

# LOOKING OUT LOOKING IN



NINTH EDITION

Ronald B. Adler  
Neil Towne

C912.1

# Looking Out/Looking In

Interpersonal Communication

Ninth Edition

Publisher Earl McPeck  
Acquisitions Editor Steve Dalphin  
Product Manager Laura Brennan  
Developmental Editor Diane Drexler  
Project Editor John Haakenson  
Art Director Sue Hart  
Production Manager Serena Barnett

Cover Image: Jackie McFarland  
*Geranium Welcome*, 1996  
Watercolor and Gouache  
22 x 20  
Private Collection

ISBN: 0-15-505787-1

Library of Congress Catalog Card Number: 98-72960

Copyright © 1999 by Holt, Rinehart and Winston.

All rights reserved. No part of this publication may be reproduced or transmitted in any form or by any means, electronic or mechanical, including photocopy, recording or any information storage and retrieval system, without permission in writing from the publisher.

Requests for permission to make copies of any part of the work should be mailed to: Permissions Department, Harcourt Brace & Company, 6277 Sea Harbor Drive, Orlando, FL 32887-6777.

Copyrights and Acknowledgments appear on page 509, and constitute a continuation of the copyright page.

Some material in this work previously appeared in *Looking Out*, *Looking In*, Eighth Edition, copyright © 1996, 1993, 1990, 1987, 1984, 1981, 1978, 1975 by Holt, Rinehart and Winston.

All rights reserved

*Address for Orders:* Harcourt Brace College Publishers, 6277 Sea Harbor Drive, Orlando, FL 32887-6777. 1-800-782-4479

*Address for Editorial Correspondence:* Harcourt Brace College Publishers, 301 Commerce Street, Suite 3700, Fort Worth, TX 76102.

Website address:

<http://www.hbcollege.com>

Harcourt Brace & Company will provide complimentary supplements or supplement packages to those adopters qualified under our adoption policy. Please contact your sales representative to learn how you qualify. If as an adopter or potential user you receive supplements you do not need, please return them to your sales representative or send them to: Attn: Returns Department, Troy Warehouse, 465 South Lincoln Drive, Troy, MO 63379.

Printed in the United States of America

9 0 1 2 3 4 5 6 7 048 9 8 7 6 5 4 3

# Preface

Over its quarter-century lifetime, *Looking Out/Looking In* has changed in many ways, as has the academic study of interpersonal communication. When we look back at the earliest editions, we realize how much the field has evolved. We have worked hard to ensure that this ninth edition reflects the increasingly sophisticated understanding which scholars have gained of the communication process.

---

## WHAT'S FAMILIAR

Despite many changes, this edition of *Looking Out/Looking In* retains the qualities that have distinguished it from the beginning: a personal focus that helps students apply scholarly findings to their own lives, a writing style that strives to be readable without compromising academic integrity, and an inviting design that uses the work of other writers and artists to present material in a compelling way.

As in the past, *Looking Out/Looking In* refuses to take sides in the theory vs. skills debate that seems to rage endlessly in some quarters of our discipline. Instead, this book uses contemporary scholarship to suggest ways that readers can become more effective communicators. While *Looking Out/Looking In* does introduce readers to new skills, the book emphasizes that effective communication doesn't come from learning and using a collection of techniques on others. Instead, it shows readers that competence is a matter of expanding one's repertoire of skills and then learning to choose the approach that is most appropriate and effective in a given situation.

This edition retains an integrated approach to the influences of gender and culture on communication. Discussions of

these topics are integrated into every chapter rather than being segregated in their own sections, and these topics are treated in an evenhanded way that reflects research findings that communication between men and women and among people from various backgrounds is shaped by similarities as well as differences. As in the past, a series of "Looking at Diversity" profiles provide first-person accounts of how cultural, co-cultural, and physical factors influence interaction.

Long-time users will also recognize the repeated emphasis that communication is not a panacea that guarantees "happily ever after" outcomes. In fact, the book makes it clear that competent communication does not always mean striving for deep, meaningful relationships. As in the past, *Looking Out/Looking In* suggests that even less personal or adversarial interactions usually have the best outcomes when they are handled in a constructive, respectful way.

