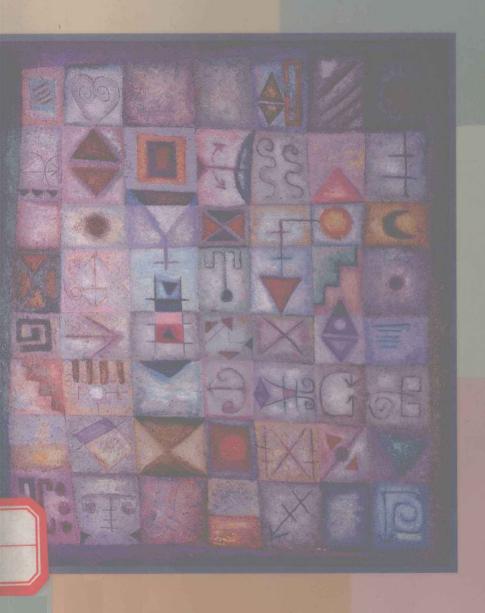
Communicating

A Social and Career Focus

Seventh Edition



Berko

Wolvin

Wolvin

COMMUNICATING

A Social and Career Focus

Seventh Edition

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PREFACE

A Message to Students

When the first edition of *Communicating: A Social and Career Focus* was published in 1977, the first paragraph of the preface read: "As you read this book, you will find that your authors are committed to the idea that effective speaking skills are crucial for all people." We went on to state that approximately 45 percent of a person's communication time is spent in listening, 30 percent in speaking, 16 percent in reading, and only 9 percent in writing. It also revealed that 50 to 80 percent of a person's workday was spent in communication, two-thirds of which was talking.

It's now twenty years later, and the premise presented way back then still holds. Recent information still informs us that the average North American spends a great deal of life in the act of communicating. The average student, for example, listens to the equivalent of a book a day and talks the equivalent of a book a week. Research demonstrates that communication skills are the most important skills a person can have for entry-level jobs and for career success alike. According to a study of employers, the major competencies required of people in the workforce are working in teams, teaching others, serving customers, leading, negotiating, and working well with people of culturally diverse backgrounds.

Though understanding the concepts and having the necessary skills in communication are generally accepted as critical to personal and professional success, only a limited number of people are competent communicators. Twenty-five percent of the nation's people cannot adequately communicate orally.⁴ Almost 63 percent of people cannot give clear oral directions.⁵ About 20 percent of the children in any given school exhibit high levels of communication anxiety in most speaking situations.⁶ It is estimated that 50 to 70 percent of people are apprehensive about speaking in public.⁷

Because of these findings regarding the limited nature of communication skills, the National Communication Association, the nation's largest organization of speech and communication professors, teachers, and professionals, recently published the document Speaking, Listening, and Media Literacy Standards for K through 12 Education.⁸ That document states, "Communication shapes our sense of self and the way we interact in our environment, from gathering and presenting information to

managing conflict." It goes on to state, "Speaking, listening, and media literacy are fundamental to the process, purpose, and influence of interpersonal relations in the family, the workplace, and one-to-one social interactions." 10

"Students must study and practice communication in order to achieve such competence; it does not come naturally." Research shows that "there was significant behavioral change due to the [communication] training." 12

This text gives you the opportunity to achieve communication competency, not only to gain an understanding of the communication process but also to improve the skills that will accompany you the rest of your life—understandings and skills that are most important to your success as a human being in relational, family, social, and career settings.

A Message to Instructors

Communication is an ever-expanding field. As new editions of basic course texts are published, the trend has been for books to get longer and longer, making it difficult to cover all the material in the period of time allotted a course. With this in mind, the authors have, for this edition, concentrated on stemming this tide. You will find this edition *concise*, *comprehensive*, and *creative*.

Conciseness The volume, though it continues to include the newest research and approaches in contemporary and emerging communication issues, is considerably shorter than the last edition. We have continued to use examples, clarifying materials, and details but have done so in a way that has allowed for a compression of materials.

