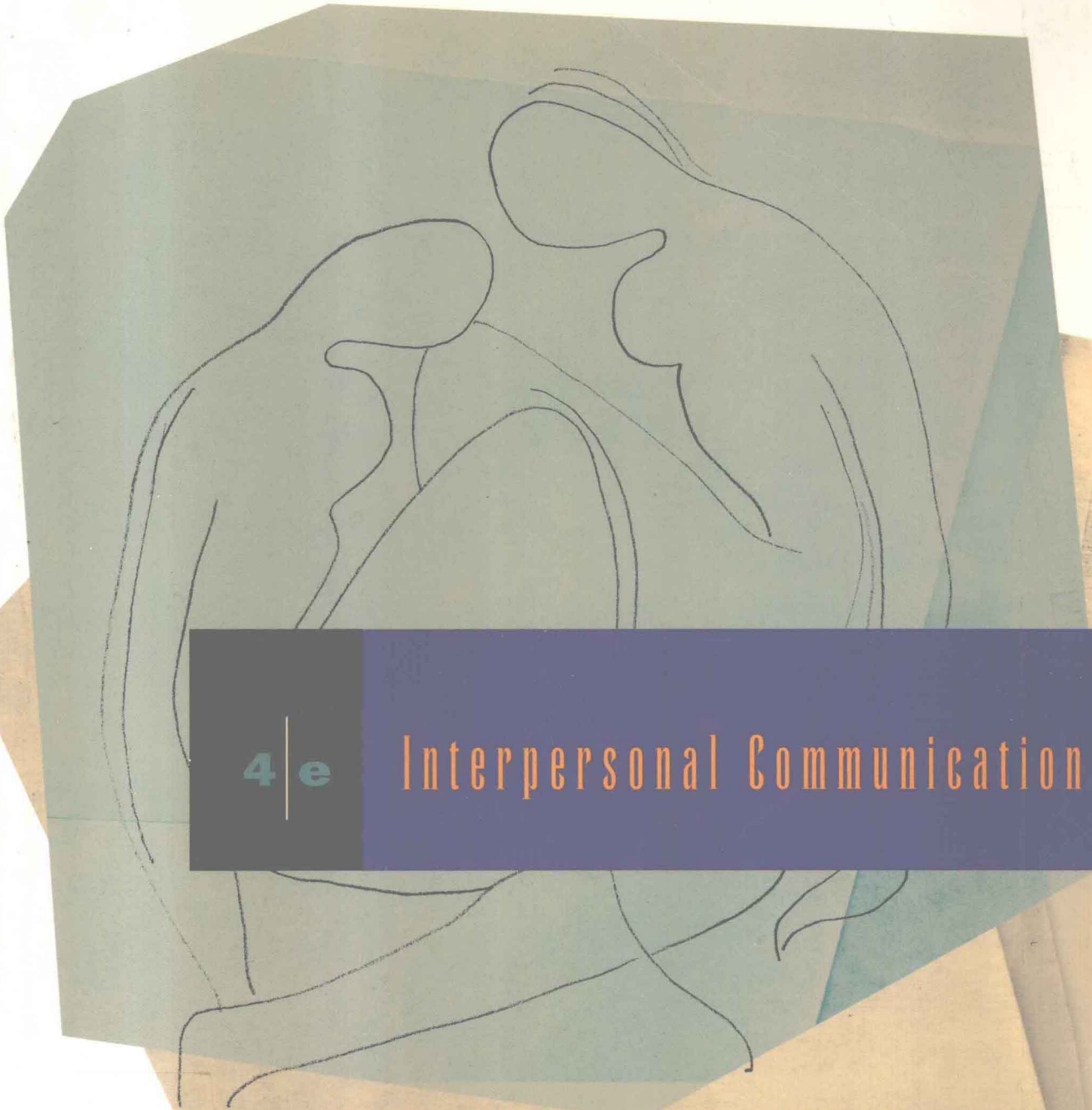


4|e Interpersonal Communication

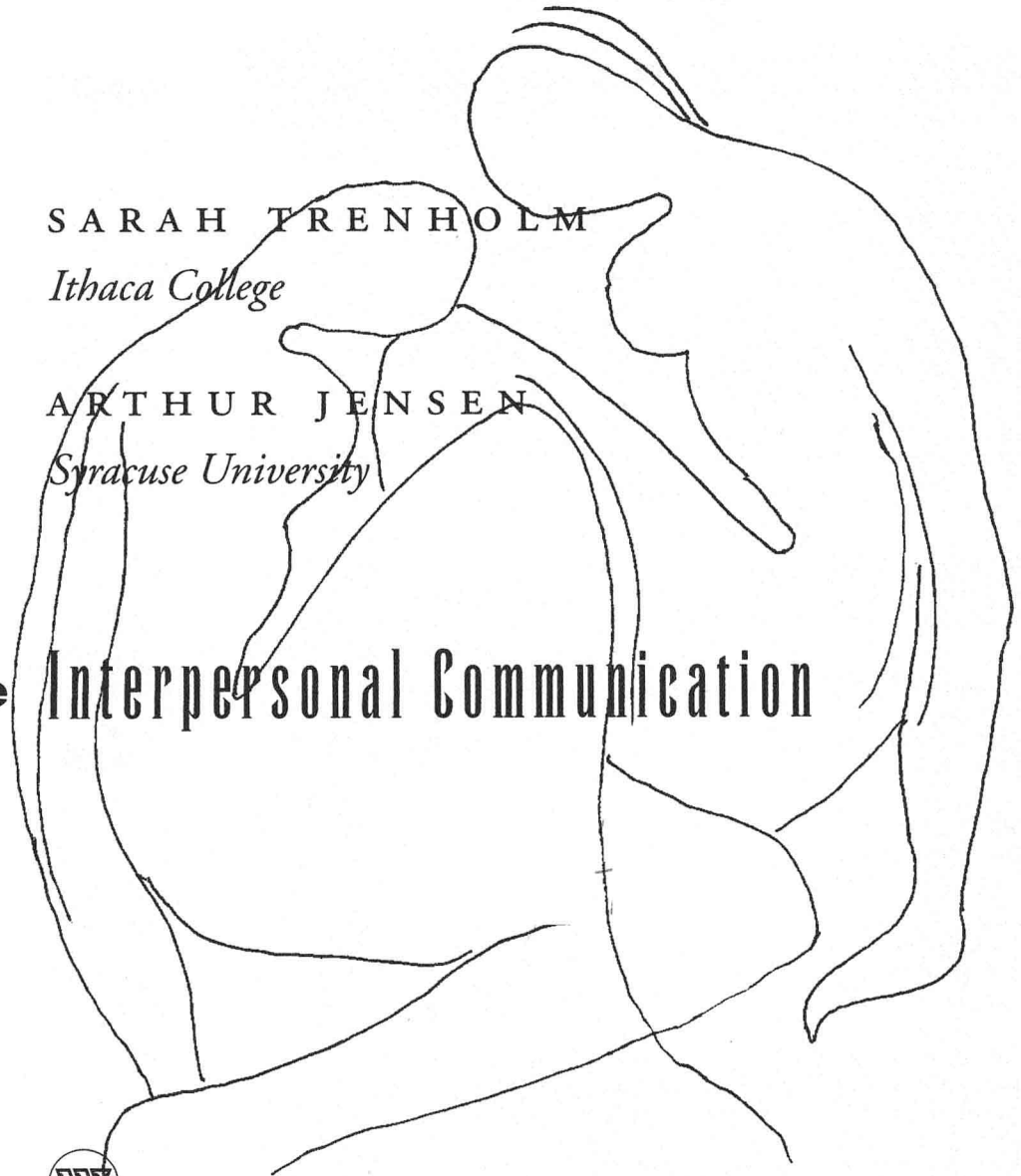
SARAH TRENHOLM

ARTHUR JENSEN

SARAH TRENHOLM
Ithaca College

ARTHUR JENSEN
Syracuse University

4e Interpersonal Communication



Wadsworth Publishing Company
I(T)P® An International Thomson Publishing Company

Belmont Albany Bonn Boston Cincinnati Detroit London Madrid Melbourne
Mexico City New York Paris San Francisco Singapore Tokyo Toronto Washington