Finally, this edition retains the basic structure that has served users well. The number of chapters has remained steady to make sure the book fits comfortably within the length of most academic terms. The order and basic approach of chapters is fundamentally similar to the previous edition, with a few exceptions noted below. As in the past, Chapters 2–10 can be covered in whatever order works best for an individual syllabus.

---

## WHAT'S NEW

Most visibly, this edition of *Looking Out/Looking In* is illustrated with images created by artists from a wide range of eras and cultures. We think this visually appealing and thought-provoking approach will

help readers see how many themes in the book have a universality that reaches across time and culture background.

At the request of many users, this edition has an expanded treatment of ethical issues related to interpersonal communication. A series of extended “Ethical Challenges” present the views of a wide range of thinkers from various eras and backgrounds. Readers learn how the precepts of Aristotle, Lao Tsu, Martin Buber, Sissela Bok, Immanuel Kant, Carl Rogers, and others raise questions that thoughtful communicators must answer as they decide how to treat one another. Along with these “Ethical Challenges,” the implicit theme in *Looking Out/Looking In* is that both pragmatic and ethical considerations dictate that the best way to treat others is with respect and concern for meeting their needs, as well as taking care of one’s self.

Besides an overall updating of research, this edition contains some subtle but useful changes. Key Terms boldfaced in the text and defined in the Glossary have been edited to emphasize most important terminology and avoid confusing readers with less critical (and often more confusing) jargon. Marginal readings have been updated to reflect the interests of today’s readers. For instance, as part of an increased focus on computer-mediated relationships, Chapter 1 contains a newspaper account of an online romance. New song lyrics (from artists including Sarah MacLachlan, Sheryl Crow, R.E.M., and 10,000 Maniacs) help give this edition a contemporary focus.

Changes within individual chapters update the book without forcing a wholesale revision of course outlines. For example, in Chapter 1 the old sequence of linear-interactive-transactional models which confused many students has been replaced with a two-step discussion of models. The transactional nature of communication is

presented with less jargon and more clarity. New characteristics of transactional communication have been introduced. For example, the text now clarifies the fact that not all communication is aimed at mutual understanding. The relational nature of communication competence is highlighted, emphasizing that effective communication arises out of coordinated interaction and reminding readers that communication is something we do *with* others, not *to* them. This theme is continued in Chapter 2, where identity management is described as a mutual process and not a one-way affair.

Chapter 3 now introduces shared narratives as an additional influence on perceptions of relationships and individual behavior, and it contains an expanded discussion of the nature of empathy and its roots. It also contains new information on how culture influences emotional expression. Chapter 4 offers new material on emotional contagion, explaining the effect that one communicator’s feelings have on the moods of another. In addition, the “Guidelines for Emotional Expression” have been revised. Parts of Chapter 5 dealing with gender and communication have been rewritten to emphasize that differences between male and female language use are characteristic, but not representative of how all men or women speak. The discussion of listening in Chapter 7 contains new research-based advice on when and how to offer social support and how to choose a helping response style, as well as more detailed advice on approaches to paraphrasing.

Chapter 8, now titled “Communication and Relational Dynamics,” introduces readers to relational dialectics (moved and expanded from its former location in Chapter 1). There is still a discussion of the inherent tension between intimacy and distance, but other relational themes are also considered. In addition, the discussion

of reasons for forming and maintaining relationships has been expanded. Chapter 10 clarifies the influence of gender on conflict styles, explaining other factors which are at least as powerful in influencing how individuals manage conflict.

In summary, these changes keep *Looking Out/Looking In* current without forcing users to revise their time-tested approaches to organizing the course.

---

## TEACHING AND LEARNING RESOURCES

*Looking Out/Looking In* is accompanied by an extensive array of materials that help make the book more useful.

