TOGETHER

COMMUNICATING INTERPERSONALLY

JOHN STEWART & CAROLE LOGAN

Fourth Edition

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FOURTH EDITION

JOHN STEWART & CAROLE LOGAN

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ABOUT THE AUTHORS

John Stewart has been teaching interpersonal communication at the University of Washington since 1969. He attended Centralia (Junior) College and Pacific Lutheran University, then got his M.A. at Northwestern University, and completed his Ph.D. at the University of Southern California in 1970. John coordinates the basic interpersonal communication course at Washington and teaches upper-division and graduate courses. He also does research in philosophy of interpersonal communication and philosophy of qualitative research. John is married to Kris Chrey and has two children and two grandchildren.

Carole Logan has been teaching interpersonal communication at the University of San Diego since 1989. She earned a B.A. in psychology from California State University Northridge, an M.A. in speech from California State University Fresno, and a Ph.D. in speech communication from the University of Washington. In addition to her interpersonal communication classes, Carole teaches communication theory and research methods and lectures in the community on communication theory and interpersonal effectiveness. Carole is married to Bill Flowers and has three children—Sierra, Joshua, and David.

PREFACE

Together: Communicating Interpersonally is written for students in basic undergraduate interpersonal communication classes. Like other books designed for this audience, *Together* includes discussions of basic communication theory, perception, verbal and nonverbal cues, listening, self-presentation, clarity, conflict management, and communication in friendships, families, and dating relationships. Unlike most other basic interpersonal texts, *Together* integrates this material into an approach that begins with a simple but powerful definition of what makes communication "interpersonal" and an explanation of the intimate connection between the quality of your communication and the quality of your life. Then each chapter's discussion of a basic feature or skill is connected to this definition and approach. This is the primary distinctive feature of the book. The main benefit is that this text can help the basic interpersonal course become a cornerstone of the student's liberal education while still focusing primarily on developing skills to increase communication competence.

This means that *Together* can help teachers offer a basic interpersonal communication course that does more than train students to be technically proficient perceivers, listeners, and managers of self-disclosure and conflict. Virtually everyone who teaches this course has encountered the criticism that the basic interpersonal communication class focuses mainly on superficial or even manipulative techniques. *Together* responds directly to this criticism by encouraging its readers to recognize how their communication choices affect both who they are and the emerging and changing identities of the people around them. Readers are encouraged to develop a maximum amount of communication flexibility, so they can adapt sensitively and competently to different situations. But they are also urged always to remember that communication is more than just a set of instrumental skills for "winning friends and influencing people." How people communicate affects the kind of persons they become.

Like many of today's interpersonal communication theorists,[1] the au-

[1] See, e.g., Wendy Leeds-Hurwitz, *Communication in Everyday Life: A Social Interpretation* (Norwood, N.J.: Ablex, 1989); and "Forum I: Social Approaches to Interpersonal Communication," ed., Wendy Leeds-Hurwitz (articles by John Lannamann, Donal Carbaugh and Susan Hastings, Jane Jorgenson, and Arthur Bochner and Susan Ellis), *Communication Theory*, 2 (1992), 131–172.

thors develop a "social," "relational," or what Chapter 2 calls a "transactional" approach to this subject matter. The book describes and illustrates the benefits of focusing primarily on what's happening *between* people communicating, rather than on their internal states. *Together* does include discussions of important psychological topics such as emotions, needs, attributions, and other perception processes, but the emphasis throughout is on the effects of the verbal-nonverbal messages that are *negotiated* or *collaboratively* constructed in communication.

The authors have experienced this kind of collaboration while writing this edition. Since Gary D'Angelo, co-author of the first three editions of *Together,* has not been working directly with college students for several years, John Stewart wrote virtually all of the third edition alone. For the fourth edition, Carole Logan became a fully functioning member of the writing team. Carole earned her Ph.D. at the University of Washington where she came to know the second and third editions of *Together* by teaching the basic interpersonal communication course that John coordinates. Carole's graduate work and current scholarship emphasize developmental and social scientific approaches to interpersonal communication, she has 15 years of experience in the classroom, and she has been teaching since 1989 at the University of San Diego. As a result, Carole strengthens and complements the perspective developed in earlier editions in several important ways. She is familiar with both the transactional approach this book has offered since it first appeared in 1975 and current social scientific interpersonal research. This has enabled her to substantially update treatments of perception, listening, self-presentation, and relationship development in ways that are consistent with *Together*'s basic approach.

