



LISTENING POST

ISSUE No. FIFTY-FOUR • JULY 1995

Critical Mass : Listening On-Line

by Michael Purdy

What number of on-line ILA members would it take to reach a critical mass? Critical mass for what? The number of people sufficient to have an impact on the ILA and the field of listening. We now have over 30 members on LISTEN-2 and personally I would say we have already reached a critical mass. We discuss the definition of listening, we exchange sources for research, we plan programs for the ILA, we submit articles for the *Listening Post* (via Internet). Currently there is a follow-up to earlier discussions of the definition of listening and there is a discussion of the importance and impact of paralinguistic features of voice on listening.

The greatest part of Listen-2 has been the instant and on-going communication. Normally we ILAers might call each other once in a while, but mostly we interact intensely at regular meetings. On the internet we "meet" and talk about listening and other issues on an almost daily basis. The instructions for joining in the fun:

To join our internet list you need an account on your school or businesses computer (CompuServe, Delphi, and other computer services have Internet connections). Then you need one simple skill: you need to be able to access and use a simple e-mail (electronic mail) program. After that you send a message TO: "LISTSERV@bgu.edu." (There is no "e" on the end of LISTSERV).

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On Competent Listening

by Andrew D. Wolvin
University of Maryland-College Park

The International Listening Association 1994 summer conference was devoted to the attempt to arrive at a definition of listening: listening is the process of receiving, constructing meaning from, and responding to spoken and/or nonverbal messages. A small but energetic group of brilliant, creative ILA minds dedicated an entire weekend to discussions of what is involved in this complex human process, listening behavior.

We have come to recognize, however, that our definition of the listening process is just that-- a definition. While it is useful to guide us in creating a more elaborate research agenda for the next decade, the definition clearly needs to be fleshed out in order to provide a more solid foundation on which we can build a pedagogical agenda of instruction and assessment. The definition of listening should serve as the base for arriving at our understanding of what is **competent** listening.

Communication scholars have grappled with the notion of communicative competence (see Wolvin & Coakley, 1994). The current efforts to develop a national assessment of college graduates' speaking and listening abilities has led to the consideration of criteria for measuring communicative compe-

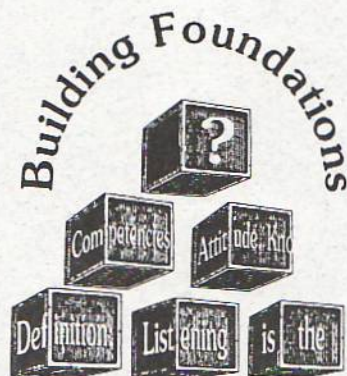
tence. Daly (1994) suggests that communication can be judged on the basis of effectiveness and appropriateness. "Under the rubric of effectiveness would be variables such as clarity, memorability, impact, coherence, and efficiency," he observes, while under the "label appropriateness are terms such as adaptability, flexibility, relevance, and awareness of social norms" (p. 28).

Daly's concept of appropriateness and effectiveness is consistent with that espoused by O'Hair, Friedrich, Wiemann, and Wiemann (1995): "Communication competencies are skills and understandings that enable communication partners to exchange messages appropriately and effectively" (p. 32). We evaluate communication competence, they

assert, according to the primary functions of communication--control, affiliation, and goal achievement--through the construction of appropriate and effective messages.

The application of the measurement norms of effectiveness and appropriateness can be shifted from a communication emphasis on the speaker to measures of the listener's behavior. As we have noted previously, instruction in listening behavior must build on a paradigm of three essential components. "It is necessary to arm the student of listening with pertinent **knowledge** about listening, positive **attitudes** toward listening, and extensive **skills** in listening" (Coakley & Wolvin, 1989, p. 1). The

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President's Perspective

I certainly hope this newsletter finds you in a good listening mood and enjoying your summer. This President's Perspective is going to be brief so we will have plenty of room for the five year plan that I mentioned in the last *Listening Post*.

As you may recall, last time I wrote about the challenges ILA faces in the areas of impact, definition, and membership. In order to address those challenges, the board has worked for over a year on a five year plan. This plan grew out of the Listening 2000 Task Force meetings begun by Sheila Bentley at the Boston convention. Using the recommendations of the Listening 2000 groups, the board and I have developed a five year plan to guide ILA to the year 2000. (See pages 8-9)

Even though ILA is still a relatively young organization, we have now matured to the point where we need to seriously focus on the legacy we want to create as an organization. It is no longer enough just to be a close family of individuals held together by our common interest in listening as a critical communication competency. We now need to seriously focus on who we are and what we want to do as an organization.

