

LOOKING OUT LOOKING IN

**FREE
CD-ROM**
WITH EVERY
NEW BOOK

TENTH EDITION

RONALD B. ADLER
NEIL TOWNE

MEDIA EDITION

LOOKING OUT/LOOKING IN

MEDIA EDITION

TENTH EDITION



RONALD B. ADLER
Santa Barbara City College

NEIL TOWNE
Emeritus, Grossmont College

THOMSON

WADSWORTH

Australia • Canada • Mexico • Singapore • Spain
United Kingdom • United States

Executive Editor: Deirdre Anderson
 Publisher: Holly J. Allen
 Assistant Editor: Nicole George
 Editorial Assistant: Mele Alusa
 Technology Project Manager: Jeanette Wiseman
 Marketing Manager: Kimberly Russell
 Marketing Assistant: Neena Chandra
 Advertising Project Manager: Shemika Britt
 Project Manager, Editorial Production: Cathy Linberg

Print/Media Buyer: Barbara Britton
 Permissions Editor: Robert Kauser
 Production Service: Robin Lockwood Productions
 Text Designer: Janet Bollow
 Art Researcher: Sherri Adler
 Copyeditor: Jennifer Gordon
 Cover Printer: R. R. Donnelley & Sons, Willard
 Composer: Thompson Type
 Printer: R. R. Donnelley & Sons, Willard

COPYRIGHT © 2003 Wadsworth, a division of Thomson Learning, Inc. Thomson Learning™ is a trademark used herein under license.

ALL RIGHTS RESERVED. No part of this work covered by the copyright hereon may be reproduced or used in any form or by any means—graphic, electronic, or mechanical, including but not limited to photocopying, recording, taping, Web distribution, information networks, or information storage and retrieval systems—without the written permission of the publisher.

Printed in the United States of America
 1 2 3 4 5 6 7 06 05 04 03 02

For more information about our products, contact us at:

Thomson Learning Academic Resource Center
1-800-423-0563

For permission to use material from this text,
 contact us by:

Phone: 1-800-730-2214

Fax: 1-800-730-2215

Web: <http://www.thomsonrights.com>

ExamView® and *ExamView Pro®* are registered trademarks of FSCreations, Inc. Windows is a registered trademark of the Microsoft Corporation used herein under license. Macintosh and Power Macintosh are registered trademarks of Apple Computer, Inc. Used herein under license.

COPYRIGHT 2003 Thomson Learning, Inc. All Rights Reserved. Thomson Learning *WebTutor™* is a trademark of Thomson Learning, Inc.

ISBN 0-534-54986-1

Wadsworth/Thomson Learning
10 Davis Drive
Belmont, CA 94002-3098
USA

Asia
 Thomson Learning
 5 Shenton Way #01-01
 UIC Building
 Singapore 068808

Australia
 Nelson Thomson Learning
 102 Dodds Street
 South Melbourne, Victoria 3205
 Australia

Canada
 Nelson Thomson Learning
 1120 Birchmount Road
 Toronto, Ontario M1K 5G4
 Canada

Europe/Middle East/Africa
 Thomson Learning
 High Holborn House
 50/51 Bedford Row
 London WC1R 4LR
 United Kingdom

Latin America
 Thomson Learning
 Seneca, 53
 Colonia Polanco
 11560 Mexico D.F.
 Mexico

Spain
 Paraninfo Thomson Learning
 Calle/Magallanes, 25
 28015 Madrid, Spain

www.wadsworth.com

wadsworth.com is the World Wide Web site for Wadsworth and is your direct source to dozens of online resources.

At *wadsworth.com* you can find out about supplements, demonstration software, and student resources. You can also send email to many of our authors and preview new publications and exciting new technologies.