In addition, Carole brings a woman's perspective not only to the book's theory and research but also to its pedagogical tools—recall and application sections, activities and exercises, additional readings, and Instructor's Manual. Both authors believe that a book produced by a diverse team can be richer and more varied than one written by two white males of similar age. Carole also brings current, ongoing classroom experience with students different from those in John's classes. Happily, this collaboration has been as mutually stimulating and fruitful as was John's work with Gary on earlier editions.

Like earlier editions of *Together,* this one draws from a broad range of substantive literatures. Philosophers and communication theorists contribute to the basic approach. Social science research is cited to develop and support discussions of verbal and nonverbal communication, listening, self-presentation, identity management, conflict, and relationship development and decay. The chapter on clarifying ideas applies insights from rhetoric. Other chapters integrate concepts and skills from applied linguistics (e.g., Deborah Tannen) and clinical psychology (e.g., Virginia Satir). But all these ideas are translated into concepts and skills that are easily understood by first-term freshmen and are presented in a style that speaks directly to the student-reader. The language is readily accessible, and there are examples to illus-

trate every major point. The authors and many others have successfully taught these materials to beginning community college, college, and university students. Chapters of this edition have also been tested by basic course students at the University of Washington and the University of San Diego.

NEW FEATURES

Updated materials As we have mentioned, the basic approach of *Together, 4e* is consistent with the one developed in the first three editions. But approximately 65 percent of this edition is new. To a considerable degree because of Carole's involvement, every chapter has been substantially updated, clarified, and wherever possible, simplified. Throughout the book there are new ideas and new support for old ones. For example, Chapter 1 now culminates in a discussion of the importance of developing interpersonal flexibility that draws on the recent research of interpersonal scholar Barbara O'Keefe and her colleagues. The discussion of action, interaction, and transaction in Chapter 2 has been substantially simplified and clarified. There is a new, post-Maslow treatment of needs in Chapter 3 and an account of how relationships affect perception. The discussion of language has been simplified and updated, and the culminating "Language Guidelines" have been expanded. Illustrations from *The Artist's Complete Guide to Facial Expression* and recent social scientific and conversation analysis research have updated the nonverbal chapter. There are new descriptions of listening for enjoyment and listening for critical thinking to complement the treatment of dialogic listening. Concepts and skills in the old self-disclosure chapter are now discussed as self-presentation. The description of negotiating selves has been simplified, and the process is now treated as one primary way that basic interpersonal skills are applied. Two new nonlinear approaches that supplement Knapp's stage-model have been added to the chapter on relationships.

Inclusiveness and diversity We have also worked to make this edition more respectful of and applicable to, the diverse students that populate today's classes. This effort has been directed by Brooke Quigley, an instructional consultant in the Center for Instructional Development and Research at the University of Washington. Brooke is a Ph.D. in speech communication, and she works with professors and teaching assistants across the university on a variety of teaching concerns. With Brooke's assistance, we have attempted to ensure that the text is sensitive to the ways individuals are different, even though they may share much in common. We have done this in two ways. First, we have talked directly about enhancing one's relationships with others by being aware of different ways of viewing the world. In particular, we have talked about how those who wish to be successful in a changing world need to understand and respect the experiences and perceptions of those who are very different from themselves.

Second, we have tried to be aware and inclusive in the way we use language and examples throughout the text. You will notice our effort, for example, in the language guideline "Develop Inclusive and Respectful Language" in Chapter 4. We have tried to use language and examples that recognize females and males equally, that recognize the contributions of persons with disabilities, and that affirm the perspectives of gay, lesbian, and bisexual individuals. In our use of examples we have also tried to recognize the richness of experience we gain through our communication with those who are different from us in age, religious background, or cultural or ethnic background. That's why our examples of communication are experienced not just by Mary, Sam, and Dan, but also by Hooshang, Elena, Darius, Katsu, Alaysha, and Ricardo. Through these efforts, we hope to contribute to the recognition and valuing of diversity in human relationships.

