



Communication Works

TERI KWAL GAMBLE and
MICHAEL GAMBLE

Third Edition

THIRD EDITION

COMMUNICATION WORKS

Teri Kwal Gamble, Ph.D.
Michael Gamble, Ph.D.

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COMMUNICATION WORKS

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Preface

The third edition of *Communication Works* reflects the intent of the two earlier editions. Theme and point of view are basically the same. We followed the same approach that contributed to the success of the earlier editions, and pursued the same two major goals: (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 the text’s content, exercises, readings, and probe questions would work together systematically to precipitate active participation both inside and outside of the classroom. We tested the materials incorporated in the book on a variety of student groups; the 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 made a special effort to produce a book students would enjoy reading. How information is presented can affect the student’s interest level, and thus we aimed to achieve clarity of language, student participation, and a graphically alive format. Because we still believe that individuals learn better if they are actively involved, we again provided a wide selection of Skill Builders—in-class and out-of-class learning experiences—designed to help students look at communication, assess its effects, and gain the insights and practice they need to improve their communication behavior. Of course, we do not expect anyone 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 will focus student attention on a specific aspect of communication, and research shows that students find that Skill Builders help make the study of communication active, experiential, exciting, and rewarding.

We retained several attractive pedagogical features from the previous two editions. 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 the chapter; in effect, objectives illuminate and specify goals and help prepare the readers for the concepts that will be introduced. Included at the end of each chapter is a *summary* of the chapter content and the relevant skills that were stressed. In addition, students are periodically expected to complete self-assessment scales designed to aid them in measuring skill mastery. To further encourage interest, *Communication Works* offers a wide array of *career-oriented examples and applications* as well as marginal queries. The marginal 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. The chapters on the essentials of communication in Part I 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 one's ability to relate in interpersonal, small-group, and public communication settings. *Communication Works* also examines how the media affect the development of self-image and perceptual capabilities and whether males and females see themselves in different ways.

Part II. Interpersonal communication is the topic of Part II, which begins with a chapter on understanding relationships. Chapter 8 provides a unique view of how feelings and emotions affect and are affected by relationships. This section includes a special segment on male and female display rules and a thorough discussion of assertiveness. Chapter 9 examines types of interviews, with particular emphasis on the employment interview; it also provides practical guidelines for functioning as either interviewee or interviewer. In addition, this chapter contains suggestions for in-class role-playing and gives students a number of exercises to complete in preparation for a 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. The chapters on speechmaking in Part IV provide students with a straightforward format—in effect, a speechmaking map—for preparing in-class and on-the-job presentations. Exercises, speechmaking checklists,

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 on the job, in school, at home, or with friends. *Communication Works* is still the only 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 questions and answers, student self-assessment scales, and additional Skill Builders. The test questions will also be provided in computerized versions for Apple and IBM.

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

1. Chapter 2, "Self-Concept," contains additional information on the Pygmalion effect and a new section on whether males and females perceive themselves in different ways.
2. We have expanded on our discussion of first impressions in Chapter 3, "Perception."
3. Chapter 4, "Language and Meaning," includes new sections on meaning and culture and meaning and power.
4. Chapter 5, "Nonverbal Communication," includes additional information on facial cues and touch in particular.
5. Our chapter on listening (Chapter 6) now follows rather than precedes the discussion of nonverbal communication to reflect the fact that we listen to both verbal and nonverbal messages. In addition, we have expanded our consideration of listening deficiencies.
6. Material on deception and relationship development has been added to Chapter 7, "Understanding Relationships." We have also included a consideration of judgments of vulnerability and their impact.
7. Chapter 8, "Person to Person," contains additional information on sex roles and the expression of emotion.
8. We have enlarged the scope of Chapter 9, "Interviewing," to include a consideration of a variety of interview types.
9. Part III, "Communicating in the Small Group," contains a section on questions for decision making (Chapter 10).
10. The chapters in Part IV, "Communicating to the Public," have

been restyled to facilitate understanding, with particular attention to the chapters on speech organization and informative speaking.

11. New material reflecting new insights and emphases has been added throughout the text to enhance its meaningfulness to students.

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 original acquiring editor, Hilary Jackson, our acquiring editor, Kathleen Domineg and Brian Henry, our manuscript editors, whose sensitivity to changing emphases and needs kept us on track; the book's designer, who saw 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: Allan Broadhurst, Cape Cod Community College; Jerald Carstens, University of Wisconsin–River Falls; Sharon Condon, University of Kansas; Elizabeth Coughlin, Northern Virginia Community College; David Edgecombe, Marian College; Susan Holton, Bridgewater State College; Michael L. Lewis, Abilene Christian University; Don Wallace, Brewton-Parker College; and Samuel P. Wallace, University of Dayton.

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

TERI KWAL GAMBLE
MICHAEL GAMBLE

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PART

I

AN INTRODUCTION TO THE ESSENTIALS OF COMMUNICATION

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

A college student. A corporate vice president. A teenager. An octogenarian. A man and woman in love. Parents. Children. Friends. Enemies. Decision makers. Speakers. You. All these people

share at least one thing—the need to communicate. This book is about you, your need to communicate, and how communication can help you relate more effectively to others. Whether or not you possess or develop the ability to communicate effectively to others is not only essential for your success, it is essential for the success of the organization you will work for, the groups you will become part of, and the people you will come to know. In today's world, job-specific talent, technical expertise, and graduation from a prestigious school do not carry with them any guarantees for goal attainment or upward mobility. Instead, the one common factor shared by people who are able to ascend both the professional and personal ladders of success is superior communication skills. These people are promoted more rapidly, have happier marriages and relationships, and in general view their lives as being richer and more fulfilling. That is why this book can be of value to you. The topics we cover in it will help you as you go about your usual business of making friends, informing and persuading others, solving problems, falling in or out of love, and making personal and professional relationships work.

We all depend on our communication skills to help us meet our needs, attain happiness, and find personal fulfillment. From birth to death, the many types of communication are an integral part of your life. Whatever your sex, your occupation, and your goals, communication of one form or another plays a major role. The challenge, however, is to communicate as effectively as possible—to build your communication skills so that communication works for you and not against you.

Whether you are 18 or 80, female or male, married or single, employed or unemployed, it is never too late to learn skills that will enrich and improve the quality of your life. Effective interpersonal, small-group, and public communication skills are not inborn. You have to develop them, and this development is a process that will continue throughout your life. That is why this book is designed to provide you with a program for lifelong learning. If you want to improve your ability to relate to people in your social life, your job, or your academic life, now is the time to start to make communication work.

WHO IS THE COMMUNICATOR? HOW GOOD A COMMUNICATOR ARE YOU?

Communicators are people who enter into relationships with other people. Without communication we would be unable to function. During the course of a single day we interact with others to share information and beliefs, exchange ideas and feelings, make plans, and solve problems. Sometimes