wadsworth.com

Changing the way the world learns®

FROM THE WADSWORTH SERIES IN SPEECH COMMUNICATION

Adams/Clarke	<i>The Internet: Effective Online Communication</i>	Liska/Cronkhite	<i>An Ecological Perspective on Human Communication Theory</i>
Adler/Towne	<i>Looking Out/Looking In Media Edition, Tenth Edition</i>	Littlejohn	<i>Theories of Human Communication, Seventh Edition</i>
Albrecht/Bach	<i>Communication in Complex Organizations: A Relational Perspective</i>	Lumsden/Lumsden	<i>Communicating with Credibility and Confidence: Diverse Peoples, Diverse Settings, Second Edition</i>
Babbie	<i>The Basics of Social Research, Second Edition</i>	Lumsden/Lumsden	<i>Communicating in Groups and Teams: Sharing Leadership, Third Edition</i>
Babbie	<i>The Practice of Social Research, Tenth Edition</i>	Metcalfe	<i>Building a Speech, Fourth Edition</i>
Benjamin	<i>Principles, Elements, and Types of Persuasion</i>	Miller	<i>Organizational Communication: Approaches and Processes, Third Edition</i>
Berko/Samovar/Rosenfeld	<i>Connecting: A Culture Sensitive Approach to Interpersonal Communication Competency, Second Edition</i>	Morreale/Bovee	<i>Excellence in Public Speaking</i>
Bettinghaus/Cody	<i>Persuasive Communication, Fifth Edition</i>	Morreale/Spitzberg/Barge	<i>Human Communication: Motivation, Knowledge, and Skills</i>
Braithwaite/Wood	<i>Case Studies in Interpersonal Communication: Processes and Problems</i>	Orbe/Harris	<i>Interracial Communication: Theory Into Practice</i>
Brummett	<i>Reading Rhetorical Theory</i>	Peterson/Stephan/White	<i>The Complete Speaker: An Introduction to Public Speaking, Third Edition</i>
Campbell/Huxman	<i>The Rhetorical Act, Third Edition</i>	Rothwell	<i>In Mixed Company, Fourth Edition</i>
Campbell/Burkholder	<i>Critiques of Contemporary Rhetoric, Second Edition</i>	Rubin/Rubin/Piele	<i>Communication Research: Strategies and Sources, Fifth Edition</i>
Conrad/Poole	<i>Strategic Organizational Communication, Fifth Edition</i>	Samovar/Porter	<i>Intercultural Communication: A Reader, Tenth Edition</i>
Cragan and Wright	<i>Communication in Small Groups: Theory, Process, Skills, Fifth Edition</i>	Samovar/Porter	<i>Communication Between Cultures, Fourth Edition</i>
Crannell	<i>Voice and Articulation, Third Edition</i>	Sellnow	<i>Public Speaking: A Process Approach, Media Edition</i>
Dwyer	<i>Conquer Your Speechfright: Learn How to Overcome the Nervousness of Public Speaking</i>	Sprague/Stuart	<i>The Speaker's Handbook, Sixth Edition</i>
Freeley/Steinberg	<i>Argumentation and Debate: Critical Thinking for Reasoned Decision Making, Tenth Edition</i>	Thomas	<i>Public Speaking Anxiety: Conquering the Fear of Public Speaking</i>
Geist Martin/Ray/Sharf	<i>Communicating Health: Personal, Cultural and Political Complexities</i>	Ulloth/Alderfer	<i>Public Speaking: An Experiential Approach</i>
Goodall/Goodall	<i>Communicating in Professional Contexts: Skills, Ethics, and Technologies</i>	Verderber/Verderber	<i>The Challenge of Effective Speaking, Twelfth Edition</i>
Govier	<i>A Practical Study of Argument, Fifth Edition</i>	Verderber/Verderber	<i>Communicate!, Tenth Edition</i>
Griffin	<i>Invitation to Public Speaking, Preview Edition</i>	Westra	<i>Active Communication</i>
Hall	<i>Among Cultures: Communication and Challenges</i>	Williams/Monge	<i>Reasoning with Statistics: How to Read Quantitative Research</i>
Hamilton	<i>Essentials of Public Speaking, Second Edition</i>	Wood	<i>Communication Mosaics: An Introduction to the Field of Communication, Second Edition</i>
Hamilton/Parker	<i>Communicating for Results: A Guide for Business and the Professions, Sixth Edition</i>	Wood	<i>Communication in Our Lives, Third Edition</i>
Hoover	<i>Effective Small Group and Team Communication</i>	Wood	<i>Communication Theories in Action: An Introduction, Second Edition</i>
Jaffe	<i>Public Speaking: Concepts and Skills for a Diverse Society, Third Edition</i>	Wood	<i>Gendered Lives: Communication, Gender, and Culture, Fifth Edition</i>
Kahane/Cavender	<i>Logic and Contemporary Rhetoric: The Use of Reason in Everyday Life, Eighth Edition</i>	Wood	<i>Interpersonal Communication: Everyday Encounters, Third Edition</i>
Knapp/Hall	<i>Nonverbal Communication in Human Interaction, Fifth Edition</i>	Wood	<i>Relational Communication: Continuity and Change in Personal Relationships, Second Edition</i>
Larson	<i>Persuasion: Reception and Responsibility, Ninth Edition</i>		


PREFACE

PREFACE

Professors and students of interpersonal communication are lucky people. We get to explore a topic that has obvious relevance to our lives and the potential for immense personal benefit. As authors, our challenge has been to make sure this edition of *Looking Out/Looking In* does justice to this important subject. If we have succeeded, you are holding a book that provides a solid academic introduction to the field of interpersonal communication and contains information about how to communicate more effectively in everyday life.

