



LISTENING POST

ISSUE NUMBER SEVEN

SEPTEMBER 1982

MINNESOTA here we come...

Our fourth conference held each year in March will this time see us in Minnesota at the St. Paul Radisson on Kellogg Boulevard. We thought you'd be interested in finding out a bit more about this place they call the land of 10,000 lakes. Minnesota has more miles of recreational shoreline than the states of California and Oregon combined and Minnesotans have the longest life expectancies in the United States. Our Minneapolis Campus of the University of Minnesota has the largest enrollment of any single campus anywhere. We have more theatergoers per capita than New York City. And that's just a start. We'll keep you updated with more bits of information on Minnesota in the ensuing issues of the Listening Post. Harvey Weiss will be our activities chair for the conference so we'll be hearing more specifics on what'll be available when you come next March.

CALL FOR PAPERS

The International Listening Association will hold its fourth annual convention in Minneapolis, Minnesota, on March 2-5, 1983. The Research Committee is sponsoring two programs at the convention. All submissions should be explicitly relevant to theory and research in listening. Persons interested should submit 3 copies of their paper to: Kittie W. Watson, Chair, Research Committee, International Listening Association, Department of Speech Communication, Tulane University, New Orleans, LA 70118. Title page should include the title of the paper, its author or authors, and relevant biographical information. There will be a special program reserved for graduate and undergraduate students submitting papers. These student-authors should include the word STUDENT on the title page. Deadline for acceptance of papers is October 15, 1982.

PROGRAM COMMITTEE REPORT

The ILA Program Committee has been active this summer. Through much correspondence, telephone calls, and a day and a half in Duluth with Al and Virginia Katz we can report the 4th Annual Conference will offer more activities and more information. Program proposals are still coming in as we go to press. And it's still not too late for you to send us yours or to offer ideas for programs. By the end of the month though we should be tying all the papers together.

This conference is geared to give a wide and diverse program for our members and invited guests. We know more about our members this year and have program proposals which answer members requests and ideas. Further, this conference will have special workshops and programs aimed at special interests and special groups who are not now members. We are specifically working with Lawyers and the judiciary, police and municipality administrators.

Continued on Page 2

AWARDS COMMITTEE

President Sally Webb has announced the appointment of Dr. Sara Lundsteen as chairperson of the 1983 ILA Awards Committee. Dr. Lundsteen will head a committee composed of Dr. James Brown and Dr. Ralph Nichols. All members of the Awards Committee are past winners of the Listening Hall of Fame Award.

The first official action of the 1983 Awards Committee was to invite the submission of nominations for awards and for the Listening Hall of Fame. Individuals, businesses, governmental agencies, educational institutions, etc., are all eligible for awards. (For example, in 1980, ILA presented a Recognition Award to the Sperry Corporation for its extraordinary contribution to "promote the study and development of effective listening.")

All awards will be presented at the Fourth Annual Conference in March, 1983, in St. Paul.

Nominations for the Listening Hall of Fame and/or any other awards should contain the following information: name, address, telephone number, and Vita of the nominee and a rationale for the nomination. Also included should be the name, address, and telephone number of the member submitting the nomination.

All nominations should be sent, before November 1, 1982, to:

Dr. Sara Lundsteen
College of Education
North Texas State University
Denton, Texas 76203

NEWS

PROGRAM COMMITTEE REPORT

From Page 1

Along with these special programs we will have special activities. More social time and events are planned by our super social director Harvey Weiss. For you early planners Nan Johnson-Curiskis has planned our conference for the St. Paul Radisson on Kellogg Blvd. in St. Paul, Minnesota. We will be sending out pre registration packets for your convenience.

To make this a complete conference we feel there is enough interest in listening basics to have programs for people new to training and teaching listening skills. Some programs which have been presented before which fill this need will be repeated.

For those who are specializing in more narrow applications of listening training certainly offer an interest to the listening generalist and will be offered for a smaller audience. More advanced listening programs with specialized emphasis will be offered to teachers, consultants and trainers. Some (1 or 2) programs will have a general interest theme and not directly deal with listening totally.

Uppermost in our minds is who the conference attendees are. You folks. You make the conference the reason everyone has such a hard time saying goodbye. These workshops and programs have evolved from your interest and contributions during the workshops so the time schedule allows for more contributions, comments and sharing.

If you have any reactions to these comments let me hear from you by the end of the month.

Bob Miller

NOMINATING COMMITTEE REPORT

The nominating Committee is seeking nominations from the membership for the offices of:

- * First Vice President
- * Second Vice President
- * Treasurer
- * Secretary
- * One At-Large Executive Board Member

Article IV of the current ILA constitution describes the duties and terms of each position listed above - with the exception of the At-Large position. During the Washington convention our Executive Committee voted to expand the duties of the At-Large position.

The At-Large position is for two years. All other positions are for one year. For those who are visually oriented, I have included the following chart to help explain who held, holds, or is scheduled to hold each position. The question marks represent positions for which the Nominating Committee is seeking nominations. Bob Miller is scheduled to assume the presidency during the last session of the St. Paul convention in 1983.

POSITION	1980	1981	1982	1983	1984
PRESIDENT	Manny Steil		Sally Webb	(Bob Miller)	
FIRST VP	Sally Webb		Bob Miller	?	
SECOND VP	Bob Miller		Virginia DeChaine	?	
TREASURER	Vern Shea		William Gering	?	
SECRETARY	Ella Erway		Carolyn Coakley	?	
AT-LARGE	Harvey Weiss			?	
AT-LARGE	Ray McKelvy		John Meyer		

The committee has one requirement and several requests for those wishing to offer nominations.

Required:

The nominator must get **the consent of the nominee** before submitting his/her name to the committee.