We have begun to make significant strides toward that objective. The ILA definition generated at last year's summer conference will provide a foundation for some of the projects mentioned in the five year plan. And, as you read over the plan you will see that we have already either begun or completed some of the items planned for 1995.



As an association, we are entering an exciting time of organizational development. I hope you will contribute your support, enthusiasm, and considerable talents as we work together to carry out this plan so we can indeed increase the impact of ILA, spread the definition and ILA message, and expand our membership.

Yours in Listening,
Margaret Fitch-Hauser

...

The reality of the other person is not in what he reveals to you. Therefore, if you would understand him, listen not to what he says but rather to what he does not say.

—Kahlil Gibran

...

Discovering Listening In Another Arena

by Charles Swanson

Finding listening as one-half of a chapter in a business communication textbook proved to be a delight and a disturbance. Hired, on 36 hour notice, as a replacement for a dropout teacher in the Office Administration Department, I found someone else teaching listening. Scanning the class text, **Business Communication** (10th ed.) by Himstreet, Baty and Lehman (Wadsworth, 1990), I found a total of fourteen pages in chapter two that is titled, "Interpersonal Communication and Listening." Wow! We are not alone; other people are recognizing the significance of listening!

Consider the admonition of the authors in the Instructors Manual, "Training program kits are available from private vendors and from learning centers, but *we believe the use of such kits for one class session probably is not significantly productive.*" (14) (emphasis added).

While the authors of the text provide many of the insights and principles of listening that are familiar to ILA members, their isolation of listening only as an interpersonal act suggests a weakness needing remedy. At least, more people are beginning to realize that simply saying, "listen carefully," or any other simplistic directive is not sufficient in teaching people how to listen effectively.

Tribute to Carl Weaver

by Dr. Richard Halley

Carl Weaver died peacefully on Dec. 20, 1994 at home. He left a wife of 60 years, Vera, three children, eight grandchildren, four great grandchildren and literally hundreds of friends. He had become increasingly frail but was still able to get outside every day until the last day or so. He lived a full and active life.

Carl was one of the early researchers in listening. He worked from the cognitive processing point of view and has left a wonderful legacy for ILA members and his friends. Carl delighted in finding errors in the logic of research designs and reports, and refused to write his own books in watered down

(Continued on pg. 4)

Open your heart...

Open your mind...

Open your world...

LISTEN

*ILA T-shirts, posters and notecards are still on sale.
There is a limited supply, so order now!*

T-shirts are \$18 (Sizes: L and XL)

Posters are \$10

Notecards are 3 for \$6.25, 6 for \$11.25, or 12 for \$19.25

* All prices include postage and handling.

Send order information to:

Kathy Thompson, ILA Exec. Director, Professional Communication Dept.,
Alverno College, P.O. Box 353922, Milwaukee, WI 5324-3922
414-382-6322, fax 414-382-6354

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P R Needs Your Help

How do we spread the word that listening is a skill to be taught and the the International Listening Association is alive to provide knowledge and support to everyone interested in listening?

ILA's public relations committee continues searching for ways to spread the word about listening and ILA.

If you have done something to spread the word, let us know. If you have any thoughts about how the PR committee might spread the word contact Chuck Swanson at Fairmont State College, Fairmont, WV 26554.

Listening On-Line

(Continued from pg.1)

The message text you send is one short line: "SUBSCRIBE LISTEN-2 YOUR NAME (FIRST LAST)." You should not type anything else in any of the other fields of the message header.

If you are having problems talk to your computer center or a colleague who is proficient with computer communication. Or, call up one of your ILA colleagues who is already active on the Internet (see the back of the membership directory for "net" addresses).



ILA LISTENING POST

Listening Post Deadlines

The Deadline for all Listening Post materials (including articles, ads, photographs to appear in the next issue) is September 22, 1995.

LISTENING POST

ADVERTISING

To provide service to ILA members and suppliers, the *ILA Listening Post* will accept advertising. Acceptance of all advertising will be subject to editorial approval.