WHAT'S FAMILIAR

This tenth edition of *Looking Out/Looking In* retains the approach that has made it the leading interpersonal text for almost 30 years, used by over a million readers. A user-friendly voice links scholarship to everyday life without compromising academic integrity. The attention-grabbing assortment of quotations, music lyrics, cartoons, art, poetry, fiction, and nonfiction highlights and reinforces the text in a compelling way. The prominent treatment of ethical issues helps users explore how to communicate in a principled manner. The Media Edition and the extensive ancillary package (described below in detail) includes resources for both students and professors. *Looking Out/Looking In* emphasizes the transactional nature of relationships. It presents communication not as a



collection of techniques we use on others, but as a process we engage in *with* them. Readers also learn that even the most competent communication doesn't always seek to create warm, fuzzy relationships. The book explains that even impersonal or adversarial interactions often have the best chance of success when they are handled in a constructive, respectful manner.

This edition continues to integrate the discussion of similarities and differences involving gender and culture from beginning to end, rather than isolating them in separate Chapters. It also retains a nonideological approach to these topics, citing research that shows how other variables are often at least as important in shaping interaction. As in recent editions, a series of "Looking at Diversity" profiles give first-person accounts of how culture, physical factors, and technology influence interaction.

Long-time users will also find the same class-tested organizational structure that has proved its value. The number and basic focus of the Chapters has remained constant, and Chapters 2 through 10 can be covered in whatever order works best for individual situations.

NEW TO THE MEDIA EDITION

The Media Edition introduces and integrates CD-ROM and Web technology to enhance features that have served users well in the past. Accompanying each student text is the *Looking*

Out/Looking In CD-ROM. This CD-ROM consists of four integrated components: access to InfoTrac® College Edition, access to Chapter-by-Chapter resources at the *Looking Out/Looking In* Web site at Wadsworth's Communication Café, *Looking Out/Looking In* Communication Scenarios, and a preview of Thomson Learning WebTutor. Each component of the CD-ROM is represented in the text with an icon. Integrated throughout the Chapter and expanded upon at the end of Chapters in the new *Looking Out/Looking In* Online section, these integrated icons direct students to numerous digital activities and reinforce and enrich the concepts presented.

Looking Out/Looking In Communication Scenarios icons prompt students to view and interact with multimedia communication encounters based on the Communication Transcripts feature described under Pedagogical aids on page xv. This multimedia tool makes concepts previously presented in the abstract come alive. Students maximize their experience by reading, watching, listening to, critiquing, and analyzing the model communication encounters.

Marginal Weblinks are featured in each Chapter and prompt students to explore Chapter concepts online. **InfoTrac College Edition Exercises** are new to the Media Edition and guide students in using InfoTrac College Edition. InfoTrac College Edition is an online library of full text articles (not abstracts) from top scholarly journals and popular publications—available 24 hours a day, seven days a week. Four months of FREE access to the new and improved InfoTrac College Edition is automatically packaged with each new copy of *Looking Out/Looking In Media Edition*. InfoTrac College Edition offers full text articles from journals such as *Communication Quarterly*, *Sex Roles*, *U.S News and World Report* and *Harper's*. Engaging and practical end-of-Chapter InfoTrac College Edition exercises expand Chapter content, guarantee currency of presentation and help students use InfoTrac College Edition in a directed way.

The Looking Out/Looking In Web site at the Wadsworth Communication Café provides numerous student and instructor resources. For students, Chapter-by-Chapter resources include learning objectives, activities, InfoTrac activities,

a digital glossary, and a practice quiz. In addition, all of the URLs included in the book are maintained for each Chapter under WebLinks. Accessible via this Web site is the **Film in Communication Database**, which allows students and faculty to search for feature films that illustrate communication concepts by key term. In addition to these new features, the new edition has been improved in several ways.

