

Listening Post

Issue #77 Summer 2001

Welcome to Summer, 2001!

(even if it's winter in your part of the
world)

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Board/Committee Notes and News

First Vice President Elect's Report

Melissa L. Beall

2003 CONVENTION THEME

As we prepare for an exciting convention in Scottsdale, Arizona, in March, 2002, please also keep convention 2003 in mind! The theme for the 2003 convention, thanks largely to Klara Pihlajamaki, is *Touch the World: Listen*. The conference will be held at the Hotel Winn, Haninge, Sweden (near Stockholm). As you read this, Hugh and I will have already made the first of at least two visits to the Hotel Winn and the Stockholm area to visit the hotel and to determine what ILA members can do as a part of the conference while we're in Sweden in July 2003. We will also visit organizations and institutions while there to try to recruit new Swedish members or at least conference participants. I will represent ILA on several

World Communication Association Convention programs July 1-6, in Santander, Spain. Some of these panels are aimed at collaboration and cooperation between and among international communication organizations. Once we get ideas we will better be able to plan for the actual conference, which is still two years away! Our colleagues from other organizations suggest that a two-year head start on things is both necessary and sufficient.

POST 2003 CONVENTION EVENTS

If you wish to participate in post-conference educational experiences in Sweden, let me know, and we'll see if we can arrange some after-the-conference events or tours. My friends and family members in Denmark and Sweden insist that Scandinavia is the most beautiful place in the world to visit. (Of course, they may be just a bit bi-

ased!) More about Sweden in upcoming newsletters and Scottsdale updates.

REQUEST FOR CHANGES TO THE BY-LAWS

Several suggestions for changes to the by-laws have already reached me. If you have suggestions for changes to the ILA by-laws, please give specific information and send your ideas to me at one of the following addresses:

Melissa L. Beall, Communication Studies, 337 Lang Hall, University of Northern Iowa, Cedar Falls, Iowa 50614-0139.

My email addresses are as follows:

Melissa.Beall@uni.edu
DrMelissaBeall@aol.com

Either email will reach me. I look forward to receiving your ideas, suggestions and concerns!

Keeping in Touch Electronically

by Barbara B. Nixon, Webmaster

In the past several years, the International Listening Association has entered a new era in communication with our members. Our website (www.listen.org) was established three years ago, enabling us to have a truly international presence 24/7 (that's 24 hours a day, 7 days a week, in "Netspeak"). The site has had about a half a million hits since we started keeping track of site statistics. . . and the visitors have been from more than 100 countries. More than 500 people each month visit our site repeatedly, and 6500 people each month visit our site for the first time. Those are some compelling numbers.

Additionally, we now have more than 300 ILA members whom we can contact through e-mail. If your e-mail address appears in the 2001 ILA Membership Directory, you should have already received a welcome notice to an announcement-only e-mail list that we manage. This list will be used for official ILA business and notices in-between the quarterly Listening

Posts. Talk about a postage-saver for the organization! This list of addresses will not be shared with outside organizations, and will not be used for messages not related to your membership in the International Listening Association.

If you are an ILA Committee Chair and would like to have a Topica.com e-mail list set up for communication within your committee, just contact Barbara Nixon at webmaster@listen.org, and we'll get one set up for you right away. Although the listening@topica.com e-mail list is announcement-only, we can set one up for you that will enable discussions among members (similar to the Listen-2 list that many are familiar with).

Below, you will find some list instructions and more about your options for managing your subscriptions:

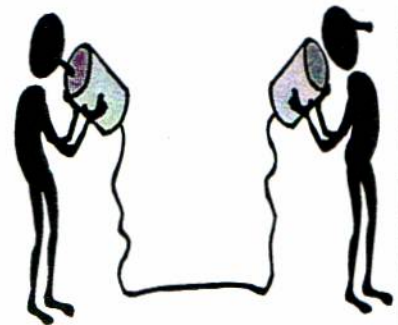
LIST INFORMATION

To subscribe: listening-subscribe@topica.com

To unsubscribe: See the Unsubscribe link at the bottom of any message.

For more information about this list, visit:

<http://www.topica.com/lists/listening>



NEW OPTIONS FOR READING AND POSTING

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Insights From the Members

How/What Do the Japanese Listen?

Sakae Endo

(Ed. Note: I received this message and felt it would demonstrate how critical listening is to understanding. English speakers talk about the importance of listening to intonation to get emotional meaning. In other languages, there are other reasons that intonation is critical to understanding.)

Basically Japanese languages have three origins; first traditional Japanese, second Chinese, and third English and other European languages. Chinese characters came into Japan at the end of 4th century, and Japanese invented their particular use of Chinese characters. So, usually we are not conscious of it's origins. But in meaning there remains the original Chinese meaning.

HASHI

We can differentiate three words by accent. Japanese Received Pronunciation have two pitch accents, high and low.

HA-SHI consists of two syllables (exactly two moras).

1. When we pronounce second syllable(SHI) with high tone, it means "bridge".
2. When we pronounce the first syllable (HA) with high tone, it means "chopsticks".
3. When we pronounce the second syllable with high tone (similar to 1.), it means "end" or "corner".

Bridge and end or corner can be differentiated when we use the postpositional particles. We usually use the postpositional particles to indicate the case.