- The **Activity and Study Guide**, developed by Mary Wiemann, includes a revised set of individual and group student activities that can be used both in and outside of class. The *Guide* also contains materials to help students improve their academic success: Expanded chapter outlines help students relate textbook to class lectures; new crossword puzzles review key terms; and self-tests allow students to check their understanding of each chapter before they take graded exams.
- **ExamMaster**, a computerized test generating program, makes the task of constructing and printing examinations quicker and easier than ever before. The program contains more than 1,200 class-tested questions and allows instructors to add their own.
- Two **videotapes**, *Understanding Interpersonal Misunderstandings* and *Interpersonal Communication in Action* (prepared by Sharon Ratliffe and David Hudson), show how principles from the text operate in everyday life.
- A comprehensive **Instructor's Manual** offers a wide variety of instructional strategies, course plans, and exercises that are useful for both first-time and experienced instructors. The *Manual* also contains hard copy of more than 1,200 exam questions, indexed by text page number and type of question.
- An extensive set of **PowerPoint slides** and **color overhead transparencies** help instructors present concepts from the text in class lectures.
- Two **Feature Film Guides**, *Communication in Film* and *Communication in Film II*, prepared by Russ Proctor, describe how a wide array of movies can be used to illustrate concepts from the text. These guides take advantage of students' inherent interest in the medium of film, showing them how movies can be both entertaining and educational.
- A **WorldWideWeb site** contains a wealth of communication-related information, with links to resources that will help students and instructors explore many topics introduced in this book.

---

## ACKNOWLEDGMENTS

Any project with the scope of *Looking Out/Looking In* is a team effort. We gratefully thank the following colleagues whose suggestions helped us decide what to keep and what to change in this edition: Ray Archee, University of Western Sydney; Betsy Bach, University of Montana; Marian Boyer, Kalamazoo Valley Community College; Mary Brignall, Northeast Wisconsin Technical College; Bonnie Casey, North Seattle Community College; Lyall Crawford, Weber State University; Carol Davis, Oakton Community College; Layne Dearden, Ricks College; Maureen Dingham, Durham College;

Jackie Ganschow, Del Mar College; Charlotte Hammett, Jefferson Community College; Todd Harrison, Iowa Western Community College; Sherry Holmen, Albuquerque Community College; Diana Hutchinson, Scottsdale Community College; Jayne Landon, Bakersfield College; Shelley Lane, Collin County Community College; Jo Ann Lawlor, West Valley College; Michael Leigh, Orange Coast College; Tricia Light, Tarrant County Junior College; Debra Mazloff, University of Saint Thomas; Steve McCornack, Michigan State University; Rebecca Mikesell, University of Scranton; Judy Motion, University of Waikato; Mary Jo Popovich, Monroe Community College; Eileen Berlin Ray, Cleveland State University; George Ray, Cleveland State University; Susan Richardson, Prince Georges Community College; Paul Rousseau, Saint Clair College; Glen Stamp, Ball State University; Tara Stuart, Keen State College; Pam Tobin, Camosun College; Theresa Turner, Shasta College; Lee Wertzler, Mount Royal College; Jerry Winsor, Central Missouri State University; Charles Wise, El Paso Community College; Stephen Wood, University of Rhode Island.

We continue to appreciate the comments of reviewers from earlier editions, whose comments have continued to be helpful over the years: Roberta Duncan, University of Wyoming; Char Berquist, Bellevue Community College; Robert Johnson, Pensicola Junior College; Miriam Zimmerman, University of San Francisco; Jeanne Elmhurst, Albuquerque Technical-Vocational Institute; Nan Peck, Northern Virginia Community College; Lynn Phelps, Ohio University; Deborah Pearce, Xavier University; Peter Bridge, Champlain College; Paul Aschenbrenner, Hartnell College; Diane M. Hill, University of Rhode Island; Joanne G. Clayton, Davenport College; Sherry J. Holmen, Albuquerque Technical-

Vocational Institute; Stephen L. Coffman, Eastern Montana College; Joyce Taylor, City College of San Francisco; David H. W. Smith, Monroe Community College; Dick Stine, Johnson County Community College; Colan T. Hanson, North Dakota State University; David E. Axon, Johnson Community College; Ruth F. Eisenberg, Pace University; Vernon Gantt, Murray State University; M. Nicholas Gilroy, Bronx Community College; Virginia Katz, University of Minnesota at Duluth; Nancy Lampen, Monroe Community College; Jim Mammarella, San Antonio College; Gerard F. McDade, Community College of Philadelphia; Patsy Meisel, Mankato State University; Ramona Parrish, Virginia Western Community College; Wesley L. Robertson, Jefferson College; and Katherine M. Stannard, Framingham State College.