Executive Editor: Deirdre Cavanaugh
Associate Development Editor: Megan Gilbert
Editorial Assistant: Dory Schaeffer
Publisher: Karen Allanson
Project Editor: Trudy Brown
Print Buyer: Barbara Britton
Permissions Editor: Robert Kauser
Production: Hockett Editorial Service
Designer: Janet Wood
Photo Research: Linda Sykes
Copy Editor: Sheryl Rose
Cover Design and Image: Janet Wood
Compositor: TBH Typecast, Inc.
Printer: R. R. Donnelley/Crawfordsville

COPYRIGHT © 2000 by Wadsworth Publishing Company
A Division of International Thomson Publishing Inc.
I(T)P® The ITP logo is a registered trademark under license.

For permission to use material from this text, contact us:
web: *www.thomsonrights.com*
fax: 1-800-730-2215
phone: 1-800-730-2214

Printed in the United States of America
2 3 4 5 6 7 8 9 10

Wadsworth Publishing Company
10 Davis Drive
Belmont, California 94002, USA

International Thomson Publishing Europe
Berkshire House
168–173 High Holborn
London, WC1V 7AA, England

Nelson ITP, Australia
102 Dodds Street
South Melbourne
Victoria 3205 Australia

Nelson Canada
1120 Birchmount Road
Scarborough, Ontario
Canada M1K 5G4

International Thomson Editores
Seneca, 53
Colonia Polanco
11560 México D.F. México

International Thomson Publishing Asia
60 Albert Street #15-01
Albert Complex
Singapore 189969

International Thomson Publishing Japan
Hirakawa-cho Kyowa Building, 3F
2-2-1 Hirakawa-cho, Chiyoda-ku
Chiyoda-ku, Tokyo 102, Japan

International Thomson Publishing Southern Africa
Building 18, Constantia Square
138 Sixteenth Road, P. O. Box 2459
Halfway House, 1685 South Africa

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 photocopying, recording, taping, or information storage and retrieval systems—without the written permission of the publisher.

Library of Congress Cataloging-in-Publication Data

Trenholm, Sarah, 1944–
Interpersonal communication / Sarah Trenholm, Arthur Jensen.—
4th ed.
p. cm.
Includes bibliographical references and index.
ISBN 0-534-56151-9
1. Interpersonal communication. I. Jensen, Arthur, 1954–
II. Title.
BF637.C45T72 1999
153.6—dc21 99-17419

Preface

TO THE INSTRUCTOR

Goals and Rationale. This fourth edition of *Interpersonal Communication* retains the primary goal of previous editions: *to help students achieve interpersonal competence in an increasingly complex social world, a world that is rooted in shared cultural norms and yet challenged by new modes of thought and action.* Managing interpersonal interactions in such a world is not easy. At the very least, it demands understanding what is universal in the process of communication as well as sensitivity to and appreciation for the way situated contexts affect performance. We have tried to seek a balance between discussing basic principles and examining how these principles play out in actual interaction.

As in previous editions, we built our discussion around a model of communicative competence, emphasizing the abilities and understandings individual communicators must have in order to create and maintain rewarding relationships. We believe the model is useful not only because it provides structure and unity to our discussion, but also because it helps us focus on a question that is important to our students: What can I do to become a better communicator? At the same time, we recognize that competence models, because they situate communication in individual communicators, often overlook the fact that communication is relational. We have therefore tried, both in the explication of our model and throughout the text, to emphasize the fact that communication takes place within relationships and that relationships shape and change us in subtle ways.

Throughout the text you will find boxes that focus on interesting and unusual applications of communication principles. Drawn from anthropology, ethnology, history, psychology, popular culture, and the like, they show the connections between our field of study and other disciplines in the humanities and sciences. We've included them not only because they provide nonobvious examples of communication contexts, but also because they demonstrate how the material students learn in one class is enriched by what they learn in others.