HASHI O (O is postpositional particle that indicates the objective case), when we pronounce the second syllable with high tone, HASHI means bridge, when we pronounce the second syllable and O with high tone, HASHI means end or corner.

But Japanese accents have several dialects. For example, in Osaka and Kyoto, people have the accent contrary to RP, "bridge" has the same accent to "chopsticks" in RP.

MA Time, interval, timing, pause, and room (two rooms are 2MA , that is FUTAMA). It depends on context.

HARA I cannot understand "a power of point", "link", and "logic of context". HARA means stomach, and sometimes we use for mind or heart. There are many idioms which include HARA.

MICHI means street, road, route way and path.

The Chinese character for MICHI has also the meaning of the way of life, moral Buddhism and Taoism etc. We use the Chinese character for MICHI to signify some moral or spiritual sense. In this case, we use the pronunciation according to old Chinese DO. For example JU (in traditional Japanese YAWARA) means wrestling and we add DO, JUDO means wrestling that have some high spiritual or moral sense.

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For globalization of ILA.

1. We have to provide the reference materials and text books in other than English. Basically Japanese are not English speaking people, then in Japan we need the books and the papers in Japanese. How we can realize it?
2. Is it worth considering regional membership? For Japanese it is difficult to attend ILA convention every year. In Japan, school year, fiscal year and other, everything begins in April, and ends in March. Most people are very busy in March and April. For such people, if they can read Listening Post and ILA Journal with low membership fee (\$50), regional membership may have some merit for them..

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In search of listeners: Media meet education

Margarete Imhof

Listening is a powerful tool for building relationships, for leading, for educating, for helping, for exchanging ideas, and, last but not least for enjoying. ILA and its members are promoting listening for the positive effects of listening; they teach listening to share the benefits of listening skills; they do research, because they want to know more about listening; they practice listening to open their hearts and minds and to become more accomplished listeners.

If I were to describe my approach to listening, I would say that I am looking at listening from the inside, taking for granted that listening is an important aspect of life. Listening, to me, is both a skill (or a collection of skills, rather) and an attitude towards the people and life around me. Using the value of listening as a point of departure, I am exploring the facets of listening.

Against the backdrop of my personal opinion, I found it interesting to meet people who approach listening from outside, as I would put it. The German Listening Association was originally

formed by people from a state radio station who felt that they were losing their audience. Private radio stations have mushroomed in the region and consumers have gradually developed a preference for the 'easy listening', mainly pop-music, news headlines, local weather, traffic advisories, provided by these stations. People were turning away from the 'hard', more culturally and educationally oriented programs with longer periods of continuous listening to language, such as documentaries, political features, and audio plays.

As a result, a decision had to be made on a strategy of how to attract more listeners back to the traditional radio channels. This was not an easy task. Actually, it became obvious that any efficient action would need to reach the very root of the problem. One possible explanation for the situation was that people were actually lacking both the skills and the appreciation for listening to 'hard' programs. This was when the question arose, what listening means after all and what a person needs to know if he or she wants to listen well.

To cut a long story short:
An educational program was

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installed to support 'listening clubs' in schools. Teachers were provided with audio material and they learned how to use them to teach listening. All participating schools had more students who were interested to be in the listening class than they could take in. The parents and the regular classroom teachers were all for the project, because they could observe that also listening skills in the classroom and other environment have improved, but also attention in general.

By now, the teachers have gained some expertise and build their own ideas around the material or create their own listening environments. Now, they would like to know what there is behind listening. What skills are being built as a person learns to listen? How can listening be taught in the regular classroom to students of different ages? How can parents be included in the process of teaching and learning listening?

Whatever the effects of this project precisely are, I think it is interesting for the course it has taken. It is a step off the beaten track to look at the sender of a message. This might have resulted in a reform of the

The awakening of 'listening' in Sweden

Kent Adelman

During the annual convention in Chicago this year I had the pleasure of accepting a research award for non-student research in the field of listening. It was a great honour for me and when I came home I got some good opportunities to speak about ILA and listening research.

In April one could read the following headline on the university news web: "International recognition for listening research". The text mentions the lack of research in Sweden in this area, compared to reading and writing, and emphasises how little we know about the listeners point of view, compared to the speakers.

I just want you all to know how grateful I am and to get a feeling for how much this means in creating a listening field in my country. I suppose you could say that the awakening of 'listening' in Sweden has slowly begun. Let us all make sure that the annual convention in Sweden in the summer of 2003 will make the turning point. See you then.

program formats. The limits to the power of the sender were taken seriously and put into practice creatively. If the listener does not open his or her mind, nobody can reach him or her. The listener needs the experience that he / she can do a lot to all the messages that he / she receives. I was surprised that

the project worked this way around: Educate listeners and explore the power of listening as you go along.

More information on the German Listening Association: <http://www.zuhoeren.de>

America has forgotten about listeners: Reflections from my journal.

By Tatchan Akasaka

It has been three months since my wife Chako and I left Japan. After the 22nd ILA conference in Chicago finished, we spent three weeks in Christchurch, New Zealand, then traveled back to the States for a few days in Columbus, Ohio and New Haven, Connecticut. Most recently we came back to Chicago to settle down in the heart of the city near the John Hancock building and other tourist spots. I am now doing some research at Governors State University, University Park, IL where Dr. Michael Purdy, an active member of the ILA, teaches.