Organization for skill development Another new feature is that the book has been significantly restructured. The chapters of this edition are organized into four parts:

I Interpersonal Concepts

II Verbal and Nonverbal Communicating

III The Basic Interpersonal Skills

IV Applying Interpersonal Skills

Each section begins with a brief introduction and includes two or three chapters. Although every chapter translates principles into suggestions for application, Parts III and IV focus directly on skill development. Part III highlights three basic skills, Listening, Self-Presentation, and Clarifying Ideas. Then Part IV tells how these three basic skills get applied in Negotiating Selves, Doing Conflict, and Beginning, Building, and Ending Relationships.

This structure simplifies what can sometimes appear to the student to be a bewildering array of interpersonal principles, variables, skills, and arenas for application. But we do not believe it oversimplifies the process. In Part III, students are encouraged to focus first on what they're receiving or taking in (listening), then on what they're giving out (self-presentation), and then on how their communicating is received and understood (clarifying ideas). Part IV begins with a chapter describing how these three basic skills affect the identity management process (negotiating selves) that goes on whenever anybody communicates anywhere about anything. Then a long chapter explains how the basic skills can be applied to help interpersonally manage the problems presented by conflict. The final chapter applies the basic skills to friends, family, and dating relationships. Taken as a whole, Parts III and IV lead students through an easy-to-remember, short series of steps that are developed in enough detail to fit the complexities that student readers experience every day.

Connects verbal and nonverbal Part II is also new in that it is the first effort we know of in a basic interpersonal text to apply the current research that suggests verbal and nonverbal cues are inescapably interconnected. We explain why it no longer makes good sense simply to devote separate chapters to verbal and nonverbal cues. Instead, the introduction to Part II categorizes cues in terms of this continuum or sliding scale:

Primarily Verbal --------- Mixed --------- Primarily Nonverbal

Written words are the clearest examples of primarily verbal cues. Vocal pacing, pause, loudness, pitch, and silence are mixed; and gestures, eye gaze, facial expression, touch, appearance, and space are examples of primarily nonverbal cues. As recent research is demonstrating, these kinds of cues are virtually always found together. Spoken words always include tone of voice, for example, and even written words appear in a specific type face surrounded by more or less white space. To help make this point, the introduction to Part II discusses, among other sources, an article entitled, "So You Think Gestures are Nonverbal."[2] Then, in an effort to adapt this recent research to the structure of most basic courses, we focus the first chapter of Part II on language (Primarily Verbal Cues), and the second on the forms and functions of Primarily Nonverbal and Mixed Cues.

One benefit of this approach is that, without requiring a wholesale change in the instructor's course outline, it can help students develop an understanding of these materials that is closer to the most recent verbal and nonverbal research. In addition, this feature of *Together* can encourage basic course students to avoid the tendency to attribute one meaning to a specific verbal or nonverbal cue. As a result, this approach can discourage students from oversimplifying interpersonal processes while still giving them some powerful conceptual handles and practical skills for improving their flexibility and competence.

New models of relationships The chapter on relationships has also been significantly revised. It now includes the most up-to-date and thorough basic text treatment we've found of relationship initiation, development, and decay. After discussing similarities and differences in relationships of friends, romantic partners, and family members, the chapter surveys three different accounts of how relationships change over time. The first is Mark Knapp's familiar "staircase" model describing stages of coming together and coming apart. The second grows out of work by interpersonal communication researcher Leslie Baxter and her colleagues that focuses on dialectical tension and turning points in relationships. The third is a helical model developed in communication theorist Richard Conville's 1991 book, *Relational Transi-*

[2] D. McNeill, "So You Think Gestures Are Nonverbal," *Psychological Review,* 92 (1985), 350–371.

tions.[3] Conville emphasizes how change is always occurring in relationships and shows how relationship development can be understood as a movement from one level of security through disintegration, alienation, and resynthesis to another type or level of security. Like other chapters, this one is designed to give the student some simple yet up-to-date and powerful ways of thinking about and responding to his or her communication experience.

Glossary At the end of the book there is a new Glossary that provides definitions of all the key labels and terms. Because learning a new vocabulary is part of the basic course in any discipline, this feature should be especially valuable for beginning students. Terms defined in the Glossary are printed in boldface in the text.