1995 RATE

Full Page	\$250.00
1/2 Page	\$150.00
1/4 Page	\$75.00
1/8 Page	\$40.00

All ads must be camera-ready and pre-paid. Send materials and ads to:

LISA VICKERS, Editor

Dept. of Communication and Theatre

University of North Alabama

Box 5189

Florence, AL 35632

Tribute to Carl Weaver

(Continued from pg. 2)

language even though he thought of himself as writing for an undergraduate audience. His public speaking text is, in my mind, one of the most thorough and well thought out books on the subject. He is probably most well known for his book on listening, which was a mixture of his thoughts based on the cognitive processing literature from the late 1800's to about 1971, and his pronouncements on practical listening activities. It is my perception that his book and the work of his graduate students probably brought the study of listening into the era of modern social science research. But those of us who were his friends will always remember Carl as the kind and generous tease who loved a good joke and a good scotch. I will never forget the first time I enjoyed a convention with him. We had been doing the polite dinner thing with many of the home folks from Athens and as the group was breaking up he turned to me and said, "Let's let these old fuddy duddies go home and we will go find some real fun." In this case that meant New Orleans Bourbon Street bars and jazz. He loved to tease almost everyone that he came in contact with. He got a special delight from teasing with waitresses. It seemed that everyone of them was the most special waitress he had ever been served by.

Carl also loved golf and fishing. He played golf until he could barely get out of the cart to swing the club. His favorite joke was to tease just as you were about to hit your drive off of the tee. However, if it messed up your shot, he would hand you a new ball and with a huge grin, say "give it another try." He retired to a place on a South Carolina lake so that he could fish almost every day. I will never forget the day we went fishing and a storm loomed on the horizon. He wanted to wait until the very last minute because he had not caught his limit yet that day. We ended up racing the storm to his dock, which was at least 3 or 4 miles away. We made it out of the water just in time to be drenched on our way up to the house.

I was one of his last three graduate students. He called us the last triumvirate. One typical story will show you his caring heart. I remember a time when I

was feeling pretty down. I no longer remember why. I had been that way for perhaps 3 or 4 days. He came into my cubical one day and put six books from his personal library on my desk. He said, "I thought this might perk you up a bit," then he turned and walked away. He did not show his caring in effusive ways. This part of him was always quiet and unassuming.

There are many of us who will miss him a great deal. Certainly, I am one of them. He was a dear friend.

On Competent Listening

(Continued from pg. 1)

combination of knowledge, attitudes, and skills, I would argue, should provide the listener with the necessary communicative competence to function both effectively and appropriately as a listening communicator.

Various listening scholars have characterized listening competence as a combination of knowing about listening and engaging in appropriate listening behaviors. Likewise, the attitudinal component--willingness to listen--is critical to any description of listening competence (Wolvin & Coakley, 1994). Attempts to assess individual listening competence, then, must account for three components: knowledge, skills, and attitudes.

An intriguing methodology to provide us with an assessment base may well be the "good practice" model of assessment. This approach calls for the identification of "good practice" indicators of behaviors which have been specified and delineated ("Preliminary Study of the Feasibility and Utility for National Policy of Instructional 'Good Practice' Indicators in Undergraduate Education," 1994). The methodology has been utilized in educational research (Pressley, 1986) and offers considerable promise for expanding our definitional understanding of listening as well.

Clearly, an accepted definition of listening can serve as a framework for getting us to a level of understanding of competent listening and move us beyond the lack of agreement as to what makes up listening that Binford (1977) identified in an earlier study. Agreement on a definition of competent listen-

ing can take us past the conceptual ambiguity which Fitch-Hauser and Hughes (1992) found to characterize our present research construct. Indeed, the competent listener, who can function effectively and appropriately as a communicator, should be the outcome to which we all are dedicated as ILA colleagues.

Officer Nominations

Nominations are being accepted for the following offices:

- First Vice President-Elect
(ascends to First Vice
President in 1997; ascends to
President in 1998)
- Second Vice President
- Secretary
- Member at Large-Special Projects
- Members of the Nominating
Committee.

Please send nominations to: L. Todd Thomas, Dept. of Comm., North Carolina State University, Box 8104, Raleigh, NC 27695-2450. Note the deadline for nominations is August 15, 1995.

Call for Manuscripts

You are invited to submit your research to the *International Journal of Listening*. We are seeking articles related to any aspect of listening. As you know, listening is more than just an aural process. It encompasses all of the senses and can incorporate nonverbal behaviors as well. The journal is dedicated to a pluralistic philosophy, seeking articles that cover all aspects of listening from all perspectives. All theoretical and methodological approaches to listening will be considered.