Klara Pihlajamaki, international board member for the ILA, asked that I contribute something to the Listening Post about my travels during my six month sabbatical. So I would like to tell you something about my impressions of Americans' ways of speaking and listening.

It seems to me that American communication educa-

tion has been very successful for the past many years. I would also say that American education in communication leads other countries in many ways. But it seems to me that America has forgotten something very important. As anyone knows, America is a diverse country with people from many countries of the world, and many take for granted the people of other countries who may live in their very neighborhood. But they also haven't realized that international people, like myself, have difficulties understanding English well.

Some examples of the insensitivity to the listening needs of those from other countries include the poor quality of announcements on busses and trains. Bus operators and train conductors don't seem to care about the passengers. They seem to think all they have to do is announce, whether passengers understand or not. (Ed note: this is true of English speakers as well. I rarely understand the announcements at public transport facilities.)

In addition, I would like to give my opinions about the difficulties of using the telephone in the states. Reading the newspaper,

Chako and I spot many interesting advertisements that declare, "Call now!" In trying to get in contact with the number in the paper all we hear on the phone are recorded voices and it is quite difficult to follow the instructions. This is an example of how manufacturers, distributors and retailers haven't realized that there are many foreigners and many immigrants who do not understand English well enough to follow these recorded messages.

There were also many good things to say about speaking to friends and strangers in America. Fortunately we got to know two people from Chicago. There is a couple who are 83 and 81 years old, and they are very charming. They don't seem to be their age. They have been very kind to us and speak to us very slowly so we can understand. They speak to us in a Standard English, not using colloquialisms and "big words" which are difficult to understand. When we see them we feel very comfortable and have a good time.

There must be such people everywhere; we have been lucky to have known a few of them. They are good listeners.

Listen to Americans and Europeans simultaneously if you can!

A few days ago I happened to pick up the book "Communication" by Ruesch & Bateson: (1987) from my bookshelf. It says that "the social meeting of European and American is a beautiful example of how the same events are interpreted in different ways because the two persons do not possess the same system of communication." Because we are approaching such a meeting 2003 (which, I expect, will also include other cultures) I decided to cite some differences explained in that book. I take here only some isolated examples. To get a better idea of why the Europeans and Americans differ in their thinking, feelings and action, read the whole book.

Time and Change

Americans integrate experiences around the temporal axis, while Europeans attempt to integrate them around spatial coordinates. The American culture is oriented toward movement and change while European culture is essentially static with emphasis on already existing features. The

European is concerned with purity of style and structure. The European accepts the facts of the past while the American feels no obligation to the demands of the historical past. In America changes are always for the better. The past is of no interest because nothing can be done with it. In contrast, the European expects change to be for the worse. Europeans are much less in a state of alarm because change is not anticipated, though it may occur. In Europe, that which may be viewed as inconsistency or lack of stability, may in America be viewed as adaptability and strength of character.

Thinking and Acting

In Europe it matters what a person thinks and feels. In America it matters what a person does. In America, the identity changes according to what one does. The European is less conscious of action but includes in his consideration all the cues and expressions inherent in a situation, of which the American is usually less aware.

For Americans better understanding is gained through actions and they fill the social space with optimism. In contrast to the European who believes in

natural development and evolution, the American believes that a man's success at forty is predetermined at the age of twenty. The European is like a botanist who proceeds without attempt not to manipulate the conditions and may in his skepticism be rather paralyzed. In America simplification of thought is carried until action is possible. In Europe, complexity of thought or feeling can exist without reality testing.

Relationships

Americans do things fast. The European is puzzled by the sudden transition of themes in America. Relationships are quickly initiated and easily dissolved. There is abrupt transition from familiarity to utter detachment without concern for transition in America. The European experiences this as a shock similar to that felt when a moving car comes to a sudden emergency stop. But -(read this!)- the Europeans in many situations treat other people like objects or as if they don't exist, while Americans treat others always as people, not matter what their job.

The American concept of polarity contrasts with the concept of friendship in

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Europe where the test of real friendship comes from hardships suffered together. The American is conscious of his own status within his group but less aware of the status of his group among other groups. The contrary is true of the European.

Material Things

In America the object is subservient to life. No property feeling is attached to any object. Europeans, in contrast, have great interest in protecting inanimate objects. The guarding of things is put ahead of the needs of individual in Europe. To this is added the American belief that social problems can be solved by better material standards.

Well, it sounds/looks like in order to make sense of each other, European and American must turn their thinking and feeling "upside down" when they meet.

There are other books that also highlight differences between these two continents. Hofstede, for example, has made research on cultural differences in 40 countries. The most famous of his categories is femininity-masculinity. Sweden ranked pretty high in femininity, if I remember right. Social needs

New Titles in Listening

The Good Girl's Guide To Negotiating by Leslie Whitaker and Elizabeth Austin. 2001, Little-Brown, \$23.95; the author states that a significant portion of the book is about listening.
Jim Pratt

Listening Ministry: Re-Thinking Pastoral Leadership by Susan Hedahl. May, 2001, Fortress Press, Minneapolis, \$14.99 through Internet book sites or directly from Fortress Press. The book emerged from the work of Susan Hedahl, homiletics professor at Gettysburg Lutheran Seminary and co-teacher

predominate the Scandinavian culture while need of self-actualization predominates USA, Canada, Great Britain and Australia. Need of security predominates in Japan and Germany, according to Hofstede.

