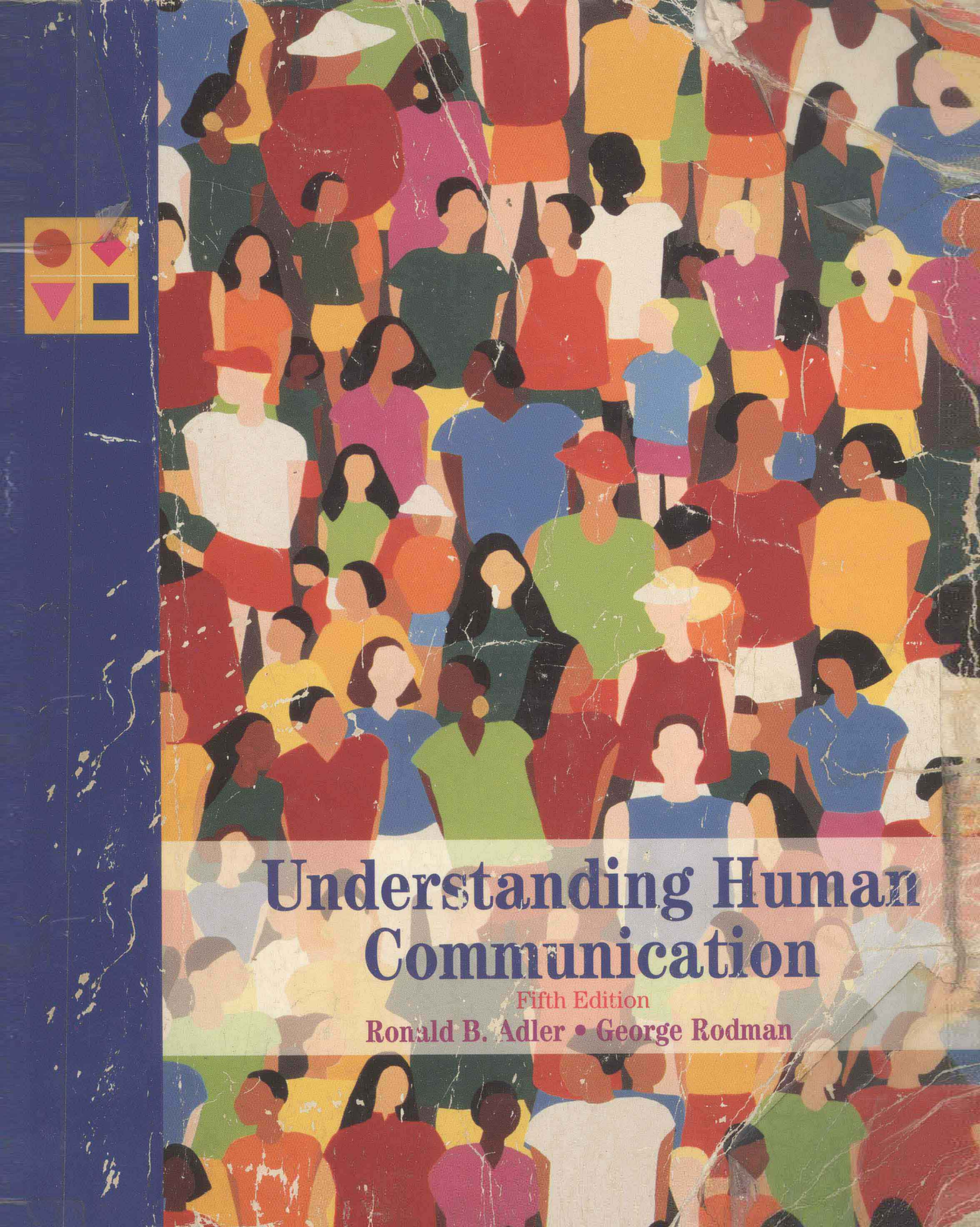

Understanding Human Communication

Fifth Edition

Ronald B. Adler • George Rodman

Understanding Human Communication

Fifth Edition

Ronald B. Adler
Santa Barbara City College

George Rodman
Brooklyn College,
City University of New York

江苏工业学院图书馆
藏书章

Harcourt Brace College Publishers

Fort Worth Philadelphia San Diego New York Orlando Austin San Antonio
Toronto Montreal London Sydney Tokyo

Publisher	Ted Buchholz
Acquisitions Editor	Barbara Rosenberg
Developmental Editor	Laurie Runion
Senior Project Editor	Cliff Crouch
Senior Production Manager	Kathleen Ferguson
Art Director	David A. Day
Text Design/Photo Research	Janet Bollow Associates/San Anselmo, California
Cover Artist	Synthia Saint James, *10-K Walk*

Library of Congress Catalog Card Number: 93-83612
International Standard Book Number: 0-15-500781-5

Copyright © 1994, 1991, 1988, 1985, 1982 by Holt, Rinehart and Winston, Inc.