At the end of each chapter, you will find a section devoted to enhancing communication skills. This section offers practical ways to put the content of the chapter to work. The end-of-the-chapter section, "Process to Performance," also emphasizes applications by providing discussion questions, observational assignments, and classroom exercises. An *Instructor's Manual* provides review questions, test items, additional classroom activities, and handouts. We hope you will find this material helpful in the classroom.

Additions to the Fourth Edition. In preparing this edition, we have put most of our effort into revising two chapters: Chapter 2, on interpersonal communication, and Chapter 8, on self competence. In both cases, we have updated research and theory. In Chapter 2 we place greater

emphasis on ways in which relationships transform us. Our goal is to show students that whenever people communicate interpersonally, there are three parties present: the two individuals and their relationship. Chapter 8 has also been streamlined. We focus on five different approaches to examining the self-concept in addition to our previous examination of how the self-concept affects interpersonal communication behavior.

The remainder of our revisions consists of minor attempts to update research and make the text flow more smoothly. All in all, the revisions we have made to this edition do not demand large changes on the part of the instructor. Rather, we think they will make the instructor's task easier.

TO THE STUDENT

We hope that reading this book will open your eyes to the new world of interaction. Although you've communicated all your life, you've probably never really *seen* communication. Most people don't take time to observe and analyze familiar everyday activities. When they do, often they are amazed at the richness and complexity they find. We believe that after reading this book, you will never again dismiss communication as uninteresting or commonplace. You'll have the tools that will allow you to observe communication in context and increase your control of interpersonal interactions.

ACKNOWLEDGMENTS

We are indebted to those who have reviewed this and previous editions of *Interpersonal Communication.* We believe (and readily admit our bias) that each edition has been improved in terms of both the comprehensive nature of its content and the arrangements of ideas and materials. Our reviewers are largely responsible for those improvements. Over the years, we have benefited from the insights of the following scholars and teachers to whom we give our heartfelt thanks:

Brant R. Burleson, Purdue University; Mindy Chang, University of Richmond; Kenneth Cissna, University of South Florida; Richard K. Curtis, Indiana University; Lawrence W. Hugenberg, Youngstown State University; Randall J. Koper, University of the Pacific; Sandra Metts, Illinois State University; Martha W. Moore, Murray State University; Sally K. Murphy, California State University at Hayward; Charles Petrie, SUNY-Buffalo; Sally Planalp, University of Colorado at Boulder; Marilyn Root, Boston University; Karyn Rybacki, Northern Michigan University; Gregory J. Shepherd, University of Kansas; Ralph Smith, Southwest Missouri State; Robbyn J. Turner-Matthews, Miami University (Ohio); Michael Waltman, University of North Carolina, Chapel Hill; Lynne Webb, University of Florida; and Jerry L. Winsor, Central Missouri State University.

We also owe a debt of gratitude to the following folks at Wadsworth: Megan Gilbert, our editor, for persistence and patience; Dory Schaeffer, editorial assistant, for gracious and timely assistance on matters too numerous to mention; and Trudy Brown, our project editor. We also thank Rachel Youngman at Hockett Editorial Service, our production editor, for coordinating all the details that allowed this book to take shape. Finally, we are grateful to our colleagues and students at Ithaca College and Syracuse University for their encouragement and support.

Sarah Trenholm

Arthur Jensen

此为试读,需要完整PDF请访问: www.ertongbook.com

Contents in Brief

Preface xvii

PART 1: INTRODUCTORY PERSPECTIVES 1

Chapter 1: Introduction: Communication and Competence 3
Chapter 2: Interpersonal Communication: Building Relationships 23

PART 2: SENDING AND RECEIVING MESSAGES 47

Chapter 3: Nonverbal Competence 49
Chapter 4: Verbal Competence 83
Chapter 5: Relational Competence 113

PART 3: INTERPERSONAL PROCESSES 137

Chapter 6: Interpretive Competence: How We Perceive Individuals, Relationships, and Social Events 139
Chapter 7: Role Competence: Adapting to Social Expectations 177
Chapter 8: Self Competence: Establishing Individual Identities 199
Chapter 9: Goal Competence: Interpersonal Influence 223