Please, contribute with your own experiences or knowledge you have concerning the cultural differences in listening in the next Listening Post.

Klara Pihlajamäki

with Dean Norma Wood, in a 1997 course on listening for pastors. The work is based on the pioneering efforts of Andrew Wolvin and Carolyn G. Coakley in their work, *Listening*. Hedahl's work discusses ministerial listening in small groups, worship settings, committee work, community/advocacy environments and spiritual relationships. Sue, an ILA member, is particularly grateful to the Wolvin-Coakley team for their encouragement in looking at this vital area of ministry.
Susan Hedahl

Is It Always Right To Be Right? by Warren H. Schmidt and B.J. Gallapher Hateley (Amacom, \$16.95). A company literally falls apart until someone--then everyone--learns to listen. A quick read with exercises included!
Diana Schnapp

Janalea Hoffman, ILA member has released a new CD for adults and children called "*David and the Tone Fairies*" A lonely, stressed-out shepherd named David who meets Tone Fairies that teach him about sound, music, where music comes from, and a new way of listening." Call 913-681-8098. Cost \$11.95.

TWO EARS AND ONE MOUTH : TWO EYES AND ONE HAND

The point is sometimes made that the fact that we have two ears and one mouth signifies that we should listen more than we speak. Concomitantly, perhaps, the fact that we have two eyes and a preferred handedness may signify that we should read more than we write. Attempts to estimate the amount of time we spend in each of the communication modes – listening and speaking, reading and writing – have characterized language research since the first quarter of last century. Most of this research has, however, been in the U.S.A.

One of the most recent of these studies was conducted by Bohlken (1999), a member of the International Listening Association, who published in the newsletter of that organization entitled the Listening Post, an article entitled "Substantiating the Fact that Listening is Proportionately Most Used Language Skill". A Listening Diary has always been an integral part of the Effective Speaking course and so it was decided that this could be modified in order also collect to data which could be used to compare with the American studies.

Table 1 presents an overview of some of the analyses of communication time from 1926 – 2000. All data are presented as percentages of total communication time, with the exception of the Weinrauch and Swande (1975) study which focussed on working hours only. The Australian data are derived from 80 university student listening diaries completed within the first two weeks of Semester 2. While student degree destinations vary across the university, the majority derive from humanities type disciplines.

Table 1

An overview of Analyses of Communication Time 1926 - 2000

| Researcher/s | Date | Country | Nature of Sample | Listening % | Speaking % | Reading % | Writing % | Email % |
|---------------|------|---------|------------------------------------|-------------|------------|-----------|-----------|---------|
| Rankin | 1926 | USA | Adults | 42.1 | 31.9 | 15.0 | 11.0 | - |
| Brieter | 1957 | USA | Homemakers | 48.0 | | | | |
| Weinrauch and | 1975 | USA | Business Personnel (Working Hours) | 32.7 | 25.8 | 22.6 | 18.8 | - |
| Werner | 1975 | USA | Students and Adults | 54.93 | 23.19 | 13.27 | 8.4 | - |
| Barker | 1971 | USA | College Students | 52.5 | 16.3 | 17.3 | 13.9 | - |
| Bohlken | 1999 | USA | College Students | 53.0 | 22.0 | 13.0 | 12.0 | - |
| Davis | 2000 | AUST | University Students | 45.1 | 30.6 | 12.3 | 9.8 | 2.1 |

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While the percentages vary from study to study, the communication pattern is entirely consistent. Listening is the dominant communication mode, followed by speaking, then reading and, finally, writing. However, it is also noteworthy that the Australian 2000 data are closer to the early American study by Rankin (1926) than to either of the more recent US college student studies. Nevertheless, given that Bohlken (1999) did not include email as a separate category, combining the writing and email figures for the Australian study yields a similar writing result.

The Bohlken (1999) study collected data, as did the Australian study, re the types of listening over the period sampled – in both cases over one week. Table 2 gives the percentages of time spent on each category of listening behaviour.

Table 2
ANALYSIS OF TYPES OF LISTENING

| <i>LISTENING</i> | Bohlken (1999) % | Davis (2000) % |
|----------------------------|---------------------|-------------------|
| Mass Media | 36 | 21.7 |
| Interpersonal | 39 | 40.6 |
| Public/Presentational | 25 | 20.8 |
| Interpersonal + Public | | 7.5 |
| Interpersonal + Mass Media | | 5.7 |
| Other | | 4.7 |
| Total listening | 53 | 45.1 |

The Australian data do not offer exact comparisons since a number of students, for good reasons, included additional categories to those used by Bohlken (1999). The "other" category included predominantly music students who were listening to their own rehearsals or private practice. Some students were obviously honest about simultaneous conversations during lectures (interpersonal + public) while others recorded the normal social interactions which occur while, for example, watching television or listening to the radio (interpersonal + mass media). Even if this last category is combined with the mass media category for the Australian study,

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Bohlken's (1999) college students appear to spend a greater proportion of their time listening to the mass media than do the Australian university students.

The Australian university data were also analysed by day of the week; Table 3 presents these data across all communication modes while Table 4 presents the day by day analyses for the listening categories.