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 College Publishers, 8th Floor, Orlando, Florida 32887.

Special acknowledgments of copyright ownership and of permission to reproduce works (or excerpts thereof) included in this volume precede the index and constitute an extension of this page.

Address editorial correspondence to:
301 Commerce Street, Suite 3700
Fort Worth, Texas 76102

Address orders to:
6277 Sea Harbor Drive
Orlando, Florida 32887
1-800-782-4479, or 1-800-433-0001 (in Florida)

This book has been printed on acid-free paper.

Printed in the United States of America

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

About the Authors

Ronald B. Adler lives in Santa Barbara, California, and is professor of communication at Santa Barbara City College. His professional time is divided between writing, teaching, and consulting—especially helping professionals and business executives to improve their communication skills at work. Among his numerous books are *Looking Out/Looking In* (with Neil Towne), now in its seventh edition, *Interplay: The Process of Interpersonal Communication* (with Lawrence Rosenfeld and Neil Towne), now in its fifth edition, and *Communicating at Work: Principles and Practices for Business and the Professions*, now in its fourth edition.

George Rodman is professor of communication at Brooklyn College, City University of New York. He is the author of *Public Speaking* (now in its third edition from Holt, Rinehart and Winston), and the editor of *Mass Media Issues* (now in its fourth edition), which was nominated for the 1993 McGannon Communication Research Center Award. He has also written a taped self-study course titled "Professionally Speaking." Professor Rodman has written for television, film, journals, magazines, and newspapers, and is listed in both *Who's Who in Education* and *Who's Who in Entertainment.*

About the Cover Artist

Synthia Saint James, a self-taught Los Angeles artist, has been painting for more than twenty-five years. Her Cherokee, African, and Haitian cultural heritage is evident in her art—as is her love of travel, custom, and traditions. Her award-winning work can be seen in museum and gallery exhibitions, as well as gracing posters, greeting cards, and the covers of books (such as this one). The painting reproduced here, "10-K Walk," celebrates the uniting of people to save the children of the world.

Preface

Although the title *Understanding Human Communication* has survived for five editions, the name says both too much and too little about this book. On one hand, it's presumptuous to claim that any textbook can enable students to completely understand the complex phenomenon of human communication. On the other, the word *understanding* doesn't describe everything we hope this book will do for its readers. Along with expanding student knowledge, *Understanding Human Communication* aims to help readers improve their communication *behavior*. If we've done our job (and if professors and students do theirs), people who use this book should recognize an improvement in their own face-to-face behavior with others.

Basic Approach

Understanding Human Communication is aimed at two audiences: nonmajors, for whom this book may be the only systematic look they take at the subject, and students who are using the course as an overview for more detailed study in future courses.

Like its predecessors, this edition refuses to take sides in the theory *vs.* skills debate that rages endlessly within the communication discipline. Instead, it shows how theory and research help students operate more effectively in everyday life, and how everyday behavior illustrates the value of scholarship. This balanced approach means that students can expect to finish the basic course well equipped both to talk in an informed manner about communication and to talk more effectively with the people who are important to them.

This edition retains the features that have been received so well in the past: clear explanations presented in a user-friendly writing style, a visually inviting design, and a wealth of supplementary epigrams, sidebars, cartoons, and photos.

Changes in This Edition

Longtime users will recognize some important changes in this edition:

Improved design Besides its handsome new look, this edition of *Understanding Human Communication* has been designed to make the information it contains clearer and easier to use. Exercises now appear at the end of sections to improve the flow of text. Headings have been redesigned to clarify their level and relative importance.

Emphasis on core concepts The book still contains only fifteen chapters, recognizing that time is a precious commodity in the basic course. Careful editing has kept the overall length of the book manageable, despite the inclusion of new material described below. At the suggestion of many users, the fundamentals of interpersonal communication now occupy two chapters of manageable length (Chapters 6 and 7) instead a single, extremely long one. Chapter 8 now focuses exclusively on interviewing, covering the topic in both job-related and personal contexts.