PLAN OF THE BOOK

As we have already explained, the three chapters of Part I introduce students to the study of interpersonal communication, explain this book's approach, and describe the perception processes that underlie all communicating. Chapter 1 begins by making a simple but powerful distinction between impersonal and interpersonal communicating. We describe features that distinguish the personal from the impersonal and then define interpersonal communication as the kind of communicating that happens when the people involved talk and listen in ways that maximize the presence of the personal. Then we respond to the question "Why study interpersonal communication?" with an explanation of the direct link between the quality of your communication and the quality of your life. We emphasize that neither impersonal nor interpersonal communication is inherently good or bad but that the most satisfied and successful communicators develop the *flexibility* to move between those two qualities as circumstances permit and require.

Chapter 2, "The Human Communication Process," shifts the focus from *interpersonal* communication to interpersonal *communication.* We make four points: (1) communication accomplishes the most basic human need—for contact; (2) the best lens to use to examine your communication is a transactional one; (3) human communication is significantly affected by its situation or setting; and (4) human communication involves a mixture of messages and metamessages. Together, Chapters 1 and 2 lay out the approach that is developed throughout the book.

Chapter 3, "Perceiving Things and People," begins with examples from a variety of cultures that illustrate how our taken-for-granted "reality" actually emerges from the ways we select, organize, and make inferences about sensory input. Then we describe attribution and impression formation processes and the impact of culture on perception. We end the chapter by ex-

[3] Richard L. Conville, *Relational Transitions: The Evolution of Personal Relationships* (New York: Praeger, 1991).

plaining how perception and communication work together as people in relationships generate positive and negative spirals.

The introduction to Part II explains how verbal and nonverbal cues are closely interconnected, especially in conversation. We introduce the primarily verbal --------- mixed --------- primarily nonverbal continuum we mentioned earlier. Then Chapter 4, "Verbal Communicating," reviews three ways people have studied language, each of which offers important insights and practical skills. Those who have studied language as a system of symbols have illustrated the practical importance of remembering that "the word is not the thing." Those who approach language as an activity emphasize how every time we speak we're also performing an action, such as greeting, interrupting, criticizing, complaining, or requesting. Those who study language as a soup show how language and perception are so closely interrelated that the limits of my language are the limits of my world. The chapter ends with six practical language guidelines including build your vocabulary, exploit the creative power of language, and develop inclusive and respectful language.

Chapter 5, "Nonverbal Communicating," outlines distinctions between primarily verbal cues on the one hand, and mixed and primarily nonverbal cues on the other. We describe and give examples of six sets of primarily nonverbal cues and four sets of mixed cues. Then we close the chapter by explaining how these cues function to identify culture, race, and gender, communicate relational metamessages, and frame primarily verbal cues.

In the introduction to Part III we explain how you can think in simple terms about the complex conglomeration of attitudes and behaviors that affect what happens when people communicate. We believe there are just three basic skills: listening, presenting yourself, and clarifying your ideas. Chapter 6 explains "Responsive Listening." We review five reasons why people often don't listen and then describe three ways to listen: for enjoyment, for critical thinking, and to connect with your conversation partner. The section on listening for critical thinking offers specific suggestions about, for example, how to organize what you hear and how to use the "So what?" question. Then the section on listening as a conversation partner or dialogic listening outlines the basic collaborative mind-set and the attitudes and skills that make up the three phases of focusing, encouraging, and sculpting mutual meanings. The entire listening chapter explains and gives examples of over twenty specific skills.

Chapter 7, Self-Presentation, comes next. It distinguishes between personal and social selves in order to clarify how who we are is built into our communicating with others. Then we tell how both social self-presentation and personal self-presentation work in communication. We use the Johari window to discuss benefits and risks of personal self-presentation and then present a detailed explanation of three attitudes—availability, flexibility, and commitment to the conversation—each of which is manifested in specific skills. Again, the chapter as a whole offers the student twenty different skills for applying important principles of self-presentation.