Table 3
Daily Analysis of Verbal Communication Patterns - TH1200

| | Monday % | Tuesday % | Wednesday % | Thursday % | Friday % | Saturday % | Sunday % | TOTAL WEEK% |
|-----------|----------|-----------|-------------|------------|----------|------------|----------|-------------|
| Listening | 44.2 | 43.8 | 43.6 | 44.4 | 45.9 | 48.2 | 45.7 | 45.1 |
| Speaking | 26.7 | 29.2 | 26.0 | 28.1 | 33.7 | 36.6 | 33.8 | 30.6 |
| Reading | 13.4 | 13.9 | 15.5 | 13.1 | 9.9 | 8.7 | 11.0 | 12.3 |
| Writing | 13.1 | 10.5 | 12.7 | 11.5 | 8.2 | 5.3 | 7.2 | 9.8 |
| Email | 2.6 | 2.6 | 2.2 | 2.9 | 2.2 | 1.3 | 2.3 | 2.1 |

While listening is slightly higher on Saturday, it remains fairly consistent across the week. Speaking, on the other hand, is higher on Friday, Saturday and Sunday. Reading is in sharp decline over the same period and writing is even more so.

Table 4
DAY BY DAY ANALYSIS OF LISTENING PATTERNS - TH1200

| LISTENING | Monday % | Tuesday % | Wednesday % | Thursday % | Friday % | Saturday % | Sunday % | TOTAL % |
|---------------|----------|-----------|-------------|------------|----------|------------|----------|---------|
| Mass Media | 19.5 | 22.1 | 22.6 | 20.5 | 20.2 | 22.4 | 25.7 | 21.7 |
| Interpersonal | 31.7 | 32.9 | 37.4 | 38.7 | 41.3 | 48.6 | 52.5 | 40.6 |
| Public | 33.6 | 31.1 | 28.3 | 24.7 | 16.6 | 7.6 | 4.7 | 20.8 |
| Interpersonal | 4.2 | 5.8 | 4.4 | 8.9 | 11.2 | 8.7 | 7.3 | 7.5 |
| Interpersonal | 5.9 | 3.5 | 5.1 | 3.4 | 5.7 | 8.9 | 8.9 | 5.7 |
| Other | 5.8 | 4.9 | 3.0 | 3.7 | 4.3 | 7.5 | 5.8 | 4.7 |
| Total | 44.2 | 43.8 | 43.6 | 44.4 | 45.9 | 48.2 | 45.7 | 45.1 |
| Listening | | | | | | | | |

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There is much less variability in listening to mass media over the course of the week than there is in interpersonal listening which, not surprisingly, increases by over 10 per cent at the weekend. The percentages for the "public" and the "interpersonal + public" categories seem somewhat anomalous for the weekend since this is not a peak time for lectures but some students included work with the public in this category. The distinction between the presentational public and the interactive public would need to be clarified in subsequent research.

Students in the Australian study were, as a final activity, asked to reflect retrospectively on their communication behaviours over the week under review. Many expressed surprise at what the diary had revealed - "recording this diary was an eye opener to me"; "I was horrified at the amount of time I sit listening to television"; "I was surprised to learn that I listen more than I speak"; "I wasn't aware that a large proportion of my time was spent speaking"; "I had actually thought my verbal communication would be

higher than listening"; "I had never realized how I spent my day (in regards to communication) until I wrote it all down".

Some observed that the week may have been atypical - "this may not be a true representation of my weekly schedule as it was o-week"; "this week was different from most weeks"; "it was the first week back from holidays and I did spend a great deal of my time socializing and catching up with friends"; "I had a lot of work hours this week". The most self-reflective students recorded their resolutions as a result of their analyses - "I plan to reduce my television time asap"; "I have been made well aware of the hours I should cut down on socializing" - while others made useful general observations - "my communication behaviours over the week make sense - I am a social Person"; "this study has demonstrated to me the importance of being an effective speaker"; "... the effectiveness of verbal communication is easy to underestimate - and we often take it for granted".

Diana F. Davis
James Cook University

Business Section Update

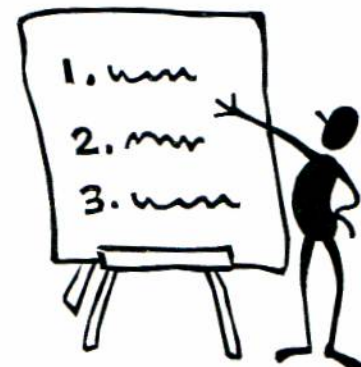
Rochelle Devereaux

The ILA Business Section is looking for three things:

1. People interested in working with us to provide articles, presentations and other items of interest to business members;
2. Members interested in presenting material at the 2002 Scottsdale conference; and
3. People interested in working toward an exceptional program for the 2003 Sweden Conference.

We're currently working to involve the local Chamber of Commerce in our pre-conference and determining just what we need to do. If you are involved in Business/Consulting/Training, consider helping.

Call or e-mail me today!



Administrative Notes/Calls/Etc.



From Jim's Cluttered Desk...

It was just before midnight on a Sunday in spring when the doorbell rang. I was already in the early stages of deep sleep, and so I didn't stir until the bell rang a second time. By the time I awakened enough to put on my robe and make my way down the stairs and through the darkened living room, our caller had departed. Andrew, our 16-year-old son who had answered the door, stood there in the dark. He, too, had been awakened by the doorbell and had found that our caller was a uniformed police officer.

"I have a report of a runaway at this address," he said. Startled and sleepy, Andrew told him that there were no runaways at our home. "Sorry," said the officer, "it must be a mistake."

