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LETTER FROM THE EDITOR

Welcome to the latest ILA publication!

Some of you are surprised, and I hope pleased with what you are seeing. Others of you are thinking that its about time we got this magazine out. I hope you, too, are pleased with what you see.

In 1995, the board voted to publish a magazine that would feature articles that were applied in nature, articles that trainers, educators, and other listening practitioners could use. Now, after much work and many delays, here is the inaugural issue of **EarPiece**. This issue is dedicated to the heroes of the listening world, the members of ILA, individuals who are truly dedicated to spreading the word about listening.

As the editor of this issue of **EarPiece**, I would like to thank the many people who helped make this magazine a reality. First of all, to Alice Ridge – Alice was on the Board when we decided to publish a magazine. Those of you who are fortunate enough to know Alice, know that she is a very creative soul. It was Alice who named the magazine. Thanks, Alice, for a truly catchy title.

Next, I would like to thank all of the authors who contributed to this issue. I think you will agree that the articles are excellent. I would particularly like to thank Mara Tapp, who agreed to let us publish an edited version of the speech she delivered in Chicago at our last meeting. Lets work to get more nationally known contributors to help us spread the word about listening.

The photographs in this issues were provided by Harvey Weiss, Dillon Parrish, and April Roth. A big thanks to them for adding these important visual elements.

Another special note of gratitude goes to the young artist who designed the sculpture featured on the cover. Read more about Dillon Parrish inside. Dillon donated his time and artistic ability to create this sculpture and has donated it to ILA.

And finally, a big thank you to all of the people who helped with the production of this magazine. April Roth has served as my editorial assistant and has spent countless hours laying out the articles and designing the look of the magazine. She had editorial help from Robert French and Molly Wahl.

I hope you enjoy the magazine. If you would like to submit an article for consideration for the next issue or if you have feedback about this issue, please contact me.

Happy Listening,
Margaret Fitch-Hauser



EARPIECE

MAGAZINE OF THE INTERNATIONAL LISTENING ASSOCIATION

EDITOR: MARGARET FITCH-HAUSER, PH.D.

EDITORIAL ASSISTANT: APRIL L. ROTH

A Note from the President

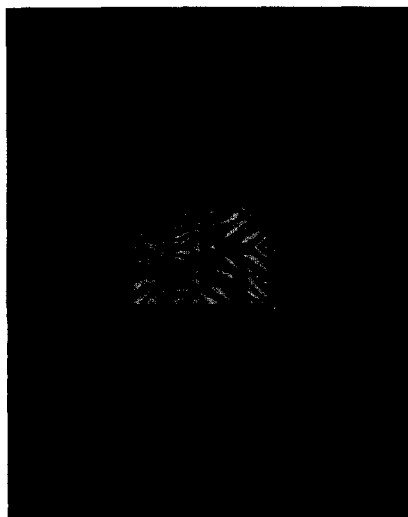
You have in your hands a delightful new publication from the International Listening Association. We have been looking for a way to meet more of the needs of our membership. Some members want a lot more information than can be put into the Listening Post. Some of our members want reading material about listening but want it in a format that is not so formal or research oriented as the material in our journal. We hope this magazine meets those needs.

As we begin this adventure, I encourage you to let me know what you think. Is this information useful to you? Does it present a positive image for ILA? As your board looks for a new editor of this publication, we will need your thoughts. Please send your comments to:

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Happy Reading



FEATURE ARTICLES

At last March's annual meeting. One of our keynote addresses was delivered by Mara Tapp. Here is an excerpt of her speech.

KEYNOTE ADDRESS TO THE 2001 ANNUAL MEETING

MARA TAPP
CHICAGO, ILLINOIS

It's getting harder and harder to listen. Partly that's because listening takes time and effort and we've convinced ourselves we lack those in this busy, high-pressure world. Partly, it's because listening is fundamentally about learning and our long American tradition of anti-intellectualism mitigates against that. After all, listening could mean that we might be forced to question our beliefs or change our minds about something – a singularly unsettling thought. But it's also because it's getting harder and harder to listen in a world that is filled with as much audio clutter as ours seems to be right now.

Just think about the noise pollution we regularly encounter. For many of us, the day starts with sound – some necessary, some ridiculous – from the abrasive clock that wakes us to the mindless chatter of the morning news, the demands of children, the conversations we have about what the day will hold. If we commute to work, the trip is filled with noise too – of the radio, of traffic, of cell-phone conversations. Even when we're in places that could offer sanctuary – our homes or cars, elevators, parks, buses, restaurants – we are assaulted by noise. And often if it's not automatic, we seek it out, turning on a television or radio for company, bringing along a tape or talking on a cell phone.

It makes it darn near impossible to listen, let alone hear.

All of these changes, it seems, conspire to make us worse listeners than we've ever been. Just think about how inept we've become even at listening in the places where we're supposed to listen – at the movies, at the theater, at a concert, in class, in the library. Even in locations devoted to single-minded concentration and listening, we whisper, we talk, we make noise.

I'm in a business where listening is critical. And I've learned some of the most important things I know by listening. What I've also learned is there are many ways to listen. There is listening for content. There is listening



for tone. There is listening for meaning. There is listening for surprise or shock. There is listening for fun. In fact, there are so many ways to listen; I can't even articulate them all.

What I'd like to do is take you on a selective listening tour – not in the way the politicians do. That's not really listening. Instead I'd like to ask you to accompany me as I revisit some of the special journalistic moments I've been fortunate to have – I believe because I was willing to stop and listen.

Let me start with one that happened some 20 years ago on a story for National Public Radio. Chicago's venerable Goodman Theatre had just started doing colorblind casting for its annual and popular production of **A Christmas Carol** and I was doing a piece on how audiences were responding. This was a controversial approach – especially since Tiny Tim was black and his parents were white. I went back and forth with my editors on how to inquire about this and finally convinced them that we just had to ask the question directly. "What do you think of the fact that Tiny Tim is black and his parents

are white?" Now this was a totally unscientific survey but I discovered... Black women loved it. White men were unsure. White women hated it.

I interviewed one woman who was the perfect embodiment of the white female reaction. She also had the perfect Minnie Mouse voice. She told me that Tiny Tim was not in keeping with the story. She cut herself off and started again: "But I mean Not historic. But I mean, Not traditional." She cut herself off several times before telling me: "I really don't have anything to say."

She had, of course, spoken volumes. I managed to convince my editors to let me use the whole 18-second clip. Listening to that was truly instructive.

There are people, by the way, who have methods of dealing with this sort of unpleasant – not to mention racist – information. Among them is Kenneth Clark, the venerable social scientist who taught me that sometimes the act of NOT listening is as important as the act of listening. This lesson is very clear in the following remarks from my interview.

"... we have improved [the situation of] a few [Blacks], and those few have joined the chorus that it's not easy to improve the conditions of other blacks. One of the things that I find fascinating is to hear blacks who, and relatively few of them, who improved their status to say 'Look at me, I did it. Can't all of the others do it?' When I hear that I turn my hearing aid off and try to get out of the room."

Let me also tell you about two stories that I'm working on now – both of which I lucked into by listening.

I'm in the midst of a profile of a German man who, because of the Holocaust and the racism he encountered when he moved to this country in the early 1940s, chose to change his name, disguise his accent and hide his history. In short, he reinvented his identity. For 50 years when people asked about his parents or childhood, he simply lied. He lived a happy, successful life but eventually he reached out for his past and has had a remarkable reconnection with many of the 100 children with whom he was in hiding for the early years of World War II. This tale spilled out when – after

interviewing him for panels on the Human Genome Project and affordable housing – I detected and inquired about his slight German accent. Now I have the honor of telling his incredible story in print.

Another profile in progress started with a remark about a year-and-a-half ago in a series I did on "The Future of Cities." One of the panelists was Chicago's own bad boy of architecture, Stanley Tigerman – a man whose brick-and-mortar work is almost as witty as the caustic critiques that make the press regularly seek him out for comment. I asked Tigerman about the school he co-founded – a fascinating place called Archeworks that combines architecture and design with social justice. He told me he started it because he was "tired of designing villas for suburban princesses." But then this headline-grabbing gadfly of Chicago architecture went on to say, it's time to give back, time to focus on the ethical and moral obligation of architecture. Now that statement is classic Tigerman: starting with the stinging rebuke that manages to insult the many paying clients for whom he has built those suburban villas – and who have financed his career – but finishing with a kicker that's all heart. The problem with such utterances is that most people are too amused or offended to get past the first half and pay attention to what comes next. I was so fascinated by what the comment's warring halves revealed about this man that I chose to explore the dichotomy of Stanley Tigerman in a Q&A for a national art magazine. Still not satisfied, I'm working on a lengthy profile for **The Chicago Reader**.

Here are some other things I learned by listening for more than two decades in journalism.

For a journalist, truly listening can mean working without a net. You have to be confident enough about hearing what's said in an interview to be able to toss your carefully prepared questions right out of the window. And that can be scary or impossible. Many broadcast journalists have questions prepared for them by their producers and these interviewers are so busy focusing on that list they can't listen. That, it seems to me, is insulting to the interviewee, not to mention the audience.

I was delighted to find that I'm in good company in this view when I recently read an interview with Ted Koppel. He mentioned two weeks at his "grim, Victorian" English boarding school in which no one but teachers talked to him. That was his punishment for boasting. The result was he "learned to listen more carefully" and he says he "can hear hints of what people are about to say earlier in a conversation than most people." He added that "A lot of interviewers don't hear what their subject is saying because they're concentrating on the next question." That is all too true. I would argue that any good journalist engages in that kind of "anticipatory listening."

But Koppel said something else that I've long advocated and taught my producers and interns. He said when people ask him the "secret of a good interview," he tells them "It's listening."

I worry about the future of listening. If I think back to its history, I would have to connect it to storytelling. That's something any journalist can relate to – the desire to hear and tell good stories. But as the audio clutter puts obstacles between us and such stories – in fact converts the meaningful spoken word into just so much soap-opera chatter – I worry that the art of listening is taking a back seat. If you think about it, I'm sure you'll notice that long stretches of listening are disappearing from the media. The pace has changed and even the narratives we used to listen to are now faster, more edited and, if they're televised, packed with endless visuals that clutter those rare, pristine moments of listening.

It's inescapable. In fact, out of curiosity, when I was preparing this speech, I searched the Internet using the key word "listening." What I found was a lot of entries for "easy listening" and a lot of how-to manuals aimed at the business world. It did not cheer me to think that listening has been quantified and relegated in that way. In fact, it terrified me. I would make the argument that listening is anything but easy. But I would also put forth that it's immensely rewarding.

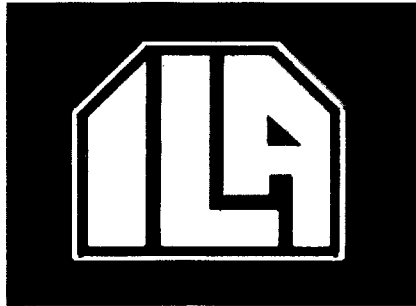
I want to reassure you that I'm not a listening Luddite. I'm not suggesting you simply convene with nature, look at the flowers and listen for the birds.

What I am suggesting is that we all try to continue to spread the good word about listening and the pleasures it provides.

I know this will be hard because listening is a selfless act in many ways and we are in a time where the focus seems always to be on the self. But I would argue that all the qualities we say are lacking from our times – community, connection, engagement, caring – can be returned by a renaissance of listening.

I sense I am preaching to the choir here when I say that we must continue to fight the good fight and convert people back to the act of listening – both to learn and to advance ourselves, let alone our various communities. So. Let's all continue to work on creating that renaissance for listening.

(Find Mara Tapp's biography on pg. 26)



LISTENING TO AN ALZHEIMER'S DISEASE VICTIM

*WILLIAM E. ARNOLD
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Picture a bright sunny afternoon where the temperature is 110 outside. You are sitting with Sarah who turns to you and says "I have to shovel the snow before it gets too deep for me." How do you respond?

- You are crazy, any fool can see it is summer.
- You are a patient at Scottsdale Village Square and it is a summer day.
- Sounds like you have a lot to do, could we just talk for a minute longer before you go?

If we did not know that Sarah was a dementia patient, we might pick the first response. Not only is Sarah a dementia patient, she suffers from Alzheimer's disease. This disease impacts more than four million Americans. Nineteen million Americans have a family member with the disease. The Alzheimer's Association predicts that 14 million will have the disease by the middle of this century unless we find a cure (Alzheimer's Association 1992). If you add the international dimension, we are talking about 1.5% of the world's population with Alzheimer's disease. That means about 87 million of the world's inhabitants have the disease.

One in ten have the disease over the age of 65. By the time one reaches 85, that percentage increases to 50%. A person with the disease can live from three to twenty years from the onset of symptoms. The disease costs society approximately \$100 billion a year. Finally seven of ten patients with the disease live at home and are cared for by family and friends.

Who are the Alzheimer's patients and how do they differ from other dementia patients? We know that Alzheimer's is found in people in their mid- forties. There are several models that will help you understand how the disease progresses. The Alzheimer's Association uses a seven stage model to define the disease. We will use a simple three stage model for this paper. The model looks like this:

Stage One—the individual knows that something is wrong but those around him/her are not aware.

"The first time it happened I dismissed it as a sign of growing older. I waited for the light to turn green. When it did, I was not sure whether I wanted to turn right or go straight ahead. I turned into the parking lot to collect my thoughts. Right, I was on my way to Al's barber shop for the biweekly trim."

Stage Two—the individual and those around know that something is wrong.

"In late April, I woke up, did the usual and got ready for work. My wife reminded me that it was Saturday and I always played golf on Saturday. I said, of course, and changed immediately to

head for the course. It was too late, I could no longer cover my loss with an excuse of stress or old age. She knew something was going on and wanted to talk about it."

Stage Three—the patient is no longer aware (as best we can tell) but those around know.

"He was standing by the door waiting for his wife to return. She said that he would pick him up after the trip to the store. What he did not remember was that his wife died several years before and he was now at a care facility. He was no longer living in the present."