Chapter 8 begins by distinguishing clarifying from "being clear" and reminding the reader that one cannot be clear on her or his own. Like all other communication outcomes, clarity emerges from what happens *between* people. At the same time, individuals can promote clarity by limiting the ways others interpret what they say. We explain how to do this by making the situation work for you, adapting to your listeners, organizing what you say, illustrating your ideas, and using signposts and reminders. Like the previous two chapters, this one is made up primarily of specific skill-building suggestions and examples.

The introduction to Part IV tells why we chose negotiating selves, conflict, and relationships as the three most prominent, high-impact, and potentially troublesome arenas for *applying* the basic skills described in Part III. Chapter 9 begins by reminding the reader that each time you communicate, you are affecting your identity—yourself, who you are—and this process helps determine the quality of your life. We explain how this chapter combines and extends ideas from the listening, self-presentation, and clarifying chapters into an analysis of how people negotiate their identities. After clarifying what we mean by *negotiation* and *selves*, we describe the five negotiation choices people are continually making as they communicate. Then we show how the negotiation choices conversation partners make directly affect where their communication is on the impersonal -------- interpersonal continuum we introduced in Chapter 1. The main goal of the chapter is to explain the basic structure of interpersonal transactions and to increase students' range of negotiation choices—their communicative flexibility—so they can encourage the quality of communication that they want to experience.

Chapter 10 is called "Doing Conflict." One reviewer commented that the title unfortunately sounded like "doing lunch." We hope this is not a major problem; we chose this title to emphasize that conflict is a *process* persons engage in that is affected by the *choices* people make about how to engage in it. The chapter begins with a definition of conflict and a discussion of its real benefits. Then we distinguish among content conflict, negotiation of selves conflict, and basic values conflict. The remainder of the chapter focuses on how to cope with conflict. We emphasize the value of leveling, a conflict style taking into account one's self, the other(s), the topic, and the conflict situation. This section offers over a dozen specific skill suggestions. Then the final part of the chapter discusses more than twenty additional skills for coping with content, negotiation of selves, and basic values conflict.

The book ends with a culminating chapter on relationships, *the* primary context for interpersonal communication. The chapter begins with Aubrey Fisher's model of a relationship as an entity created by the people who make it up, and then we discuss communication in friendships, romantic relationships, and family relationships. We mention friendship networks, high and low self-monitoring in romantic relationships, and traditional, independent, and separate marriage relationships. There is an outline of six different

kinds of love, a review of Deborah Tannen's distinctions between the ways men and women express love and intimacy, and a discussion of contemporary family structures. We also review Dolores Curran's characteristics of a healthy family. Then the second half of the chapter presents the three models of relationship development we discussed earlier in this preface—Knapp's staircase model, Baxter's dialectical approach, and Conville's helical model. Like Chapters 9 and 10, this one includes many connections to topics discussed in earlier chapters, so the reader gets a sense of how all these concepts and skills fit together.

OTHER FEATURES

There are instructional objectives at the beginning of each chapter and clearly marked summaries within chapters and at the end of each chapter. These help highlight important ideas and skills and facilitate the student's review of key concepts.

We have also expanded one popular feature of the third edition, the You May Be Wondering . . . sections at the end of each chapter. Here we raise questions that have actually been asked by students working with this material. For example, the first question at the end of Chapter 2 reads, "The discussion of Action, Interaction, and Transaction sounds like a lot of jargon to me. What's the key point?" Similarly, the You May Be Wondering . . . section at the end of Chapter 7 (self-presentation) begins, "Why should I stick my neck out by disclosing what I'm really thinking and feeling? When you do that, you just let others walk all over you."

Many of the You May Be Wondering . . . questions are requests for clarification rather than challenges. For example, from Chapter 3, "You say we don't pick up everything, but we select and organize certain cues. How much of an experience do people select?" and from Chapter 6, "When I have a problem listening, it's usually because I'm thinking about something else. How can I pay more attention?" Whether challenges or inquiries, the point of these questions is to *give student readers a voice,* so they can be more than passive receivers. Each of the questions is followed by a straightforward and simple response. We have found that this format encourages readers to converse about the book's concepts and skills, and these conversations are one important place where learning happens. The You May Be Wondering sections are highlighted to encourage students not to skip over them.