Now fully awake, I hurried up the stairs to son Charlie's bedroom, where I found him snoring peacefully. With the family accounted for, I went downstairs again and double-checked that all the doors were locked, as I had done before I had initially retired for the evening. I checked the garage, locked the cars, and turned on the yard lights to see if any runaways were lurking there. Returning to bed, I lay awake, turning the possibilities over in my mind: Were we suspected of harboring a run-away? Had someone reported our children as runaways? Was it really a police officer who had rung our doorbell at midnight?

On Monday morning, I telephoned our small-town police chief, and my suspicions darkened: he knew nothing about the event that I described, but he would check into it. And when he did call back, I was finally relieved.

"Just a mistake," he said. "It was the right house number, but on the wrong tree-named street. I'm sorry it happened; I hope the officer apologized to you."

Yes, apology received and accepted. No harm done. Walnut, Elm, Maple, Pine, Cedar...even I have trouble remembering what order the streets follow. A police officer didn't listen well, and a family's sleep was disturbed. A trivial incident...

Unhappily, not all such incidents are so trivial. Last week in Saint Paul, four sheriff's deputies searching for a fugitive check-forgery shot and killed a family's pet, a black Labrador who barked at them. The dog, behind a chain-link fence around the family's yard, was shot because one of the four armed deputies said that he feared for his life, and the can of Mace he carried was not enough to deter the dog. It was, perhaps, a bad judgment call on the deputy's part; still, it was a necessary part of law enforcement... except that the deputies were at the wrong address!

Asked for an explanation, the sheriff's office declined comment. We can guess that the answer would be, "Bad listening."

Other examples are re-

(Continued on page 15)

Call for Submissions

The International Journal of Listening, a journal published by the International Listening Association, encourages you to submit original research on listening and intrapersonal processes for review and consideration. The journal is published annually.

Interested scholars should submit three copies of manuscripts in APA style to:

Dr. Margaret Fitch-Hauser,
Editor
International Journal of Listening
Dept. of Communication
Auburn University, AL
36849

(Continued from page 14)

ported all too frequently on the evening news. Similar sounding street names are confused, house numbers are transposed, digits are dropped, and police officers break down the wrong door and invade the wrong house, terrorizing an innocent family, sometimes with lethal results. Yes, listening well can indeed be a life-or-death matter. Thanks for listening...

Jim Pratt, Executive Director

2001 Convention Papers Available

From Kathy Thompson, ILA - CPRC Coordinator (kathy.thompson@alverno.edu):

Papers from ILA's 2001 Convention are now available through the ILA - CPRC. If you were unable to attend a conference, lost your handout from a conference session, or are simply curious about the content of conference activities, this is your opportunity to satisfy your curiosity. To access the Convention Paper Resource Center on line:

- * Link to the ILA - CPRC main page: <http://www.listen.org/pages/cprc.html>
- * Link to papers from 2001 Convention: http://www.listen.org/pages/cprc_2001.html

If you prefer, you can contact the Coordinator directly:

Kathy Thompson, Alverno College, PCM Department, PO Box 34933, Milwaukee, WI 53234-3922

Some Background:

Established in 1998, the International Listening Association - Convention Paper Resource Center (that is, the ILA - CPRC) is an information system and reproduction service designed to provide users with ready access to ILA convention papers. More specifically, the ILA - CPRC does the following:

* Collects ILA convention papers
* Posts a database index of the papers and ordering information on the association's website at <http://www.listen.org>
* Posts an abbreviated index of the papers and ordering information in hard copy for those without access to the Internet's ILA Website
* Makes papers available to interested buyers
* Processes orders

Please contact Kathy Thompson directly at kathy.thompson@alverno.edu with questions or orders.



Call for Award Nominations

The deadline for the 2002 ILA Awards has been set as November 1, 2001. Please consider the different awards, and whom you think is deserving of each.

2002 Listening Hall of Fame Award

Qualifying Criteria: The Hall of Fame Award is presented to individuals who are recognized for notable achievements involving Listening in academic, business, or other settings. Selection to the Hall of Fame is the highest award of the Association.

Nominees should have contributed to the advancement of effective Listening over a number of years.

Instructions: Please submit your nomination and specific supporting documentation outlining the nominee's explicit qualifications.

2002 ILA Research Award

Qualifying Criteria: Nominations can be made for three ILA Research Awards:

The Listening Research Award is presented for outstanding achievement in research by an ILA member or group. The research should have been published no earlier than 1999. Research results may be published or not. Nominations may be made by self-nomination, or by another ILA member, with recommendation of the ILA Research Committee.

The Graduate Thesis/Dissertation Award nomination is open to any full-time graduate student who has completed outstanding research in the form of a thesis or dissertation completed no earlier than 1999. Nominations may be made by self-nomination, or by another ILA member, with written recommendation of the nominee's advisor and the ILA Research Committee.

The Undergraduate Research Award is open to any full-time undergraduate student who has completed an outstanding research project no earlier than 2000. Nominations may be made by self-nomination, or by another ILA member, with written recommendation of the nominee's advisor and the ILA Research Committee.

2002 ILA Special Recognition Award

Qualifying Criteria: Nominations should be individuals and/or organizations who have performed outstanding service to the ILA for an extended period of time, or have provided unusual service to the promotion of listening.