Streamlined material Thorough editing has kept the book's length manageable, making way for new material. Readers will find more concise explanations of many concepts that promote clarity without sacrificing content. In fact, if we have done our job well, long-time users will appreciate the improved flow of the text without being able to spot what's been trimmed.

Expanded coverage of gender *Looking Out/Looking In* continues to explore both differences and similarities between male and female communication, avoiding an uncritical acceptance of the *Men Are from Mars, Women Are from Venus* approach.

New material includes a clearer explanation of the difference between “sex” and “gender,” the influence of gender on shaping identity (Chapter 2), dangers of gender-related stereotyping (Chapter 3), the influence of gender on emotional expression (Chapter 4), similarities and differences between male and female language use (Chapter 5), and nonverbal communication (Chapter 6). A new section on Gender and Listening (in Chapter 7) discusses both social influences and possible biological differences that affect the way men and women listen. New material explores gender differences in preferred ways of expressing intimacy (Chapter 8) and managing conflict (Chapter 10).

New material on mediated communication Material throughout the book explores how technologies like email, instant messaging, and personal Web pages affect interpersonal communication. For example, Chapters 1 and 8 explore the question of whether computer-mediated communication enhances or reduces the quality of interpersonal relationships. Chapter 2 describes how communicators manage their identities in email and on web pages. Chapter 6 discusses how email users attempt to add a nonverbal dimension to this text-based tool.

Enhanced treatment of culture and diversity This edition of *Looking Out/Looking In* continues to integrate discussions of culture and diversity throughout the book. For example, Chapter 2 outlines the influence of culture on shaping identity, Chapter 5 offers perspectives on immigrants' views of language in the United States, and Chapter 8 discusses how American notions about friendliness and self-disclosure with strangers aren't universally held.

Enhanced design and art program An inviting, provocative design has always distinguished *Looking Out/Looking In*. In this edition, we have paid special attention to choosing artworks that illustrate communication concepts in attractive, provocative ways. In order to stimulate viewers' thinking, we have deliberately presented the images without captions. However, readers who are curious about the placement of a particular work can view the authors' notes, which are located after the Quick Reference Guide, at the front of this book.

Other changes Changes throughout the book keep *Looking Out/Looking In* current with the latest scholarship, without forcing users to overhaul the structure of their courses. For example, Chapter 1 contains new material that previews importance of identity management. Material in Chapter 2 clarifies the relationship between self-concept and self-esteem, as well as showing how factors such as gender, ethnicity, age, and socioeconomic status shape our identity. A new Ethical Challenge explores the degree to which we are responsible for communicating in ways that support others' self-esteem. Stereotyping and punctuation now are discussed in their own sections of Chapter 3, which also has an expanded discussion of how common perceptual errors affect communication. Chapter 4 cites research showing that both underexpression and overexpression of emotions can affect physical health and personal relationships. A new section on verbal expression of emotions explains the value—and the limitations—of revealing emotions clearly and directly. A new section of Chapter 5 titled “Understandings and Misunderstandings” draws a closer connection between linguistic rules and everyday communication challenges. Material in Chapter 8 on managing dialectical tensions has been clarified.

PEDAGOGICAL AIDS

A variety of in-text pedagogical devices help students learn concepts and develop skills most effectively.

Activities throughout the book help readers take a closer look at important concepts. They are labeled by type: *Invitations to Insight* help readers understand how theory and research applies to their own lives. *Skill Builders* help them improve their communication skills. *Ethical Challenges* highlight some challenges communicators face as they pursue their own goals.

Communication Transcripts describe how the skills and concepts from the text sound when used in everyday life.

Looking at Diversity profiles (half of which are new to this edition) provide first-person accounts of communicators from a variety of backgrounds. New profile subjects include a student with attention-deficit disorder talking about how the disability affects the way people perceive him, a Palestinian woman living in California who describes how people respond to her traditional style of dress, a deaf man describing how his disability shaped his growing up, and a couple who met and fell in love in an Internet chat room.

End-of-Chapter resources *Looking Out/Looking In* Online appears at the end of each chapter and offers print and media resources that add rich descriptions of the principles introduced in the text. Included in this section is information about how students can access the digital resources that accompany the Media Edition as well as InfoTrac College Edition Exercises, prompts to the Communication in Film Database and a visual prompt to the *Looking Out/Looking In* CD-ROM or Web site.

