The Persuader's Purpose • 374
How to Become a More Effective Public Persuader • 375
How to Become a More Credible Persuader • 386
Sample Persuasive Speech Outline • 390
Sample Persuasive Speech • 392

Chapter 19 • **Meeting Your Public: The Speechmaker Speaks** • 397
A Guide to Handling Anxiety and Conquering Speech Fright • 398
Delivery Options • 402

Vocal and Visual Considerations • 404
Communicating Confidence as a Speechmaker: Practice Procedures and Final Tips • 409
How to Analyze Your Speechmaking Effectiveness • 411

***Epilogue* • Beyond the Book: Where Do You Go From Here? • 417**
How to Continue Improving Your Communication Effectiveness • 418
A Look at the Major Arenas of Your Life: Family, Friends, Education, and Work • 422
Checkbacks: Exercises You Can Use Again and Again • 425

Index • 431

Part I

An Introduction to the Essentials of Communication

Chapter 1

Communication: The Starting Line

Whether clear or garbled, tumultuous or silent, deliberate or fatally inadvertent, communication is the ground of meeting. . . . It is, in short, the essential human connection.

Ashley Montagu and
Floyd Matson

Chapter Preview

When you finish this chapter, you should be able to:

- Define "communication"
- Assess your own effectiveness as a communicator
- List and explain the essential elements of communication
- Provide examples of representative communication models
- Create and explain an original model of communication
- Describe the characteristics of communication
- Identify and provide examples of Watzlawick's communication axioms
- Explain how you can improve your own communication effectiveness

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