Requests:

- * The nominee should be someone with a demonstrated interest in both listening and the ILA. She/he should have attended at least one and preferably two of the meetings of the organization, or demonstrated interest and involvement in other ways.
- * Nominations should be made for specific positions.
- * Please forward a brief biographical sketch of your nominee with the nomination - or ask your nominee to do so.

Please send your nominations by October 15, 1982 to:

W. Ken Spence IBM Corporation
2377 Stemmons Freeway Suite 700 Dallas, TX 75207

The committee will submit a slate of candidates along with a biographical sketch of each for publication in the fall issue of the ILA newsletter.

One final note. We have a suggestion that a procedure be put in place to allow members in good standing to vote by absentee ballot. More information on this in the next newsletter.

Members of the Nominating Committee are:

Ken Spence, TX., chair	Debby Roach, OK
Irv Katenbrink, VA	Art Robertson, NY
Marguerite Lyle, LA	Erika Vora, MN
Ray McKelvy, CO	

We all look forward to hearing from you. Best regards from Texas.
Ken Spence, Chair

PRESIDENT'S PERSPECTIVE

By Sally Webb

ILA members often talk about the disastrous consequences when no one listens. We use guesstimates of the costs of listening errors. We cite instances of what happens when people fail to listen. These examples often are powerful and make the point of the value of listening. Perhaps it is time to look at the positive contributions of impressive listening and the outcomes when people do listen. I want to share with ILA members three recent, striking illustrations from Eau Claire where people listened and profoundly influenced the lives of strangers.

Last November 18, I gave a test including materials on empathetic listening to my Listening class. Feeling low because she thought she had done poorly on the test, one of my students, Cheryl, decided to skip her next class. As she walked across a parking lot, she overheard a couple arguing. Cheryl was frightened for the young woman and had the feeling that the man might have beaten her if the two were alone. She watched carefully until they were close to the building and a number of people were around. Cheryl went on to Water Street to buy a new pair of running shoes.

Later in the morning, Cheryl was walking through the University Center when she was the same young woman sitting by herself crying. Although Cheryl did not know her, she immediately went over and asked if she needed someone to listen to her or was there some other way she could help. The young woman responded, "No, that's okay, I just called my mother and she is flying here to get me." She then began telling Cheryl of her many serious problems. Cheryl suggested that maybe the professionals at the Counseling Center could help her and asked if she knew where the Counseling Center was. The co-ed agreed to go with Cheryl who took her to another building to the Counseling Center. Cheryl spoke with a psychologist for a few minutes and told him what had happened. The psychologist then immediately saw the deeply disturbed student.

This might have been all we know of the story, but, fortunately, it is not. In January the psychologist received a letter from the troubled student's mother. The letter described how her daughter had decided to drop from the university and enter a drug treatment program. A contributing factor was the fact that at the same time the father of the student entered an alcohol treatment program. The letter went on to say, "I can never thank the young woman who first intervened and brought my daughter to you enough... Please tell the young lady how her actions - and yours - changed the course of our family's life. I was very near giving up on our marriage. God bless you both." The psychologist sent a copy of the letter to Cheryl and wrote to her, "It clearly demonstrates what a difference you have made in not only another person's life, but in the lives of an entire family. If you would not have taken the action you did, I am sure that things would not have progressed to the point that they have. You were the person who started the ball rolling. You should be extremely proud of yourself."

The early morning hours of Saturday, February 13, 1982, were bitterly cold in Eau Claire. During that time a high school senior saved the life of a young woman because he listened to her screams. Harvey Johnson was working at a McDonald's when he heard screams shortly after midnight. Leaving the restaurant, he listened to the direction of the screams. Eventually, he found

tracks leading across an open field of knee-deep snow. He found a 19-year old woman lying in a snowbank. Two other young men had followed and helped Johnson get the woman back to McDonald's. The woman was wet from the waist down and apparently had fallen several times. Investigating police officers said they had no doubt that the woman could have died of exposure if she had not been rescued by Johnson. Johnson was credited with saving her life and was cited for taking the time to get involved when he heard the screams.

On Thursday, February 25, 1982, Timothy Yourchuck, 11, was taking a short-cut home when he broke through the ice on Lowes Creek. An hour and a half later, three youths heard his cries, took a toboggan down to the creek, and found him conscious but in pain. The boy's boots were soaking wet, he had lost feeling in his feet and lower legs, and could not walk. His young rescuers wrapped his feet and legs in their coats. He was treated at a local hospital for frostbite and released.

Too often we do not know how we have touched the lives of others through effective listening. In these examples we see the essence of what active listening is. One Listening student was able to redirect the course of an entire family's lives. Young people saved the lives of others because they listened. All of us in ILA will continue to use data on the implications of bad listening. However, we should emphasize the powerful, affirmative results of active listening.

SADNESS STUNS ILA'S SUMMER



Ken Alan Eric Spence

Ken Alan Eric Spence, 19, son of Mr. and Mrs. W.T. Spence (long-time ILA member) drowned 8/24/82 while exploring a branch of the tunnel he and other members of the Florida State University swim team discovered Tuesday after pulling the standard prank on a freshman team member.

Spence, a sophomore on a swimming scholarship, was guiding the freshman through the newly discovered branch of a 75 foot long, 3 foot wide natural tunnel connecting a small pond, when he apparently ran out of breath and drowned.

His former swimming coach said, "I have nothing but good to say about Ken. He was a good leader and provided leadership for younger members. You couldn't find a better kid. He always came to meets even if he wasn't swimming, just to cheer the younger kids along."



ADDITIONAL WASHINGTON D.C. CONFERENCE SESSION SUMMARIES

THE IMPORTANCE OF LISTENING FOR THE MEDICAL PROFESSIONS

(Summary of a seminar presented on March 4, 1982 to the International Listening Association in Washington, D.C.)

By Balu H. Athreya, M.D.