In addition, our special thanks go to Russ Proctor, Lawrence Rosenfeld, Jeanne Elmhurst, and Mary Wiemann, all of whom have been an ongoing source of good ideas and support over the years. We are grateful to Em Griffin, Jim Chesher, and Joe White for their help in developing the “Ethical Challenges” in this edition. The art program in this edition owes much of its success to the suggestions of Diane Handloser and Pamela Zwehl-Burke, as well as Skip Cole and Bret Rothstein. Lili Weiner worked hard to suggest art ideas and secure permission to use each of the images in this edition. Thanks go to many people for suggestions about contemporary song lyrics that illustrate themes in *Looking Out/Looking In*: Adams Stephens, Tracy Miller, Glenn Gallo, Elaine Manke, Tom and Claire Brantley, Marie Kent Stewart, Allen Kozlowski, and John Wiemann IV.

We want to express our appreciation to the professionals at Harcourt Brace, whose hard work helped develop and deliver the

book you are now reading: Steve Dalphin, Diane Drexler, Steve Drummond, John Haakenson, Sue Hart, Serena Barnett, and Carol Wada. We feel lucky to work with such a fine group of people.

Finally, we want to express our deepest gratitude to our families, who have helped to keep our theoretical treatment of communication grounded in reality, and who have given us the support to make this book possible. They are the best reminders that “books aren’t everything.”

R.B.A.  
N.O.T.

## TO THE STUDENT

“So What?”

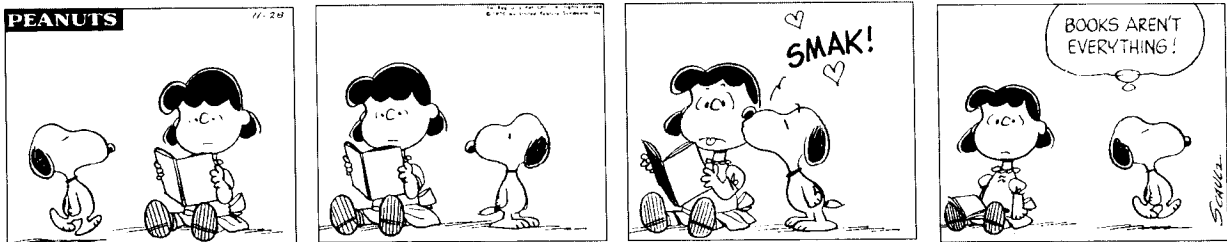
In our opinion, that’s the fundamental question to ask when reading a college textbook. We are convinced that every well-constructed academic course and every textbook can and should have relevance to the lives of the people studying it.

We think you will find that *Looking Out/Looking In* answers the “so what?” question quite completely. Every page contains information to help you understand how communication operates in your own relationships, and every chapter offers tools to help you communicate more successfully. The information in these pages is

based on sound scholarship, which we have tried to make come alive by showing how it applies to the world in which you live.

We have worked hard to make *Looking Out/Looking In* a “good read,” and users over the past 25 years have told us that these efforts have been successful. A quick look shows that the book is filled with an array of words and images created by others: poetry, literary selections, interviews, cartoons, song lyrics, epigrams, newspaper clippings, photographs, and artwork. In every case, these pieces illustrate principles from the text. Rather than provide captions to explain the significance of these selections, we invite you to make your own connection to the communication principles in the text. If some words or images generate discussion between you, your classmates and your professor, so much the better.

We believe strongly in the saying “It’s not what you know that counts, it’s what you use.” We think the best measure of success for a course in interpersonal communication isn’t the grade you earn; it’s how much of the information you can apply in your life. Long after your transcript is forgotten and your class notes have disappeared, we hope you’ll find yourself using the insights and skills you have learned here. If that happens, this book has done its job.





# Introduction

Since this is a book about interpersonal communication, it seems appropriate for us to introduce ourselves to you, the reader. The “we” you’ll be reading throughout this book isn’t just an editorial device: It refers to us; Ron Adler and Neil Towne.

