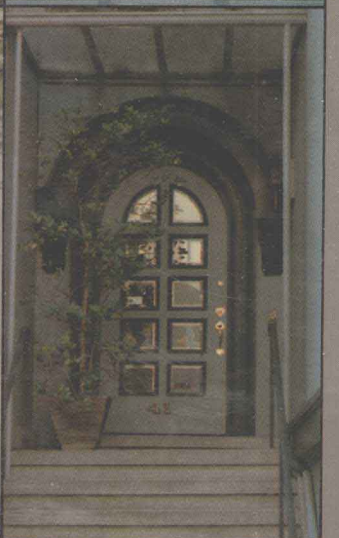
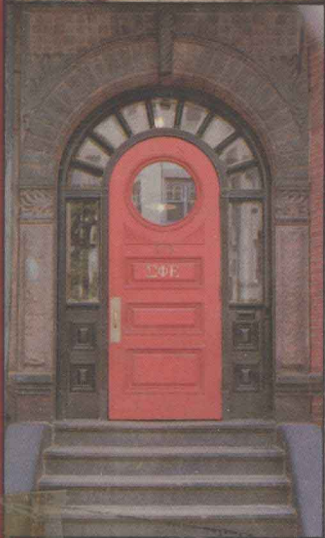
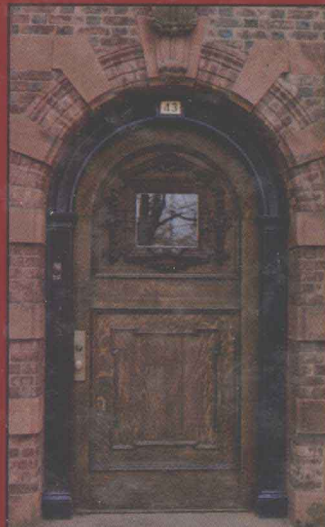


Looking Out Looking In

FIFTH EDITION



Ronald B. Adler



Neil Towne

Looking Out/Looking In

INTERPERSONAL COMMUNICATION

Fifth Edition

Ronald B. Adler

Santa Barbara City College

Neil Towne

Grossmont College

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(Credits continue following Index.)

Looking Out/Looking In



Preface

The field of Interpersonal communication is growing up, and *Looking Out/Looking In* has grown with it. A side-by-side comparison of this edition with the 1975 first edition reveals the distance the discipline has covered. Thanks to the efforts of scores of researchers in communication and other social sciences, students have a better chance than ever of communicating effectively with the important people in their lives.

Despite these changes, *Looking Out/Looking In* still contains the features that students and professors have appreciated over the years: the assumption that awareness of one's present ways of communicating and exposure to alternatives can lead to change; the strong emphasis on experiential learning through exercises and other activities; the presentation of ideas through a wide variety of readings, quotations, cartoons, photos, and poetry; and a writing style that strives to explain ideas simply without being simplistic.

Notwithstanding these familiar features, this fifth edition of *Looking Out/Looking In* contains some important changes. Most noticeably, the book is now divided into three sections: "Looking In" focuses on the internal, mostly cognitive activities that shape our communication. "Looking Out" examines the linguistic and nonverbal elements of the communication process, as well as the important topic of listening. "Looking at Relationships" discusses the dynamics of relational communication.

Since the academic calendar has not expanded to accommodate the changes in the field, the overall length of *Looking Out/Looking In* has remained roughly the same. Nonetheless, a new Chapter Nine, "Improving Interpersonal Relationships," pulls together the material on communication climate and defensiveness that was previously sprinkled throughout the book. This chapter adds to the book's clarity without increasing its length.

Every chapter has been revised to improve understanding and broaden the book's scope. For example, Chapter One now contains information on communication competence in answer to the question "What Makes an Effective Communicator?" Chapter Five offers new material on powerful and powerless language. Chapter Eight discusses the dimensions of interpersonal relationships and relational stages; it also provides a more complete and less ideological look at the subject of self-disclosure. Chapter Ten contains an expanded section on assertive communication, including material on the clear message format that formerly resided in the first chapter. This new location shows better how clear messages use the principles discussed throughout the book.

All these changes shouldn't dismay instructors who have used *Looking Out/Looking In* in the past. As always, after Chapter One the material can be covered in any order. In addition, a revised *Instructor's Manual* offers suggestions on schedules, assignments, and student evaluation. A new *Activities Manual* provides additional activities and exercises to broaden understanding and sharpen communication skills, and a *Computerized Test Bank* containing the same test items to be found in the *Instructor's Manual* is now available for use with the fifth edition.

The changes that have made *Looking Out/Looking In* a better book haven't occurred in a vacuum. We owe a large debt to the following reviewers whose

suggestions were so helpful: David E. Axon, Johnson Community College; Ruth F. Eisenberg, Pace University; Vernon Gantt, Murray State University; M. Nicholas Gilroy, Bronx Community College; Virginia Katz, University of Minnesota at Duluth; Nancy Lampen, Monroe Community College; Jim Mammarella, San Antonio College; Gerard F. McDade, Community College of Philadelphia; Patsy Meisel, Mankato State University; Ramona Parrish, Virginia Western Community College; Wesley L. Robertson, Jefferson College; and Katherine M. Stannard, Framingham State College.

We also owe a great deal to the team of professionals at Holt, Rinehart and Winston who have been models of both talent and good communication: Lucy Rosendahl, Lester A. Sheinis, Nancy Myers, and Louis Scardino. And as always, we reserve a special thank-you for our designer, Janet Bollow, whose talents have contributed so much to the effectiveness of *Looking Out/Looking In*.