Increased number and variety of student exercises At the request of many reviewers, the new edition of *Understanding Human Communication* contains an increased number of activities, which are clearly identified by learning goal:

- **Invitation to Insight** Probes that increase the reader's awareness of principles introduced in the text.

此为试读,需要完整PDF请访问: www.ertongbook.com

- **Skill Builder** Activities that give students practice in communication skills.
- **Ethical Challenge** Thought-provoking questions and case studies that invite students to ponder the ethical issues raised explicitly or implicitly in the text.
- **Critical Thinking Probe** Activities that encourage readers to question topics they otherwise might accept without careful evaluation.

Recommended resources at the end of each chapter. These are suggestions for readers who want to explore topics further. The suggestions fall into two categories:

- **Print resources** Carefully chosen scholarly books and articles, as well as trade books and magazine articles, that expand upon material from the text.
- **Films** Feature films that demonstrate how principles and skills from the text operate in settings beyond the classroom.

New appendix on mass communication A new appendix, "Understanding Mass Communication," addresses the importance of mass media, milestones in mass communication history, social effects of media, and ethical and legal issues. The appendix makes this information available to users who want a comprehensive introduction to all communication contexts, without distracting those who want to focus on face-to-face interaction.

Comprehensive, integrated treatment of culture and gender. We believe that the influences of culture and gender on human communication deserve special attention. Because they operate in every context, we have deliberately integrated them throughout the book. For example, Chapter 2 contains a new section on the influence of culture on the self-concept. Major sections of Chapter 3 show how both gender and cultural factors affect speech in ways far more subtle and powerful than many readers might suspect. New material in Chapter 7 discusses how gender and culture influence conflict style. Chapter 9 describes how group members' cultural backgrounds influence their interaction—a topic not treated in any other survey texts.

Many new topics Besides updating research citations throughout the book, the new edition introduces a variety of new topics, including:

- A new section on *communication competence* (Chapter 1) introduces this important concept early, establishing a clear framework for learning communication skills throughout the book.
- Chapter 2 has been reorganized to show more clearly that perception operates in two dimensions: perception of self and of others. A new section on impression management establishes clear link between self-concept and communication behavior.
- A new section on "Troublesome Language" (Chapter 3) goes beyond discussing misunderstandings. It also highlights language considered by some to be "unnecessarily disruptive" and discusses the pros and cons of such strategies as euphemism and equivocation.
- Material on listening (Chapter 4) has a more positive emphasis. The chapter still discusses the extent and costs of poor listening, but the focus is now on how to listen more effectively. Expanded sections on informational, critical, and empathic listening develop skills in each of these areas.
- In Chapter 7, indirect communication is distinguished from passive aggression as a direct conflict style. This chapter now offers detailed information on how to construct and deliver assertive messages.
- An expanded discussion of *leadership* (Chapter 10) clarifies this important concept in both leaderless groups and those with a designated head.

- Coverage of persuasive speaking (Chapter 15) has been expanded to emphasize the importance of building credibility. This chapter also provides advice for addressing indifferent and hostile audiences.

Ancillary Instructional Aids

Professors and students can benefit from several instructional aids that will make teaching more efficient and learning more effective.

- **Instructor's Manual** This comprehensive manual, prepared by Mary Bozik, has been expanded and revised to offer even more teaching suggestions and clearer examination questions.
- **Subscription to the *Speech Communication Teacher*** Adopters of *Understanding Human Communication* will receive a complementary subscription to the *Speech Communication Teacher* newsletter, published by the Speech Communication Association. This periodical provides a wealth of classroom-tested activities developed by communication professionals.
- **Transparency Masters** The Instructor's Manual contains masters for overhead transparencies that can be used in lectures and discussions to highlight key concepts in the textbook.
- **Videotapes** A new videotape is available without charge to adopters of the textbook. The videotape shows how communication principles introduced in this edition of *Understanding Human Communication* operate in everyday life. Three additional videotapes, by Sharon Ratliffe and David Hudson, cover interpersonal, group, and public communication, making this package among the most complete in the field.