As stated earlier: these three stages can take years to materialize. For the purpose of this discussion, we are interested in how we listen to that patient in all three stages.

How does Alzheimer's disease differ from simple the dementia? We all worry as we age that we will suffer from Alzheimer's. As we age, we begin to suffer from short term memory loss. We make lists of things we need at the store. We rely on to-do lists to help us. We are able to use the long term memory quite well. We could look at a picture of our high school graduation and name our friends. For the Alzheimer's patient the short term memory and long term memory are impacted. The Alzheimer's patient might look at the picture and believe that it was just taken. They do not remember the past, they live or relive it.

Perhaps a clear way to understand the Alzheimer's patient is to picture one of those 100 disk CD players. For the Alzheimer's patient, their life is stores on those CDs and the player is randomly selecting cuts of their previous life for random amounts of time. Since we cannot determine where the patient is in time and may not know what they are reliving, we can only assume randomness. From some research we are currently conducting, we hope to determine if the patient relives specific points in time. We are interviewing family members to gather data that might help us communicate with the Alzheimer's patient when s/ he goes into the past. They may in fact relive certain key points in their lives that were either very positive or very negative. From some of our early

research, we found that after ten minutes of conversation with patients some of them would return to a particular event in their life such as losing a job or a loss of a family member. We hope to have more on this aspect of the Alzheimer's patient in the next few years.

Another characteristic of the Alzheimer's patient is the increase in ambiguity of language as the disease progresses. Recently, the results of research with nuns confirmed our findings. In this research by Snowden and others, they found that autobiographies written by the sisters 60 years earlier provided insight to Alzheimer's disease. When comparing the writing of those sisters that died with Alzheimer's and those that did not have Alzheimer's, the results were revealing. Those with the disease wrote stories that were simplistic and had poorer writing skills. This research suggests that those with early language problems may be more prone to the disease. The researchers gave the examples of two nuns, one with Alzheimer's and one without it. "I prefer teaching music to any other profession." "Now I am wandering about in 'Dove's Lane' waiting yet only three more weeks, to follow in the footprints of my Spouse, bound to Him by the Holy Vows of Poverty, Chastity and Obedience." Although we have no early written samples to compare, we have found that the Alzheimer's verbal communication becomes more ambiguous and less complex over time.

Why should we listen?

On one level we really do not have to listen to the Alzheimer's patient. We can put them in a nursing home and turn on a television set or keep them supplied with sleeping pills. On another level, that person may be a parent, a spouse or a close friend so we want to listen and communicate as best we can under the circumstances. We cannot make the patient better, we can only make it better for the patient. We can help them communicate when they are in our point of time and help them move through the other points of time when they go back into them. To be a better listener we need to have some basics of how to listen.

How to listen

On the verbal dimension of listening we need to understand three critical aspects of listening. In Arnold (1994), the concept of red, yellow, and green listening are described. Using Carkhuff's five levels of therapeutic listening, focus is placed on the first three. Briefly, a red listening response is no response to the person. If you have ever walked through some of the bad care facilities you have seen a lot of red listening from the staff. Patients sit in chair in the halls asking for food, drinks or just attention, only to be ignored by the staff.

A yellow listening response is what we describe as a yes but response. In the film, *Driving Miss Daisy*, Jessica Tandy wakes up one morning and thinks that she has to correct some papers for her third grade class not remembering that she had been retired for many years. Her driver gives her a yellow listening response by saying that she was retired and there were no papers to grade. Yes, Miss Daisy, but you are retired.

Finally, a green listening response is what we are recommending with the Alzheimer's patient. When one patient to come into a room to chat, she said that she did not see why she needed to have her eyes checked so soon. She said they were just checked. I gave her a green response by saying that we like to recheck our test to be sure that we are right. By the time we got to the room, she was no longer thinking she was at the eye examination but wanted to leave because her husband was coming for her. Recognizing that a conversation was not possible, I told her I would take her out so she could wait. She soon joined the bingo game and no longer was waiting for her husband. Clearly a green response may be hard to give since you may have no idea what the patient is thinking or talking about. We will offer more on this point in the next section.

For a long time caregivers relied on the yellow response to try to bring the Alzheimer's patient back to reality and today. There is a growing awareness that the patient cannot live in today's time. Truman may be the person that a given Alzheimer's patient thinks is the President. Who is George Bush? In our earlier research we found patients

who became visibly angry when someone tried to change their point in time to the present. Sarah was wanting to shovel snow even though in reality it was summer. She would have been upset if you told her the truth.

A second way to look at listening with the Alzheimer's patient is in terms of your verbal response to them. We suggest that there are four possible verbal responses that you can make to someone. First, you can respond on the same subject. That is what you would do with a green listening response. If I say that it is a great day and the weather is perfect, you could respond that it is a beautiful day. You could take it off on a tangent by saying it would be a great day for a picnic or to fly a kite. If you responded by saying what is for supper, you are taking the conversation in a different direction. A tangent or different response reflects yellow and red listening as described earlier. The final verbal response is what we call minimal. It consists of yeah, OK, sure, and some other sound. It could be a green response if we are not really sure what the person is talking about. It could be red with the right intonation.

We are recommending the same listening responses when dealing with Alzheimer's patients. Tangent or different listening responses only heighten their confusion. Most people can follow a shift in a conversation but the Alzheimer's patient cannot. This leads to the final set of conditions for how to listen—the nonverbal.

The most important nonverbal condition is the reference to time. As we said in the beginning, the Alzheimer's patient lives in a different time frame. To effectively listen to them, we have to try to determine their point in time, recognizing that it could change several times in a conversation. In fact we suspect that as the disease progresses, the time frames get shorter and change more often. This makes it hard for you as a listener since you have to try to stick with them.

Another nonverbal listening condition is to recognize that the Alzheimer's patient may see people and places differently. Another patient in a facility may be introduced by your mother as her husband because there is something about that person that reminds your

mother of your dad. Further research should be done to determine what characteristics are used to produce this recognition. The same nonverbal condition exists with the environment. It is no longer a nursing home, but a doctor's office that the patient sees. As a listener, you are to guide the patient through these conditions, knowing that they could change in a given moment.

What can we do to make it better for the Alzheimer's Patient?

As suggested above, you really must make a special effort to listening as careful as you can to the Alzheimer's patient. I would like to offer some other suggestions based on our research with these patients. First, try to communicate and listen in their point in time. This is easier to say than do. When I approached a patient to tape a conversation she said that she had just had her eyes checked so she did not see why we had to do it again. In her point in time, I was an optician preparing to give her a check up. I told her that we like to make sure that we were right and asked her to humor me. As we walked toward the interview room, the time reference changed and we taped our conversation. I did not try to tell her that she was in a different point in time.

Second, it is best not to try to correct the patient if they are "confused" over a fact, date, or even where they are. In their reality, they are not confused and we would be trying to change their reality by correcting them. To do so, creates frustration and even hostility. As a corollary, don't be concerned about current events. It may matter to you what the day is and you know who the President is. For the Alzheimer's patient it could be anyday, and FDR is the President. Current events for the Alzheimer's patient is what is playing in his/her reality at that moment.

Fourth, watch your nonverbal communication behaviors. Try to avoid showing your confusion over the conversation. You may have no idea what the patient is talking about, so try to show positive nonverbal cues. Be prepared for silence. For most of us, we like to fill silence with talk. Allow the silence for the Alzheimer's patient to collect thoughts or change the point in time. As the disease progresses you will have to rely more and more on

nonverbal communication as the verbal skill diminishes and the vocabulary lessens. Touch and reassurance can replace the words.

Since, conversations may repeat themselves, it is a good idea to keep a log of the things that you talk about. Keeping a brief history of the person is useful because they will relive events that caregivers have not experienced. One patient kept reliving her time in the military during WWII. We had no family history to carry on a conversation with her. We resorted to empathic listening responses, like "tell me more," or "that is interesting."

Finally, read up on the disease so that you can distinguish between Alzheimer's disease and Parkinson or other forms of dementia. They impact people differently. There is a difference between reliving the past and reminiscing about it. We all reminisce but only the Alzheimer's patient is reliving it again and again.

In the final analysis, we do not have a cure for Alzheimer's disease or even a way to prevent it. While we cannot make the patient better, we can make it better for the patient and his/her family.

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GIVE THE GIFT OF LISTENING

PETE DELISSER
RESPONSIBLE COMMUNICATIONS

Some years ago a human resource executive requested a two hour session with me to evaluate my possible use to coach her president in listening skills. Within thirty minutes I asked her, "Did you ever take a skill course in listening?" Her response was "no." "Well, you demonstrate all the fundamentals. How did you learn to listen?" Her reply, "I guess my mother. She always was available to listen to my problems and help me figure out what I wanted to do." Her mother had given her the gift of listening.

A different example of learned listening skills was demonstrated by a high potential manager who was referred to me because "when presenting to senior managers, he waffled and appeared unconfident, particularly when answering questions." The reason he gave for his approach was he was trying to anticipate what answers they wanted. His repeated experiences with authority, at home and throughout grade school, junior and senior high school, was to be punished for giving what authority perceived to be the wrong answers. We practiced listening drills, which enabled him to answer questions directly and concisely, to clarify unclear questions laden with self-interest, to reduce strong emotions before responding. In our last session he joyously described a meeting with senior managers in which he answered all questions directly. "Not only did I get to cover all the information I needed to present by answering their questions. I looked smart doing it." Listening may have turned around a career and solved a lifetime problem.

This kind of focused listening, when under stress, is nothing new. The conductor of a symphony orchestra can focus on the specific notes of the cello in the midst of the concert. A mother can hear a young baby cry and know instantly the cry is one of joy or pain. The great professional quarterbacks like Joe Montana can screen out the noise and impending crash of a 300-pound linemen about to hit them to stay focused on a pass receiver 30 yards down field.

Michael Levine in his book The Listening Self describes these kinds of listening. "This listening is a concentrated attention, silent, patient, willing to take time to listen carefully. It is a listening which requires discipline, to avoid being distracted, to stay with a sound long enough to achieve a real familiarity, a certain intimacy."

This listening-to is a gift we can give people. Defined in a dictionary a gift is "something given voluntarily, without payment in return, as to honor a person or provide assistance, a present."

I gave this gift to my granddaughter when I watch her head drop, her lip start to tremble and her eyes fill with sadness. Her mother had just refused to let her do something she wanted and did so in an intense, upset tone of voice. I said to my granddaughter in a sad tone of voice, "you look sad." Without looking up, she nodded her head. "It really hurts when your mother yells at you." Again her head bobbed up and down. Then I said "What can you do that would be fun." Her head snapped up, a creative thought flashed in her eyes, a smile broke across her face and she said "I'll go watch Barney."

In seconds, her focus changed from past events to future possibilities. In seconds, she solved her own problem. In seconds, listening helped her be open to change. Why is it people so infrequently give us this gift, this gift that has the power to help us learn, to open us to change. They don't give it to us because "It requires a very artful and complete modification of attitude in order to hear a pure noise" (Heidegger).

One modification of attitude is our concept of time. As Stephen Covey says, "People do not listen with intent to understand. They listen with the intent to reply." We listen then in linear and irreversible time. We urgently need to move forward. We respond to what someone said intent on the next step. Walter Benjamin made a revolutionary distinction of what real listening is. "Listening is when time past is recalled." Statements like: "You look sad," "It really hurts when your mother yells at you" combine the past with the moment; they have no anticipation of the future, no urgency to get on with the conversation. It is a moment when time stops long enough for us to hear

ourselves, to sigh with a sense of freedom, to think "Thank God someone heard me."

Another modification of attitude is to recognize listening as a demonstration of character. It is a moral struggle to become one who listens for the truth. Why would a high potential manager want to listen if he expected his answers to only bring punishment. As Carl Rogers said, "The risk of being changed is one of the most frightening prospects most of us face." Moral people like this manager are courageous listeners, willing to consider alternatives, alternatives which are *the truth* and possibly not to their liking.

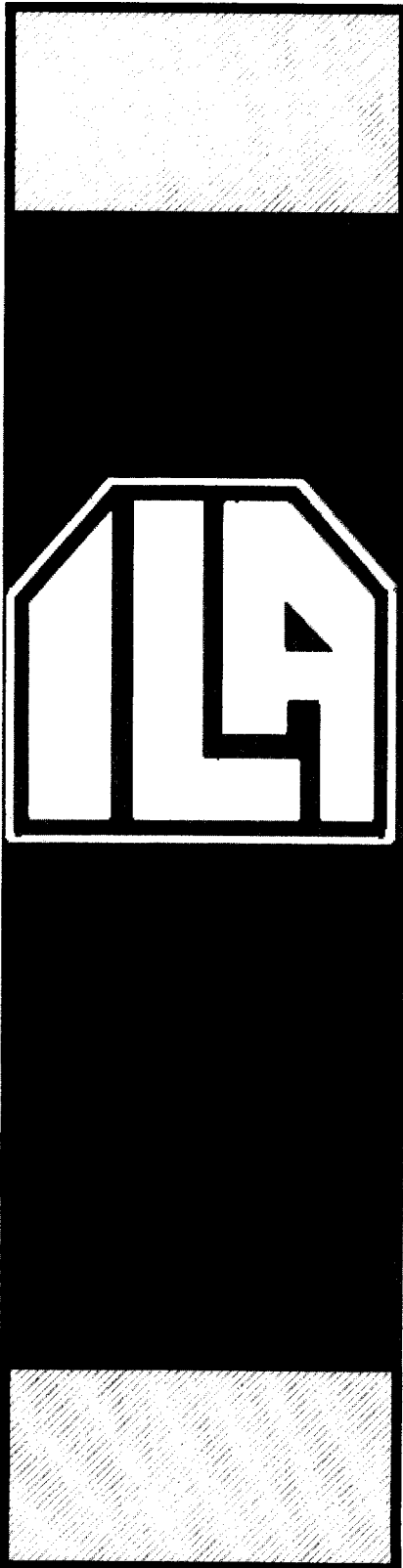
Most of us were never given this gift of listening. We learned listening the "old fashioned way," by being not listened to. We know what it feels like to be interrupted repeatedly in the middle of a sentence, to be told that children are to be seen and not heard. This lack of listening taught us the need to talk through, over and around people so we can be heard. It is not surprising that 75% of executives have been trained in speaking skills while only 5% have taken a skill course in listening. Our business experience is "whoever draws the first breath is declared the listener." However the tide has turned. Global competition is forcing us into teams. Managers spend well over 50% of their time in meetings "listening for new ideas, listening to make new changes." The problem is very few hear anything new or make new changes because they don't know how to listen to *the truth*.