TEACHING AND LEARNING RESOURCES

Along with the text itself and in addition to the CD-ROM and Web site resources described on page xiv, *Looking Out/Looking In* is accompanied by an extensive array of materials that will make teaching and learning more efficient and effective. A comprehensive **Instructor's Manual** provides tips and tools for both new and experienced

professors. The manual also contains hard copy of over 1,200 class-tested exam questions, indexed by page number and level of understanding.

- The **Activity Manual and Study Guide** has been revised by Mary Wiemann to feature the kinds of activities and learning aids requested by users. New “Mediated Messages” activities in each chapter help students explore ways in which communicating via electronic media affect their relationships.
- **ExamView®**, a computerized testing program makes the creation of exams faster and easier. This program comes with more than 1,200 questions covering the entire contents of *Looking Out/Looking In*.
- A revised **Communication in Film** guide (by Russell F. Proctor II) expands on the film tips in each Chapter of *Looking Out/Looking In*. This guide provides detailed suggestions for using both new and classic films to illustrate communication principles introduced in the text.
- **Communication Scenarios for Critique and Analysis Videos Volumes I–III** include the video scenarios included on the *Looking Out/Looking In* CD-ROM as well as additional scenarios covering interviewing and group work. Contact your Wadsworth/Thomson Learning representative for details.
- **CNN Videos**, allow you to integrate the newsgathering and programming power of CNN into the classroom to show students the relevance of course topics to their everyday lives. Organized by topics covered in a typical course, these videos are divided into short segments, perfect for introducing key concepts. High-interest clips are followed by questions designed to spark class discussion. Contact your Wadsworth/Thomson Learning representative for details.
- **Multimedia Presentation and Lecture Tool** on CD-ROM has been developed by Mary Weimann and includes pre-designed PowerPoint® presentations, containing hundreds of images, text, and cued videos of the Communication Scenarios featured on the *Looking Out/Looking In* CD-ROM. You can

customize and manipulate these slides as you see fit.

- **InfoTrac® College Edition Student Activities Workbooks** feature extensive individual and group activities which utilize InfoTrac College Edition. Different workbooks focus on Interpersonal Communication, Intercultural Communication and Public Speaking. These saleable items can be bundled with the text and include guidelines for faculty and students on maximizing this resource.
- **The Teaching Assistant’s Guide to the Basic Course** by Katherine Hendrix is a guidebook designed for the new Communication teacher. Based on leading communication teacher training programs, the guide covers general teaching and course management topics as well as specific strategies for communication instruction. For example; providing effective feedback on performance, managing sensitive class discussions, and conducting mock interviews.
- **A Guide to the Basic Course for ESL Students** by Esther Yook is a saleable item which can be bundled with the text and is designed to assist the non-native speaker. Features FAQs, helpful URLs, strategies for accent management and overcoming speech apprehension.
- **Service Learning in Communication Studies: A Handbook** by Rick Isaacson, Bruce Dorries, and Kevin Brown is a handbook for students in a course that integrates or is planning to integrate a service learning component. The handbook provides guidelines for connecting service learning work with classroom concepts and advice for working effectively with agencies and organizations. It also provides model forms and reports and a directory of online resources.
- **MyCourse 2.0**, is a free online course builder. Whether you want only the easy-to-use tools to build a course Web site or *Looking Out/Looking In* content to furnish it, My Course 2.0 is a simple solution for a custom course Web site that allows you to assign, track, and report on student progress; load

your syllabus; and more. Contact your representative for details.

- **WebTutor Advantage on Web CT and Blackboard** offers text-specific, pre-formatted content and total flexibility, you can easily create and manage your own personal Web site or online course. WebTutor Advantage's course management tool gives you the ability to provide virtual office hours, post syllabi, set up threaded discussions, track student progress with the quizzing material, and much more. For students, WebTutor Advantage offers real-time access to a full array of study tools specific to *Looking Out/Looking In*, including chapter outlines, summaries, learning objectives, glossary flashcards (with audio), practice quizzes, Web links, InfoTrac® College Edition exercises, and Web links. And, WebTutor Advantage features further enhancements, including animations, the videos included on the *Looking Out/Looking In* CD-ROM, and Microsoft® PowerPoint® images, which increase interactivity and bring topics to life. WebTutor Advantage also provides robust communication tools, such as a course calendar, asynchronous discussion, real time chat, a whiteboard, and an integrated email system.