Acknowledgments

A book as comprehensive as *Understanding Human Communication* is not the product of its authors alone. We are grateful to our colleagues from around the country whose suggestions have made this edition more accurate and effective:

Brad Atchison, University of Alaska; Mary Bozik, University of Northern Iowa; Steven Bruning, Capital University; Lee Buxton, Highline Community College; Pam Cilek, St. Charles County Community College; Elizabeth Coughlin, Northern Virginia Community College–Alexandria; Stanley Crane, Hartnell College; Blanton Croft, Northern Virginia Community College–Woodbridge; Robert Dixon, St. Louis Community College at Meramec; Bud Hazel, Gonzaga University; Patricia Hoatson, St. Petersburg Junior College; Bobbie Klopp, Kirkwood Community College; Mildred McBride, Yakima Valley Community College; Rita Miller, Keene State College; Susan Miskelly, Bridgewater State College; Donald Nobles, Auburn University; Mary Osentowski, Richland College; David Raybourn, Boise State University; Richard Rea, University of Arkansas; Robert Rudd, Boise State University; David Still, Cape Cod Community College; Edwina Stoll, DeAnza College; Eric Trumbull, Northern Virginia Community College–Woodbridge; David Wallace, Jacksonville State University; Alan Wenzel, Highland Community College; Doris Werkman, Portland Community College; and Paul Westbrook, Northeastern State University.

We continue to feel gratitude for the suggestions of reviewers from previous editions of *Understanding Human Communication.* Their ideas continue to be useful:

Richard Arthur, Montana State University; Martha Atkins, Iowa State University; Ruth Aurelius, Des Moines Area Community College; Alice Bante, St. Louis Community College at Meramec; Ann E. Busse, Northern Illinois University; Daniel Canary, Portland Community College; Dan Chandler, New York City College/SUNY; Susan Coffey,

Central Virginia Community College; Carley Dodd, Abilene Christian Univer-sity; Judy Goldberg, Arapahoe Community College; Suzanne Hagen, University of Wisconsin at River Falls; Diane Harney, Florida State University; Janet Hartman, Kirkwood Community College; David Hough, Vincennes University; Albert Katz, University of Wisconsin–Superior; Melba Kop, Chaminade University of Honolulu; Paul D. Krivonos, California State University–Northridge; Judith Litterst, St. Cloud State University; Don Morlan, University of Dayton; Kaye J. Nubel, Saddleback College; Gwenn D. Schultz, Portland State University; John P. Sprowl, University of Connecticut; Jo Young Switzer, Purdue University; Charlotte Toguchi, Kapiolani Community College; and Barbara Willard, Florida State University.

We also wish to extend thanks to the following members of our focus group from St. Louis Community College at Meramec: Alice Bante, Linda Bianca, Dianne Breitwieser, Chris Carenza, Marilyn Davis, Bob Dixon, Jim Greer, Phil Hanson, Jan Mirikitani, Ray Sikes, and Sue Stanton.

Finally, we owe a tremendous debt to the professionals at Harcourt Brace College Publishers whose unflagging attention have helped *Understanding Human Communication* to achieve its full potential: Janet Wilhite, Barbara Rosenberg, Laurie Runion, Kathleen Ferguson, David A. Day, John Ritland, Karen Bolin, and Clifford Crouch. Marco Ruiz created the line drawings illustrating this edition, while the artwork gracing the cover is the creation of Synthia Saint James. We are also grateful to our photo researcher and text designer, Janet Bollow, whose creativity continues to enhance the content of *Understanding Human Communication.*

Ronald B. Adler
George Rodman

Contents In Brief

Part One	**Elements of Communication**	**1**
1	Human Communication: What and Why	3
2	Perception, the Self, and Communication	29
3	Language	67
4	Listening	111
5	Nonverbal Communication	155
Part Two	**Interpersonal Communication**	**191**
6	Understanding Human Relationships	193
7	Improving Interpersonal Relationships	237
8	Interviewing	271
Part Three	**Communication in Groups**	**303**
9	The Nature of Groups	305
10	Solving Problems in Groups	333
Part Four	**Public Communication**	**371**
11	Choosing and Developing a Topic	373
12	Organization and Support	405
13	Presenting Your Message	445
14	Informative Speaking	469
15	Persuasive Speaking	497
Appendix	**Understanding Mass Communication**	**533**
Glossary		**567**

Contents

Preface xvii

Part One Elements of Communication 1

Chapter 1 Human Communication: What and Why 3

Communication Defined 5
Communication is Human 5
Communication is a Face-to-Face Activity 5
Communication is a Process 6
Communication is Symbolic 8
Communication Requires the Response of a Receiver 8