Three to five boxed Recall and Application exercises or activities are also integrated into each chapter to encourage brief reviews of the major ideas. Virtually all can be done alone, so the student reader can use them to test his or her comprehension and apply his or her understanding. These boxes also highlight key concepts within chapters and encourage students to relate material to earlier chapters. As a result, these brief exercises can also

help students review chapters for examinations, papers, or other assignments.

In addition to the Recall and Application boxes, there are exercises and activities at the end of each chapter. These are classroom-tested opportunities for pairs, triads, and small groups of students to apply the chapter's concepts and skills.

Our teaching of the basic interpersonal communication course has always been enriched by several films or videotapes. Often, recently released videotapes of feature films provide excellent illustrations of, for example, conflict, negotiating selves, or relationship development. Some videotapes available from the Public Broadcasting System are also very useful. In this edition, we have expanded the Additional Resources lists at the end of each chapter to include references to many of these films and videotapes.

INSTRUCTOR'S MANUAL

A comprehensive Instructor's Manual is available to users. It is divided into six sections: (1) A new test bank of exam questions (objective, short answer, and essay type) with an answer key for the objective questions; (2) individual and group exercises designed to further augment text concepts; (3) additional resources listing books, tapes, and films that can be used as teaching tools; (4) written and oral assignments for each chapter; (5) syllabi or course outlines designed for both a ten-week and a fourteen-week course schedule (There is also a sample lesson plan to demonstrate how some concepts unique to this text may be taught.); (6) essays on two issues that challenge many teachers of interpersonal communication courses, How to Handle Grading and How to Facilitate an Instructional Discussion.

ACKNOWLEDGMENTS

Publishers don't ask authors to write the Preface until just about all the other parts of the text are finished. One reason for this practice is that by this point in the process it is obvious how many people have contributed to the final product. Although we take full responsibility for our biases and for what insurance underwriters call "errors and omissions," we want to express our thanks to the people who have influenced us most and who contributed to this edition of *Together.*

Several colleagues and friends have helped us sharpen our understanding of basic concepts and effective ways to teach them. Bob Arundale at the University of Alaska not only reviewed the manuscript for McGraw-Hill but also offered many ideas and suggestions in face-to-face and E-mail conversations. Bob played a significant role in the revision of the action-interaction-transaction discussion in Chapter 2 and the revisions of the Negotiating Selves chapter. Al Black, a colleague at Washington, and Jan Bavelas from

the University of Victoria provided the materials that shaped our discussion of verbal and nonverbal communicating. Milt Thomas of St. Olaf College deserves coauthor credit for the dialogic listening section in Chapter 6. While Kathy Hendrix was teaching from *Together 3e* during her doctoral program at Washington, she consistently provided helpful feedback and suggestions. Karen Zediker, Fengru Li, Katsu Miyahira, and Kent Nelson tested chapter drafts with their students and offered important guidance. Carole has found helpful general conversations about interpersonal theories, concepts, and examples with Mac Parks, Susan Kline, Teri Albrecht, and Karen Williams. John also continues to profit from conversations about these ideas with Walt Fisher, Sam Keltner, Susan Dyer, Alan Scult, Dale Reiger, Bob Clawson, Ken White, Mike Baker, and Karen Williams. Carole would also like to thank Larry Williamson and Cathy Joseph, whose flexibility, support, and assistance made this task much easier.

By the time a book gets to its fourth edition, its authors have usually learned the difference that an outstanding editor can make. We feel especially fortunate to have Hilary Jackson heading our editorial team at McGraw-Hill. Hilary has treated *Together 4e* as a special project. She has continually urged us to make this the best possible revision *and* has provided the resources to help. We also owe an important debt to manuscript reviewers, users and nonusers who helped us preserve what was worth saving from earlier editions and make the needed changes on this one. They include Bob Arundale, University of Alaska, Fairbanks; Dawn Braithwaite, New Mexico State University; Stephen Coffman, Eastern Montana College; Lyall Crawford, Weber State College; Jane Gooch, Southwest Missouri State University; Keith Green, Mankato State University; Charlene Handford, Louisiana State University; Patricia Olsen, Defiance College; Diane S. Reid, Indiana University, Southeast; Karen Shafer, Southern Oregon State College; and Ted Spencer, University of Texas, Austin.

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JOHN STEWART
CAROLE LOGAN

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