Peter Senge in his book The Fifth Discipline states that "Leadership shows up when no one in the room knows who has the authority." That requires skilled listening. He also says that leaders who "use their power can not have creative conversations." That's because the use of power focuses people on protecting themselves, not creating new ideas - unless they know how to listen.

Jon Katzenbach in The Wisdom Of Teams says that high performance teams are rare because along with a high performance standard, they require team members to have a "high degree of personal commitment to each other" That's difficult without the gift of listening.

Listening is the perfect gift for the person who has never been listened to. We know every child loves it. We know it helps managers keep their careers on track.

What will it do for you?



LISTENING IS LETHAL: WHAT DO LISTENERS, LEMMINGS, AND BLACK WIDOW SPIDERS HAVE IN COMMON?

KITTIE WATSON, PH.D.
AND
LARRY BARKER, PH.D.
INNOLECT INC.

Scene 1

It's almost dusk and the sky is glowing with purple hues. The weathered white cliffs in the distance are silhouetted by the setting sun. Below the cliffs lie jagged rocks, which seem to spill into the sea. In the distance, moving awkwardly, but deliberately forward, is a group of small rodent-like creatures. They appear to be following the leader, almost as if they are playing the children's game of the same name. The creatures, steadfast in their march, approach the cliff and vault over the edge into the sea, one after the other. The dull thud of their bodies meeting the rocks below pierces the silence of the evening. These creatures are lemmings. You may have read about them.

Scene 2

The moon rises now. A spider web hangs from a low oak branch. On closer observation two spiders, black with a red hourglass marking on the underside, appear to be dancing near the web. The dance increases in intensity and at the height of ecstasy the two insects become one. The beauty of this magnificent dance in nature is shattered as the female turns and brutally attacks the male, leaving him lifeless. The black widow spider has completed her mating.

These two scenes describe two of nature's strongest paradoxes. The paradox of lemmings is one of self-destruction. The explanation for this paradox remains a mystery to scientists, even after years of observation and study. The black widow spider paradox is one of being destructive to others. The black widow takes the phrase "you always hurt the one you love" literally.

Compared to lemmings and black widow spiders, listeners represent an even greater paradox. At different times ineffective listeners behave like both lemmings and black-widow spiders.

They can be both self-destructive and destructive to others, even those they may love.

Listening is a Lethal Weapon

How can a poor listener behave like a lemming? In one case ineffective listening caused a fiery death. A power plant worker was warned orally not to use an elevator because a fire had broken out five stories above. The worker did not listen, entered the elevator, and was burned to death when the elevator shaft exploded. Ineffective listeners can also behave like black widow spiders. In another incident, an airline pilot killed her crew and passengers when she misinterpreted instructions to detour around an active runway while taxiing at the Los Angeles International Airport. The error led to a two-plane runway crash that caused numerous deaths and permanent injuries. The primary cause of casualty in both of these cases was identified as human listening error.

Fortunately, the results of most listening errors are less disastrous than the ones we discussed. Some listening failures only cause embarrassment, such as when you can't remember a new acquaintance's name seconds after being introduced. Other listening errors cause minor inconvenience, such as missing a doctor's appointment or arriving at a friend's house for dinner on the wrong night. Whether the errors are life-threatening or annoying, ineffective listening can damage family relationships, derail business negotiations, and disintegrate international ventures. While understanding the paradoxes of lemmings and black widow spiders remains puzzling, we are beginning to make some headway in understanding the paradoxes related to ineffective listening.

The Greatest Listening Paradox

Perhaps the greatest listening paradox is that most of us admit we often don't listen effectively and we have done little about it. This is especially paradoxical when we consider how much time, money, and energy we spend to improve other aspects of our lives. It is as if listening has little or no real value. Yet, when people are asked how important listening is to maintaining personal and professional relationships, they claim it is a critical skill.

Think for a moment about the skills you have worked to improve. The list might include golf swings, tennis strokes, fishing casts, bridge strategies, cycling, swimming, sailing, and a host of other activities we've made priorities. Somehow the skill of listening never got to the top of our lists. Yet if we were to compare the potential impact of effective listening with any item on our lists (such as a refined golf swing), there would be no contest. Listening is the one skill that has a chance to improve our relationships, health, wealth and happiness more than any other.

Other Listening Paradoxes

Consider how paradoxical it is that few people have worked to improve their listening skills, even when realizing they are ineffective. Yet, by reading this article, you seem to be ready to overcome this one. However, there are other listening paradoxes that are just as puzzling. The four that affect our day-to-day relationships include:

The Do You Love Me Paradox? When people are asked who they value most, their families or jobs, most say their families. It is ironic, therefore, that people give more listening energy to their work associates than to their loved ones. After a typical day on the job, few workers have quality energy saved for their families and friends. Think of a typical workday. Do you recall spending considerable energy listening carefully to peers, clients and bosses, only to arrive home after work exhausted and too tired to listen patiently to your significant other, spouse or children? You are not alone!

The Oops, Sorry About That Paradox. Because listening is an internal process, it is difficult to really know whether or not our messages are getting through. Most of us operate on the belief that others have understood us until something goes wrong. This explains why the most costly airline accidents have been attributed to listening mistakes. But even in our daily activities we fall victim to costly listening errors that go undetected until after the fact. Think back--can you recall a listening error you witnessed within the past week, which caused discomfort, embarrassment, pain or financial loss?

The Accident Waiting to Happen Paradox. Listening is the communication skill we use the most, but it is one in which we have received little or no training. Most of us learned to listen by accident. One reason for the oversight has been the assumption that if we can hear, we can also listen. If a newborn can hear, parents assume that their infant will also be able to listen. Unfortunately, the ability to hear does not guarantee the ability to listen. In reality, listening habits are developed early in life without specific training. We learn listening habits from parents, teachers and significant others. Some of these early "models" may be effective. Others may serve as negative learning influences. How would you evaluate the listening role models you had as a child?

The Seeing Is Not Believing Paradox. We've all had to prove to someone that we can do more than one thing at a time. Especially with listening, others seem to question whether or not we can truly listen while doing something else. Some people believe that it doesn't matter whether or not they look like they are listening as long as they understand what the speaker is saying. In large groups, where speakers cannot make direct eye contact with individual listeners, this assumption might be true. However, in most situations the success of listening is not measured solely in terms of comprehension, but in terms of how connected we feel with another person. To get credit for listening we need to show it. Do your listening behaviors show others that you are really paying attention?

These paradoxes about listening represent the status-quo. They do not have to represent the future. Our challenge is first to understand the listening process, paradoxes and all. Although we're primarily concerned here with listening, the interaction between speaker and listener can not be ignored. Sometimes we create problems by trying to put listeners and speakers in separate "boxes."

Tips:

1. Get control of your environment.
 - Turn off the phone and/or TV
 - Close the drapes.
 2. Demonstrate that you are listening.
 - use eye contact.
 3. Conserve your listening energy
 - be willing to say you're too tired or distracted to listen/assess energy you have available to listen.
 4. Know when to speak and when to be silent.
 5. Don't be controlled by other's negative reactions.
-
-

NOW THAT YOU HAVE LISTENED: HOW SHOULD YOU RESPOND?

**MICHAEL GILBERT,
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Communication occurs when the listener understands the speaker in way the speaker wants to be understood (Johnson, 1993). The other side, miscommunication, is that we do not communicate when the listener does not accept the offer or channel of communication (Kahler, 1988).

Responding is the capstone communication (Steil, Barker, & Watson, 1983; Brownell, 1988; and Barker, 1971). Understanding the message and processing it to a response complete the communication event. In responding, the listener becomes the speaker and vice versa. However, matching the response to the needs and perceptions of others is crucial for communication to occur.

An example of processing the message and responding appropriately is found

in the Process Communication Model (1982). It begins with six basic personality types:

- Believers are observant, being alone or conscientious, and preoccupied with a task. They have strong opinions about how a job should be done.

- Doers are resourceful, adaptable, and charming; they can move from situation to situation. They need immediate rewards and prefer exciting, stimulating situations. They learn by doing, not by feeling or thinking.

- Dreamers are imaginative, reflective, and directable; they usually are passive and are absorbed with their own thoughts. They seldom initiate conversations and may start withdrawing when there is too much activity around them.

- Feelers are warm, compassionate, and sensitive; they like conversation and group-oriented activities. They show their emotions and like to be appreciated. Feelings, instead of logic and thinking, are their forte.

- Funsters are spontaneous, creative, and playful; they react with likes, dislikes, and high energy. They need fun, attention, and active involvement. They prefer stimulating environments and like active people.

- Thinkers are responsible, logical, and organized; they think before they feel and rely upon facts and data.

Each of us has aspects of each personality type in a specific sequence of strength. The strongest type is one's base—likened to the foundation of a six-story condominium; each successive floor upward shows less strength in a person's sequence. To determine what the sequence is, individuals complete a valid and reliable preference survey. The results of the survey are translated into profiles that tell individuals what their base personality and personality sequence are, how to energize themselves, how others might interact with them best on a daily, weekly and monthly schedule, as well as how they, themselves, can arrange to get their specific psychological needs met, and how to monitor their own distress signals and take appropriate, positive action.

Kahler (1982) identified the following perceptions for his six personality types:
Believers—opinions;
Doers—actions.
Dreamers—inactions;

Feelers—emotions;
Funsters—reactions (likes and dislikes); and
Thinkers—thoughts.

Even if you do not know what people's preferences are, their responses will give you meaningful clues into what their channels and perceptions are. Communicating with these personality types is done through five channels (Kahler, 1982), identifiable by specific words, tones, gestures and postures: or commands aimed at the senses (touch, smell, taste, hearing, or sight).

Channel One (Interventive) offers directives, imperatives, or commands aimed at the senses (touch, smell, taste, hearing, or sight). The Interventive Channel is very useful when people are getting "out of control;" it helps them regain their composure and is useful in emergencies: "Stop! Take a breath! Look at me!"

Channel Two (Directive) offers a command, imperative, or directive, and another person accepts this offers from a clear thinking part, responding crisply as a computer would in taking the command: "Make five copies of that letter and put them on my desk this afternoon!" (For some this may seem too direct, but it does work for those who prefer this channel. Adding "please" may help those who are more feeling-oriented.)

Channel Three (Requestive) involves the exchange of information, clearly and crisply: "Will you make five copies of that letter and put them on my desk this afternoon?"

Channel Four (Nurturative) offers from the warm, nurturing, caring, sensitive parent, inviting someone else to feel cared for: "Your smile and gentle manner works well when you greet people who come into the office. I would appreciate your making five copies of that letter and putting them on my desk this afternoon. Thank you!"

Channel Five (Emotive) involves an exchange from the playful parts of each person; it helps people stay excited, creating a non-threatening fun and child-like atmosphere: "Wow! What a clever way to approach that project! This letter...five copies...my desk...this afternoon. OK?" (This channel is very

difficult for those who have little Funster energy to access, but that will change with practice.)

Most communication will occur using Channels 2-5, with Channel One being reserved for emergencies or special situations. Each personality type has preferences for which channel will be most appropriate. Dreamers are directable and Doers like action (the "bottom line"); hence, the Directive Channel Two is preferred. Thinkers and Believers are work-oriented; they prefer the Requestive Channel Three. Feelers want to feel first; they prefer the Nurturative Channel Four. And Funsters are driven by likes and dislikes; they communicate first through the Emotive Channel Five. We tend to offer our own preferred personality base channel and accompanying view of the world (perception) to others. For example, if I want to communicate and I am a Thinker, much of what I say will be couched in terms of ideas and thoughts. If I say, "Do you think that is a good idea?" then I have used a Requestive Channel and advertised my perceptual bias of the world— thoughts. If I am addressing Feeler, however, I have missed his/her channel and perception. This will be evidenced by a response such as "I feel good about it."

Responses from the other types might be:

- "I believe it is a good idea," for Believers;
- "I like it," for Funsters;
- "It's okay," for Dreamers; and
- "Okay! Go for it!" for Doers.

In organizational settings, criticism of performance is often tense. If supervisors know the proper channel for communicating with their employees, they can assist with understanding the message and encouraging the desired behavior. For example, telling a Reactor that the proposed project is not appropriate for the organization at this time might begin with, "I am really glad that you are a member of our team. I have enjoyed working with you." This allows the Reactor to receive the message in his/her strongest channel and perception before, "I am sorry that we will not be able to consider your project at this time." A Workaholic supervisor who would, by nature, give only the rationale (logic), but the introductory (nurturing) statement would reinforce the relationship with a

valuable people person, who will hear the rest of the content through the Nurturative Channel. Hence, communication will occur—the receiver accepting the channel and understanding the message. Attempting to force individuals to accept your channel and bias, that are not theirs, will result in misunderstanding and only foster miscommunication.

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About ILA

THE HEARING AID PROMOTION

HARVEY WEISSE

If you can't physically hear, you can't listen to the aural world. Hearing impairment is a severe limitation to overcome. Learning is so much more difficult without it. We have a legitimate concern when we try to help others hear better which has the potential to change their lives for the better.

Our goal is to provide hearing aids for those who cannot hear. Three companies are working with us in this promotion: Harrington Management Services, who manages the Hear Now Foundation. The people at Harrington's are following up on the work we have done with Mark McCarthy of Starkey, and the Hear Now Foundation.