Ron lives in Santa Barbara, California, with his wife, Sherri and their twelve-year-old son, Daniel. Their oldest daughter, Robin (who had just been born when the first edition of this book was published) now works in the publishing industry. Rebecca, their other daughter, just graduated from college.

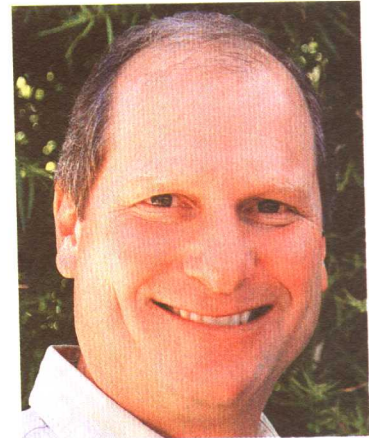
Ron spends most of his professional time teaching and writing about communication. In addition to helping create *Looking Out/Looking In*, he has contributed to six other books about topics including business communication, public speaking, small group communication, assertiveness, and social skills. Besides writing and teaching, Ron helps professional and business people improve their communication on the job.

Ron still loves to travel. Since the last edition of *Looking Out/Looking In* was published, he and his family lived and taught in Cambridge, England. Running, cycling, and hiking keep him physically and emotionally healthy. Ron cherishes his family and friends. His biggest challenge remains balancing the demands of his career with the other important parts of his life. His only regret is that there aren’t more hours in the day.

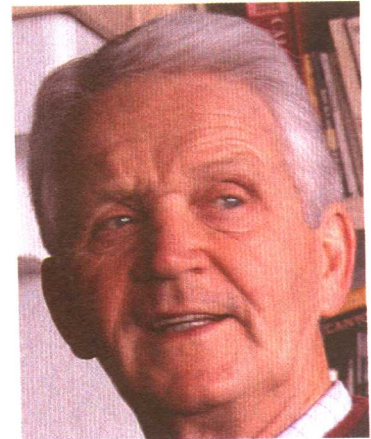
Finally, after four decades of teaching, Neil has retired. He and his wife Bobbi now live on the shore of beautiful Clear Lake in Northern California. For them, retirement is not a lean-back and do-nothing time. Instead, they explain that they have been “overworked and underpaid” as they go about making their new house a home and settling into a new community. Neil and Bobbi don’t complain and agree that their efforts are truly a labor of love.

Neil stays active in the communication field through his continuing involvement in *Looking Out/Looking In*, and by directing workshops, teaching short classes in Couple Communication with Bobbi, and working with their church community in the area of conflict resolution.

Now, add their growing family—their greatest love—and you have an inkling of why the Townes often experience retirement as exhaustion. Currently the family includes their five adult children along with their spouses, and eight grandkids. Sharing in the lives of their family members now involves traveling, which is another joy in Neil and Bobbi’s lives.



RON ADLER



NEIL TOWNE

Along with work and family, Neil enjoys reading, water skiing, wind surfing, singing in the choir, learning about the flora and fauna around their new home, volunteering as a docent at the nearby state park, making new friends, walking, and looking for any new adventure that may be just around the corner.

# Contents

Preface	v
Introduction	xi

## **PART I: LOOKING IN 1**

<b>CHAPTER 1</b>	<b>A First Look at Interpersonal Relationships</b>	<b>2</b>
	Why We Communicate	5
	Physical Needs	5
	Identity Needs	6
	Social Needs	7
	Practical Goals	8
	The Process of Communication	9
	A Linear View	9
	A Transactional View	12
	Communication Principles and Misconceptions	14
	Communication Principles	14
	Communication Misconceptions	17
	The Nature of Interpersonal Communication	19
	Two Views of Interpersonal Communication	19
	Personal and Interpersonal Communication: A Matter of Balance	22
	Communicating About Relationships	24
	Content and Relational Messages	24
	Metacommunication	27
	Types of Relational Messages	29
	Communication Competence: What Makes an Effective Communicator?	32
	Communication Competence Defined	33
	Characteristics of Competent Communicators	34
	Summary	42
	Key Terms	42
	Resources	43
<b>CHAPTER 2</b>	<b>Communication and the Self</b>	<b>46</b>
	Communication and the Self-Concept	48
	How the Self-Concept Develops	50
	Characteristics of the Self-Concept	58
	Culture and the Self-Concept	63
	The Self-Fulfilling Prophecy and Communication	65