Instructions: Please submit your nomination and specific supporting documentation outlining the specific service and unique contribution of the nominee. Please cite dates of unique

contribution with particular evidence reflecting the impact, outcomes, or effects of such contributions.

2002 ILA Listener of the Year

Qualifying Criteria: Nominations should be nationally or internationally prominent Listeners. Nominees should epitomize the highest standards and principles of effective listening.

Instructions: Please submit your nomination and specific supporting documentation.

2002 ILA Award for Listening in the Business Sector

Qualifying Criteria: The ILA Award for Listening in the Business Sector is presented an individual who is recognized for notable achievements involving listening in business settings. Nominees should have contributed to the advancement of effective listening in calendar year 2001.

Instructions: Please submit your nomination and specific supporting documentation outlining the nominee's explicit qualifications.

2002 ILA Listening Teacher of the Year

Qualifying Criteria: The recipient of the ILA Outstanding Teacher of Listening Award is presented to an individual who is a member of ILA in good standing; is a teacher (open to all levels, including elementary, secondary and college); is knowledgeable about listening and how to teach listening; teaches listening (could be part of a course, such as language arts, communication, speech, etc.); and shares his or her knowledge and techniques for teaching listening with others i.e., through Convention presentations, publishing, teacher in-service, etc.).

Instructions: Please submit your nomination and specific supporting documentation outlining the nominee's explicit qualifications.

Nominations may be made online at the ILA website: http://www.listen.org/pages/awards_form.html

or they may be sent to the following address:

Lisa Darnell, Chair
ILA Awards Committee
Department of Communications & Theatre
UNA Box 5189
Florence, AL 35632

CALL FOR PRESENTATIONS/PAPERS

Planning for the 2002 ILA annual convention, March 6-9, is already in progress. The program committee is in place so you need to plan for your presentation(s) now. The theme for next year's convention will be LISTENING: THE FOUNDATION OF COMMUNITY. The Ramada Valley Ho Resort & Convention Center in "Old Towne" Scottsdale, Arizona will provide us with a beautiful location but we need your help to provide an exciting program of sessions.

There is an on-line form on our web site (<http://listen.org>) for your convenience. You may also use the traditional method of mailing your completed proposal and a copy on disk no later than September 1st 2001 to:

Kimberly Batty-Herbert
Clovis Community College
417 Schepps Blvd.
Clovis, NM 88101
battyk@clovis.cc.nm.us

As you prepare your proposal be sure to include each of the following items:

- " Paper/ Panel/Program description appropriate for the official convention program, if your proposal is accepted (25-50 words).
- " Paper/ Panel/Program description appropriate for selection decisions by Program Committee.
- " For papers, please provide a 100-150 word abstract. For a panel or a program, please provide a 150-200 word description.
- " Names/Addresses/Phone Numbers, E-mail of Co-Authors/Presenters and suggested Panel Chairs.
- " Proposed Time Frame: 20 min, 1/2 hour, 1 hr., 1.5 hrs, 2 hrs
- " Track best suited to support: Business, Education, Research, General
- " AV Needs: Flip Chart, Overhead, VCR, Other specify (cannot guarantee internet access)
- " Any Special Room/Set up requirements

An Invitation

Dear Friends,

You are invited to participate in the 23rd Annual International Listening Association conference that will be held for the **third** time in Scottsdale, Arizona. We will be meeting in the Ramada Valley Ho in the heart of this great city. Restaurants, entertainment, and shopping are in walking distance. The hotel will provide shuttle service from and to the airport. Scottsdale [Phoenix] offers some of the best airfares to cities across the country because two national regional airlines and all of the other carriers serve us. I invite you to go to the Scottsdale website for more information: <http://www.scottsdalecvb.com/>.

Arizona is one of the fastest growing areas in the United States. We have become the 7th largest city and a mecca for winter visitors. It is also the home of the fifth largest university in the United States—Arizona State University. We are pleased to be your host for this conference.

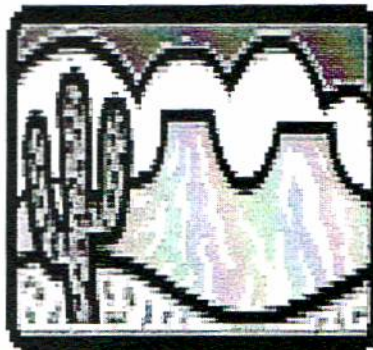
Scottsdale has continued to grow and add exciting new features since the last ILA

conference. We have a 1.5 million sq ft shopping center with Nordstrom's, Neiman Marcus, three other anchors, and over 200 shops. We have museums and art galleries a block from the hotel. You can walk everywhere unless you want to go to the desert, the Grand Canyon, Sedona, or to play golf. All of these options will be offered.

Having hosted five conferences, including two prior ILA meetings, I will make every effort to give you an excellent conference experience. As Paul Harvey says, "When that plane touches down in Phoenix, I know I am home." For a few days, we welcome you home.

Sincerely

William E. Arnold
Local Host



Members in the News

Lisa M. Orick, Ph.D. defended her dissertation research "LISTENING PRACTICES OF LEADERS" on Thursday June 7th and passed (with revisions, which is normal). She earned her Ph.D. in Organizational Learning and Instructional Technology from the University of New Mexico.

Lisa has also been appointed to the position of "Chair of Communication Studies", Arts and Sciences Department of Albuquerque Technical Vocational Institute. It is a two year appointment.