Dr. Robert Walker, Professor Emeritus from Northeastern Illinois University in the Chicago area, contacted organizations and audiologists to recommend kids or adults who could benefit from this program. They have the forms to be filled out by the individuals and their audiologists, and now all we have to do is wait for applicants who will need to get qualified

We need your financial support to purchase these hearing aids at cost (\$60 for both ears, \$30 for one side). Our hope is that 100 people will donate \$10, or 20 people "Adopt" at \$50, or a combination of both. We have always been known as helpers and givers, and this project gives us another opportunity to rise to the occasion.

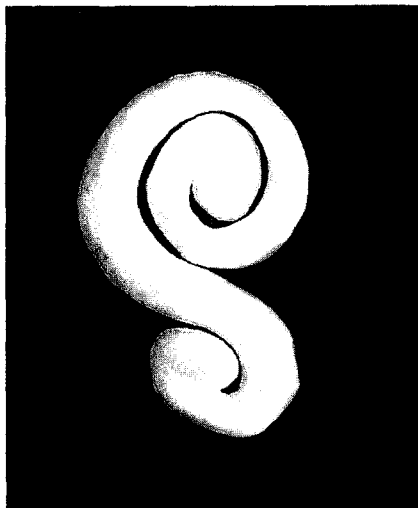
A STROLL DOWN MEMORY LANE: A HISTORIC LOOK AT ILA

SARAH KIRCHOFF,
M.A. CANDIDATE
AND
MARGARET FITCH-HAUSER,
PH.D.
AUBURN UNIVERSITY

In his 1982 President's Perspective, Dr. Lyman K. (Manny) Steil attempted to predict the growth of the International Listening Association (ILA) by applying geometric progression to previous recorded attendants. He proposed, "By the year 2000, our Annual Convention will have 56,623,104 paid registrants" (Steil, 1982). Although this seems like a absurdly optimistic prediction by Steil, it does represent the anticipation, excitement, and optimistic foresight that brought the founders of ILA together for the advancement of listening. Thanks to the optimism and dedication of the members of ILA, this organization has grown from a small self contained organization to one that is focused on member services, world outreach and creation of knowledge about listening.

The idea of forming the ILA began at the State of the Art of Listening Symposium which was held August 23 and 24, 1979 at the University of Minnesota. According to a summary of the First State of the Art of Listening Symposium circulated by Steil, who was the host of the event, the session welcomed 25 attendees from 8 states with diverse backgrounds ranging from elementary teacher to business and industry consultants.

At this symposium, there was extensive discussion of the need to and method of developing a listening network. Unanimous agreement of the need for a listening network led to the birth of the International Listening Association (Steil, 1979a). The established general purpose of the ILA was "To promote the study and development of effective listening" (Steil, 1979a). Steil was elected



President Pro-Tem and with the help of others, began the growth of the ILA.

The first order of business for the new organization was to construct a constitution. Dr. William M. Gering at Indiana University at South Bend constructed the first draft of the ILA constitution. He modeled the constitution and bylaws of the ILA after the constitution and bylaws of the International Reading Association. Gering's draft went through several revisions, with the final one being done by the ILA Steering Committee for review and reaction on February 17, 1980 (ILA, 1980).

The constitution and bylaws were officially approved. Sally Haug with the University of Wisconsin-Eau Claire was the Program Chairperson for the ILA convention in Atlanta in 1980. She was later elected at the convention to be the First Vice President under Lyman Steil who was elected President. This first annual convention served several purposes: constitution ratification, officer election, research paper presentations, membership promotion, formation of committees, and make alliances and contacts with people who have common interests.

Haug did much work before the convention to promote the cause including preparing an information sheet that discussed the development of the ILA, and extended membership.

The 1980 First Annual International Listening Association Convention was held in Atlanta, Georgia at the Terrace Garden Inn. This convention was a cornerstone event. It set precedent for officer elections. It also established membership responsibilities such as offering suggestions for program speakers and topic, providing summaries and recordings of meetings, providing information through publicity sent to local newspapers, and such. At this time, officer responsibilities were also established, such as setting times and dates for the next meeting, establish immediate priorities and goals for the association, and inform the membership of ways in which they can assist in accomplishing these goals (Erway, 1980).

The convention was a hit. The first convention of the ILA set a trend that

has continued for over 20 years. Robert Denlinger, Director of Federal Programs and Special services highly commended the conference. He said, "Of all the conferences I've attended that deal with topics in education, the ILA session in Atlanta on February 17-19 has to rank at the top from the aspect of information gathering and from the point of useful social interaction" (Denlinger, 1980). He also commented on the diversity of the group:

The group assembled, though varied in background and in educational settings, operated as a unit interested in striving toward a common goal. It is a rare occasion that one finds elementary school people, high school people, guidance counselors, college staff members, and business world representatives able to talk the same language and be understood by each other (Denlinger, 1980).

In order to keep members of ILA who could not make it to the conventions, the **Listening Post** was established as the official newsletter of the ILA in 1982. Originally, the newsletter was called simply, the International Listening Association Newsletter but it was renamed the Listening Post in 1982. This newsletter has been printed throughout the years reporting on topics such as membership and convention proceedings. This newsletter also serves as a channel to send out the call for papers and programs for upcoming conventions. It also provides a means by which the board keeps in touch with the other members.

The annual convention has thrived and grown. As a supplement to the annual meeting there have been preconference sessions and summer conferences. The first summer conference was held at Northwestern College, St. Paul, Minnesota. The conference lasted two days, July 12 and 13, 1984. The first pre-conference meetings preceded the 1995 convention. The proposal for a Business Pre-Conference that year suggested the business pre-conference was needed in order to:

- 1) Provide a show case for ILA business talent to demonstrate their professional expertise to other members of the ILA

community and community business attendees,

- 2) Provide an opportunity to develop an ILA/business connection in Arkansas,
- 3) Provide an opportunity for a major business to host our pre-conference and gain recognition from us as well as for us within the business community (ILA 1995a).

A similar proposal was submitted for an education pre-convention mini-conference in 1995. The need for this conference was similar to the need for the business pre-conference; to meet up with Arkansas connections because the 1995 annual conference was to be held in Little Rock, Arkansas and to provide knowledge and expertise to schools in Arkansas (ILA 1995b).

Over the years, the ILA has grown and evolved into an organization with many different facets. The ILA has put forth great efforts over the last 20 years to advance the knowledge about listening and its importance in all areas of professionalism and the world. The ILA has also put forth much effort to promote the association not only to external audiences but also within the organization. Committees within ILA help promote the recognition by unifying groups who are interested in working toward a specific goal.

Committees for the ILA include archives, audit, awards, business task force, bylaws, curriculum/assessment, education task force, fund raising, international outreach, local arrangements, membership, memorial fund, nominating, program planning, public policy, public relations, research, and site committee (ILA n.d.a).

The Public Relations Committee promotes listening in target areas such as political arenas. The first project of the Public Relations Committee was to focus on the Congressional committees on education in order to earn a "place" for listening in the 3R's construct of education. According to a proposal of the committee in 1995, they planned to do this by mailing information about ILA and an invitation to join to appropriate Congress persons and key committee staff members. They planned to follow this up by putting selected committee staff members on the Listening Post

mailing list to keep their attention focused on listening (Swanson 1995).

In attempts to keep the ILA current, the executive board has tried to be innovative in its leadership. One example of this continuing quest for improvement is its five year plan drafted in 1994.

That plan focused on important issues such as: membership, attendance of convention, presenters and programs, publications, effectiveness evaluations, and dues. This five year plan began the process of focusing the efforts of the ILA on a long term basis.

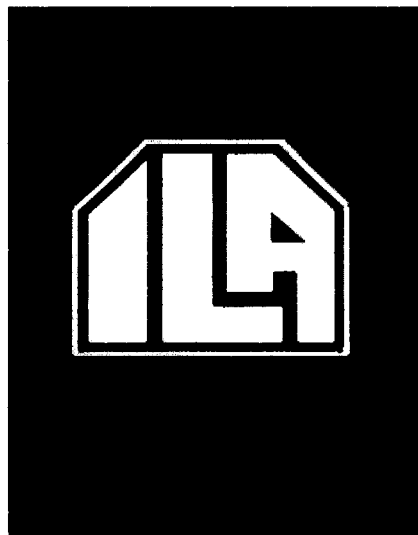
In yet another attempt to increase awareness of listening and its importance, a new publication was proposed and approved by the ILA Board in 1993 (Fitch-Hauser, 1993). "The purpose of the magazine is to provide general interest information about listening to ILA members. The magazine will publish articles on applying our knowledge about listening." The mission of the new publication, *The EarPiece*, is to serve the information needs of the business and application oriented members of ILA that are not being served by the research oriented journal or the news oriented newsletter.

These efforts to appeal to a broader spectrum have been matched with a concerted effort to increase the membership of the ILA. The idea of establishing the ILA was generated by only 27 attendees at the State of the Art of Listening Symposium in 1979. The first ILA convention in 1980 welcomed 54 attendees. By 1982 the attendance was 216, four times what it was two years prior. After the third convention ILA President Lyman Steil half-jokingly predicted an attendance growth based on geometric progression. According to his calculations, the predicted attendance for the year 2000 convention was 56,623,104. In his president's perspective, Steil said, "Geometric progression eventually become absurd, but we will grow, thrive, and serve" (Steil, 1982). The ILA may not have reached this absurd prediction but it has grown as Steil predicted.

In 1994, the ILA held a membership drive to entice old members to find new members. This membership drive was in the form of a contest. Old members

had to recruited at least five new members before a certain date to be eligible for a \$500 prize. Whoever recruited the most new members was the winner. This membership drive also offered a \$5 convention rebate for every new member brought to the convention. Students were counted on a two-for-one basis—two student members counted as one regular member (ILA, 1994b). The membership count for the year 2000 is over 600 members from all over the world and over 100 of these are lifetime members (ILA, 2000).

The history of the International Listening Association shows what an extremely devoted group of people can do. These founders believed that listening was an important aspect of learning, teaching, counseling, and even the business world. These advocates of listening joined together as a small group in 1979 and developed into an organization that now includes annual conventions, pre-convention conferences, committee meetings, task forces in various areas, and boasts over 600 members in the year 2000. The members of ILA have put forth great effort over the years to reach a diverse group of individuals such as public relations efforts, publications, congressional appeals, membership drives, awards, and awareness.



Book Corner

L. BARKER AND K. WATSON'S LISTEN UP: HOW TO IMPROVE RELATIONSHIPS, REDUCE STRESS, AND BE MORE PRODUCTIVE BY USING THE POWER OF LISTENING: A REVIEW OF THE BOOK

**CAROL GRAU
TALIAFERRO/GRAU
ASSOCIATES**

For the past twenty years, Larry Barker and Kittie Watson have demonstrated their commitment to the study of listening with numerous contributions to the field. Their research findings, assessment tools, curriculum materials and teaching put all of us in their debt. **Listen Up: How to Improve Relationships, Reduce Stress, and Be More Productive by Using the Power of Listening**, (Published by St. Martin's Press, NY, 2000), adds a new audience to that body of work...the general public. The book, in an appealing conversational style, shares fundamental information about the listening process and the power of the listener role with anyone in search of greater impact as a communicator. **Listen Up** has the potential to do what the International Listening Association has hoped to accomplish since its inception ...spread the word about a vital and powerful communication skill.

A wide variety of materials are provided to support the information presented. Readers may choose from current research findings, anecdotes drawn from seminars, classrooms and coaching quotations, excerpts from fiction and non-fiction and stories...such as the one attributed to Malcolm Forbes crediting

the origin of Stanford University to poor listening.

A few of the anecdotes may be perceived as oversimplifications, probably resulting more from condensation than from ingenuousness. Only 184 pages in length, the authors manage to deal with a wide variety of listening topics. The book awakens the reader to some dangerous assumptions about listening, explores overcoming obstacles, recognizes the speaker/listener interdependency, establishes the need for self assessment and monitoring, shares insights on gender, warns of listener burn out and still finds time to offer tips and techniques. The Listener Preference Profile tool, and its application to adapting to the communication style of others, will have personal and professional value for any reader. Clearly highlighted are the benefits of effective listening to relationship building, stress reduction and productivity.

Anyone who is involved with listening training knows how difficult it is to keep the training alive once the participant/student has left your domain. **Listen Up** will reinforce training and continue to raise the consciousness of the reader to the many challenges of listening. It's message is clear and compelling...if you want to own this skill and are willing to do the work involved...**you can and will be an effective listener.**

TRAINERS CORNER

LISTENING IN CONFLICT

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**CLOVIS COMMUNITY
COLLEGE**

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Faculty of Clovis Community
College and is Currently the First
Vice-President for the ILA*

Purpose: To analyze our ability to listen when we are involved in interpersonal conflict. This exercise is intended to increase your awareness of your own and other people's communicative behavior when dealing with conflict with another person or a group of people.

Time: 45 to 60 minutes

Method: Within a small group (four or five people is best), each member of the group is to select a conflict they are having or have had in the near past. The conflict might include family members, friends, coworkers, or even strangers. All members will take their turn by disclosing their conflict. Include the following elements:

- Description of the conflict-nature of the disagreement;
- Describe the attitudes of the individuals involved including before, during and after the conflict.
- Why do you feel the conflict occurred? For example, was it due to a misunderstanding or lack of communication?

After you have described the conflict as you perceived it turn your attention more specifically to listening. The group will now share their opinions on the following questions:

Do you feel poor listening habits played a major role in why the conflict was not immediately solved?

What were some of the behaviors each person demonstrated which could be classified as examples of ineffective listening or poor listening habits?

Can you think of examples of emotions having a negative effect on listening?

Did either party demonstrate effective listening techniques?

Did either party utilize paraphrasing as a tool for understanding the other's point of view?

Would active listening skills have made the situation easier to handle?

What other methods might have encouraged the participants to control their communication?

What would have happened differently if each party had agreed to fully listen to the other before forming opinions about the other person?

Would these methods have enabled the participants to more easily find a solution?

Now that you have analyzed the conflict and the role which listening plays in conflict resolution, what have you learned that could benefit future attempts at resolving conflicts?