Types of Communication 9
Intrapersonal Communication 9
Dyadic Communication 10
Small Group Communication 10
Public Communication 10

Functions of Communication 11
Physical Needs 11
Identity Needs 12
Social Needs 12
Practical Needs 13

Modeling Communication 14
A Linear Model 14
An Interactive Model 15
A Transactional Model 17

Communication Competence: What Makes An Effective Communicator? 19
Communication Competence Defined 19
Characteristics of Competent Communicators 21

Clarifying Misconceptions about Communication 23
Communication is Not Always a Good Thing 24
Communication Will Not Solve All Problems 24
More Communication Is Not Always Better 24
Meanings Rest in People, Not Words 24
Communication Is Not Simple 25
Summary 26
Resources 26

Chapter 2 Perception, the Self, and Communication 29

Perceiving Others 31
Common Perceptual Errors 32
Perception and Culture 37
Empathy and Perception 40
Perception Checking 43

Perceiving the Self 45
Self-Concept Defined 45
Communication and Development of the Self 46
Culture and the Self-Concept 49
The Self-Concept, Personality, and Communication 52
The Self-Fulfilling Prophecy 53

Presenting the Self: Communication as Impression Management 56
Public and Private Selves 56
Why Manage Impressions? 59
How Do We Manage Impressions? 60
Impression Management and Honesty 61
Summary 63
Resources 64

Chapter 3 Language 67

The Nature of Language 69
Language is Symbolic 69
Meanings are in People, Not Words 70
Language is Rule-Governed 71

The Power of Language 76
Language Shapes Attitudes 76
Language Reflects Attitudes 81

Troublesome Language 86
The Language of Misunderstandings 86
Disruptive Language 91
Evasive Language 94

Gender and Language 97
Content 97
Reasons for Communicating 97
Conversational Style 98

此为试读,需要完整PDF请访问: www.ertongbook.com

Non-Gender Variables 99
Sex Roles 99

Culture and Language 101
Verbal Communication Styles 101
Language and World View 103
Language Use in North American Culture 106
Summary 107
Resources 107

Chapter 4 Listening 111

Misconceptions about Listening 114
Listening and Hearing Are Not the Same Thing 114
Listening is Not a Natural Process 115
Listening Requires Effort 115
All Listeners Do Not Receive the Same Message 117

Components of Listening 119
Hearing 119
Attending 119
Understanding 119
Responding 120
Remembering 120

Overcoming Challenges to Effective Listening 121
Effort 122
Message Overload 122
Rapid Thought 123
Psychological Noise 123
Physical Noise 123
Hearing Problems 123
Faulty Assumptions 124
Talking Has More Apparent Advantages 124

Informational Listening 128
Don't Judge Prematurely 128
Separate the Message from the Speaker 129
Be Opportunistic 129
Look for Key Ideas 130
Ask Questions 130
Paraphrase 131
Take Notes 133

Critical Listening 134
Listen for Information Before Evaluating 134
Evaluate the Speaker's Credibility 135
Examine the Speaker's Evidence 135
Examine Emotional Appeals 136
Evaluate the Speaker's Reasoning 137

Empathic Listening 140
Advising 140
Judging 141
Analyzing 142
Questioning 143
Supporting 144
Prompting 145
Paraphrasing 146
Which Style to Use? 149
Summary 151
Resources 152

Chapter 5 Nonverbal Communication 155

Characteristics of Nonverbal Communication 158
Nonverbal Communication Exists 158
Nonverbal Behavior Has Communicative Value 158
Nonverbal Communication Is Primarily Relational 159
Nonverbal Communication Is Ambiguous 161
Much Nonverbal Behavior Is Culture-Bound 164

Differences between Verbal and Nonverbal Communication 166
Single vs. Multiple Channels 166
Discrete vs. Continuous 167
Conscious vs. Unconscious 167
Clear vs. Ambiguous 167

Functions of Nonverbal Communication 167
Repeating 168
Substituting 168
Complementing 168
Accenting 168
Regulating 169

Contradicting 169

Types of Nonverbal Communication 171
Posture and Gesture 171
Face and Eyes 174
Voice 175
Touch 177
Clothing 179
Distance 181
Time 183
Territoriality 184
Environment 184
Summary 187
Resources 187