PART 4: RELATIONAL CONTEXTS 251

Chapter 10: Family Interaction Patterns 253
Chapter 11: Intimate Relationships: Creating Dyadic Identities 291
Chapter 12: Professional Relationships: Communicating with Colleagues and Other Strangers 329
Chapter 13: Cultural and Historical Influences: Communication Competence in Context 363
References 395
Indexes 417
Illustration Credits 429

Contents

Preface xvii

PART 1: INTRODUCTORY PERSPECTIVES 1

Chapter 1: Introduction: Communication and Competence 3

What Is Communication? 4

Definitions of Human Communication 4

Characteristics of Communication 5

BOX 1.1: BONZO GOES TO COLLEGE: ATTEMPTS TO TEACH LANGUAGE TO PRIMATES 6

A Model of Communicative Competence 10

Individual Knowledge and Communicative Competence 10

Social Context and Communicative Competence 15

BOX 1.2: INSULTING THE MEAT: AN INTERPERSONAL COMMUNICATION RITUAL 16

The Link Between Process and Performance 17

Skill Building: On Taking a Process Perspective 18

Process to Performance 19

Review Terms 19

Suggested Readings 19

Topics for Discussion 20

Observation Guide 21

Exercises 21

Chapter 2: Interpersonal Communication: Building Relationships 23

What Is Interpersonal Communication? The Nature of Dyads 23

BOX 2.1: SEX, LIES, AND CYBERSPACE: INTERPERSONAL COMMUNICATION AND VIRTUAL REALITY 26

The Role of Interpersonal Communication in Relationships 28

What Is a Relationship? 28

The Characteristics of Relationships 29

Relational Paths: Intimacy and Distance 34

Interpersonal Profiles: Private and Public Paths 34

Independence vs. Conformity: A Basic Interpersonal Dilemma 36

BOX 2.2: MIND YOUR MANNERS: SOME SOCIAL FUNCTIONS OF ETIQUETTE 38
Building Relationships: What Does It Take to Be Relationally Competent? 39
Communication Competence and Relationships 40
Some Characteristics of Healthy Relationships 41
Skill Building: A Preview 42
Process to Performance 43
Review Terms 43
Suggested Readings 43
Topics for Discussion 44
Observation Guide 45
Exercises 45

PART 2: SENDING AND RECEIVING MESSAGES 47

Chapter 3: Nonverbal Competence 49
What Is Nonverbal Communication? 50
Spontaneous Communication 51
Symbolic Communication 52
The Power of Nonverbal Codes 52
The Functions of Nonverbal Codes: Three Ways to Use Them 53
Expressing Meaning 53
Modifying Verbal Messages 54
Regulating the Flow of Interaction 55
The Structure of Nonverbal Codes: Seven Channels for Message Making 55
Proxemics 55
Physical Appearance 59
Gaze 60
BOX 3.1: THE "GUARDED SELF": HOW TO AVOID BEING SEEN IN PUBLIC 62
Facial Expression 62
Kinesics 67
BOX 3.2: A NONLINEAR HISTORY OF HANDSHAKING 68
Vocalics 69
Tactile Communication 70
Balancing Nonverbal Codes: Compensating and Reciprocating 71
Equilibrium Theory 72
Compensating and Reciprocating in Everyday Life 73
The Interplay of Verbal and Nonverbal Communication 73
Skill Building: Communicating Feelings 75
Expressing Feelings 75
Reflecting Feelings 77
Process to Performance 78
Review Terms 78