Final role play session (if time permits):

After each group member has completed their assessment of the conflicts disclosed, select one of the conflicts which both sides are most clearly understood by the group. The person who experienced the selected conflict will play the opposition and another group member will play that group member. Reenact the conflict utilizing the listening strategies discussed. Was there a possibility for a more civilized outcome?

LISTENING AND ETHNOCENTRISM

**KIMBERLY BATTY-
HERBERT**

Examine the following list of behaviors and beliefs. Determine what effect, if any, each would have on your ability to listen to someone from the culture in which the behavior or belief is likely to occur.

	Very Distracted, unlikely to listen accurately	Probably go unnoticed, little or no effect on listening	Arouse curiosity, cause me to listen more closely
1. Loudly burping during a meal.			
2. Noisily chewing food.			
3. Saying yes but not meaning yes.			
4. Nodding the head "yes" when saying "no".			
5. Using highly ambiguous language.			
6. Having little or no eye contact.			
7. Staring / continual eye contact.			
8. Arriving late for your appointment.			
9. Putting off getting to business hours.			
10. A woman wearing a veil.			
11. Having very strong body odor.			
12. Showing no emotion.			
13. Blatantly bragging about one's possessions or accomplishments.			
14. Believing someone of authority should be questioned.			
15. Believing in reincarnation.			
16. Believing someone older than you should be respected.			
17. Believing speaking out against government or society is wrong.			
18. Touching others food only with the right hand.			
19. Being invited to diner at 11:00 p.m.			
20. Being offered a dish made of dog.			
21. Touching continually throughout a conversation.			
22. Standing so close that you can smell and feel the other's breath.			
23. Considering women as property.			
24. Not being friendly.			
25. Being very formal in every respect.			
26. Believing one's life is predetermined.			
27. Believing your status in society is determined before birth.			
28. Not giving accurate information, even lying to protect the smooth flow of relationships			
29. Continually interrupting another speaker.			
30. Believing a smile is a sexual invitation			

Group Exercise

- Why might you have found some of the behaviors listed above as unacceptable?
- What is your national ethnicity?
- Do you feel a strong tie to that group?
- Does your group membership affect the way in which you listen to others outside of your group?
- What behaviors or beliefs does your group possess which differentiate it from other groups?
- Are there stereotypes associated with your group that might hinder a listener from outside the group?
- How does your group membership affect the way you listen to others who are not associated with your group?
- What do you think can be done to foster better understanding among different cultural groups?

RECOGNIZING DISCONFIRMING RESPONSES: AN EXERCISE FOR THE INTERPERSONAL COMMUNICATION COURSE

**ROBERTA K. RAY,
PH. D
MONTANA TECH OF THE
UNIVERSITY OF MONTANA**

Learning Objectives

1. Students will be able to identify disconfirming responses used during interpersonal communication.
2. Students will understand (on both a cognitive and affective level) how disconfirming responses by a listener can affect the self-esteem of the speaker.

Time: 50 minutes including a brief (10-15 minute) lecture on confirming and disconfirming responses. (See Evelyn Sieburg, "Confirming and Disconfirming Organizational Communication," in *Communication in Organizations*, J. Owen, P. Page, and G. Zimmerman, eds. (Saint Paul, MN: West Publishing, 1976), pp. 129-149).

1. Type each of the following disconfirming responses on a separate index card:

DISCONFIRMING RESPONSES

1. **IMPERVIOUS RESPONSE.** This is where you give no feedback to the speaker. You appear to ignore the other person's efforts to communicate with you.
2. **INTERRUPTING RESPONSE.** Here you interrupt the other person while he or she is speaking.
3. **IRRELEVANT RESPONSE.** You respond to the speaker but in a way that is unrelated to what he or she said. You make it obvious that you were not really paying attention and that you missed the main idea.
4. **TANGENTIAL RESPONSE.** You respond to the speaker's remarks by quickly changing the subject.
5. **IMPERSONAL RESPONSE.** You respond to the other person in an impersonal manner. For example, a co-worker says, "I am really worried about being laid off now that we have a new baby," and you respond, "With the economy the way it is, lots of people are probably worried about being laid off."
6. **AMBIGUOUS RESPONSE.** You respond in a vague or highly abstract manner, so the other person can only guess at your meaning and can't figure out what side of the fence you are on.
7. **INCONGRUOUS RESPONSE.** You respond with a double message, that is your words are contradicted by your nonverbal. For example, you may say, "I am really sorry to hear about that," but there is no concern or caring in your voice.

2. In addition to the seven cards containing disconfirming responses, type the following on four cards: "You are to play the role of an active listener, being very attentive to the speaker and providing confirming responses."

3. Select four or five students and give two of them cards asking for confirming responses and two or three of the cards containing a disconfirming response. Ask for these four or five students to sit in a circle in the middle of the classroom (fishbowl) and listen as a fifth student discusses a problem.

"FACT," "INFERENCE" AND "OPINION/ SUPPOSITION" IN CRITICAL LISTENING

**BY BOB
BOHLKEN, PH.D.**

*Bob Bohlken is retired
from Northwest
Missouri State*

Objective: Participants will listen and discuss to distinguish among facts, inferences, and opinions/supposition.

Time: 30 minutes

Procedure:

Participants are divided into groups of three. One reads a statement from a drawn card; the other two listen and discuss whether the statement is a fact, inference or opinion/supposition. They exchange roles in order for each to be a reader of one of the three statements issued to the group.

The presenter defines "fact" as a statement that reports an event as it is described through the senses and can be verified or corroborated by others. He/she defines "inference" as an interpretation, prediction or derived theory about the unknown from the known or fact. He/she defines "opinion/supposition" as a statement that goes beyond what can be observed or legitimately inferred from the experience, and it adds an evaluation, generalization, or judgment with in the statement. The presenter issues three 2X3 cards, each with one statement: a statement of fact, inference, or opinion/supposition printed on it to each member of a particular group. Each member takes turns reading his/her card while others in the group listen and discuss the intended classification of the statement read. At the completion of the first round, the groups exchange their set of three cards.

Statements:

John is wearing a wedding ring. (F)
John is wearing a wedding band; he must be married. (I)
John's wife must be a real ding-a-ling. (O)

Fred is a student at the University. (F) Since Fred is a student at this University, he must have scored above 23 on the ACT. (I) Fred is a very smart guy. (O)

Susan is a fair skinned person. (F) Apparently, Susan sunburns easily. (I) I think Susan is unhealthy. (O)

Elaine has looked at her watch three times. (F) Since Elaine looks at her watch often; she must have another appointment. (I) Obviously, Elaine is a very poor listener. (O)

It is raining and the windows of my car are down. (F) Because it is raining, the seats in my car will get wet. (I) I'm the unluckiest guy in the world. (O) Joe has a fever. (F) Because Joe has a fever, he must be ill. (I) Joe sure looks sick to me. (O)

Pete was at the "bar" last night from 9:00 PM to 12:00 PM. (F) At the "bar" last night, Pete visited with other people. (I) Pete's a drunk you know. (O)

Janet is an immoral person. (O) Janet is pregnant. (F) Because Janet is pregnant, she must be married. (I)

Bob smiled at me today when we met. (F) Bob is a happy old guy. (O) Bob was pleased to see me as he smiled when we met. (I)

Bill is a very careless person. (O) Bill's house is on fire. (F) Someone or something caused the fire at Bill's house. (I)

I am speaking. (F) Since I am speaking, you must be listening. (I) You are a good listener. (O)

The wind is blowing at a rate of 75 miles an hour. (F) With a 75 miles an hour wind, the ripe wheat will be damaged. (I) This is one heck of a storm. (O)

Word Meaning Discrimination Experience

Bob Bohlken Ph.D.

Objective: Listener will discriminate and provide words' meaning with immediate response.

Procedure: Facilitator will read series of words and ask listener three questions about the series.

(A) Coat, cap, orange, coat, gloves boots.
1. The word whose referent does not fit the concept category of the others is?

2. The word in the series representing the largest item is? _____

3. The two words in the series that are plural are? _____

(B) Mouse, cat, snake, rat, dogs.

1. What two words in the series rhyme?

2. The word, whose referent does not fit in the concept category of the others, is?

3. What word is plural? _____

(C) Television, radio, newspaper, telephone, telegraph.

1. The word, whose referent does not fit the concept category of the others, is?

2. The word, whose referent relies on immediate verbal feedback, is? _____

3. What three words that begin with the TEL sound are?
_____, _____, _____

(D). Listening, reading, hearing, writing, speaking.

1. The fourth word in the series is?

2. The word, whose referent does not fit the concept category of the others?

3. What two words represent receptive language skills? _____ and _____

(E). Auto, train, truck, airplane, tricycle.

1. The word, whose referent does not fit the concept category of the others, is?

2. The word, whose referent primarily represents a child's recreation vehicle is? _____

3. The two words, whose referents primarily refer to freight hauling are _____ and _____

Discriminating Listening and Mental Processing

Objective: Listeners will discriminate and process mathematical concepts for immediate response.

Procedure: Reader will read a series of 5 numbers, pause, and ask listener three questions about the series responded to on paper.

(1) In a series of numbers
2 4 7 6 8

1. What is the fourth number?

2. What is the only odd number?

3. What is the sum of the first two numbers?

(2) In the series of numbers
1 7 3 2 7

1. Which number is repeated?

2. Which is the only even number presented?

3. Is the sum of the first three numbers greater than the sum of the last two?

(3) In the series of numbers
8 6 10 4 2

1. Which number is out of sequence?

2. What is the second to the last number given?

3. What is the sum of the first and last numbers?

(4) In the series of numbers
6 8 4 3 2

1. What is the third number of the series?

2. What is the largest number?

3. What is the smallest number?

DISCRIMINATING BETWEEN THE REAL WANTS AND WISHES OF THE CLIENT CAROLYN G. COAKLEY

Carolyn was a great supporter of all things promoting the advancement of listening. She was one of the first people to get an article to me for this magazine. She may be gone, but her love for listening and her words of wisdom will be with us forever.

MFH

While some corporations are satisfied with "generic" and/or "canned" listening training sessions presented by outside consultants, other corporations are not. During my experiences as a listening trainer, I have found that those corporations expecting and requiring more of the outside listening consultant are those who are most

cognizant of the listening needs of their corporations and their targeted populations (i.e. executives, managers, supervisors, specific types of employees). An example of a corporation demanding more of an outside listening consultant is the M. W. Kellogg Corporation (Houston, Texas). Prior to hiring me as an outside consultant, the company identified a problem in client satisfaction stemming from a targeted population's deficiencies in effective listening skills. I was then hired to customize a listening seminar that would ensure the desired outcomes related to improved client satisfaction. One of several specific content areas that the company requested I cover was answers to this question: How does a listener discriminate between the real wants and wishes of the client?

Prior to focusing in the issue of discriminating between clients' real wants and wishes, I addressed nonverbal behaviors, attending behaviors, concentration, feedback, questioning, paraphrasing, perception-checking, and summarizing, and the seminar participants engaged in activities demonstrating each of these listening skills. Then, I provided lecture-discussion content covering discriminating between the real wants and wishes of the clients. Specifically, the participants and I discussed the following (some of which we had covered earlier):

- Listen to the client's nonverbal messages
- Listen to the client's verbal messages
- Engage in attending behaviors and focusing attention
- Be responsive verbally and nonverbally
- Test understanding with questions, paraphrases, interim summaries and perception-checks
- Agree upon a communication tool and terminology for distinguishing between musts and wants (For example, "You've made several requests [wants/wishes]. Let me summarize these requests and ask you to tell me if each is a must or maybe [want or wish]". One could also use other possible terms such as "high, medium, low level need," or one could ask the client to prioritize from a list).
- Use interim summary and questions to get agreement on what is most

important to the client (For instance, "You've made several requests [wants/wishes]. Let me summarize these requests and ask you to tell me if each is a must or a maybe [want or wish]").

-If agreement upon a communication tool and creation of a terminology have not been done, use summary, pairings, and questions to get agreement on what is most important to the client (To illustrate, "Mr./Ms Client, you have mentioned X and Y. Of these two which is more important and why?").

- Deal effectively with objections
- Listen
- Concede the client's right to object
- Qualify the objection to a point that is as specific as possible
- Meet the objection with a fact if possible
- Otherwise, handle the objection as a point set aside to be negotiated to investigated further
- Buy time/space to reflect/investigate (Say for example, "Let me think about this for a moment" or "I will check and let you know.")
- Follow up on those issues needing further investigation
- Create a "bucket list"—a repository for unattended agenda items (Say for instance, "I don't know about this request. Let me come back to it.")
- Address those issues on the "bucket list"
- Use the final summary to get the client's unspoken agreement regarding his/her most important needs
- Use the final summary to create a path forward for follow up/action

To provide participants an opportunity to practice discriminating between a client's real wants and wishes, I created an activity. The processing of the activity includes the following:

- Ask participants to form triads.
- Distribute handouts (not to be shared with other group members) to each member of the triad.
 - Salesperson (Handout 1)
 - Car Purchaser (Handout 2 A & B)
 - Observer (Handout 3)
- Have participants study their handouts for three minutes.
- Allow Ten minutes for the activity; announce when there are two minutes remaining.
- Ask each observer to evaluate the effectiveness of the salesperson's skills in discriminating between the car purchaser's wants and wishes.

- Allow four minutes for evaluation.
- Ask observers to share effective salesperson's approaches

This activity has proved to be quite successful as well as enjoyable. It provides participants with the opportunity to apply numerous listening skills in order to discriminate between clients' wants and wishes as well as to envision how they can transfer these listening skills to numerous other professional communication transactions.

Handout 1 Tasks of Car Salesperson

You are a car salesperson, and you are at the dealership where you work. You will be interacting with a prospective car buyer who purchased his/her last car from you.

During the interaction, strive to apply all seminar learnings relating to:

1. Discriminating between the prospective car buyer's "must have" car features and "would like" car features.
2. Placing issues on the "bucket list."
3. Dealing with issues placed on the "bucket list."
4. Dealing with issues that need further investigation.
5. Dealing with objectives.
6. Making interim summaries.
7. Making a final summary.
8. Creating a path forward for follow up/action.