The major functions of a physician include diagnosis of disease, illness, and predicament in a person, and management of the disease and illness. The disease is the biological component, the illness is the personal component, and the predicament is the social component of illness. For a physician to be effective, he has to collect data about the disease, the illness, and the predicament. Collection of data in a medical setting requires looking and listening. It is impossible to make a proper diagnosis with adequate data on the disease and the illness. It is impossible to be a good doctor and help manage an illness unless the advice given takes into account the patient's illness and the predicament. This, again, requires asking questions and listening.

Physicians, in general, are trained to give advice. But they are not adequately trained to listen. In addition, there are many built-in blocks to communication between physicians and patients. These built-in blocks are: (1) The expectations of the patient are often different from the expectations of the physician. It is not enough if the physician takes care of what he thinks is important. He has to the extent possible take care of the patient's expectations. (2) The fears and anxieties of the patient color the presentation of the illness. For proper management it is essential that the physician finds out what those fears and anxieties are. (3) The current appointment system is the single most important deterrent to physician-patient communication. The most common complaint of patients is in regard to the inordinate waiting time in the doctor's office. The patients are so angry because of this waiting that when they really get an opportunity to talk to the physician they are unable to express themselves completely. (4) even the time that is spent with the doctor is interrupted with paging systems and telephone calls. This makes the patient wonder whether the physician is listening. (5) When a diagnosis is made and the patient is told about the disease, the patient goes into a state of shock and/or dismay, and very often the information does not get through during this period of shock. The physician may have to repeat the information on a number of occasions before the patient really listens. (6) Patients who can afford to pay obtain their own physician. But patients attending clinics get different doctors at each

visit. Therefore, these patients feel that there is no one person they can talk to who will listen to them. (7) With the current trends and specialties, both in medicine and allied health personnel, there are a number of people involved in managing patients. Unless there is one person coordinating all these consultants and therapists, there is usually more than one message given to the patient which, in turn, confuses the patient. (8) Physicians have a problem in talking in lay language. Patients tend to misinterpret technical statements. (9) The first contact with any person is the most important contact. Often this contact is over the telephone, and frequently the phone call is taken by a medical secretary. Even when the physician talks directly with the patient, it is often hard to judge over the phone how important and urgent the situation is.

Some recommended solutions to improving communication between patients and physicians and allow for a better listening situation are: (1) Physicians turning off all telephones and the paging system while they are with patients. (2) Keeping appointments as close to the scheduled time as possible and respecting the value of the patient's time. (3) Listening with the eyes and with the ears. (4) Reviewing at the close of the session what the patient has said, so that together they agree on what the major concerns, fears, and anxieties are. (5) Remembering crucial points from the history, so that during subsequent visits the physician can, if appropriate, inquire about events of importance in the patient's life. (6) The physician demonstrating that he heard the patient's concerns by acting on them - which is the only proof the patient has of knowing that the physician indeed listened to his/her major concerns and complaints.

LISTENING AND THE NON-TRADITIONALLY-AGED STUDENT

By Virginia T. Katz, Univ. MN - Duluth

This paper addressed the subject of listening and the education of adults, whether in the college/university context or the training context of business and industry. In both contexts we see increasing numbers of people older than the traditional student age of 18 to 22. Contrary to previous theory in education, researchers now believe that the potential for learning continues after the traditional schooling-end age of 22 or 23. However, "conventional" subject-and-teacher-centered education is not necessarily the most productive type of education of these older-than-average students. Educa-

tion for these students needs to be built around their needs and concerns, hence the relevance of the teaching of listening.

Listening training, particularly in the interpersonal context, is a very relevant "real-world" skill, hence it's appropriateness for the education of the older-than-average student. It is the belief of this author, however, that listening should not be taught in a vacuum, that it must be taught in the context of the complete interaction - message sent as well as message received.

A research study done by this author indicates that non-traditionally-aged male students in particular are deficient in the skill of actively showing support to those they are interacting with, thus possibly making it difficult for those with whom they converse to recognize them as good listeners. Training is needed in the active responses which denote good listening behavior.

Another aspect of listening comes into play when discussing the mature student. We, as professionals dealing with these students, must listen to the special concerns of these students; we must not listen to them as if they were 18 to 22 years old.

Some of the concerns with which female older students must deal are public applause for furthering education contrasted with private negative pressures from friends and family for return of services previously provided, and supervisor/boss resistance to her being trained. Male mature students face even greater pressure in that they may be perceived (or perceive themselves) as failures for "having to" return to school or undertake additional training, i.e. "You couldn't make it out there in the real world!" These concerns must be listened to and dealt with constructively and positively.

PROJECT LISTEN

By Carrie Eggleston

The following article on successful fund raising was presented at the third annual ILA Conference in Washington D.C. Since that time, the Project LISTEN Office has received a number of enquiries in regard to this presentation. We appreciate your interest and will respond to your requests as quickly as possible. Those who are interested in development of a model listening program will find Project LISTEN helpful.

The project ranked in the top ten in a field of 400 entries and was awarded a two year Title IV-C grant. To obtain a copy, write to the Project LISTEN Office, Newport-Mesa Unified School District, 425 E. 18th Street, Costa Mesa, CA 92627. Please enclose a check in the amount of \$5.00 to cover printing and mailing costs. Unfortunately, budget limitations prevent free distribution of the project.

The following checklist of activities and ideas will help the nonprofit organization in the development of a proposal for outside funding support.