All submitted articles are sent to at least three reviewers without attribution. To facilitate this, be sure to put your name on a cover sheet only and not in the body of the paper. Your reviewers will be selected for your article based, in part, on the type of article and the kind of methodology used by you, the writer.

To submit, send four (4) copies of your manuscript to Charles Roberts, Editor, *International Journal of Listening*, Dept. of Communication, Box 70667, ETSU, Johnson City, TN 37614-0667.

Convention '96

by Tommy Neuman

Arrangements are underway to make the 1996 ILA Convention the best it can possibly be. We promise great programs, great activities, great speakers of which none will be affiliated with O.J.'s trial, and great weather. Although the latter promise has been requested to all the local Deities, we can guarantee a wonderful, exciting, and fun-filled convention in Sacramento.

The Radisson Hotel is a beautiful property and they are most anxious to host our group. Not only will our units surround a lake, but there are countless activities to do during our stay. The Sacramento Bike Trail is nearby and offers 50 plus miles of scenic bicycling with bike rentals available at the hotel. The first ILA Regatta will be held on the lake with appropriate prizes to the winning teams. Not far from the hotel are two wonderful malls for shopping, dining, and just relaxation.

Tours to the Napa/Sonoma Wine Country, beautiful Lake Tahoe, as well as visits to Old Sacramento featuring great dining and shopping have been arranged. For those who would like to visit San Francisco, just two hours away by car, our hospitality committee would be happy to help with arrangements either before or following our convention.

Sacramento, the City of Trees, usually offers temperatures in the 70's and is most pleasant. The city is friendly, clean, and does most graciously welcome you to join us for a memorable stay. Sacramento and the ILA want you to be in attendance!

Swap Shop

Bob Bohlken and Kimberly Batty-Herbert are once again collecting swap shop items. The Little Rock swap shop and booklets received such positive appraisals that Bob and Kimberly are trying it again. However, they cannot succeed without your help. If you have an activity or exercise you would like to share with your ILA friends, get it down on paper. Be sure to include the title, objectives, time needed, number of participants and procedure.

Submissions will be compiled into a booklet, which will be available free of charge to contributors.

Send your activities/exercises to either Kimberly Batty-Herbert, Clovis Community College, 417 Schepps Blvd., Clovis, NM 88101 or Bob Bohlken, NW Missouri State University, Wills Hall, Maryville, OH 64468.

Reminder: Papers and Proposals for 1996 Convention

Don't forget - the 1996 Convention at Sacramento, California is coming and ILA needs YOUR paper or proposal by September 1, 1995. There is still time to submit a completed paper, extended abstract, or program proposal for consideration for the March 14-16, 1996 conference to be held in Sacramento, California. The theme of the conference is "Listening: Building Foundations." Especially appropriate for this conference are papers and programs exploring the bases of the listening process. If you haven't already done so, give some thought to submitting for this conference. Proposals may be submitted to any of the following divisions: research, primary and secondary education, and business/consulting. All research papers will be eligible for consideration for the \$1000.00 Ralph E. Nichols Research Award, given by the Institute for the Study of Intrapersonal Processes. (To be considered for the award, three copies of each paper must be submitted on or before the ISIP deadline.)

Send submissions for the March conference by September 1, 1995 to:
Dr. Philip Emmert
School of Speech Communication
James Madison University
Harrisonburg, VA 22807

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Remember the deadline for the Nichols Research Award will be early this year. Check the October issue of the *Listening Post* for details.

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Call for Student Papers-- Tomorrow's Scholars Program

The International Listening Association is soliciting student research for the Tomorrow's Scholars program at next year's convention, to be held in Sacramento, CA March 14-16, 1996.

All papers submitted will also be considered for the **James I. Brown Award**, co-sponsored by ILA and the Institute for the Study of Intrapersonal Processes (ISIP). Each year, the ISIP and ILA provide a certificate, \$200 cash, and a one-year membership in ILA to the top college division paper. Second and third place receive a certificate and \$150 and \$100 cash awards respectively. The top paper in the secondary division will receive a certificate and a minimum award of \$25.

Papers may be from any theoretical perspective and use any research method. All student papers must have **student** marked in the upper right-hand corner of the title page. Students are encouraged to attend the convention, but it is not necessary to attend the convention in order to have your paper accepted and considered for the James I. Brown Award.