ACKNOWLEDGMENTS

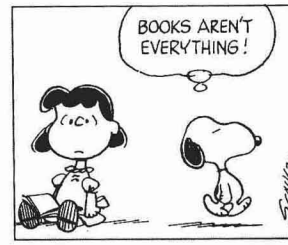
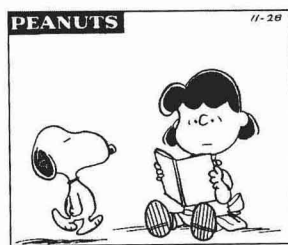
Any project with the magnitude of *Looking Out/Looking In* owes its success to the contributions of many people. The best place to begin is with our students, who over the years have helped us understand how to present material in ways that make sense and make a difference.

We are grateful for the thoughtful suggestions of colleagues who advised us about what to keep

and what to change in this revision. Thanks go to Patrick O'Sullivan, Illinois State University; Jim Vickerey, Troy State University; Mark Singer, Baker College of Flint; Jim Chesher and Joe White, Santa Barbara City College; Patricia Amason, University of Arkansas; Robyn Bergstrom, Ricks College; Jon Braddy, Jackson State Community College; Kenneth C. Cisna, University of South Florida; Rebecca O. Fielding, University of Montana; Dan Grossnickle, North Hennepin Community College; Aloysia Hard, Olympia College; Cynthia B. Johnson, College of the Sequoias; Cindy Khoury, Long Beach City College; Meg Kreiner, Spokane Community College; Mary-Jo Popovici, Monroe Community College; Carol Shaw, College of the Desert; Cherié C. White, Muskingum Area Technical College; and Nancy Willets, Cape Cod Community College.

We are grateful on many levels for the good ideas and the friendship of Jeanne Elmhorst, Albuquerque Technical-Vocational Institute; Darin Garard and Mary Wiemann, Santa Barbara City College; Russ Proctor, Northern Kentucky University; and Lawrence B. Rosenfeld, University of North Carolina. Their helpfulness and goodwill have made this book a better one, and us better people.

Our thanks also go to the team of publishing professionals who have played a role in this edition from start to finish: Mele Alusa, Deirdre Anderson, Barbara Britton, Stephen Dalphin, Nicole George, Laura Hanna, Garry Harman, Cathy Linberg, Robin Lockwood, Sandra Lord, Amy McGaughey, Linda McMillan, Cathy Richard, and Caroline Robbins. We also declare our admiration and gratitude to Janet Bollow for her talents in designing the book you are holding, and to Sherri Adler for selecting the art it contains.



Peanuts reprinted by permission of United Features Syndicate, Inc.

INTRODUCING THE AUTHORS

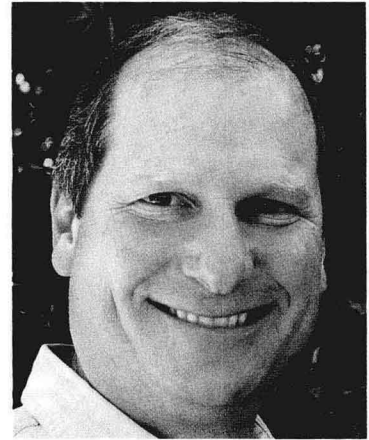


Since this is a book about interpersonal communication, it seems appropriate for us to introduce ourselves to you, the reader. The “we” you’ll be reading throughout this book isn’t just an editorial device: It refers to us—Ron Adler and Neil Towne.

Ron lives in Santa Barbara, California, with his wife, Sherri, and their sixteen-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, is an accomplished designer and a fund-raiser for worthy nonprofit organizations.

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.

Cycling and hiking help keep Ron 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.



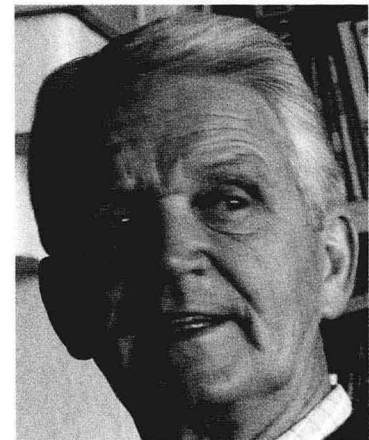
Ron Adler

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.

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.