Suggested Readings 78
Topics for Discussion 79
Observation Guide 79
Exercises 80
Chapter 4: Verbal Competence 83
What Is Language? 84
Differences Between the Verbal and Nonverbal Codes 84
Characteristics of the Verbal Code 86
The Functions of Language 87
The Structure of Language: Three Levels of Meaning 88
Semantic Meaning: Language at the Level of the Word 88
Syntactic Meaning: Language at the Level of the Utterance 90
Pragmatic Meaning: Language at the Level of the Speech Act 91
Language, Power, and Politics 94
Linguistic Determinism: The Sapir-Whorf Hypothesis 94
Language, Thought, and Action: Language and Naming 95
BOX 4.1: SPEAKING WITH NAMES: AN APACHE LANGUAGE RITUAL 96
BOX 4.2: TALKING TOUGH IN TEAMSTERVILLE: MALE ROLE ENACTMENT IN AN URBAN COMMUNITY 98
Group Membership and Language Use: Discourse and Identity 98
Skill Building: Initiating Conversation 104
Initiating Talk 104
Using Free Information During Conversation 106
Closing Conversations 106
Process to Performance 106
Review Terms 106
Suggested Readings 107
Topics for Discussion 107
Observation Guide 108
Exercises 109
Chapter 5: Relational Competence 113
What Are Relational Messages? 114
The Nature of Relational Messages 114
Sending Relational Messages 115
Relational Messages and Relational Definitions 115
The Content of Relational Messages 116
Sending Dominance Messages 116
Indicating Emotional Tone 119
Showing Similarity 119
Defining Episodes 119
Indicating Intimacy 119
How Relational Messages Affect Us 121
Confirming and Disconfirming Messages 121

BOX 5.1: NETIQUETTE: COMMON COURTESY ONLINE 122
Paradoxes and Double Binds 125
Pragmatic Patterns and Relational Sequences 125
Looking for Meaning in Patterns 126
Patterns versus People: The Locus of Dyadic Communication 126
The Problem of Punctuation 127
Types of Patterns 127
BOX 5.2: SCHISMOGENESIS: PATTERNS OF ROLE DIFFERENTIATION IN A NEW GUINEA VILLAGE 130
Skill Building: Empathy and Perspective-Taking 130
Process to Performance 133
Review Terms 133
Suggested Readings 133
Topics for Discussion 134
Observation Guide 134
Exercises 134

PART 3: INTERPERSONAL PROCESSES 137

Chapter 6: Interpretive Competence: How We Perceive Individuals, Relationships, and Social Events 139
Why Is Social Cognition Important in Interpersonal Communication? 140
Social Cognition and the Reception of Messages 140
Social Cognition and Action 141
Social Cognition and Control 141
Communication and Changes in Social Cognitions 142
The Structure of Social Cognition 144
How the Mind Works 144
Types of Cognitive Structures 144
The Perceptual Process: An Overview 146
Creating Structure, Stability, and Meaning 147
BOX 6.1: PERCEPTION GOES TO THE MOVIES: HOW CINEMATOGRAPHERS INFLUENCE WHAT WE SEE 148
Selective Exposure and Attention 150
Interpreting and Organizing Stimuli 151
Four Processes in Interpersonal Perception 152
Sizing Up Situations 152
Sizing Up People 156
Sizing Up Relationships 159
Explaining Behavior: Attribution Theories 161
Skill Building: Becoming a Competent Listener 165
BOX 6.2: INTERPRETIVE COMPETENCE: MAKING SENSE BY USING REFLECTIONS AND INTERPRETATIONS 166
Types of Listening 168

Developing Listening Skills 169
Process to Performance 171
Review Terms 171
Suggested Readings 171
Topics for Discussion 172
Observation Guide 172
Exercises 173
Chapter 7: Role Competence: Adapting to Social Expectations 177
Being Part of the Group: Following Social Rules 177
Social Control and Conformity Pressures 178
The Nature of Social Roles 178
BOX 7.1: THEY JUST LIKE TO BE NOT THE SAME AS US: PLAY PATTERNS AND THE DEVELOPMENT OF SEX ROLE IDENTITIES 180
Choosing Our Roles 181
Social Support and Role Identity 182
Commitment and Role Identity 183
Rewards and Role Identity 183
How Social Roles Affect Communication 183
Gender Roles and Communication 184
Communication as Performance 186
BOX 7.2: WHEN IS A MAN A "REAL MAN"? 188
Communication and Story-Telling 191
Skill Building: Becoming More Mindful 192
Mindfulness and Open-Mindedness 193
Increasing Mindfulness 193
Process to Performance 194
Review Terms 194
Suggested Readings 195
Topics for Discussion 195
Observation Guide 196
Exercises 197
Chapter 8: Self Competence: Establishing Individual Identities 199
The Self in History 200
Self-Concepts: Gaining Independence from Social Roles and Rules 201
What Is the Self-Concept? 201
BOX 8.1: THE SATURATED SELF: WILL YOU STILL BE YOU TOMORROW? 202
Self as Narrative 203
Self as Cognitive Schema 205
Self as Behavioral Indicators 206
Self as Relational Achievement 207
Self as Internal Dialogue 208
Individual Differences and Interpersonal Communication 209