Changing Your Self-Concept	71
Presenting the Self: Communication as Identity Management	74
Public and Private Selves	74
Characteristics of Identity Management	76
Why Manage Identities?	81
How Do We Manage Identities?	83
Identity Management and Honesty	88
Summary	89
Key Terms	89
Resources	89

### **CHAPTER 3    Perception: What You See Is What You Get    92**

The Perception Process	94
Selection	96
Organization	97
Interpretation	102
Influences on Perception	104
Physiological Influences	104
Cultural Differences	107
Social Roles	111
Self-Concept	118
Shared Narratives	119
The Accuracy—and Inaccuracy—of Perception	120
We Often Judge Ourselves More Charitably Than Others	120
We Are Influenced by What Is Most Obvious	121
We Cling to First Impressions	122
We Tend to Assume Others Are Similar to Us	122
Perception Checking to Prevent Misunderstandings	123
Elements of Perception Checking	123
Perception-Checking Considerations	125
Empathy and Communication	125
Empathy Defined	125
The “Pillow Method”: A Tool for Building Empathy	131
Summary	135
Key Terms	135
Resources	135

### **CHAPTER 4    Emotions: Thinking, Feeling, and Acting    138**

What Are Emotions?	140
Physiological Changes	140
Nonverbal Reactions	142
Cognitive Interpretations	143
Types of Emotions	144
Primary and Mixed Emotions	145
Intense and Mild Emotions	146

Influences on Emotional Expression	147
Culture	148
Gender	151
Social Conventions	152
Social Roles	153
Emotional Contagion	154
Fear of Self-Disclosure	154
Guidelines for Expressing Emotions	155
Recognize Your Feelings	156
Think About How to Describe Feelings	156
Share Multiple Feelings	158
Recognize the Difference Between Feeling, Talking, and Acting	159
Accept Responsibility for Your Feelings	159
Consider When and Where to Express Your Feelings	161
Managing Difficult Emotions	161
Facilitative and Debilitative Emotions	161
Thoughts Cause Feelings	162
Irrational Thinking and Debilitative Emotions	165
Minimizing Debilitative Emotions	171
Summary	175
Key Terms	175
Resources	175

## **PART II: LOOKING OUT 177**

### **CHAPTER 5 Language: Barrier and Bridge 178**

The Nature of Language	181
Language Is Symbolic	181
Language Is Subjective	182
Language Is Rule-Governed	182
The Impact of Language	188
Naming and Identity	188
Affiliation, Attraction, and Interest	189
Power	193
The Uses (and Abuses) of Language	195
Precision and Vagueness	195
The Language of Responsibility	204
Disruptive Language	211
Gender and Language	214
Content	214
Reasons for Communicating	215
Conversational Style	216
Nongender Variables	217

Language and Culture	219
Verbal Communication Styles	221
Language and Worldview	223
Summary	228
Key Terms	229
Resources	229

## **CHAPTER 6 Nonverbal Communication: Messages Without Words 232**

Characteristics of Nonverbal Communication	236
Nonverbal Communication Exists	237
All Nonverbal Behavior Has Communicative Value	237
Nonverbal Communication Is Culture-Bound	238
Nonverbal Communication Is Primarily Relational	240
Nonverbal Communication Serves Many Functions	242
Nonverbal Communication Is Ambiguous	247
Differences Between Verbal and Nonverbal Communication	249
Single vs. Multiple Channels	249
Discrete vs. Continuous	249
Clear vs. Ambiguous	251
Verbal vs. Nonverbal Impact	251
Deliberate vs. Unconscious	251
Types of Nonverbal Communication	252
Body Orientation	253
Posture	255
Gestures	257
Face and Eyes	258
Voice	261
Touch	265
Physical Attractiveness	267
Clothing	268
Proxemics	270
Territoriality	273
Physical Environment	274
Time	275
Summary	276
Key Terms	276
Resources	276