Comprehensiveness In the last edition, a textual section was added to deal with contemporary issues. Although the response to that coverage was very positive, and many wanted to use all of the material, they found it too time-consuming. So rather than have a separate section on contemporary issues, such areas as freedom of speech, sexual harassment, Ebonics, and the English-Only/English-Plus movements have been addressed in the general textual materials. Instead of dealing with multiculturalism (racial, ethnic, gender, sexual orientation, and cultural similarities and differences) in a single section, it is incorporated throughout the book.

Creativity Historically, students and faculty alike have praised the writing style of the book. As has been the case with previous editions, special

attention again has been given to making this book readable, student-centered, and practical. Sidebars of enlightened and entertaining value are included. Custom-drawn cartoons that are relevant to the book have been included. The cartoonist, a nationally syndicated artist, a former student of one of the authors, not only is creative, but also knows the field of communication.

Other features new to this edition:

- * Public speaking materials have been compressed so that there are only five rather than six chapters dedicated to that topic. The new approach combines planning and presenting the message as the initial exposure to the topic. This allows the student to get an entire view of speech presentation and preparation from the initial to the culminating experience before undertaking the specifics of developing the speech.
- * The glossary of communication terms has been expanded to include all important terms in the book, not just the vocabulary terms.
- * Chapters contain updated feature boxes that illustrate the concepts developed. These features include advice, humorous examples, poetry, visual representations, and quotes from famous people.
- * Though gender communication similarities and differences are presented in many sections of the text, an in-depth rewritten section of female and male communication is presented in Chapter 6.
- * An expanded discussion of ethics and the ethics of communicating are dealt with in the initial chapter.
- * The discussion of learning/listening styles has been expanded with the addition of a revised self-study instrument.
- * Updating has been done in all subject areas, with a special emphasis in the chapter on nonverbal communication.
- * The material on relationships and their development has been reconfigured, as has been the section on participating in conversations.
- * Conflict resolution has been expanded to include not only assertive communication but also negotiation, arbitration, litigation, and mediation.
- * The material on presentation graphics has been refined.
- * New informative and persuasive speeches are presented to show each of those processes in action.

Ancillary Materials

These support materials are available to the adopters of Communicating:

- * The Handbook of Instructional Options with Test Items has been revised by Roy Berko and Joan Aitken (University of Missouri—Kansas City, and the editor of The Speech Communication Teacher). The manual contains suggested course syllabi and the rationale for each; an extended section on teaching tips; evaluation forms for speeches, interviews, and group discussions; transparencies; and activities and questions for each chapter.
- * Multicultural Activities Manual by Marlene Cohen and Susan Richardson (Prince George's Community College), which contains activities that enhance student understanding of diversity and help them develop skills for living in a multicultural society, has been rewritten.
- * Speech Outlining Software (IBM and Macintosh), a computer program especially tailored to this text, leads students through the process of outlining their own speeches. The self-directed, step-by-step program takes students through formats for each major speech design discussed in the text.
- * An audiovisual order program, which allows instructors who adopt the text to obtain free videotapes, has been developed.
- * Test-generating software (IBM and Macintosh) is available.
- * PowerPoint slides of key concepts and figures in the text will be available on the Houghton Mifflin web site.

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We are indebted to those professors who have been loyal users of this book through its first six editions and hope that you will continue to use the text and to give insightful and helpful comments for future editions.

Appreciation also is extended to our professional colleagues who read and critiqued the manuscript through its development:

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In Conclusion

Writing a book, whether it be a first or seventh edition, is a time-consuming and emotionally exhausting experience. The response to the prior editions of this text has been so overwhelmingly positive that both the publisher and the authors feel that the energy that we have put into the project has been rewarding. We hope that you agree, and that your communicative understandings and abilities are enhanced by having experienced what we present in this text.

COMMUNICATE COMPETENTLY!

R.M.B. A.D.W. D.R.W.

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