There are two deadlines for submission to this program. September 1, 1995 is the deadline for papers completed in the 1994-95 academic year. January 31, 1996 is the deadline for papers completed in the 1995-96 academic year. There will be two program panels at the 1996 ILA convention, each representing one of these deadlines. All papers submitted will be considered for the appropriate award. Three copies of the completed study, with a separate title page including the student's name, institution, and address should be sent to Dr. Philip Emmert, School of Speech Communication, James Madison University, Harrisonburg, VA 22807.

For further information about this program, contact L. Todd Thomas, Dept. of Communication, North Carolina State University, Box 8104, Raleigh, NC 27695-2450, 919-515-2450.

Midwest Conference: A Grand Second Season

by Michael Purdy

The Midwest ILA Regional conference will be held at Northwestern University (Room 2 F, Norris Hall) on October 28, 1995. The theme of the conference is: "Listening and Culture, Education and Business." The meeting will run from 9 AM to 4 PM on this one Saturday. We will follow up later with possibilities for lodging for those of you who want to stay over. Dr. Pamela Cooper of Northwestern University has graciously accepted our request to be keynote speaker. She will speak about the listening insights she gained from her year teaching in China. One of her areas of specialty is communication education, but she has also done research and writing on listening.

Programs (tentative) to follow Dr. Cooper's speech include: Bob Walker & Mike Purdy, Welcome and Introduction to Listening and the ILA; Merryl Carlsson, Experiences of Listening and the ILA (Little Rock Conference); Jean Groshek & Kathy Thompson, Teaching and Assessing Listening; Diana Schnapp, Listening to Grief and Loss; Bill Gering, Listening Truly is Good Business; Bob Walker, Listening Training (tentative); Mike Purdy, Preface To A New Book On Listening (tentative). We will try to have a relaxed day so that there will be time for discussion after each "presentation." There will be a break for lunch in the same building.

The conference fee has been set at \$25 for non ILA members, \$20 for ILA members, and \$15 for students.

Conference Coordinators:

Michael Purdy
Governors State University
(708) 534-4081/(7895 fax)
Bob Walker
Northeastern IL University
(708) 998-5259

NY Regional Hosts Spring Seminar

by Baron Berry

The members of the New York Regional ILA now have a better understanding of being good listeners and motivating others to be good listeners.

During May, the region held its Spring Listening Seminar at Montclair State University in Upper Montclair, New Jersey.

Unique new ideas and materials were provided for educators and trainers to take home to use in their own classrooms and seminars. This seminar provided a great chance for attendees to become participants in group activities and strategies which were designed to maximize their educational experience.

Certified Hypnologist Michael Murphy and Dr. Daniel R. Corey, a respected member of the Critical Thinking Foundation, made an outstanding presentation building on their workshop entitled "The Power in Question." The duo advanced their concepts by showing the application of questioning techniques for the refinement of individual social skills necessary for effective collaborative and group efforts.

Also on the agenda was Dr. Bob Gilbert, a nationally known expert in Sports Psychology and a top motivational speaker, who made a thrilling presentation on "Techniques for Motivating Listeners." Emphasizing the fact that a professional's success depends on being able to get others to pay attention, he taught effective attention getting techniques used by the world's best communicators to enthrall their audience.

News and Notes About ILA Members

Greg Enos has joined Texas Instruments in Attleboro, Massachusetts as a Training and Development Manager in the Global Materials Business. The organization has training that emphasizes the listening skill, so Greg is developing a special active listening course for teams. He will be responsible for helping the organization meet its challenging commitment to giving every employee at least 40 hours of training per year. Greg lives in Cumberland, R.I. and can be reached at Texas Instruments (508-236-2195).

Terry Ostermeier, University of Wisconsin-Whitewater, and **Milda Steinbrecher**, University of Wisconsin-Oshkosh, are co-recipients of the 1995 Andrew T. Weaver Award which

is awarded to the Outstanding College Teacher of Communication in the State of Wisconsin. The award, sponsored by the Wisconsin Communication Association, was presented at the luncheon of the Association's annual convention held in Wisconsin Dells on May 6.

Sara Lundsteen and **Belle Ruth Witkin** have two entries in the new **Encyclopedia of English Studies and Language Arts**--one on "Assessment and achievement testing: Listening and speaking"; the other on "Group Process."