CHECKLIST

1. Rule one is to define the problem/s that the proposal will resolve. Keep the problem narrow enough so that it can be solved with reasonable additional funding and within a reasonable time.
2. Innovative, creative ideas for problem solutions are the foundation of proposal development.
3. Grantsmanship programs offered through universities, government agencies and non profit foundations will help the neophyte and the veteran to develop successful proposals.
4. Successful proposals involve many people. But, one person must be responsible for producing final product.
5. Success is a good teacher. Review successful projects in your field.
6. Choose others outside your field and organization to read your proposal. Does an outsider understand the purpose, need and procedure plan of the proposal?
7. The faint of heart are not successful in the competitive world of fund raising. If turned down, ask for a critique of the proposal. You may find the funding agency is out of money and will fund your program the following year. Besides, rewrites usually strengthen proposals.
8. Successful proposals are free of jargon, are factual and realistic.
9. Timing is a touchstone of success. Presently, listening is topical and of high interest in educational and business circles.

The following areas of information are included in most proposals. The funding agency will determine the extent of the information:

- | | |
|------------------|--|
| OVERVIEW | - Proposal summary |
| NEEDS ASSESSMENT | - Problem Statement: Include factual, statistical data. State needs in terms of clients served by proposal. |
| OBJECTIVES | - Define the number of clients served and the outcomes of the proposal in measurable terms. |
| ACTIVITIES | - Ways that will be used to achieve objectives. |
| EVALUATION | - Important to successful implementation and continuation of program. Strong motivator for clients, staff and future donors. |
| BUDGET | - Essential that it is sufficient to complete activities of proposal. |
| FUTURE FUNDING | - How will program be continued beyond life of the grant? |

LISTENING MATERIALS FOR SEMINARS

By William E. Arnold

The purpose of this workshop was to share with attendees materials which could be used for training. Handouts included the following topics:

- A) Bibliography on allied texts from counseling and crisis communication useful for listening training.
- B) Bibliography on games, exercises and role playing for listening.
- C) Listening exercises and listening self-examination tests.
- D) Application and exercises in nonverbal useful for listening.
- E) Application and exercises in neurolinguistic programming for listening.
- F) Annotated list of films and video tapes.
- G) Guides of booklets on running seminars.
- H) Ethical issues of doing listening workshops including:
 - 1) Fitting any program to any time frame.
 - 2) Matching participants' expectations with goals of program.

The participants were given not only samples of materials, but a discussion as to how to use the exercises and inventories of listening.

PRESENTER: William E. Arnold, Professor of Communication, Arizona State University.

BEHAVIORAL STYLES AND LISTENING BEHAVIOR

By Dr. Tony Alessandra

Dr. Tony Alessandra pointed out how an individual's behavioral (communication) style can cause roadblocks and complications in the listening/communication process.

First, Tony introduced the audience to the seven (7) major components in his own 2-day listening seminar. This was done so the participants would understand where the Behavioral Styles concept fits within Tony's overall concept of the hearing, listening, and communication process. Here are the seven (7) components (note that they spell SCREAMS):

1. **S** Selecting – this is the listener's ability to accurately identify and recall the key verbal content of the speaker. It includes the skills of indexing, sequencing and critically comparing (evaluating) the message.
2. **C** Concentrating – the listener's ability to "selectively focus" on the speaker and his/her message.
3. **R** Responding – the listener's expertise in keeping a conversation flowing smoothly and on-track with the proper use of questions, feedback/paraphrase, advice, and empathy statements/reflecting skills.
4. **E** Emotions – the emotional, cultural and psychological roadblocks that cause the speaker's message to be biased/warped in the listener's mind. These include the image, accent, status and delivery style of the speaker;

"loaded" words; uninteresting subject matter; technical jargon/vocabulary; etcetera. Here is where Tony covers the concept of Behavioral Styles – the social and communication differences that exist between people.

5. **A** Attending – how the listener "shows" the speaker that he/she is listening (e.g., eye contact, head nods, verbal prompts, facials, etcetera).
6. **M** Memorizing – short and long term recall skills; note-taking techniques.
7. **S** Sensing – the listener's adeptness at listening "between the lines" to the vocal and visual cues the speaker is sending along with his/her verbal message.

Upon completing the overview of his seminar, Tony talked about the concept of Behavioral Styles. This is basically how he described the concept:

When a person's levels of openness and directness are combined they form four different, recognizable, and habitual behavior patterns or behavioral styles; the socializer, the director, the thinker and the relater. Each style represents unique combinations of openness and directness levels and is linked to separate and unique ways of communicating with others. As you better understand why people behave the way they do, your knowledge can help you effectively and openly communicate with them in a way which helps them feel more comfortable in their interactions with you. Let's look at each of the four styles a bit closer.

THE SOCIALIZER – Socializers are both open and direct, readily exhibiting characteristics such as animation, intuitiveness, and liveliness. They are "idea" people – dreamers; but can also be viewed as manipulative, impetuous and excitable. The socializers are fast-paced people with spontaneous actions and decisions who are not very concerned about facts and details. They are more comfortable working on best guesses rather than on hard researched facts. They thrive on involvement with others and tend to work quickly and enthusiastically with people. Socializers are very creative people who have that dynamic ability to think quickly on their feet.

THE DIRECTOR – The Director is self-contained and direct at the same time. Directors exhibit firmness in their relationships with others, are oriented toward productivity and goals, and are concerned with bottom line results. However, many people also see them as stubborn, impatient, and tough-minded. They like to take control of other people and situations and are decisive in both their actions and their decisions. They like to move at an extremely fast pace and are very impatient with delays.

THE THINKER – Thinkers are self-contained and indirect. They seem to be very concerned with the process of thinking and are persistent, systematic problem solvers. They can also be seen as aloof, picky, and critical. Thinkers are very conscious and have a high need to be right. This leads them to an over-reliance on data collection and problem solving. In their quest for data they tend to ask many questions about specific details, which sometimes upsets salespeople who are trying to sell them. Their actions and decisions tend to be extremely cautious and slow. Thinkers tend to be skeptical and like to see things in writing.