此为试读，需要完整PDF请访问：www.ertongbook.com

BOX 8.2: ZEN AND THE ART OF SELFISHNESS: "WHAT IS YOUR ORIGINAL FACE BEFORE YOUR MOTHER AND FATHER WERE BORN?" 210
Communicator Style 211
Rhetorical Sensitivity 212
Communication Apprehension 213
Attachment Styles 214
Intimacy Motivation 214
Skill Building: Improving Competence Through Self-Disclosure 215
What Is Self-Disclosure? 215
Mastering the Rules of Self-Disclosure 216
Process to Performance 218
Review Terms 218
Suggested Readings 219
Topics for Discussion 219
Observation Guide 220
Exercises 220
Chapter 9: Goal Competence: Interpersonal Influence 223
BOX 9.1: MOON FOR THE MISBEGOTTEN: METHODS OF CULT CONVERSION 224
Communication and Strategic Interaction 225
Instrumental, Relational, and Identity Issues 226
Symbolic Role-Taking and Social Sensitivity 226
Understanding Others' Needs 227
The Need for Rewards 227
The Need for Stability and Consistency 231
The Need for Self-Respect 236
Summary: Choice and Motivation 238
Identity and Influence: Source Characteristics 238
Power and Interpersonal Influence 239
Self-Presentation Strategies 240
Influence as Self-Persuasion 241
BOX 9.2: CAVEAT EMPTOR: TECHNIQUES OF CONFIDENCE TRICKSTERS 242
Planning Persuasive Messages: Compliance-Gaining Strategies 242
Kinds of Message Strategies 243
The Structure of Requests 245
Interpersonal Influence and Goal Competence 245
Skill Building: Becoming More Assertive 246
Process to Performance 248
Review Terms 248
Suggested Readings 248
Topics for Discussion 249
Observation Guide 250
Exercises 250

PART 4: RELATIONAL CONTEXTS 251

Chapter 10: Family Interaction Patterns 253
Maintaining Family Ties 254
The Family as a System: Structure and Function 255
Family Structures 255
The Functions of the Family 261
The Evolving Family: Calibrating Change 263
BOX 10.1: A BETTER PLACE TO LIVE: HOW THE BUILT ENVIRONMENT SHAPES FAMILY AND COMMUNITY LIFE 264
The Dynamics of Change in the Family 266
Strategies for Coping with Change 269
Families in History 270
BOX 10.2: CHILDHOOD IN THE 18TH CENTURY: WHAT SHAPES THE FAMILY THAT SHAPES US? 272
Family Communication Patterns 274
Interaction Patterns in the Family as a Whole 274
Interaction Patterns in Family Subsystems 276
Communicative Competence and the Family 282
Family and Interpretive Competence 282
Family and Role Competence 282
Family and Goal Competence 283
Family and Self Competence 283
Family and Message Competence 283
Skill Building: Communicating to Comfort 284
Process to Performance 286
Review Terms 286
Suggested Readings 286
Topics for Discussion 287
Observation Guide 288
Exercises 288

Chapter 11: Intimate Relationships: Creating Dyadic Identities 291
Have People Always Had Intimate Relationships? 292
How Are Intimate Relationships Formed Today? 293
Defining Private Bonds 293
BOX 11.1: CUPID'S SHUTTLECOCK: INDIVIDUALISM AND ROMANTIC LOVE IN 19TH-CENTURY AMERICA 294
Friendships and Romantic Relationships 295
Influences in Defining Intimacy 296
The Creation of Intimate Relations 298
Interpersonal Attraction: Opening the Door 300
Duck's Filtering Theory of Attraction 300
Interpersonal Magnets: Factors That Pull Us Together and Push Us Apart 301