## **CHAPTER 7 Listening: More Than Meets the Ear 280**

Elements in the Listening Process	284
Hearing	284
Attending	284
Understanding	285
Responding	285

Remembering	286
Types of Ineffective Listening	287
Pseudolistening	289
Stage-Hogging	289
Selective Listening	290
Insulated Listening	290
Defensive Listening	290
Ambushing	290
Insensitive Listening	290
Why We Don't Listen	291
Message Overload	291
Preoccupation	293
Rapid Thought	293
Effort	293
External Noise	293
Hearing Problems	293
Faulty Assumptions	294
Lack of Apparent Advantages	294
Lack of Training	295
Informational Listening	295
Talk Less	296
Get Rid of Distractions	298
Don't Judge Prematurely	298
Look for Key Ideas	298
Ask Questions	298
Paraphrase	301
Listening to Help	306
Advising	307
Judging	308
Analyzing	311
Questioning	311
Supporting	314
Prompting	317
Paraphrasing	318
When and How to Help	323
Summary	324
Key Terms	324
Resources	324

## **PART III: LOOKING AT RELATIONSHIPS 327**

### **CHAPTER 8 Communication and Relational Dynamics 328**

#### **Why We Form Relationships 330**

	Attraction	330
	Intimacy	334
	Rewards	342
	Models of Relational Development and Maintenance	345
	Developmental Models	345
	Dialectical Perspectives	351
	Characteristics of Relational Development and Maintenance	357
	Self-Disclosure in Relationships	358
	Degrees of Self-Disclosure	359
	A Model of Self-Disclosure	364
	Characteristics of Self-Disclosure	367
	Reasons for Self-Disclosure	369
	Guidelines for Self-Disclosure	371
	Alternatives to Self-Disclosure	376
	Lying	376
	Equivocating	381
	Hinting	383
	The Ethics of Evasion	383
	Summary	385
	Key Terms	386
	Resources	386
<b>CHAPTER 9</b>	<b>Improving Communication Climates</b>	<b>390</b>
	Communication Climate: The Key to Positive Relationships	392
	Confirming and Disconfirming Communication	393
	How Communication Climates Develop	396
	Defensiveness: Causes and Remedies	400
	Types of Defensive Reactions	401
	Preventing Defensiveness in Others	406
	Responding Nondefensively to Criticism	413
	Summary	424
	Key Terms	424
	Resources	424
<b>CHAPTER 10</b>	<b>Managing Interpersonal Conflicts</b>	<b>428</b>
	The Nature of Conflict	430
	Conflict Defined	431
	Conflict Is Natural	433
	Conflict Can Be Beneficial	433
	Personal Conflict Styles	434
	Nonassertive Behavior	434
	Direct Aggression	436
	Passive Aggression	437
	Indirect Communication	440
	Assertion	440



Which Style Is Best?	442
Assertion Without Aggression: The Clear Message Format	443
Behavior	444
Interpretation	445
Feeling	447
Consequence	448
Intention	450
Using the Clear Message Format	452
Conflict in Relational Systems	453
Complementary, Symmetrical, and Parallel Styles	454
Intimate and Aggressive Styles	456
Conflict Rituals	457
Variables in Conflict Styles	459
Gender	459
Culture	460
Methods of Conflict Resolution	463
Win-Lose	463
Lose-Lose	464
Compromise	465
Win-Win	466
Win-Win Communication Skills	468
Step 1—Identify Your Problem and Unmet Needs	469
Step 2—Make a Date	471
Step 3—Describe Your Problem and Needs	471
Step 4—Consider Your Partner’s Point of View	472
Step 5—Negotiate a Solution	473
Step 6—Follow Up the Solution	473
Constructive Conflict: Questions and Answers	477
Isn’t the Win-Win Approach Too Good to Be True?	477
Isn’t the Win-Win Approach Too Elaborate?	478
Isn’t Win-Win Negotiating <i>Too</i> Rational?	479
Is It Possible to Change Others?	479
Summary	480
Key Terms	480
Resources	480
Endnotes	483
Glossary	501
Credits	508
Index	513