The encyclopedia, a joint project of the National Council of Teachers of English and Scholastic, is the first of its kind. Published in 1994, it is in two volumes, containing several thousand topics by 600 contributors from all over the world.

The Speech Communication Association has appointed a committee to propose standards for K-12 Comprehensive Language Arts. The Committee is using a Delphi process to develop standards in speaking, listening, and media literacy. **Belle Ruth Witkin** is a member of the committee, which includes elementary, middle school, and senior high teachers and communication education educators, with the advice of parents and other appropriate representatives of the public.

Belle Ruth Witkin is working on a book on decision making. She would welcome input from any ILA members who have discovered useful or unusual ways to make decisions in everyday life. She is also interested in anecdotes about how couples with very different decision-making styles negotiate or compromise to get them "off the fence" and to taking action that both can accept.

Frances Bethea Grant has recently had a fellowship given in her honor to the National Education Foundation of the AAUW in recognition for her many contributions to the association and the community. Grant is a life member of the AAUW and also a member of the National Council of Negro Women. She has worked on the Minority Incentive Scholarship Committee since 1980 and has nominated two students a year for these scholarships. Most recently, she formed a diversity study group for the Schenectady Branch.

Frances Grant has also been appointed copy editor for the National Organization for the Professional Advancement of Black Chemists and Chemical Engineers (NOBCCHE) News. In the future, she plans to submit articles on listening to this news magazine.

Sending Word to Congress

Believing that the key educational policy makers in Congress need to be aware of the ILA, key members of the Senate and House committees as well as key committee staff members on the education (and work) committees were identified. In a public relations project undertaken by the chair of the PR committee, Charles Swanson, a mailing list was developed. A letter and ILA brochure were mailed to the selected Congressional persons. A letter and the *Listening Post* were mailed to the selected committee staff members. Each individual was invited to join ILA. Time will tell how much effect the effort will have.

University President Works at Listening

by Belle Ruth Witkin

"I work hard at listening to people." That was the headline of a feature story in the *Seattle Times* (April 16, 1995) which announced the appointment of Richard McCormick as the new president of the University of Washington in Seattle.

McCormick, formerly provost of the University of North Carolina at Chapel Hill, is known for his teleconferences, meetings, and one-on-one sessions with faculty. He says that his style is to try to understand the other person's perspective.

"I work hard at listening to people. I don't assume their perspective is the same as mine. I don't just take from the conversation what I wanted to get out of it," he says.

That willingness to listen to others is being welcomed by a faculty that has all too often found decisions being made

for them without consultation and often without a foundation of fact. A recent case in point was the announcement in November 1994 that several departments, including the Speech Communication Department, were targeted for elimination because of budget cuts. After several months of investigation, a committee found, not only that the department should be retained, but that it was one of the best in the College of Arts and Sciences.

Educator Encourages Listening In The Classroom

by Sybil Conrad

Child psychologist, Dr. Betty Osman, feels strongly about the teaching of listening in the classroom - providing it is taught creatively. Staff psychologist at the White Plains Medical Center and a member of the faculty of the Graduate Art of Teaching program at Sarah Lawrence College, she cites the many studies made by the ILA. And offers many suggestions for teachers frustrated by not being able to reach all their pupils with these words of encouragement:

"Don't underestimate the impact you have on children. An awareness of the role of listening should foster the use of language in reading, speaking, and yes - even in laughing and singing!"

Her suggestions for creativity in the classroom certainly correspond with the goals of the ILA. To Educators determined to challenge every youngster in their classroom to listen - she has this to say:

"Perk up children's imagination by telling stories that will appeal to their fantasies... Stories that have rhythm, humor, rhyming... Stimulate their interest in language and books by reading out loud to and with them."

Dr. Osman recommends two books she feels are very special for teaching young children - ***I Met A Man*** by the poet, John Ciardi - and ***Where the Sidewalk Ends*** by Shel Silverstein... "for their imaginative and creative expressions... for developing a child's joy and appreciation of print - and a quality of listening that will last throughout their lives!"