Neil Towne

BRIEF CONTENTS



Preface xiii

Introducing the Authors xix

CHAPTER 1

A First Look at Interpersonal Relationships 1

CHAPTER 2

Communication and Identity: The Self and Messages 44

**PART ONE
LOOKING IN**

CHAPTER 3

Perception: What You See Is What You Get 92

CHAPTER 4

Emotions: Thinking, Feeling, and Acting 134

CHAPTER 5

Language: Barrier and Bridge 174

**PART TWO
LOOKING OUT**

CHAPTER 6

Nonverbal Communication: Messages without Words 220

CHAPTER 7

Listening: More Than Meets the Ear 266

CHAPTER 8

Communication and Relational Dynamics 313

**PART THREE
LOOKING AT
RELATIONAL
DYNAMICS**

CHAPTER 9

Improving Communication Climates 366

CHAPTER 10

Managing Interpersonal Conflicts 400

Endnotes 452

Glossary 473

Credits 481

Name Index 487

Subject Index 495

CONTENTS

Preface xiii
Introducing the Authors xix

CHAPTER 1 A FIRST LOOK AT INTERPERSONAL RELATIONSHIPS 1

WHY WE COMMUNICATE	4
Physical Needs	4
Identity Needs	5
Social Needs	6
Practical Goals	7
THE PROCESS OF COMMUNICATION	8
A Linear View	8
A Transactional View	10
COMMUNICATION PRINCIPLES AND MISCONCEPTIONS	13
Communication Principles	13
Communication Misconceptions	15
THE NATURE OF INTERPERSONAL COMMUNICATION	16
Two Views of Interpersonal Communication	16
Personal and Impersonal Communication: A Matter of Balance	20
COMMUNICATING ABOUT RELATIONSHIPS	24
Content and Relational Messages	24
Types of Relational Messages	25
Metacommunication	28
WHAT MAKES AN EFFECTIVE COMMUNICATOR?	30
Communication Competence Defined	30
Characteristics of Competent Communicators	32
SUMMARY	38
KEY TERMS	39
LOOKING OUT/LOOKING IN ONLINE	39

CHAPTER 2 COMMUNICATION AND IDENTITY: THE SELF AND MESSAGES 44

COMMUNICATION AND THE SELF-CONCEPT	46
How the Self-Concept Develops	48
Characteristics of the Self-Concept	53
The Self-Concept Resists Change	59

PART ONE LOOKING IN

Influences on Identity	60
The Self-Fulfilling Prophecy and Communication	64
Changing Your Self-Concept	68
PRESENTING THE SELF: COMMUNICATION AS IDENTITY MANAGEMENT	72
Public and Private Selves	72
Characteristics of Identity Management	73
Why Manage Identities?	78
How Do We Manage Identities?	82
SUMMARY	87
KEY TERMS	88
LOOKING OUT/LOOKING IN ONLINE	88

CHAPTER 3
PERCEPTION: WHAT YOU SEE IS WHAT YOU GET 92

THE PERCEPTION PROCESS	95
Selection	96
Organization	97
Interpretation	101
INFLUENCES ON PERCEPTION	103
Physiological Influences	103
Cultural Differences	105
Social Roles	110
Self-Concept	115
Shared Narratives	115
THE ACCURACY—AND INACCURACY—OF PERCEPTION	116
We Often Judge Ourselves More Charitably Than Others	116
We Tend to Favor Negative Impressions of Others over Positive Ones	117
We Are Often Influenced by What is Most Obvious	118
We Cling to First Impressions	118
We Tend to Assume That Others Are Similar to Us	119
PERCEPTION CHECKING TO PREVENT MISUNDERSTANDINGS	110
Elements of Perception Checking	120
Perception-Checking Considerations	120
EMPATHY AND COMMUNICATION	122
Empathy Defined	122
The “Pillow Method”: A Tool for Building Empathy	125
SUMMARY	130
KEY TERMS	130
LOOKING OUT/LOOKING IN ONLINE	130

CHAPTER 4
EMOTIONS: THINKING, FEELING, AND ACTING 134

WHAT ARE EMOTIONS?	136
Physiological Changes	136
Nonverbal Reactions	137
Cognitive Interpretations	138
Verbal Expression	140
TYPES OF EMOTIONS	140

Primary and Mixed Emotions	142
Intense and Mild Emotions	143
INFLUENCES ON EMOTIONAL EXPRESSION	144
Culture	144
Gender	147
Social Conventions	147
Social Roles	148
Emotional Contagion	148
Fear of Self-Disclosure	149
GUIDELINES FOR EXPRESSING EMOTIONS	149
Recognize Your Feelings	151
Think About How to Describe Feelings	151
Share Multiple Feelings	153
Recognize the Difference between Feeling, Talking, and Acting	154
Accept Responsibility for Your Feelings	154
Consider When and Where to Express Your Feelings	154
MANAGING DIFFICULT EMOTIONS	156
Facilitative and Debilitative Emotions	156
Thoughts Cause Feelings	157
Irrational Thinking and Debilitative Emotions	160
Minimizing Debilitative Emotions	165
SUMMARY	170
KEY TERMS	170
LOOKING OUT/LOOKING IN ONLINE	170