Rochelle Devereaux, Business Efficacy, presented workshops on "Is Anybody Listening?" to members of the Oregon School Employees Association in two locations this spring. Two of the four session groups were predominantly teachers' aides for learning disabled children who devised a number of strategies to gain their student's attention based on the techniques presented.

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Larry Norton

(Diana Schnapp) Just saw in SPECTRA that Larry Norton passed away February 14, 2001. He and his wife, Eleanor, have been long time members of ILA. I remember seeing them at convention as long ago as New Orleans, and they have kept up their membership. NCA members will remember Larry from Bradley University in Peoria, Illinois, where the Norton Forensics tournament was named for him.

Pi Kappa Delta National Forensics Honorary established the L.E. Norton Award for Outstanding Scholarship in his honor.

Condolences may be sent to:

Mrs. Eleanor Norton
1010 N. Heading Court
West Peoria, IL 61604

(Continued from page 19)

Sad News About Lydia Comty's Son

Lydia Comty send the following message on the ILA_Sweden Topica List:

"What's new here is that we have had a meadow labyrinth designed for our B&B. Walking meditation with a guarantee that one will listen to ones' self in the process! I am learning about it and loving it at the same time.

"It is helping with our on-going grief process at the accidental death of our son in January. What people say about going through the cycle of a years' activities is true. Just now, we would have been looking forward to his vacation time visit with us - instead we will be doing a sad little ceremony of spreading his ashes here, where we can sense his spirit with us. Looking forward to visits from other family members."

If anyone would want to send her a note, her e-mail address is lcomty@erickson-mb.com, and her mailing address is:

Lydia Comty
The Listening Connection
Box 672
Erickson, Manitoba R0J 0P0 (those are all zeros, not "O"s) Canada

Listening is the hardest of the 'easy' tasks

Harvey Mackay

*Reprinted with permission
Star Tribune, Thursday,
May 24, 2001*

Ask people if they are good listeners, and usually they'll say yes. And they'll say it's easy to be a good listener. Business publications are full of articles about the sorry state of communication in today's workplace. The chief culprit is always "poor listening skills". If being a good listener is so easy, what's the problem?

To answer that, we must identify the skills that make up good listening.

Many people think that communication means getting others to do what you want them to do. For them, good listening means, "I talk, you listen." Such an approach might work. These folks get their point across by shouting, "Didn't you hear me?" Or by moralizing, "This is the only fair decision we can make." Or by pulling rank: "It's my way or the highway."

Managers who use such

tactics might get the staff to follow instructions. But these managers complain that their best staffers always seem to leave. "I had no idea there was a problem until I got the resignation letter," they whine. "After all, we communicated so well!"

These people have forgotten the basic truth about being a good listener: Listening is a two-way process. Yes, you need to be heard. You also need to hear the other person's ideas, questions and objections. If you talk at people instead of with them, they're not buying in - they're caving in.

Believe it or not, being a good listener is more important in sales than being a good talker. Ben Feldman, the first insurance salesman to pass the sales goal of \$25 million in one year, had a simple formula for his success. He was New York Life's leading salesman for more than 20 years, operating out of East Liverpool, Ohio, a city of 20,000. His secret? Work hard. Think big. Listen very well.

Good listeners steer conversations toward other people's interests. This is what good conversationalist is. And remember, you can't learn anything when you

are doing the talking.

More than a century ago, a young woman who had dined with both William Gladstone and Benjamin Disraeli explained why she preferred Disraeli: "When I dined with Mr. Gladstone I felt as though he was the smartest man in England. But when I dined with Mr. Disraeli, I felt as though I was the smartest woman in England."

Being a good listener also means paying attention to context as well as content. A listener who can paraphrase what you've said without changing your meaning is a great listener. A listener who merely can repeat your words is a parrot.

It takes skill and determination to be a good listener, but the effort yields terrific results. Perhaps the biggest reward of being a good listener is that you also become a better talker. You learn the best way to get people to hear what you're saying, and you find that you don't need to force-feed your ideas and opinions to others. You'll know you've attained your goal when you can utter two sentences in an hour-long conversation and the other speaker

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New Members since April

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(Continued from page 21)

thanks you for your input
and adds, quite earnestly,
"You always have so much
to say!"

Mackay's Moral: Easy lis-
tening is a style of music,
not communication.

Harvey Mackay is a Min-
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WELCOME!



Editor's Corner

I am very proud to be the editor of the Listening Post for an organization with members as interesting and committed as the International Listening Association. Articles and comments started arriving even before the last issue went out, and the content, as you can note, is pretty amazing.

I can almost call this the "International" issue given the number of articles from members outside the United States. I really appreciate the thought that each person put into their materials.

Thank you to all the contributors. Thank you also to everyone who has encouraged me to continue editing the Listening Post by sending the positive comments that every editor craves. We work in a vacuum and only know how people feel when we received feedback from readers.

Let's keep this up. Start thinking about activities you're doing that could interest the membership. Then write them down and send them as an e-mail or fax or regular mail piece so you can share with the rest of the association.

To our newest members, I want to encourage you to consider submitting a proposal for a paper, panel or other presentation for the 2002 Conference in Scottsdale, Arizona. It's a great way to introduce yourself to the members and get feedback on your efforts. That's how I got involved and it really works!

Thank you all again.

Rochelle Devereaux
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