THE RELATER – Our fourth and last style, the relater, is highly open, relatively indirect, and warm, supportive, and reliable. However, relaters are sometimes seen by others as compliant, soft-hearted, and acquiescent. They are slow at taking action and making decisions. This procrastination

stems from the relater's desire to avoid risky and unknown situations. Before they take action to make a decision, they have to know just how other people feel about the decision. Having close, friendly, personal, first-name relationships with others is one of the most important priorities of the Relator.

When two different Behavioral Styles communicate with each other **from their own individual perspective**, it will very likely cause a negative emotional reaction between them and block the listening/communication process. In order to avoid this problem, Tony suggests "flexibility" in speaking and listening to styles different from your own. Here's how you can be more effective in your communications with the four different behavioral types:

The Socializer – communicate with the socializer in an entertaining, stimulating manner; use visuals, examples, analogies, props, illustrations and animated conversation; don't get bogged down in facts or data – give the big picture.

The Director – get to the point, the bottom line; present the benefits and results in the here and now, not the past or future; provide facts and specifics in a clear, concise format; communicate in a logical, rapid, no-nonsense manner.

The Thinker – delivery should be slow, deliberate, organized, factual and direct; present pro and con of the proposal; substantiate your facts and data with tangible, verifiable proof.

The Relater – communicate in a warm, friendly, conversational tone; talk feelings and opinions more than facts and data; use frequent, friendly eye-contact and gestures.

LISTENING TO THE DISENFRANCHISED

By Albert M. Katz, Univ. of Wisconsin-Superior

We label as "disenfranchised" those who are prevented from full participation in the rites, rituals and interactions of society. These separated members of our population tend to fall into four groups: the physically disabled, the seriously ill, the aging, the mentally retarded.

While each group, like each individual, faces communication problems unique to their particular circumstances, they share significant inhibitions, perceptions, and myths, all of which are effective barriers to social intercourse.

To bring focus to this discussion, I have organized most of my comments around the issues involved in communicating with people who are physically disabled, specifically those who are paraplegic or quadruplegic. The relevance and application of their situation to their fellow cadres of the disenfranchised is clear.

During a sabbatical leave at the University of Minnesota a few years ago, I had the good fortune to meet and work with a young woman named Lynne Eklund, herself a paraplegic, who worked as a counselor with other physically disabled persons in the Program in Human Sexuality on the U of M

campus. Much of my information and understanding of these communication problems derives from that program, and Ms. Eklund.

The disabled have a term for "normal" people. They call them "TABS" or "TABBIES," standing for Temporarily Able-Bodied, just as the elderly might refer to their children as "temporarily young" or the retarded might speak of the "temporarily cogent." This is a concept well worth considering, for we are only **temporarily** everything we currently are. Accidents and illness are potential; age is inevitable, if we are lucky!

The pervasive myth held by the large cross-section of the "normal" world in regard to the disenfranchised world is that its varied inhabitants are somehow "less-than-human." Surely they must feel less, want less, need less than we "normal" people do, and we can afford to ignore their humanity, because they lost it somewhere. **We do not need to listen to them**, for, after all, they are not as we are, and it really doesn't matter **to them** anyway. "Ignore them, and they will go away, somehow," is how Lynne Eklund phrased the phenomenon. Lynne and several of her friends and clients sat one afternoon and described to me what it is like to be alternatively stared at, and not seen. People would look right through them, refusing to acknowledge the unpleasant presence of a young woman in a wheelchair, or of a young man with one arm and no legs. Then a stranger would march up to them and ask how they went to the bathroom, as though she/he had a perfect right to have his/her curiosity satisfied by these "less than humans."

Perhaps nothing crystallizes more the issue of the separateness and differentness that marks our interactions with these disenfranchised populations than our assumptions, and therefore our communications with them, on the issue of sexuality or their behaviors and men and women.

With regard to sexuality, twin myths seem to control what little dialogue there is. One, "they are all asexual" so we need not communicate about this. Two, in the case of paraplegics, and other disabled persons, and particularly in the case of the mentally retarded, "they are all 'sex maniacs' or 'sexually irresponsible'," so that it wouldn't do any good to communicate about that with them anyway! The seriously ill do have to cope with the first myth, but not the second and that is bad enough. The aged tend to be in a double-bind. Nelson observes, in his book *Embodiment*, that "Sexuality is seen as the appropriate province of the younger. Our language denies the elderly permission to be sexual persons: a sexually-active young man might well accept as a compliment the term 'stud:' but if a male of older years continues to be sexually interested he is a dirty old man . . . Denial of the right to feel affectively and of the opportunity to fulfill affective needs is . . . only one of the ways in which we dehumanize the aging." The mentally retarded tend to be viewed as either neuter or as over-sexed and out of control. The thought never seems to occur that physically they may be quite normal.

The reality in almost all cases and in all categories, is that to the degree and in the ways that an individual was a sexual being before the illness or accident or aging, the individual remains that same sexual being, but in an altered body. For a person born with a disability, training and socialization will develop his/her sexuality in much the same way that sexuality is developed among TABS, and with the same variety of results. It's just more difficult to act out.

A constellation of issues and difficulties for all of these disenfranchised persons, but particularly for the disabled, centers around their image of themselves. "My own body is asexual. How can anyone love me, want me to be with them, want me to be a part of them, when I am maimed? When I am incomplete? When I am so ill? When I am so old? I am not ALLOWED to be or feel sexual. There must be something shamefully wrong with me if I do feel that." This is the disabled buying into the myth held by TABS, mentioned above, for the disabled do have sensual/affectionate sexual feelings and needs.

Finally and frequently, the most devastating of these concerns deals with body image. The paraplegic, for example, must cope with catheters, urinary diversions, loss of bowel control, loss of muscle control, nervous reflex control and more. "How does this make me feel about myself?" Lynne Eklund discussed with me at great length the difficulties these feelings raised for her and for many of her disabled clients in their entire range of human interaction, but, most especially, in retaining their belief in themselves as men and women, still capable of sexual intimacy and still desirable to their partners.