The Closer the Better: Revealing Self to Other 304
Stages of Development in Friendship 304
Stages of Development in Romantic Coupling 307
BOX 11.2: PLAYING THE DATING GAME: A SOCIAL HISTORY OF COURTSHIP 308
Two Close for Comfort: Maintaining Identity in Intimate Relationships 313
Balancing Self-Identity and Relational Identity 314
Stages of Relationship Dissolution 316
Communicative Competence and Intimate Relationships 319
Intimacy and Interpretive Competence 319
Intimacy and Role Competence 320
Intimacy and Self Competence 320
Intimacy and Goal Competence 321
Intimacy and Message Competence 321
Skill Building: Managing Interpersonal Conflict and Stress 322
Positive Aspects of Interpersonal Conflict 322
Mismanaged Conflict 323
Effective Feedback During Conflict 324
Conflict Containment 324
Process to Performance 325
Review Terms 325
Suggested Readings 325
Topics for Discussion 326
Observation Guide 326
Exercises 326
Chapter 12: Professional Relationships: Communicating with Colleagues and Other Strangers 329
Interpersonal Communication in Public Situations 330
The Public Realm in History 330
Participants in Public Interactions 331
Criteria for Managing Public Interactions 331
Interpersonal Communication in Professional Dyads 334
Communicating in the Supervisor-Subordinate Relationship 334
Communicating in the Helping Professions 336
Communicating with Strangers: Customer Relations 339
Managing the Office Romance 339
BOX 12.1: "SORRY, I'M NOT APOLOGIZING": CONVERSATIONAL RITUALS BETWEEN WOMEN AND MEN AT WORK 340
Interpersonal Communication in Groups and Organizations 342
Interpersonal Relationships in Small Groups 342
Interpersonal Communication in the Organization 345
BOX 12.2: WHEN EAST MEETS WEST: HIDDEN DIFFERENCES IN CORPORATE COMMUNICATION STYLES 346

Professional Relationships and Communicative Competence 349
Professional Relationships and Interpretive Competence 349
Professional Relationships and Role Competence 349
Professional Relationships and Self Competence 350
Professional Relationships and Goal Competence 350
Professional Relationships and Message Competence 351
Skill Building: Creative Conflict Management and Negotiation 352
Choosing Your Conflict Style 352
Taking a Problem-Solving Approach to Negotiation 354
Rules for Cooperative Problem Solving 356
Process to Performance 358
Review Terms 358
Suggested Readings 358
Topics for Discussion 359
Observation Guide 359
Exercises 360
Chapter 13: Cultural and Historical Influences: Communication Competence in Context 363
Cultural Influences 363
American Cultural Patterns 364
Ethnic, Regional, and Class Differences 366
BOX 13.1: IF YOU CAN'T STAND THE SHAME, DON'T PLAY THE GAME: PLAYING THE DOZENS AS A CONFLICT-REDUCING RITUAL 369
Communicating Across Culture 370
Barriers to Intercultural Understanding 371
Communicative Competence and Culture 375
Culture and Interpretive Competence 375
BOX 13.2: RECOGNIZING CULTURES: THE POLITICS OF MULTICULTURAL TALK 376
Culture and Role Competence 376
Culture and Goal Competence 378
Culture and Self Competence 378
Culture and Message Competence 379
Historical Influences 380
The Colonial Period (1600–1780) 380
The Early Industrial Period (1830–1880) 382
The Modern Period (1900–1960) 385
Communicative Competence and Historical Change 387
History and Interpretive Competence 387
History and Role Competence 388
History and Goal Competence 388
History and Self Competence 389
History and Message Competence 390

Skill Building: Increasing Sensitivity to Context 390
Adapting to International Differences 390
Increasing Subcultural Understanding 391
Process to Performance 392
Review Terms 392
Suggested Readings 392
Topics for Discussion 393
Observation Guide 393
Exercises 394
References 395
Indexes 417
Illustration Credits 429

1 Introductory Perspectives

此为试读，需要完整PDF请访问：www.ertongbook.com