Important Addresses

August 15, 1995- Nominations for Officers. Send Nominations to:

Dr. L. Todd Thomas
Dept. of Communication
North Carolina State University
Box 8104
Raleigh, NC 27695-2450

September 1, 1995- Program Proposals for '96 Convention. Send to:

Dr. Philip Emmert
School of Speech Communication
James Madison University
Harrisonburg, VA 22807

September 1, 1995- Tomorrow's Scholars Program Papers (also to be considered for the James I. Brown Award). Papers completed in the 1994-95 school year should be submitted by this date to:

Dr. L. Todd Thomas
Dept. of Communication
North Carolina State University
Box 8104
Raleigh, NC 27695-2450

January 15, 1996- Research Papers to be considered for the Ralph Nichols Award. See the October issue of *Listening Post* for submission details.

January 31, 1996- Tomorrow's Scholars Program Papers completed in the 1995-96 school year should be submitted to:

Dr. L. Todd Thomas
(see address above)

March 14-16, 1996- 17th Annual Convention to be held in Sacramento, CA.

March 13-15, 1997- 18th Annual Convention, to be held in Mobile, AL

March 19-21, 1998- 19th Annual Convention, to be held in Kansas City, MO

Five Year Plan for ILA

ILA Mission:

The International Listening Association promotes the study, development, teaching and practice of effective listening.

Organizational Vision:

ILA will remain a growing organization in which members take pride in their commitment to the advancement of listening as a critical communication competency. The membership will support the mission of the association and enthusiastically attend meetings, subscribe to the organization's services, and spread the organization's message. ILA will strive to constantly improve value for the membership dollars by pursuing the following objectives:

- a. Increasing the visibility and credibility of listening as a critical communication competence.
- b. Promoting teaching and training in listening.
- c. Promoting the scholarly and systematic study of listening.
- d. Meeting diverse members needs.

Five Year Plan

In order to achieve the purpose of ILA and continue to grow toward the vision of the organization, the following are presented as goals for the association to strive for over the next five years. During the year 2000, the board needs to evaluate the organization's progress and develop a new plan which will continue to focus on the ILA mission and objectives.

Membership Goals:

I. Develop a long range membership campaign by 1995. This membership campaign should be adaptable so each

membership committee can systematically target select groups and geographic areas. Among its other goals, the campaign should be designed to:

A. Increase membership by 100 individuals and at least one corporation each year.

B. Target a specific professional or geographic group each year for a membership drive.

C. Increase the diversity of membership by reaching 10% minority membership and 50% female membership by 2000.

D. Double international membership by 2000 by adding five new members per year.

E. By 2000 have members in the following categories: Law deans, Medical deans, Nursing deans, School superintendents, Seminary deans, Social work deans, PTA state presidents, Business school deans, Congress people, journalists, Fortune 500 companies.

II. Develop a plan to evaluate the effectiveness of membership drives, convention programs, and PR efforts by 1995.

Membership Services Goals:

Increase services available to members:

By 1995 sponsor at least one regional meeting similar to the existing New York Regional conference.

By end of 1996 develop a clearing house of information such as the current Listening Bibliography.

By 1997 add listening training materials bibliography and "speakers bureau" of ILA members to clearing house information.

ILA Publications Goals:

By 1996 publish the first ILA applied magazine.

By 1997 begin publishing the best elements of each convention in an annual "proceedings." This publication should include the top rated programs in each interest area.

By 1998 publish the journal semi-annually.

By 1998 have the ILA journal indexed in Comindex and other recognized indexes.

By 1999 have the ILA magazine at least twice a year.

Upgrade the quality of the magazine to a slick publication that will also appeal to non-members by 1999.

ILA Research Division Goals:

By 1995 ILA members agree upon a definition of listening.

By 1995 have members send papers to ERIC.

By 1995 increase the publicity of ILA research awards outside of ILA.

By 1996 have members involved in at least three multi-campus research projects.

By 1997 have at least 5 groups of researchers working on electronically networked research.

By 1997 increase the amount and quality of data-based research.

By 1997 identify funding sources for research.

By 1997 have at least one project involving listening in applied settings, preferably at least partially funded by a concerned organization.

By 1998 have members involved in research verifying current prescriptions and interventions for effective listening.

By 2000 establish and fund a Listening Research Center.

By 2000 triple the size of the Research interest group.

Increase by two each year the number of articles about Listening in journals other than the *International Journal of Listening*.

ILA Business Division Goals:

By 1995 advertise membership and convention in ASTD local newsletters.

Beginning 1995 begin recruiting members from the NSA.

Beginning 1995 target five states each year for increased membership from ASTD chapters.

Increase the collaborative efforts among business division members beginning in 1995.