CHAPTER 5
LANGUAGE: BARRIER AND BRIDGE 174

LANGUAGE IS SYMBOLIC	177
UNDERSTANDINGS AND MISUNDERSTANDINGS	178
Understanding Words: Semantic Rules	178
Understanding Structure: Syntactic Rules	186
Understanding Context: Pragmatic Rules	186
THE IMPACT OF LANGUAGE	190
Naming and Identity	190
Affiliation, Attraction, and Interest	191
Power	194
Disruptive Language	195
The Language of Responsibility	198
GENDER AND LANGUAGE	205
Content	205
Reasons for Communicating	206
Conversational Style	207
Nongender Variables	208
LANGUAGE AND CULTURE	210
Verbal Communication Styles	210
Language and Worldview	214
SUMMARY	217
KEY TERMS	218
LOOKING OUT/LOOKING IN ONLINE	218

PART TWO
LOOKING OUT

CHAPTER 6
NONVERBAL COMMUNICATION: MESSAGES WITHOUT WORDS 220

CHARACTERISTICS OF NONVERBAL COMMUNICATION	225
Nonverbal Communication Exists	225
All Nonverbal Behaviour Has Communicative Value	225
Much Nonverbal Communication Is Culture-Bound	226
Male and Female Nonverbal Communication Differ in Some Ways	230
Nonverbal Communication Is Primarily Relational	231
Nonverbal Communication Serves Many Functions	233
Nonverbal Communication Is Ambiguous	237
DIFFERENCES BETWEEN VERBAL AND NONVERBAL COMMUNICATION	239
Single vs. Multiple Channels	239
Intermittent vs. Continuous	241
Clear vs. Ambiguous	241
Verbal vs. Nonverbal Impact	242
Deliberate vs. Unconscious	242
TYPES OF NONVERBAL COMMUNICATION	242
Body Orientation	243
Posture	243
Gestures	245
Face and Eyes	247
Voice	250
Touch	252
Physical Attractiveness	255
Clothing	256
Distance	258
Territoriality	260
Physical Environment	261
Time	262
SUMMARY	263
KEY TERMS	263
LOOKING OUT/LOOKING IN ONLINE	263

CHAPTER 7
LISTENING: MORE THAN MEETS THE EAR 266

ELEMENTS IN THE LISTENING PROCESS	269
Hearing	269
Attending	270
Understanding	279
Responding	279
Remembering	271
GENDER AND LISTENING	273
Social Influences	273
Biological Influences	274
TYPES OF INEFFECTIVE LISTENING	274
Pseudolistening	275
Stage-Hogging	275
Selective Listening	276

Insulated Listening	276
Defensive Listening	276
Ambushing	277
Insensitive Listening	277
WHY WE DON'T LISTEN BETTER	277
Message Overload	277
Preoccupation	277
Rapid Thought	279
Effort	279
External Noise	279
Hearing Problems	279
Faulty Assumptions	280
Lack of Apparent Advantages	280
Lack of Training	281
Media Influences	282
INFORMATIONAL LISTENING	282
Talk Less	284
Get Rid of Distractions	284
Don't Judge Prematurely	284
Look for Key Ideas	285
Ask Questions	285
Paraphrase	287
LISTENING TO HELP	292
Advising	293
Judging	294
Analyzing	296
Questioning	297
Supporting	298
Prompting	301
Paraphrasing	302
When and How to Help?	307
SUMMARY	308
KEY TERMS	309
LOOKING OUT/LOOKING IN ONLINE	309

CHAPTER 8 COMMUNICATION AND RELATIONAL DYNAMICS 313

WHY WE FORM RELATIONSHIPS	314
Attraction	314
Intimacy	317
Rewards	323
MODELS OF RELATIONAL DEVELOPMENT AND MAINTENANCE	324
Developmental Models	324
Dialectical Perspectives	332
Characteristics of Relational Development and Maintenance	336
SELF-DISCLOSURE IN RELATIONSHIPS	337
Degrees of Self-Disclosure	337
A Model of Self-Disclosure	341

PART THREE LOOKING AT RELATIONAL DYNAMICS