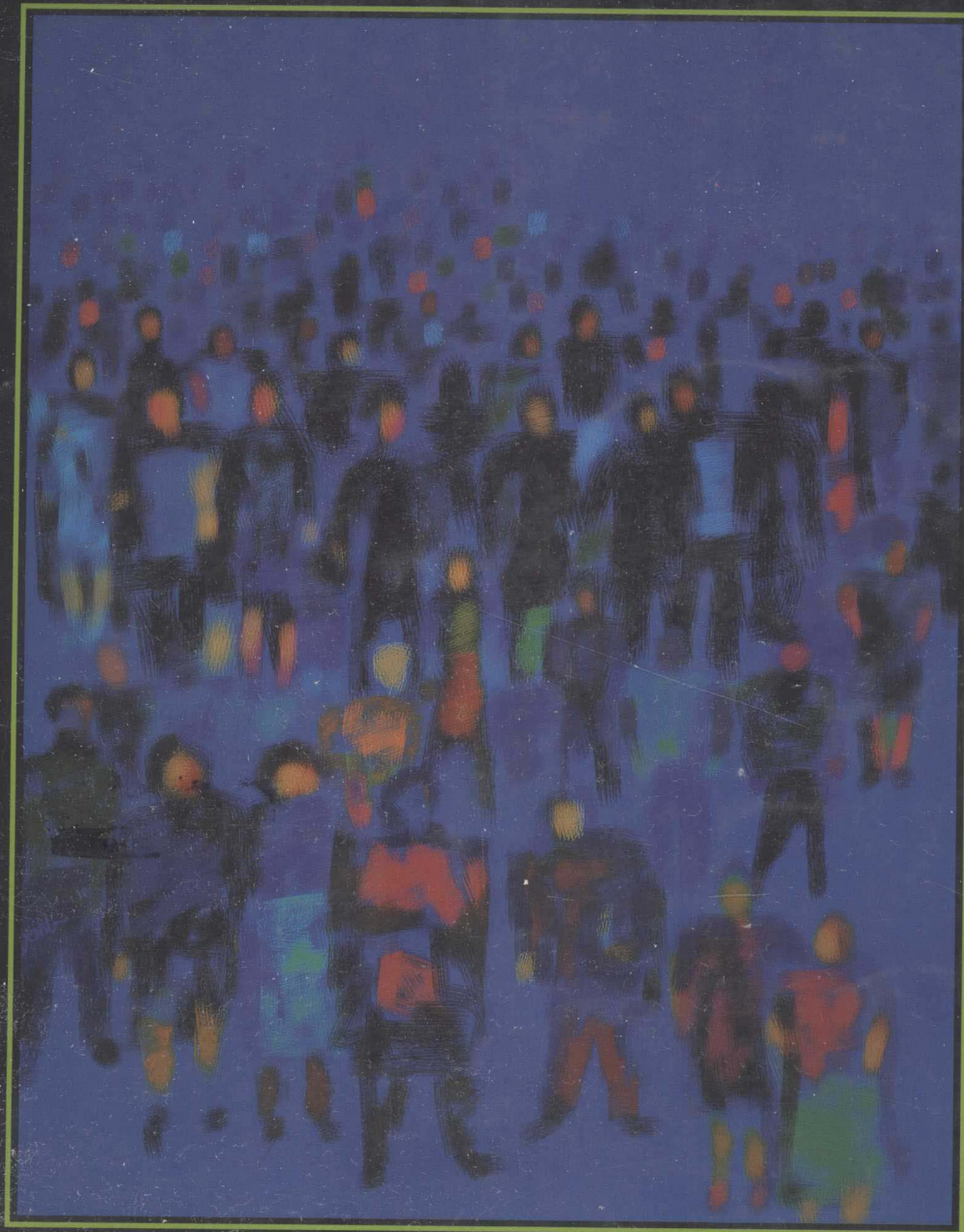
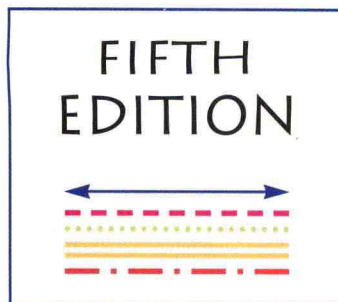


COMMUNICATION WORKS



FIFTH
EDITION

TERI KWAL GAMBLE
MICHAEL GAMBLE



COMMUNICATION WORKS

TERI KWAL GAMBLE

College of New Rochelle

MICHAEL GAMBLE

New York Institute of Technology

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COMMUNICATION WORKS

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Teri Kwal Gamble and **Michael Gamble** both have Ph.D. degrees in communication from New York University. Teri is an associate professor of communication at the College of New Rochelle, and Michael is an associate professor of communication at New York Institute of Technology in Manhattan.