Feel free to make notes.

The tasks of the third member of your group, the observer, are to listen, observe, make notes and lead the evaluation following your interaction with the prospective car buyer.

Most importantly, **Listen**.

Handout 2A Tasks of Prospective Car Purchaser

You are ready to buy a new car. You are now at the dealership from which you purchased your last car, and you will soon be interacting with the salesperson who sold you that car. Presented on the next page is a list of automobile features that you may be considering. Before you interact with the salesperson, study the list of features. Determine which features will be your "must have" features, and label them in a way of your choice (i.e.,

circle, underline, asterisk, etc.). Two "must haves" have already been labeled; they are in CAPS.

All remaining unlabeled features will be your "would like" (but not absolutely essential) features. Feel free to delete any features that you don't want to discuss.

As you interact with the salesperson, do NOT be too obvious regarding what your "must have" and "would like" features are. In other words, make the salesperson have "to work" at discriminating between your "must have" and "would like" features.

To make this activity a more significant listening and learning experience,

1. Try to bring up issues which the salesperson must

a. Put on the "bucket list" and/or

b. Investigate further

2. Try to present some objection/s with which the salesperson will have to deal.

The tasks of the third member of your group-the observer- are to listen, observe, make notes, and lead the evaluation following your interaction.

AUTOMOBILE FEATURES

Price range of \$18,000 to \$25,000

FORD MUSTANG

YEAR (You decide on the specific year).

Exterior color (You decide what you will/will not accept).

Interior color (You decide what you will/will not accept).

CAR ASSEMBLED ON TUESDAY, WEDNESDAY, OR THURSDAY (when workers are alert)!

Hatchback with defogger Rear deck (hatchback) spoiler

AM-FM Stereo with cassette and CD player

Air-conditioning

Sunroof

Power windows

Tilt-wheel steering column

Electronic speed control

Cloth seat covering

V-8/5.0 liter engine or V-6 engine (You decide).

Automatic transmission with overdrive

Any other feature/s you want to name.

TASKS OF OBSERVER

As the observer, your tasks are to listen, observe, and make notes during the interaction between the salesperson and the prospective car buyer and then lead the evaluation process following the interaction. During the interaction, describe--in note form--how the following behaviors (if engaged in) were practiced:

1. Discriminating between prospective car buyer's "must have" car features and "would like" car features.

2. Placing issues on the "bucketlist."

3. Dealing with issues placed on the "bucketlist."

4. Dealing with issues that need further investigation.

5. Dealing with objections.

6. Making interim summaries.

7. Making a final summary.

8. Creating a path forward for follow up/action.

9. Other behavior/s that you consider to be important/necessary.

Also, note any particularly effective salesperson approach that would benefit all seminar participants.

MIND AEROBICS: RELEASING YOUR PERSONAL MEMORY POWER

PHIL BRUSCHI

Does this seem like déjà vu? "I'm sorry, what was your name again?" "Where did I put my keys? I just had them!" "Did the doctor say to take two pills every three hours, or three pills every two hours?" "I just don't have the energy I used to." "I can't seem to remember as well as I used to!" "I'm too old to learn anything new." If any

of the above sound familiar to you, join the club. This club has an extremely large membership. Members share in the frustration and anxiety of not being able to recall information when needed and not understanding why they forget things so frequently, and most of all, not realizing the potential they have for improving their memory. Chances are that at one time or another, these members have all wished they could sharpen their concentration and improve their memory.

Today there is hope for all who are members of this club because scientists are researching new insights into how the mind remembers. They are discovering that everything from the goods we wear to the way we exercise our minds and bodies can help develop our mental powers. Some memory experts are going beyond mnemonic techniques for enhancing the memory and focusing on how every individual can release the memory power that already exists within. We need to learn how to release this power in an active, imaginative, and creative way.

Mind Aerobics is a (kind of) mental conditioning to enhance your memory by actively exercising the brain. The brain has the capacity to store and remember more information than any computer ever built, now, or in the future- and yet we don't take advantage of it. Let's start taking advantage of it by learning about some new ways to improve our mind and memory.

Listening for Recall

Listening for better recall is often overlooked but essential for retaining any information. In fact most of the time when you hear someone say they "forgot" something, it is not a "retention" problem but rather an "attention" problem.

To support this, memory expert and author, Stuart Ried states, "Information must be strongly registered. We sometimes think we have forgotten something when in fact we never really listened and learned it in the first place" (Michaud & Wild, 1991). Usually poor registration is due to lack of attention. Any number of things can cause this attention deficit. "Attention deficits account for about 50% of reported memory problems," says memory

expert Danielle Lapp (1987).

William James, one of the first modern psychologists, said, "An object once attended to will remain in memory, whereas one inattentively allowed to pass will leave no traces" (Michaud & Wild, 1991). We all use selective attention. In fact the selective process is essential for good memory performance. And concentration is simply sustained attention or the ability to control your attention.

Attention and concentration problems can be caused by any number of things—lack of interest or motivation, external or internal distractions, poor nutrition, and many other health related causes.

You can however make some changes in behavior and attitude, along with doing some mental exercises to improve selective attention and concentration. Listed below are a few to get you started.

- Create an interest to listen when one doesn't exist
- Resist distractions (physical, emotional, mental)
- Pay attention to speakers' cues (voice, gestures, rate of speech)
- Ask questions for understanding

OBSERVATION EXERCISE

Practice being more observant to detail. For example, study a picture for two or three minutes and then describe in detail what you observed.

Paying attention is the first step to remembering. When you are attentive, you will find it easier to learn, retain, and recall.

Build a Positive Self-Concept About Your Memory

Author, Robin West, states in her book, Memory Fitness Over 40, that "your attitude toward memory changes is as important as the changes themselves." Many people don't realize how important their attitudes about their memory and intellectual ability really are to maximizing their brain potential. Some people stop learning anything new and don't challenge their minds and memory because they believe that memory loss goes along with the aging process. Of course the latter is a myth of aging but people believe, and they act on their beliefs until proven

otherwise. Others continue to learn and grow as they get older refusing to use age as an excuse for letting their minds get lazy. Here are some success stories.

Gene Shirk, a Pennsylvania mayor saw an opportunity for a career change at age 76. He coached the Albright College cross-country team for seven consecutive winning seasons by age 90, while also hosting a local TV program for high school students! He is also an avid tennis player (Michaud & Wild, 1991).

W. Edwards Deming (father of Total Quality Management—TQM) who passes away in December 1993, had worked until the age 93 as a consultant to corporations nationwide to assist them in improving their quality and profitability.

Sarah May Parker was neither a politician, an athlete, nor a corporate giant. She was a great-grandmother in her mid-nineties who was a homemaker in New Jersey. She was one of the most vibrant and intelligent conversationalists I've ever known. She would tell me about the three newspapers she read that morning from cover to cover, the latest book she had finished reading, the people she was corresponding with, and the game of chess she had won the night before.

These examples describe just a few of the many individuals who did not have a low self-concept of what they are able to do with their minds and memory. They're proof that you're only as old as you think. Stop playing those negative tapes in your mind: "I have a terrible memory" or "I guess senility is a natural part of aging." This lack of self-confidence will undermine your memory ability. It will only increase more anxiety about memory loss, real or imagined, and discourage you from stimulating and challenging your mind and memory.

Robin West offers a number of ideas to improve your self-concept: Reject Stereotypes - put aside the myths and stop using age as an excuse

• Be Realistic About Your Abilities - Let your memory successes get as much attention as your memory failures. Remember, everyone forgets no matter what their age.

• Look for Intellectual Stimulation – Don't avoid activities that require stretching your mind and memory.
• Work at Increasing Memory Success – Practice using memory strategies for success.

• Maintain a Positive Outlook - Embrace a "go and do" philosophy that emphasizes positive ways to improve your memory.

People have to deal with limitations thrust upon them from others and over which have no control; don't impose limitations on yourself. "Your attitude can determine your altitude."

Food For Thought (Eat Smarted, Not Harder)

There are times when you have to more focused and alert and functioning at peak efficiency. These may be times when you need to learn new information, grasp new skills and techniques or problem-solve to arrive at important decisions.

Learning how food can help you increase your energy when mental fatigue or lack of attention and concentration gets in the way of taking in information to remember, is important to maximizing your mental performance and releasing the power of your mind. Regardless of age, it would benefit you to learn how to use food to shift at will from a state of mind that works against you into one that works for you.

Do you know that the brain depends on good nutrition for peak performance? There is a definite connection between food and the mind, the brain absorbs any protein, carbohydrates, fats, vitamins, and minerals and turns them into the chemicals used to learn, think, feel, and remember.

Nutrition and diet can enhance or hinder your concentration and memory. Some foods influence the production and function of chemicals in the brain that are directly involved in determining mental energy for concentration. So, eating the right foods at the right times can prevent brain fatigue so you can perform at your peak. Some foods increase mental alertness while others will make you feel sluggish.

Dr. Judith Wurtman in her research (1986) at MIT has offered the following guidelines to help keep you in top mental form for sustained concentration and

focus:

1. Avoid high-fat, high-calorie foods.

For your mind to be at its clearest and sharpest, your brain must be richly supplied with blood, not losing it due to competition from your digestive system.

2. Eat protein first at breakfast and lunch.

Protein will switch on the alertness chemicals in the brain.

3. Avoid alcohol prior to any learning session or anytime you need to be at your peak mental energy level.

4. Drink just enough caffeine to maintain what is normal for your system. You don't want to be over stimulated, or too distracted to concentrate.

5. Use carbohydrates to unwind and relax more toward the end of day.

To help you choose a healthy diet the Food Guide Pyramid is an outline of what to eat each day. You can use it to make your daily food choices. The pyramid calls for eating a variety of foods to get the nutrients you need while eating the right amounts of calories to maintain a healthy weight. Of course nutrition and diet have always been subject to differences of opinion in the health field but there are certain things the specialists (experts?) agree on for better health:

- Eat a variety of foods.
- Maintain a healthy weight.
- Choose a diet with plenty of vegetables, fruits, and grain products.
- Use sugar only in moderation.
- Use salt and sodium only in moderation.

Exercising Your Body and Mind

The healthier your body is, the healthier your mind is. This leads us to the relationship of physical activity to mental activity. Some of the psychological benefits of regular physical activity and exercise that have been reported are in the areas of academic performance, confidence, emotional stability, stress reduction, intellectual functioning, memory, attention and concentration, mood, and self-control.

Let's take a closer look at this relationship between physical and mental exercise. Energy is the key to

all health. Oxygen is the most important element to your health because without oxygen there is no energy. You must exercise your body if you want to be healthy and burn fat. Aerobic exercise, which conditions the cardiopulmonary system, works to increase efficiency of oxygen intake. It will benefit your lungs, blood flow, red blood cells, heart, digestive system, and help you sleep better.

How much exercise is needed for good health has always been debated among the experts. Hippocrates once said "If we could give every individual the right amount of nourishment and exercise, not too little and not too much, we would have found the safest way to health." Experts are making some headway in their research regarding the quantity of exercise. Now there seems to be more agreement on individuals having an active lifestyle without any formal or structured exercise program. The important thing to remember for achieving health benefits from exercise is consistency, not intensity. Three 10-minute "exercise" sessions spread out over a day can produce the same benefits as one 30-minute session.

The whole idea is to get people doing something physical. Even looking at the everyday activities that can be done around the house can be surprising in terms of burning calories and working muscles. Activities such as cleaning, mowing the lawn, or gardening will get your blood and oxygen flowing to the heart and brain.

Steven Blair, P.E.D., director of epidemiology at the Cooper Institute for Aerobics Research in Dallas, said "We need to get people off the couch" (Higdon, 1993). Exercise or physical activity will energize you. Do something that you enjoy: walking, swimming, running, or tennis. Whatever it is, it should be activity that will motivate you and fit your lifestyle.

A study done at Scripps College in Claremont, California (Michaud & Wild, 1991), found that people who exercise routinely actually think better, remember more, and act more quickly than people who don't exercise at all. A body that is fit has a mind that is fit.

Going back to our definition of Mind Aerobics—a mental conditioning

through actively exercising the brain—let's take a look at what mental aerobics can do to enhance our memory. You have heard no doubt such phrases as "use it or lose it," or "resting is rusting." These phrases not only hold true for our lack of use regarding physical activity but also for lack of mental activity.

You can train and condition your mind to its fullest potential at any age. The mind is like a muscle. If it is constantly challenged with new learning, it grows stronger, if not, it weakens. Studies have proven that the key to avoiding mental aging is to keep your mind active.

Problem-solving is to the brain what aerobic exercise is to the body. It's one of the best ways to keep your brain in peak condition. Salt Lake City psychologist, Dr. Robert Dustman, studied the exercise habits of a group of senior citizens (Michaud & Wild, 1991). Dr. Dustman divided individuals ranging in age from 55 to 70 into aerobic exercised and nonaerobic exercised groups. The aerobic exercisers showed an improvement in short-term memory, had faster reaction times, and were more creative than the nonaerobic exercisers.

The following are examples of brain exercises that can help give your mind a workout. Remember the whole idea is to get more oxygen and blood flow to the brain.

WAKE-UP EXERCISE

Before you begin to exercise your body, you need to warm up. The same holds true for your brain. You need to "wake up" your mind and stretch it to get ready for the day ahead. These short exercises can be used when you awaken. They only take about five minutes. You can make up your own after you've tried the following exercises.

Do the following, out loud, as fast as you can:

- Step 1: count backwards from 50 to 1.
- Step 2: Name 15 friends or relatives
- Step 3: Name 15 fruits and vegetables
- Step 4: Name 20 states.