The seriously and the terminally ill face many of the same issues. Dr. Daniel Labby, a medical educator, wrote that "During illness, this loss of a sense of intactness, especially as related to body image, can cause great anxiety about the capacity to function sexually; feelings of self-worth and attractiveness to others are threatened at a time when need for intimacy is greatest. Loneliness and isolation add to the psychologic stress of illness."

This issue of sexuality is central. Ted Cole, a leading East-Coast researcher of Physical Rehabilitation and Sexuality, has said, "I do not know of any person who has made a successful adjustment to disability who has not first made an adjustment in sexual terms."

The self-image may be less drastically and less traumatically affected by the gradual arrival of "old age" (which, according to Paul Cashman, "arrives when you think it has") but the issues of attractiveness to others, usefulness, and functional capability emerge in much the same way and to much the same degree.

The mentally retarded find all of their actions, not only their sexuality, repressed and restricted by us and by our representatives, their guardians, who protect us from having to deal with them under the rubric of protecting them from themselves.

The thrust of all these collective actions and attitudes held by the disenfranchised, and by us, the temporarily able, the temporarily healthy, the oh-so-temporarily young, the theoretically cogent, is to avoid communication when possible: to limit communication when it cannot be avoided; to deny the full humanity and the full range of human needs of these persons whose collective and individual conditions remind us our own human fragility and of the evanescence of our own lives. We deny to them not only sexual intimacy, but the warmth, the solace, the healing intimacies of friendship and familial relationships, the pleasures of work and the self-enhancing satisfaction of accomplishing whatever it is they are capable of accomplishing.

After the first great trauma of accident or illness and diagnoses, the life we afford them is no life but a form of death. The death we bring them is the death of a thousand cuts, a thousand slights and a hundred, or a thousand, or ten thousand days of unacknowledged needs.

Medical solutions are not yet available. But solutions for the quality of their remaining lives are available, and they are undramatic. They lie in perception and understanding and in an act of will.

Use the basic behavioral skills of "focused" or "active" listening:

1. Look at them, see them, **listen** to them. Keep your focus unwaveringly on that **whole human being**. Don't let the focus shift from the messages being sent to the distraction of their disenfranchising condition.
2. **Accept them** for **who** they are...offering no judgments **ever** on their **message** until it is complete; offering no judgments **ever** on their external condition.
3. **Draw them out** and ask questions for clarification and elaboration; use paraphrasing and perception checking until you are certain you have **listened** to their **entire** message, for **content** and for **relationships**.

In this context of **focused listening**, the solution consists of one exchange, one interaction at a time, making up a consistent pattern of **LISTENING**, of sharing the broad and varied intimacies of living and making optimum use of what you and your communication partner **both** have still available. It means accepting and dealing with physical reality, such as catheters and urinary diversions, and diminished feelings, and arthritis and hearing loss; and choosing to focus on what remains rather than on what has gone.

To reintegrate the disenfranchised into our society at large, and into our own particular lives, we need to acknowledge their existence when we encounter them, to discern their human completeness through the screen or veneer of their physical incompleteness, and to **LISTEN**, as we wish to listened to...now...and in our own unknown time to come.

REFERENCES

- Nelson, James B. **Embodiment: An Approach to Sexuality and Christian Theology**.
Minneapolis, MN: Augsburg Publishing House, 1978.

PRE-CONFERENCE ON LISTENING RESEARCH

WASHINGTON, D.C.
March 3, 1982

By **Robert O. Hirsch**
Arizona State University

The Research Committee of the International Listening Association sponsored its first pre-conference at the 1982 Washington, D.C. meeting. The meeting began with an introduction by Robert Hirsch of Arizona State University, the planner for the session, describing the purpose of the pre-conference and how the two targeted topics were derived. The two topics were: (1) measuring listening and (2) teaching effective listening.

Bob noted that during October 1981, he sent a questionnaire to all ILA members and by December 47.7% of the members had responded. He first asked the participants, in an open-ended question, to state what they thought was "the best research topic that needs to be explored on the subject of listening at an 'all-day' conference?" The following table summarizes his findings.

TABLE 1

Open Ended Response to Best Listening
Research Topic to be Explored

Subject	Percent Citing
Teaching Effective Listening	33.9
Measuring Listening	25.8
Listening as a Process	9.7
Teaching & Measuring Listening	8.1
Defining Listening	6.5
Other	16.0

Secondly, he had the members check on a 5-point scale how important a series of potential research topics are. Table 2 summarizes these findings.

TABLE 2

Perceived Importance of Listening Research

Topic	Average Rating*
Listening as a process	4.0
Time spent listening	3.2
Definition of listening	3.8
Facilitating listening	4.4
Reading vs. listening	3.4
Media effect on listening	4.1
Developing memory	4.1
Theory development	3.8
Teaching effective listening	4.7
Measuring listening	4.6

*a 5-point scale was used with 1 = very unimportant and 5 = very important.

The questionnaire also attempted to assess the interest in a pre-conference devoted to listening research. The survey discovered that 44.2% of those responding said that it was either very likely or likely that they would attend a pre-conference devoted to listening research.

Two of the Research Committee members, Robert Bostrom of the University of Kentucky and Andy Wolvin of the University of Maryland, served as session coordinators for the "measuring listening topic." They began by summarizing some of the problems of measuring listening and the thirty participants attending the pre-conference were reminded of the paper distributed by Debbie Roach, "State of the Art in Listening Comprehension: A Compendium of Tests and Measures," at the 1981 ILA Denver meeting.

The following questions were raised and briefly discussed. It should be noted that more questions and areas of concern were developed than answers to questions. It was thought that "what do we need to know" should be more of our concern than "what do we know." While one question is integrately related to the other, such a focus would probably result in a more fruitful discussion.