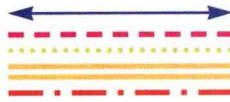
Teri and Michael are award-winning teachers who have conducted seminars and short courses for numerous business and professional organizations across the United States. As the cofounders of Interact Training Systems—a communication consulting firm—they serve as communication trainers, presenting workshops and providing consulting services for many groups, such as real estate companies, manufacturing firms, service organizations, the American Management Association, and even some foreign governments.

The Gambles are also professional writers of educational and training materials. They are coauthors of several textbooks, including *Literature Alive!* and *Public Speaking in the Age of Diversity*. In addition, they write for the trade market; among their trade books are *Sales Scripts That Sell*, *The Answer Book*, and *Phone Power*.

Teri and Michael live in New Jersey with their favorite communicators—their son, Matthew Jon, age 19, and their daughter, Lindsay Michele, age 13.

► For Matthew Jon and Lindsay Michele, our children,
who grew up with this book.

PREFACE



The fifth edition of *Communication Works* builds on the strengths of earlier editions and more than ever reflects our desire to motivate students to want to learn about communication—specifically, how they can use interpersonal communication, intercultural communication, small-group communication, and public speaking to enrich their lives. To this end, we provide information and materials that encourage students to (1) think critically about communication, (2) make ethical choices regarding the communicative behaviors available to them, and (3) learn to assess the extent to which they are prepared to meet the challenges posed by their living in an increasingly diverse society.

In order to meet the needs and reflect the interests of a diverse student body and to encourage critical thinking, we have paid significant attention to the influence of culture and the importance of ethics. This attention is reflected in the *Culture and Communication* and *Ethics and Communication* boxes throughout the text. These boxes support content and are designed to prompt inquiry on the part of students, to compel students to become involved, and to serve as prompters for group or class discussions. Now more than ever before, it is essential for students to develop a better understanding of how culture influences communication; it is equally important for them to understand the ethical issues related to communication.

Because we believe that people learn best when they are actively involved, we continue to offer a wide selection of *Skill Builders*—learning activities, for use in or outside of class, that have been developed to help students look at communication, assess its effects, and experience the insights and practice they will need to become effective communicators. Instructors have found that these Skill Builders help make the study of communication active, exciting, and rewarding. Of course, we do not expect any instructor to use all the Skill Builders in a single course or semester; each instructor will choose those that fit the needs of his or her own students—and the time available.

All the boxes—Skill Builders, Culture and Communication, and Ethics and Communication—are listed beginning on page xxi so that instructors and students can locate them easily.

We have also made a special effort to produce a book that students will enjoy reading. How information is presented affects students' level of interest; thus we have once again aimed for clarity of language, participation by our readers, and a lively, colorful format. And we have tested the materials incorporated in the text with students of different ages, cultures, and ethnic groups.

We have retained several popular pedagogical features from the previous editions. Each chapter begins with a preview of *behavioral objectives*, specifying what students should be able to do after completing the chapter. These objectives illuminate the material, establish goals, and prepare the readers for the concepts that will be introduced. Within the chapters, students are periodically expected to complete *self-assessment scales* to evaluate their own attitudes and reactions and to measure their mastery of skills. The chapters also present a broad range of career-oriented examples. Of special interest are the *marginal comments and questions*, which, like the boxes, are there to arouse the students' curiosity and to prompt them to ask and answer questions. At the end of each chapter is a *summary*, which recapitulates the content and the relevant skills that were emphasized, and a list of updated *suggestions for further reading*, which will broaden students' knowledge and help them with research and writing assignments.

Let's look at the text part by part and chapter by chapter, noting special features and changes that have been incorporated into the fifth edition.

► PART ONE: THE ESSENTIALS OF COMMUNICATION

Part One consists of seven chapters offering a unified approach to the study of communication. Models of communication, intercultural communication, the self-concept, perception, language, nonverbal communication, and listening are explored with respect to how they affect the ability to relate to others in interpersonal, small-group, and public communication settings. Part One also examines how the media influence our self-images and perceptions, and whether males and females see themselves differently.

■ CHAPTER 1 COMMUNICATION: THE STARTING LINE

- Chapter 1 has been tightened to ensure clarity, flow, a more natural progression of the material, and a smoother start to the book.
- The importance of multiculturalism is introduced and its implications for communication are explained.
- The discussion of models has been simplified.

■ CHAPTER 2 COMMUNICATING IN A CULTURALLY DIVERSE WORLD AND SOCIETY

- This chapter is new and explains why the understanding of cultural differences has become a necessity today.
- Students explore the high cost of cultural misunderstandings, evaluate the extent to which they display ethnocentric or relativistic tendencies, and learn how to begin to reduce the strangeness of strangers.

■ CHAPTER 3 COMMUNICATION AND THE SELF-CONCEPT: WHO ARE YOU?

- We have simplified the boxes.
- We have enlarged our discussion of cultural issues and diversity.
- The coverage of gender differences has also been enhanced.

■ CHAPTER 4 COMMUNICATION AND PERCEPTION: I AM MORE THAN A CAMERA

- We have enlarged our discussion of how culture and gender influence perception.
- We pay greater attention to the ethics of perception.
- The extent to which the media play a part in influencing our perception is also discussed.