New studies indicate that the act of learning anything new literally grows brain cells. Psychologist and author, Howard Gardner says that "you grow

links between your brain cells, connecting strands called 'dendrites'" (Gardner, 1993). The more you are challenged, the more "dendrites" you grow and this growth happens throughout life even into old age. Tony Robbins (1991) in his "Living Health" Seminar talks about the importance of cells and their use in the entire body including the brain. Some of what causes cells to weaken is a decreased workload, loss of blood supply and prevention of stimulation. Working out your mind aerobically will strengthen those cells and in turn fine-tune your memory.

CONCLUSION

Your mind and memory, like the muscles in your body, need exercise and training. Just as the human body can be strengthened to increase muscular power through body-building exercise, so can your mind be strengthened and conditioned through a program of mental exercise. The key to this mental fitness as with physical fitness, is to incorporate the exercises into your daily living so that they become habit. The more you stimulate and challenge your mind, the better use you make of its limitless power.

Too many people never realize the potential of their brain and memory because they neglect their most important resource-their mind. Robert Jarvick, M.D., in vos Savant's and Fleisher's book, Brain Building, said: "The only efforts that command all of your energies are those that are really worthwhile." Your mind is one of them!

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"JUST THE FACTS, MISTER!"

**KENT L. ZIMMERMAN
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Two significant questions are facing instructors and trainers today. Did their students or clients understand what they were expected to understand? Did they notice what they were expected to notice? Failure to use discriminative listening skills effectively could be very costly for students and clients alike. What are these skills? Why does one need to use them?

Instructors and trainers can introduce these skills to their respective constituencies, and help them to develop life-long, positive discriminative listening behaviors. Here is one instructor who recognizes

the importance of discriminative listening skills. Let's see what is happening in his classroom.

It is a cloudy, cool morning, one of the first of the fall quarter. You know, the kind that makes believers out of the doubters. Yes, fall is here and summer is gone.

The instructor walks into the classroom, plugs a tape recorder in the wall outlet, and begins to record the day's lecture. A full house, over 20 students in the "Effective Listening" class, eagerly spend the class period discussing key components of discriminative listening skills. With just 15 minutes left in the class, the instructor announces a review of the material on the final exam, scheduled for the next class session.

Suddenly, a loud pounding on the outside the classroom door shatters any hope of review.

The instructor tries to ignore the irritating sounds, but the students are obviously distracted. As the instructor proceeds, the classroom door slams open, and a robust campus police officer stomps boldly into the room.

"Who's in charge here? What's your name?" demands the cop. Several students appear frightened by this overt confrontation.

The officer identifies himself as "Officer Adams," and pulls out his notebook and a pen. Flipping to the correct page, he asks if the instructor owns a 1973 Volkswagen, bearing a particular license plate.

Before a response was offered, "Officer Adams" also inquires if the instructor drove that vehicle to campus, and if said car is parked in parking lot "Z" on said day.

A nervous, but affirmative, "Yes," is the response. Students start to fidget in their seats. At this point, "Officer Adams" informs all that the instructor's vehicle is parked in an area where a gasoline leak has occurred. He continues by saying, "The County Haz-Mat team has ordered an immediate evacuation of parking lot 'Z.' If the owners of involved vehicles are not found or refuse to move their vehicles, we are authorized to tow said vehicles at the expense of said owners. State insurance regulations, however, prohibit police from driving vehicles away from the scene."

Both the students and the instructor know that the final exam is scheduled for the next class session. The instructor asks the officer if he can at least finish the final exam review. The officer answers abruptly, "You have two minutes to move your car from that parking lot, or I will personally order the hook."

Becoming frustrated with this brash, uncompromising attitude, the instructor asks for name and badge number. Ignoring the request, the cop responds, "Move the car now,Bud."

With that, the uniformed figure turns and stomps out of the room, as noisily as he entered. Hitting the "stop" button on the tape recorder, the instructor wheels and follows, vigorously protesting this humiliating treatment.

This exercise is an adaptation to the classic experimental demonstration performed in Berlin in about 1902. In Hugo Munsterberg's book, On the Witness Stand, a college professor tests the reliability of eyewitness testimony. The professor makes a reference about a certain book. One student interrupts, objecting to the interpretations.

Another student is then offended by the first student's behavior. A shouting match ensues until suddenly....a gun is pulled and discharged in the classroom.

Mayhem and panic reign.

The professor reassures the class that the scene was staged. He regains control of the class, and then proceeds to test perceptions of some students immediately, and the others later.

Munsterberg claims that the sources of errors began before the recall was set. He cites four possible sources: a) the observation itself; b) wrong associations; c) judgments about the experience; and d) suggestive influences. The officer-and-the-gasoline-spill scenario focuses on possible defective and illusory errors in students' observation. By discussing and practicing discriminative listening skills, students are more prepared to handle the incoming visual and aural stimuli in this exercise. Either exercise can be an effective classroom or workshop technique to test a group's discriminative listening skills.

This particular exercise has been used in my "Effective Listening" class for 10 years with tremendous success.

When discussing discriminative listening skills, the students examine the need to be attentive to the aural and the visual cues in any interpersonal situation. By practicing those skills, Wolvin and Coakley wrote in Listening, "We can broaden our world of sound and sight, as well as improve understanding of the messages of others."

In this class laboratory, after spending about 30 seconds in the hall, the instructor returns to the class and walks to the podium. The students look puzzled and stunned that the instructor would return so quickly.

Smiling, the instructor proclaims, "Take out a sheet of paper and a pen!"

The last time these students heard those frightening words was probably in a junior high school History class. They are flabbergasted that they are subject to such role-play deception.

The instructor asks them to respond to these questions.

(Reader: Take this quiz, Questions 1-8, but do not reread the story until after you take the test.)

1. "What did the officer say to the instructor initially?"

2. "What was the officer's last name?"

3. "What were the make and model of the instructor's car?"

4. "What was the license number of the instructor's vehicle?"

5. "Where did the instructor park his vehicle that day?"

6. "What was the nature of the problem in the parking lot?"

7. "What did the officer threaten to do?"

8. "Within what period did the instructor have to move vehicle?"

9. "How tall was the officer?"

10. "How much did the officer weigh?"

11. "Describe any of the officer's distinguishing facial characteristics."

12. "Did the officer have a gun?"

13. "Describe the officer's shoes."

14. "What color shirt and slacks did the officer wear?"

The 14 questions are divided into two categories. The first eight questions are content-oriented, and test the students' aural skills. The last six questions are observational in nature, and challenge students' visual skills. Since there might be disagreements about the actual wording of the officer's commentary, the tape recorder is available during the exercise to settle any possible content disputes. Any questions about the officer's appearance are quickly resolved by his physical presence in the classroom.

When students are finished with the questions, they turn them in. The instructor places them on his desk for future action.

At this point, the instructor walks to the classroom door, and invites the officer into the room. This usually draws such comments as "He's bigger than I remembered..." or "He does have a pistol!" and invariably, "He had a moustache?"

Collectively, the class reviews the 14 questions. As the class discusses the content-oriented questions, there are some disputes about what was said and when.

Disagreements are settled by either asking the officer or using the tape recorder.

When the questions focus on visual concerns, the officer freely offers relevant, personal data. The tape recorded material settles any concerns.

The quizzes are graded and returned. The instructor then re-collects them, and gives out small prizes to the three students who had the most aural stimuli questions correct, the most visual stimuli questions correct, and the most correct answers.

This exercise can easily be completed in 10 to 20 minutes, assuming adequate preparation has taken place. Facilitators (instructors or trainers) should make certain that the following issues are

addressed before the actual exercise begins:

- Use someone unknown to the group as the surprise visitor;
- Privately rehearse the script before hand;
- Record the exercise with either a tape recorder or camcorder;
- the two key characters should put on "theater faces," so the students or workshop participants can not read deceptive nonverbal cues;
- the goal of the classroom lecture or workshop topic should be clearly tied to the theme of the exercise;
- the facilitator should allow "processing time" after the exercise, allowing the students or workshop participants to ask questions and share observations.

The goal of this exercise is to have the participants view a unique event, and test their recall, using discriminative listening skills, on the details soon after the encounter. The probability for a successful group experience is enhanced if the facilitator (or a designated individual) explains the essential features of the most aural stimuli questions correct, the most visual stimuli questions correct, and the most correct answers.

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The goal of this exercise is to have the participants view a unique event, and test their recall, using discriminative

listening skills, on the details soon after the encounter. The probability for a successful group experience is enhanced if the facilitator (or a designated individual) explains the essential features of discriminative listening before the exercise.

The facilitator should allow time after the confrontation to clarify how the intended goal of the exercise relates to the course or workshop content. If adequate care is not taken, the students or workshop participants may simply see this exercise a "fun time," where no real learning is to take place. The facilitator's credibility may be severely damaged if the students or workshop participants fail to see the connection between the course or workshop content and the purpose of the exercise. The entire communication discipline suffers if "fun time" is the only recognizable objective.

BONUS TIME AND THE LISTENING CHALLENGE

TALIAFERRO/GRAU ASSOCIATES INTERPERSONAL COMMUNICATION CONSULTANTS

Objectives:

- To learn about Co-participants
- To raise awareness of self-talk and its impact on the listener
- To highlight the need to get ready to listen
- To establish the complexity of the listening process

Time required:

A minimum of 30 minutes, could occupy an hour depending upon how thoroughly the issue of speech thought gap is to be covered

Number of participants: 15-20 people would be ideal

Procedure:

1. Ask the people to stand and interact with three new people in order to complete the following task:

- Share three pieces of information about yourself
- Get three pieces of information about each other person

2. Bring the group back together. Divide them into small groups of 3-4 people. Have each small group select a recorder and a reporter.

3. Ask each group to produce a list of thoughts that were running through their minds as they were seeking and sharing information. (i. e. what should I say? Who should I pick? Oh, Dick Rogers is from there)

4. Next to each thought the group has listed, ask the group to make a decision (by consensus) about whether that thought would aid or interfere with the listening ability of the person thinking it.

Discussion:

1. What is the speech/thought gap? Its impact on listening? (label the gap bonus time)
2. What is self-talk? Its impact on listening?
3. From the exercise you just participated in, give examples of self-talk? (report out from lists)
4. Which did your group label helpful self-talk? (use lists)
5. Which did your group label interfering self-talk? (use lists)
6. What steps can be taken to prepare for listening?

Communicationworks!

SALLY SCOBIE

Meandering Mind Menace Exercise:

Approx. time: 3-4 min including debriefing

Have the attendees stand and choose and face a partner. Choose between them who is Person One and who is Person Two.

Person One has one minute to tell Person Two what he/she thinks are his/her personal strong points in

communication style and why, and the three greatest personal areas for improvement in communication(give 1:30).

Now Person Two, it's your turn. Turn to Person One and... (pause for effect) tell him/her the points you just heard your partner say...(give :45).

Debrief: How is your Person Two doing? Remembering most of your points, Person One? Chances are the Person Two's in the room aren't remembering all or most of the points they've heard. As soon as Person One started talking, they started thinking to themselves... "I'd better come up with my own strengths and weaknesses, because I'll be asked next!" So I threw you a curve and didn't ask for that information at all. You were anticipating what I would do next, and your minds started assuming... a dangerous think to do in listening! Either the Person Twos started forming their own list, or their minds started wandering when they heard a phrase that triggered daydreaming, such as this: "They're good at that? I'm terrible at that. I wish I could have done that the other day when I was confronted by Susan. She had no right..." and you're off on a mental tangent! We need to be careful of assuming what will come next and take care to bring back the "Meandering Mind" to the listening task at hand!

LISTENING IN THE GLOBAL MARKETPLACE

Jean A. Harris

DESCRIPTION: As we approach the 21st century, we are faced with the challenge of interacting with "those who are not like us." Issues based on gender and race are now intertwined with varying cultural perspectives.

The facilitator will describe the scope and significance of the global marketplace and involve participants in activities which use listening to build bridges across cultural chasms.

AGENDA -

- Introductions - Listen to my identity.
- Discussion - Listening for cultural

and individual values.

- Exercise - Group definition of globalization.
- Discussion - Scope of the Global Marketplace.
- Quiz - Identify the source.
- Exercise - Listen with your eyes.
- Characteristics of a global listener.
- Summary and closing.

"...We need to make special effort to hear the voices of those who are not like us, to listen for their truth, and to celebrate both how we are similar and how we are different." (Eadie, 1990, p. 3).

INTRODUCTIONS - Listen to my identity.

Ask for a moment of silence to allow participants to get in touch with themselves. Introduce yourself to the group by using one sentence which describes your core values. For example, I am a college professor and community activist who is the single parent of an adopted nine year old girl. Give participants three minutes to think of a sentence to introduce themselves by revealing some of their core values. Have participants form groups of four and then listen to each other's introductions. Encourage participants to form a group with people whom they don't know very well.

After five minutes, ask for two volunteers who are willing to share with the whole group what they learned about themselves from the exercise.

STRATEGY 1 - Listen for your own cultural/individual values.

To listen effectively in the global marketplace, we need to identify our own values and assess their effects on our listening ability. For example, if you place a high value on punctuality and a prospective business partner arrives 15 minutes late for a meeting, will you be able to listen to him/her with a focused mind? If the answer is No, analyze what your usual reaction would be. Maybe you would be so annoyed that you would tune the person out. Or maybe after waiting for ten minutes, you would leave.

Armed with the knowledge of the way tardiness affects your listening ability, you can adjust your attitude, take a few

deep breaths to calm yourself down and will yourself to focus on the exchange with the latecomer. Of course, that depends on whether or not you want to prepare yourself to participate in the global marketplace. I. Mustaga (personal communication, 1996), a vice-president of PepsiCo, Inc., holds that to function in the global marketplace, it is important to have patience and perseverance. This view is shared by most global experts.

At this point, the facilitator asks for two volunteers to share with the whole group what they heard during the exercise about values which differed from their own.

In some cultures age and respect for elders are so highly valued that a younger person would not address older persons by their first names. So listen for the use of titles during introductions. The facilitator should end the discussion by asking participants for ways in which they might adjust their listening styles as a result of recognizing differences in values.

STRATEGY II - When you are being introduced to someone from another culture, listen for their cultural/individual values.