1. Is effective listening a state or trait?
2. Should we develop distinct measures to test different listening tasks?
3. How can we best motivate people to listen?
4. Does the time at when tests are given in a student setting (beginning, middle, or end of the semester) have a significant effect upon listening?
5. Should we motivate people to listen before a pre-test is administered?

6. What ethical problems are encountered in measuring populations in listening ability without obtaining informed consent before any testing is conducted?
7. Should we develop measures to test artistic listening? If so, what would they look like?
8. How can we best pool our findings?
9. What effect will the competency skill movement have upon listening research?
10. How do the mass media effect listening?
11. What developments in measuring listening have taken place?
12. Should the Brown Carlson Listening Comprehension Test (BCLCT) be given orally or on a tape?
13. Is the BCLCT a valid measure of listening skill or is it more a measure of intelligence?
14. Should the ILA investigate the printing of the BCLCT since it is being discontinued by its publishers?
15. Language and/or content: what makes a passage difficult or easy?
16. What role does schema play in measuring listening?
17. What effect does prior knowledge of listening comprehension have on the measuring of listening?
18. What role does "triggering" have upon listening?
19. How can we determine what discrete skills are involved in listening?
20. What role does different types of language (formal to casual) have on measuring listening?
21. What effect will familiarity and complexity have on listening comprehension?
22. Are there different levels of listening which need to be assessed/measured?
23. What role do situational variables play on measuring listening?
24. How can we best develop listening measures for the disabled population?
25. Is there a need for longitudinal studies?
26. Should the ILA develop a listening test?
27. What are the differences between an auditory and visual listener?
28. How do current and future listening measures correlate with other measures on individual students?
29. Do population differences (student vs. business, cultures, etc.) affect the measures of listening?
30. How can we best measure the affective dimension of listening?
31. What role does style differences play on listening?
32. What do we know about subliminal listening?
33. What role does memory play in listening.

The participants took a long needed break and returned refreshed and in stronger numbers to explore "teaching effective listening." It was a sign of their interest to see "new" members joining the discussion and none of the "old" members leaving. Maybe it was merely a sign of their endurance. The topics and questions served as a stimulus for later discussions, not limited to the conference room.

Two additional Research Committee members, Kittie Watson of Tulane University and Robert Walker of Northeastern Illinois University, served as session coordinators for "teaching effective listening." They began by noting that while listening is a discrete component and can be tested, today is a different society from yesterday when we first began teaching listening improvement.

Kittie said that (1) we have not tested concepts relating to effective listening, (2) perhaps different age groups listen differently, (3) barriers to listening may vary with different age groups, and (4) raised the question, "does note-taking actually increase listening?"

Bob Walker distributed to those in attendance a two page questionnaire, hoping that it would serve as a basis of teaching concerns. Some of the questions Bob asked related to their teaching and listening interest were:

1. What is the "State of Art" of your teaching?
2. What are your best and worst lessons?
3. What are the problems you encounter in teaching listening?
_____ resource materials
_____ students
_____ testing
_____ time schedule
_____ administrators
_____ colleagues
_____ particular units
_____ motivation
_____ funding
_____ class size
_____ audio-visual support
4. What are your immediate needs (long term & future)?
5. What kinds of information would help you teach listening effectively?
6. With what research techniques are you most familiar?
7. What can you contribute to the advancement of our knowledge about listening?
8. How can ILA and its members offer support to you in your classroom?
9. In what areas do you feel most secure in your teaching, or what elements do you stress?
10. In what areas do you feel least secure?
11. Are you now, or have you been, engaged in any research or testing of listening effectiveness?

The discussion shifted to teaching techniques that the participants found either useful or useless. One of the participants noted that he has had considerable success with the paraphrasing technique. With this activity two or more individuals are grouped together. One of the participants begins by speaking on a subject (usually controversial in nature) and the other person can not say anything in response until he or she has paraphrased back to the speaker what was immediately said before the listener was permitted to say anything. It was noted, however, that three cautions need to be made when using this exercise: (1) this technique may become a "distinguisher" between those in the "in-group" and those in the "out-group;" (2) this works well for those experiencing it, but others not involved in the exercise may become confused with its application; and (3) one has to be careful in not appearing as though he or she is attempting to tell the other person what was "actually" said. These shortcomings can be overcome if the teacher employing this activity explains them to the students.

Another participant noted that modeling is an effective way to teach listening, and a lack of it will surely limit any effectiveness the teacher hopes to gain. She indicated that when this was used in a student population, the students improved in their listening ability. When it was not employed

by the teacher (modeling good listening behavior), the students tended not to improve.

The subject of what does not work was also explored. One of the participants noted that the Dunn and Bradstreet "Ten Bad Listening Habits" oversimplifies the listening process and actually does a disservice to the students. How can you tell a person, and still maintain any credibility, to overcome their emotions, in a listening situation, when their emotions cause them to listen in the first place?

In an attempt to create a list of specific benefits in teaching effective listening, the area of developing concentration span was targeted. The participants noted success with the following techniques/approaches:

1. Have the students note when they are becoming distracted and discuss this in class.
2. The Sartain, "Relevance of Listening" program with its 24 tapes and workbook works well.
3. Use the compressed speech tape recorder to increase concentration.
4. Place a set of earphones on the student's head with one earphone attached to one tape recorder and the other earphone to another tape recorder. Play two different messages and have the students try to listen to different messages, tuning one in and the other out and reversing this process.
5. Use a set of cards with the concentration game.
6. Fill cans or bottles with different ingredients (sand, rocks, rice, etc.) matching two of the containers with the same ingredients. Strike the containers and have the students identify the similar sounds.
7. Have the students listen to material as though they will have to plan a report (PTR) on the material.
8. Have the students listen for specific information (the third letter, the fifth reason, etc.) of different passages.
9. Use the game, "In grandmother's trunk."
10. Have the students select an adjective that has the same sound discrimination as their first, middle, or last name and verbalize the adjective in such a way as to communicate the meaning of the word.