■ CHAPTER 5 LANGUAGE AND MEANING: HELPING MINDS MEET

- New material has been added on cultural diversity.
- The discussion of language and gender has again been expanded.

■ CHAPTER 6 NONVERBAL COMMUNICATION: SILENT LANGUAGE SPEAKS

- We have updated the examples used.
- The discussion of culture and nonverbal communication has been broadened.
- Our discussion of clothing and artifacts has been enlarged.
- We have expanded our discussion of gender and nonverbal behavior.

■ CHAPTER 7 LISTENING AND CRITICAL THINKING

- Here, we have substantially increased our discussion of the relationship of listening to critical thinking.
- We have also provided new information on how to assess the credibility of information taken in aurally.

► PART TWO: INTERPERSONAL COMMUNICATION

Part Two has two chapters: The first is on understanding relationships; the second provides a unique view of how feelings and emotions affect and are

affected by relationships. It includes a special section on “display rules” for males and females, as well as a thorough discussion of assertiveness.

■ CHAPTER 8 UNDERSTANDING RELATIONSHIPS

- The sections on conversations and relationships and gender, culture, and relationships have been expanded, as has our discussion of deception and the development of relationships.

■ CHAPTER 9 PERSON TO PERSON: HANDLING EMOTIONS AND EXPRESSING FEELINGS IN RELATIONSHIPS

- Here, we have again increased our coverage of the communication of emotions.
- We have added a section on gender, culture, and the handling of conflict.

► PART THREE: COMMUNICATING IN THE SMALL GROUP

Part Three has three chapters focusing on small-group communication and provides ample group experiences for classroom use. It examines, in detail, the steps involved in problem solving; provides a career-oriented discussion of leadership; looks at cooperating, competition, defensiveness, and supportiveness as influences on the climate of a work group; and notes how “group-think” alters a group’s ability to function effectively.

■ CHAPTER 10 THE ROLE OF THE GROUP IN PROBLEM SOLVING

- We have added new information on team management.
- We have introduced new exercises/Skill Builders.
- We have added to our coverage of creativity.

■ CHAPTER 11 GROUP NETWORKS, MEMBERSHIP, AND LEADERSHIP

- We have increased our coverage of diversity, gender, and communication in a group.

■ CHAPTER 12 HANDLING GROUP CONFLICT: HOW TO DISAGREE WITHOUT BECOMING DISAGREEABLE

- Additional information on culture and conflict has been provided.

► PART FOUR: COMMUNICATING TO THE PUBLIC

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PREFACE

Part Four, which consists of seven chapters, focuses on speechmaking and provides students with a straightforward format for preparing speeches and similar presentations in class and on the job. Exercises, checklists, and forms for try-outs and evaluation are included.

■ CHAPTER 13 THE SPEAKER AND THE AUDIENCE

- Here, we have added information on the importance of culture.

■ CHAPTER 14 THE OCCASION AND THE SUBJECT

- We have included an abundance of new examples.

■ CHAPTER 15 DEVELOPING YOUR SPEECH: SUPPORTING YOUR IDEAS

- We have included more information on computer-aided searches and computer graphics.
- We have added new, stimulating examples.

■ CHAPTER 16 DESIGNING YOUR SPEECH: ORGANIZING YOUR IDEAS

- We have extensively added to and refreshed the examples.

■ CHAPTER 17 DELIVERING YOUR SPEECH: PRESENTING YOUR IDEAS

- While this chapter remains much the same, we have included new information on culture and communication.

■ CHAPTER 18 INFORMATIVE SPEAKING

■ CHAPTER 19 PERSUASIVE SPEAKING

- Both chapters have new outlines and sample speeches for discussion and analysis.

■ APPENDIX INTERVIEWING FROM BOTH SIDES OF THE DESK

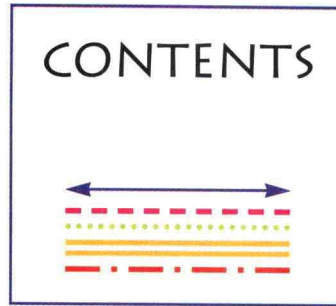
Information on interviewing is now included here.

► ACKNOWLEDGMENTS

The fifth edition of *Communication Works* reflects changes in both society and our students. The improvements we made are a result of input from students and the suggestions of colleagues; again, the work is truly a team effort. The contributions of our editors at McGraw-Hill need to be singled out. We would like to thank Hilary Jackson, who took the time required to see that this book succeeded; Scott Amerman, our senior editing supervisor, whose sensitivity to meaning kept us on track; Carol Couch, our designer, who made sure that the new typography would support the content; and Debra Hershkowitz, who oversaw the photo research.

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Finally, of course, we would again like to thank our children, Matthew and Lindsay, who have matured with each edition of this book and whose communicative instincts continue to make it all worthwhile. They are our proof that communication works!



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