Cultural Assumptions. The global marketplace is littered with Americans who are victims of cultural collisions. Many of these collisions occur because Americans assume that people in other countries share their values. In *The Art of Speed Reading People*, Tieger and Tieger state that the worst mistake you can make is to assume that others communicate the way you do. Their advice is, "Don't treat anyone the way you want to be treated" (Tieger & Tieger).

The American business mantra, "Time is money," has been rejected in countries where personal relationships are valued over time and money. In *Riding the Waves of Culture: Understanding Diversity in Global Business*, (Trompenaars, Fons, & Hampden-Turner, 1998) the authors refer to an American company which submitted a proposal to a South American client with the usual "no nonsense, business is business" attitude (p. 8). A Swedish competitor won the contract with a higher priced, inferior

project. Why? The Swedes took the time to establish a relationship with the client by listening to hours of "small talk." Within cultures as diverse as those of the Africans, Arabs, Chinese, French and South Americans, many people place a high value on building personal relationships before conducting business. We are aware that many exceptions exist. However, for the purpose of discussion we are generalizing.

STRATEGY III. Expand your knowledge of the cultural norms of other peoples.

Let us take a few minutes to explore our concept of the term globalization. Allow five minutes for group members to listen to each other's definition and then develop a group definition of globalization.

Globalization may be described as the process of viewing the whole world as a unit for the buying and selling of goods and services. Everyone who participates in the world economy is a potential customer. A qualified person anywhere in the world is a potential employee of a company anywhere in the world. And a company's competitor may be anywhere in the world.

Scope of Globalization. When we think global, we usually focus on global giants like Coca-Cola, McDonald's, and the like. This is understandable. The Internet lists the top 500 global companies in the world and the media spotlight is usually on one of these companies. However, small companies are major players in the global marketplace. Corporations like AT&T and Johnson & Johnson have established small units to maintain their standing in the global marketplace. By restructuring themselves as a network of small, manageable units, they are gaining the benefits of a small company - quickness in time to market, speedy customer responsiveness, and flexibility. At the same time they enjoy the advantages of a large corporation - heavy investment in advertising as well as in research and development. Also, some employees who lost their positions in downsizing have benefited from outsourcing by serving as consultants and independent contractors.

The Internet affords individual entrepreneurs easy access to customers

all over the world. And these entrepreneurs are themselves all over the world. The Internet provides over 800,000 listings for global entrepreneurs and there is even a Directory of entrepreneurs. Clothes, CDs, artifacts, cosmetics, and jewelry are just a few of the goods that enable individuals to share in the wealth of the global marketplace.

As American companies continue to expand in other parts of the world, foreign companies continue to expand in the United States. Many foreign owned companies are such an integral part of the U.S. economy that people are not even aware that the companies are not owned by Americans. Also, the mergers and buyouts of the past few years have included foreign acquisition of U.S. companies. Have you been listening?

Quiz: Identify the source. In what country are the controlling interests located for the following companies?

Bridgestone (tires) - Japan
Beringer (wines) - Switzerland
Electrolux (vacuum) - Sweden
Hard Rock Café - England
Benneton (clothes) - Italy
Bantam/Doubleday (books) - Germany
Shell Oil - England/Holland
Geritol - England
Bic (ball point pens) - France
Bayer (aspirin) - West Germany

Baskin Robbins, Vaseline, O'Henry, Wish-Bone, Saks Fifth Avenue, Q-Tips, S.O.S. soap pads - all are foreign owned (Moskowitz, 1987).

Miami and New York are well known as homes to foreign companies. But the area with the largest per capita diversified foreign investment in the United States is Spartanburg/Greenville in South Carolina. Over 215 firms from 18 companies have operations in the area. And over 50 of them have their headquarters there. Local people have had to adjust to newcomers from Germany, Austria, Switzerland, Japan, China, France, Holland, and other countries (Kanter, 1995).

Banks, stock exchanges, TV channels, airlines, tourism, and travel are all important parts of the global marketplace. Many of you are aware of the increase in the number of

American students studying abroad as well as the increase in the number of foreign students at four-year institutions and graduate schools in the United States. But are you aware that the largest increase in foreign students is occurring at the two-year level? According to a recent article in *The Chronicle of Higher Education* (1998) foreign enrollment at all colleges grew by 7 per cent while the increase at two-year colleges was 20 per cent. The Department of Commerce now ranks higher education as the fifth largest service-sector export in the United States.

So the global marketplace is not limited to issues of free trade and economic alliances. In some parts of the United States, it affects the lives of students and teachers, counselors and researchers, shopkeepers and clerks. Think globally and act locally has given way to think and act globally and locally. The concept has also extended beyond the confines of management. Anyone who has to interact regularly with people from various countries is faced with the challenge of having to communicate across cultures.

Cultural Issues for Nonverbal Listening. R. Stamp, (1988) CEO of the Digital Village, declares, "Everyone speaks three languages - that of speech, that of silence, and that of the body. The last one is the toughest to fake. If you really want to know what people are saying to you, study their body language." (*Fast Company* (5), June-July 1988, p. 172). How well do you listen to the body language of people from different parts of the world? Let us set out on a trip to ten different parts of the globe.

Exercise - Listen with your eyes

As the facilitator names a country and describes gestures, participants are to write down what they have heard by listening with their eyes.

1. ARGENTINA - You are in a meeting. The receptionist opens the door, signals you, and then points the index finger of her right hand towards the side of her head with a circular motion. (You have a phone call).

2. BRAZIL - You are rushing to catch a plane. The office manager makes a fist, sticks his thumb between his forefinger and middle finger, and gestures towards you. (Good luck).

3. HONDURAS - Same as above (Obscene gesture).

4. PERU - At an outdoor market, you inspect a rug and then throw it over your arm. The vendor looks at you and raises his eyebrows. (Please pay me).

5. CHINA - You are visiting a high school class. As you enter the room, everyone claps. (Welcome).

6. HONG KONG - As you walk by a shop that sells beautiful silk fabrics, the shopkeeper comes to the door, extends his hand with the palm down, and makes a scratching motion with his fingers. (Come here).

7. ITALY - You are a consultant. You have just proposed a pay for performance plan to the CEO of the company for which you are working. He taps his hand to his forehead as if he is saluting you. (You're crazy).

8. ENGLAND - Your business partner has just received word that a bid on a contract has been accepted. He makes the V sign with his palm turned outwards. (We've won).

9. FRANCE - You have failed in your efforts to make a sale. Your boss gives you an OK sign. (You're a zero - worthless).

10. SAUDI ARABIA - You are a male business person. You have been dealing with this Saudi Arabian for two years. He meets you at the airport and as you are walking towards his car, he holds your hand. (Expression of friendship and respect) (Morrison, Conaway, & Borden, 1994).

STRATEGY IV - Listen with your eyes open and an open mind.

Remember, though, there may be differences in the interpretation of body language within cultures. Nonverbal communication is not a science. Some people modify the cultural norm of their group.

SUMMARY - Implications for Listening in the Global Marketplace.

In *Winning the Global Game*, J. Rosensweig asserts that the importance of communication cannot be overstated.

He goes on to declare that the ability to listen is necessary for a global manager. He explains that in the global marketplace, we show judgment by listening well to diverse people, and by listening, we enhance our judgment (Rosensweig, 1998).

The literature on the global marketplace emphasizes the importance of being able to communicate with people of diverse backgrounds; the need to listen to various stakeholders and customers; the dilemma of finding new ways of resolving conflict among people of varying backgrounds; and the challenge of developing multicultural teams. All of these processes rely heavily on skillful listening.

Whatever we have learned about listening has to be flexed, modified, and adjusted to meet the needs of the global marketplace. Research reveals that one style doesn't suit all. Ironically, as national borders disappear for economic convenience, the borders of values, beliefs, space, time, and cultural stances become stronger. Robert Reich, John Naisbitt, and others have tried to prepare the world for this paradox.

Many of us assume that drinking Coca-Cola, wearing Gap clothes, consuming McDonald's hamburgers, and listening to hip-hop music are evidence of the Americanization of the rest of the world. But as Reich (1991) points out, "national borders remain deeply rooted in the people of a region." (p. 77). The values, beliefs, customs, and behaviors of a people do not automatically change with the use of American products and services.

American managers are gradually accepting the reality that a "best practice" in the United States may be a 'worst practice' in another part of the world. Management by objectives, pay for performance, tight time schedules, quick decision making, empowerment, face-to-face performance reviews, strict deadlines, even the concept of human resource management - all have resulted in cultural collisions in one country or another. The global manager needs to listen to the way business is conducted in other countries and facilitate modifications of the American way instead of insisting "our way or no way."

CHARACTERISTICS OF A GLOBAL LISTENER

I. Knowledge - You will have the capacity to:

- Identify your own cultural values and their effects on your listening ability and style.
- Learn about the cultural values and listening behaviors of others by reading and by seeking out opportunities to meet people from different countries.
- Know your strengths and weaknesses as they relate to listening across cultures. Include knowing your emotional responses and biases when you listen to someone from another culture.

II. Attitude - You will have the will to:

- Adopt an open, respectful approach towards cultural differences.
- Acknowledge and suspend your assumptions about the speaker who is culturally different.
- Check any judgmental tendencies you may have.
- Be prepared for the unexpected.
- Develop patience.

III. Skill - You will have the ability to:

- Practice listening to people who have a distinct accent.
- Practice interpreting non-verbals of people from other countries.
- Modify your listening style to accommodate the speaker who is culturally different.
- Remember that questions are not always appropriate. One might be offended by a question about a basic assumption.
- Listen for the use of "I" and "we" to indicate individualistic or group outlook.
- Listen for silence that differs from its use in the United States.
- Listen for introductions that may reveal values.
- Listen for a different use of "yes" and "no".
- Listen for emphasis on transparency.
- Approach each intercultural encounter as a unique experience. Remind yourself that you may be listening to someone who has modified the cultural norm of his/her group.

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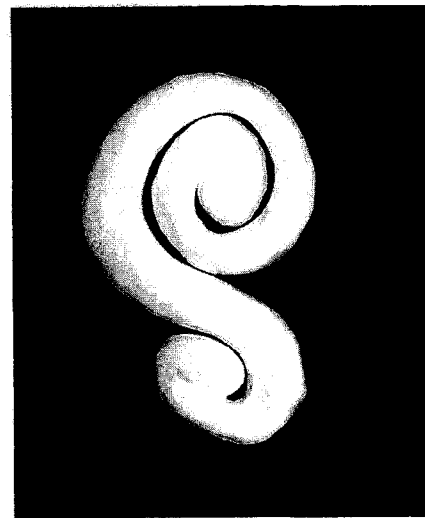
RESOURCES

The Cross-Cultural Adaptability Inventory and Global Awareness Profile are available from: Intercultural Press, (800) 370-2665; e-mail: books@interculturalpress.com

Global Learning Organization Assessment Instrument available from: Global Learning Organizations Unlimited, 1688 Moorings Drive, Reston, VA 2290, USA (703) 437-3725.

Research monographs on 7 fundamental dimensions of culture available from: Trompenaars Hampden - Turner Intercultural Management Group, A. J. Ernststraat 595-D, 1082 LD Amsterdam, The Netherlands. FAX: +31 (0) 203016555; e-mail: info@unotions.nl

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Jean welcomes comments and questions.



MARA TAPP'S BIOGRAPHY

An award-winning journalist and broadcaster, Mara Tapp spent two years as host and executive producer of "Conversations from Wingspread," which aired on Wisconsin public radio stations and on public access television around the country. Before that she was host of "The Mara Tapp Show" – an eclectic mix of public affairs, author interviews, and coverage of arts, culture, medicine and legal affairs – on WBEZ, Chicago's National Public Radio affiliate. Ms. Tapp helped create "Live at the Library" – a series of interviews with authors and important contributors to our culture – with the Chicago Public Library. Over the years she has filed for NPR and written for such publications as the Chicago Tribune, Chicago Sun-Times, Chicago Reader, New Art Examiner, CityTalk Chicago Daily Law Bulletin, Stagebill, Student Lawyer, and Mother Jones. Ms. Tapp has served as features editor of Sullivan's Review, managing editor of Merrill's Illinois Legal Times and was the first press secretary to the City of Chicago's Law Department during the term of the late Mayor Harold Washington.

**About The Cover...
Parrish Panache: THE BIOGRAPHY
AND ART OF
DILLON D. PARRISH**

**APRIL L. ROTH
M. A. CANDIDATE, AUBURN
UNIVERSITY**

Enigmatic, Eccentric, Elaborate, Eloquent and Euphoric are mere labels to describe *Ascoltare*, the avant-garde sculpture featured on the cover. Dillon D. Parrish feels that his abstract rendition of the human ear reminds us that listening is an abstract art that we often take for granted. *Ascoltare* reminds us that we should listen to ourselves, listen to others, listen to the unsaid, and listen for the taken for granted. Parrish's commitment to the importance of listening is so great that he donated *Ascoltare* to the International Listening Association and it currently graces the home of the ILA Archives.

Parrish is a small town creator who graces everyday materials with the touch of a magician's hands. Parrish suggests that he does not choose his materials, rather, they choose him. Busted glass in an abandoned parking lot sparkling in the afternoon sun, a window that once hung in his Granny's home, worn fence posts from a pasture, and fabric from an article of clothing have all been sources of inspiration for his work. The world is his palate; Parrish taps into the taken-for-granted nature of America and creates his art with materials that have stood the test of time. Steel, plaster, glass, wood, and iron undergo a transformation from raw materials used to support or create other structures to creations that stand alone, allowing those who experience Parrish's art to revel in the simple intrinsic beauty of these age-old mediums. Parrish suggests that he works with these materials because they are symbolic of both human progress and regression, for each generation that passes gains knowledge and technology but loses sight of those things which really matter-the simple ones- family, comfort, dreams, and truth.

Lamps, furniture, landscaping, garden design and painting are the ways in which Parrish most often chooses to express his desire for a return to simplicity or a movement toward "formal funk." For further information about this artist's work you may contact him at dillondparrish@yahoo.com