RBA
NT

Introduction

Because this is a book about interpersonal communication, it seems important to begin by introducing ourselves, the authors. The word we you'll be reading in the following pages isn't just an editorial device: It refers to us, Ron Adler and Neil Towne. We both live in California, where we spend our professional lives teaching interpersonal communication. We love our work: It helps us grow, helps our students get along better, and it's fun. In fact, we often think we get as many rewards from our students as they do from us. Although we share many things in common, there are differences, too.

Ron, the younger by fifteen years, lives in Santa Barbara with his wife, Sherri, and their two daughters, Robin and Rebecca, aged thirteen and ten. Ron enjoys being a husband and a father most of the time, although he longs for more quiet moments than he can find.

Ron enjoys trees, views, old houses, traveling, food, and the company of good friends. Running and cycling help keep his body and mind healthy. Sherri describes Ron as a family man who is organized, conscientious, ambitious, and a worrier. In addition to helping to create *Looking Out/Looking In*, Ron has written three other books by himself and has coauthored three more. Besides teaching and writing, Ron helps professionals and businesspeople improve their communication.

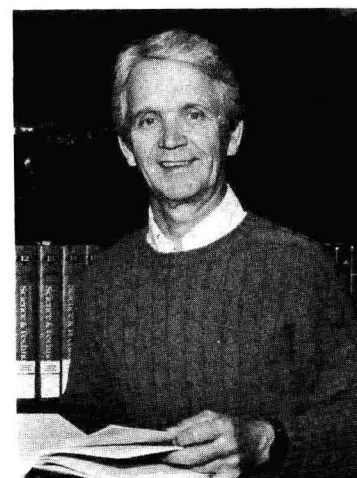
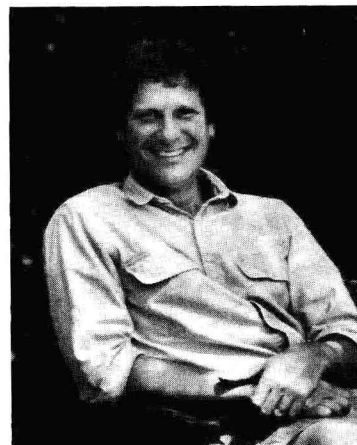
Neil has trouble believing he has taught more than a quarter century, has lived more than twice that long, and still has all his hair (gray though it may be). Despite his twenty-six years of teaching, Neil has no intention of retiring. He enjoys his work as much as ever. Recently Neil was honored by his colleagues for "commitment to excellence in the classroom, campus, and community." Knowing that his peers appreciate him as a teacher and as a person is very meaningful to Neil.


Neil's other great love is his family. Bobbi, his wife, is his best friend and number one fan. Presently she divides her time between homemaking and counseling individuals, couples, families, and school children with emotional problems. Bobbi and Neil have developed a communication course for couples, which they teach at a local college.

The Towne family includes four sons, two daughters, a son-in-law, and most recently Bobbi's mentally retarded sister, Aunt Janet. Along with the regular household members, a guest or two is usually at home with the Townes: Petra, an AFS exchange student from West Germany, children home for the weekends, visiting relatives, and friends. Life is usually busy at home: softball, applying for college, guitar playing, keeping the Baja Bug running, homework, exercising, sharing laughs and hurts, choir practice, feeding friends, remodeling the kitchen, and leaving Dad alone to struggle at his book-writing chores.

With growing families, new students and projects each semester, Ron and Neil are never without the chance to practice interpersonal skills. The challenges are great, and so are the rewards. At this time in their lives, neither Ron nor Neil would have it any other way.

Our attempt to write in a personal way is deliberate. We think of our relationship with you as a meeting of real individuals and not as a treatise by faceless authors addressed to nameless readers. We assume that in many ways,





Right now I can only hypnotize you, persuade you, make you believe that I'm right. You don't know. I'm just preaching something. You wouldn't learn from my words. Learning is discovery. There is no other means of effective learning. You can tell the child a thousand times, "The stove is hot." It doesn't help. The child has to discover it for himself. And I hope I can assist you in learning, in discovering something about yourself.

Fritz Perls,
Gestalt Therapy Verbatim

you are like the people we have taught in our own classes. So as you read on, realize we are thinking of you.

Our goal in creating *Looking Out/Looking In* is to provide a tool that will help you improve your ability to communicate with the important people in your life. In other words, our emphasis is practical rather than theoretical. Since this may be the only time you study communication in a concentrated way, we believe strongly that the book needs to do more than "talk about" the subject. We hope it will actually help you find more satisfying ways to behave. If at the end of the course you have learned only to list the rules for good listening, identify defensive behaviors, or recite definitions of communication, we'll have failed to meet our goal. The kind of results we are aiming for include relationships that run more smoothly, friendships that become more meaningful, and a newfound ability to speak up effectively when you want to.

To promote these goals, we have filled *Looking Out/Looking In* with exercises and other activities, which you'll find printed in colored type. These activities fall into two categories. Some are designed to help you recognize more clearly your present styles of communicating, so that you can explore just how well they work for you. A second type of activity is aimed at showing you alternatives to those already existing styles. These are, alternatives that research and experience have showed work well for most people, and we are convinced they will work for you . . . if you are willing to put in the energy to learn them.

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Part One

Looking In