By 1995 establish a task force to establish a set of ethical standards concerning the use of ILA proprietary materials.

By 1995 establish ILA involvement on Internet and other electronic communication networks.

Increase corporate/business members by 10 percent per year between 1995 and 2000.

By 1996 gain coverage in the business press about ILA as the source for information about listening.

By 1996 sponsor at least two regional summer meetings with a business orientation.

By 1996 have at least one corporate sponsor for an ILA event or program.

By 1996 identify business related listening competencies.

By 1996 establish a task force to investigate the feasibility of establishing an ILA Training Center.

By 1997 establish mentoring and coaching programs for trainers.

By 1998 have an ILA member involved with ASTD in all 50 states.

ILA Education Division Goals:

By 1995 establish a task force to work on implementing listening training in K-12 in teacher education programs.

By 1995 establish a task force to identify sources of grant money for listening education.

By 1996 identify K-12 listening competencies.

By 1996 provide training to ILA members on how to apply for grant money.

By 1996 establish a calendar of listening events to go into newsletters and other mailings.

By 1996 establish an education speakers bureau.

By 1997 provide a list of ILA members who are willing to write articles about listening education.

By 1999 have a clearing house of listening materials.

ILA International Division Goals:

By 1995 expand international members' involvement in the *Listening Post* by featuring international information beyond the current International Voices column.

By 1995 distribute brochures to countries in which ILA currently has international members.

By 1996 have ILA members in particular countries develop a personalized letter to accompany the international brochure.

By 1996 have ILA international members secure names of prospective members in their countries.

By 1996 have the ILA brochure translated into three languages, three more to follow in 1998.

By 1997, distribute to at least ten universities or corporations in at least six countries.

By 2000 establish a clearing house for information for ILA members who have interests in working on international projects.

Double the current international membership by 2000 at a rate of five new members per year.

Establish a European network group which will have met at least once by 2000.

ILA Annual Meeting Goals:

Beginning in 1995, gradually increase the variety of listening oriented materials that are displayed at the conference.

Beginning in 1995, get businesses involved in displaying their listening related products.

Increase attendance at the annual meeting to 250 by 1999.

Increase the variety of presenters and programs at the annual meeting over the five year period.

Important Addresses

International Office: Kathy Thompson
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The Listening Post: Lisa Vickers, Editor
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University of North Alabama
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Florence, AL 35632

International Journal of Listening: Charles Roberts, Editor
Dept. of Communication
Box 70667
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Johnson City, TN 37614-0067

1995-96 Committees

Archives

Larry Barker
Harvey Weiss

Audit

Bev Aweve
SusanEllen Bacon

Awards

Mary Louise Shannon-Chair
Barb Cichy
Frances Grant
Lisa Vickers

Business Task Force

Bylaws

Bev Aweve
SusanEllen Bacon

Curriculum/Assessment

Andy Wolvin-Chair
Bob Bohlken
Steven Brooks
Carol Christy
Parthenia Franks
Virginia O'Keefe
Charles Swanson
Dean Thomlison

Education Task Force

Carol Christy
Jeanne Cobb
Sakae Endo
Virginia O'Keefe
Tom Wirkus

Fund Raising

Tommy Neuman

International Outreach

Bayo Oludaja-Chair
Carol Christy
Edie Cole
Jean Harris
Tommy Neuman

Local Arrangements

Tommy Neuman-Chair

Membership

Jay Brandon-Chair
Lisa Vickers

Nominating

Todd Thomas-Chair
Bob Bohlken
Judi Brownell
Michael Purdy
Mary Louise Shannon

Program Planning

Phil Emmert-Chair
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Vickie Emmert
Frances Grant
Dick Halley
Jean Harris
Michael Purdy
Dean Thomlison
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Public Policy

Barb Cichy
Frances Grant
Charles Swanson

Public Relations

Charles Swanson-Chair
Steven Brooks
Edie Cole
Barbara Nixon
Michael Purdy
Diana Schnapp

Research

Vickie Emmert-Chair
Parthenia Franks
Dick Halley
Dean Tomlison

Site Committee

Kathy Whalers-Chair
Steven Brooks
Parthenia Franks
Dick Halley
Tommy Neuman
Michael Purdy
Tom Wirkus

If you would like to be a member of an ILA committee, please contact either that committee chair or President Margaret Fitch-Hauser.