Part Two Interpersonal Communication 191

Chapter 6 Understanding Interpersonal Relationships 193

Characteristics of Interpersonal Relationships 195
What Makes Communication Interpersonal: Contextual vs. Qualitative Definitions 195
Content and Relational Messages 197
Metacommunication 199

Reasons for Forming Relationships 199
We Like People Who Are Similar to Us—Usually 200
We Like People Who Are Different from Us—in Certain Ways 201
We Like People Who Like Us—Usually 201
We Are Attracted to People Who Can Help Us 202
We Like Competent People—Particularly When They Are "Human" 202
We Are Attracted to People Who Disclose Themselves to Us—Appropriately 202
We Feel Strongly about People We Encounter Often 203

Stages in Intimate Relationships 203
Stages of Coming Together and Coming Apart 203
Movement Within and Between Stages 208

Intimacy and Distance in Interpersonal Relationships **210**
The Needs for Autonomy and Independence 210
Self-Disclosure in Interpersonal Relationships 214
Levels of Disclosing and Nondisclosing Communication 215
Reasons for Self-Disclosure 219
The Johari Window Model of Self-Disclosure 221
Characteristics of Effective Self-Disclosure 224
Guidelines for Appropriate Self-Disclosure 226
Alternatives to Self-Disclosure 228
Summary 232
Resources 233

Chapter 7 Improving Interpersonal Relationships **237**

Communication Climates in Interpersonal Relationships **239**
Confirming and Disconfirming Messages 239
How Communication Climates Develop 242
Creating Positive Communication Climates 243

Managing Interpersonal Conflict **249**
The Nature of Conflict 249
Styles of Expressing Conflict 250
Characteristics of an Assertive Message 254
Gender and Conflict Style 258
Cultural Influences on Conflict 259
Methods of Conflict Resolution 261
Steps in Win–Win Problem-Solving 265
Letting Go 268
Summary 269
Resources 269

Chapter 8 Interviewing **271**

The Nature of Interviewing **273**
Interviewing Defined 273
How Interviewing Differs from Conversation 274

Planning the Interview **276**
The Interviewer's Role 276

The Interviewee's Role 283

Conducting the Interview **285**
Stages of an Interview 285
The Interviewer's Responsibilities 287
The Interviewee's Responsibilities 288

The Selection Interview **289**
Employment Strategies 289
Tips for the Interviewee 290

The Information-Gathering Interview **294**
Prepare for the Interview 294
Choose the Right Interviewee 294
Informational Interviewing Tips 294

Other Interview Types **296**
The Persuasive Interview 296
The Performance Appraisal Interview 297
The Counseling Interview 298
The Survey Interview 298
Summary 299
Resources 300

Part Three Communication in Groups **303**

Chapter 9 The Nature of Groups **305**

What is a Group? **307**
Interaction 307
Time 309
Size 309
Goals 310

Goals of Groups and Their Members **310**
Individual Goals 310
Group Goals 311

Types of Groups **312**
Learning Groups 312
Growth Groups 312
Problem-Solving Groups 313
Social Groups 313

Characteristics of Groups **314**
Rules and Norms 314

Roles 317
Patterns of Interaction 322
Decision-Making Methods 325

Cultural Influences on Group Communication 327
Individualism vs. Collectivism 328
Power Distance 329
Uncertainty Avoidance 330
Task vs. Social Orientation 330
Summary 331
Resources 331

Chapter 10 Solving Problems in Groups 333

Problem-Solving in Groups: When and Why 335
Advantages of Group Problem-Solving 335
When to Use Groups for Problem-Solving 337

Types of Problem-Solving Formats 339

Approaches and Stages in Problem-Solving 340
A Structured Problem-Solving Approach 340
Developmental Stages in Problem-Solving Groups 348

Maintaining Positive Relationships 350
Basic Skills 350
Building Cohesiveness 350

Leadership and Power in Groups 353
Power in Groups 353
What Makes Leaders Effective? 357

Overcoming Dangers in Group Discussion 362
Information Underload and Overload 363
Unequal Participation 364
Pressure to Conform 365
Summary 367
Resources 368

Part Four Public Communication 371

Chapter 11 Choosing and Developing a Topic 373

Choosing a Topic 376
Look for a Topic Early 376
Choose a Topic That Interests You 376

此为试读,需要完整PDF请访问: www.ertongbook.com