The session proved to not only explore the subject of measuring listening and teaching effective listening, it generated considerable interest within the participants. Is not that supposed to be the purpose of the ILA in the first place?

FIRST LIFETIME MEMBERSHIP

We've received our first lifetime membership from Dr. Ralph G. Nichols and his wife E. Lucile. The \$1,000 check will be placed in an interest bearing fund which only the interest will be used for ILA activities. The blessings of this membership are two-fold 1) It assures the ILA to continue in perpetuity, and 2) It helps defray expenses. Congratulations Nick and the Colonel on being the first. Our heartfelt thanks go out to you. Who'll take out the second membership?

ARTICLES

HOW TO IDENTIFY POTENTIAL FUNDING AGENCIES

By Carrie Eggleston

1982-83 is a year of insecurity and intense competition for outside funds as the outlook for government, corporate and foundation funding resources changes at a dizzying pace.

To compete successfully for additional resources, the non-profit organization must learn how to conduct searches and discover the special characteristics of possible funding agencies. It needs to make effective use of fund raising techniques such as direct mailings and personal contacts. Participation in a grantsmanship program that focuses on fund raising skills can be practical and very useful. The Grantsmanship Center, a non-profit foundation, offers excellent training programs throughout the nation and publishes a monthly periodical. For more information, contact **The Grantsmanship Center**, 1031 S. Grand Ave., Los Angeles, CA 90015, (800) 421-9512. In addition, many publications are available that provide pertinent, up to date information about funding agencies.

GOVERNMENT:

Seek out a personal contact when communicating with the Washington Bureaucracy. A single telephone call can prevent weeks of waiting and confusion. Although Government funding has been cut to the bone, the following publications still are available and provide important information:

Federal: **Publication of Federal Funding Sources:**

1. Catalogue of Federal Domestic Assistance (commonly called CFDA)
2. Federal Contracts and Grants Weekly
3. The Federal Register
4. Commerce Business Daily (published by Department of Commerce)
5. National Endowment for the Humanities, (202) 724-0373

CORPORATIONS:

The Public Relations and/or Human Resource & Development Offices of corporations usually disseminate information about corporate funding practices.

Final reports and other corporate publications provide earnings and expenditure reports and often feature articles on philanthropic activities of the company.

Correspondence with a corporation should always be directed to an individual. Spell the name correctly and use the correct title of the person. Letters of application mailed to "To

Whom It May Concern" usually meet a dismal end in the circular file.

There are many publication/companies that provide monthly reports on earnings and past, present and projected philanthropic activities of a variety of corporations and smaller companies. The information presented is concise, factual and easy to read. The following are two publication companies that I have used and found highly satisfactory.

Croft-Nei Publications - 24 Rope Ferry Road, Waterford, CT 06386. Toll Free (800) 243-0876.

Taft Corporation - 1000 Vermont Ave., N.W. Washington, DC 20002. Toll Free (800) 424-9477.

FOUNDATIONS:

More than 22,000 private foundations exist in the United States.

The Foundation Center is a national service organization founded and supported by foundations to provide a single authoritative source of information on foundation giving. It publishes five directories which describe foundations in varying degrees of comprehensiveness.

The Foundation Center has five office: 1001 Connecticut Ave. N.W., Suite 938, Washington, DC. Toll Free (800) 424-9836. Call for a brochure and description of directories and the location of the Foundation Center in your area.

Keep in mind that many large corporations and foundations maintain a local office in the community where the seeking organization is located.

PRIVATE INDIVIDUALS:

A major contributing source for non-profits is the private individual. As a search is conducted for possible donors, the private individual must be considered as a primary potential source. Publications mentioned earlier also include giving patterns of individuals as well as potential newcomers to the field of philanthropy.

LOCAL:

Conduct a comprehensive search of prominent individuals, community organizations and clubs (Lions, Kiwanis, PTA, Newspapers, Hospitals, Chambers of Commerce) and businesses at the local level.

Good luck in your funding adventures!

LISTENING

Essential to Sound Management Training

The number one critical skill for managers – more important even than expertise in a given field – is active listening as reported in the June, 1978 issue of TRAINING MAGAZINE. Listening is by far the most essential link in the chain of communication. Of total communication time, nearly 50% is spent listening. How important is that **really**? Recent research by the Sperry Corporation indicates that errors in listening cost business and industry a billion dollars annually through decreased production, employee turnover, failure of subordinates to carry out responsibilities and absenteeism. Yet, management training programs often omit or gloss over direct training in listening. Why is this weak link allowed to exist? The answer to this question can be summarized in three T's, tradition, training and time.

Traditionally it has been assumed that anyone who can hear can listen, that listening develops naturally. Not so. Listening requires both skill and energy. A state health care facility administrator found it necessary to introduce some changes to accommodate an ever dwindling budget. She shared this experience with me. "My staff and I worked out the changes very carefully and I asked each department head to prepare a list of changes to be implemented in that department. When I received the lists, I was astonished at the difference between **my** understanding of our discussion and **theirs**. We had heard each other, but we hadn't listened well at all. When I questioned the department heads, I got a whole series of 'But, I **thought** you said...' type responses. We can't afford to waste that kind of time and energy when our budget is so terribly tight."

Hearing or sensing sound is only the

first step in the very complex process of listening. Effective listening requires commitment, training, energy and practice. Trainers and educators tend to perpetuate their own learning experiences. Unfortunately, only a very small percentage of trainers and educators have been systematically introduced to listening skills. Listening is the communication skill used most, but taught the least. Although some headway has been made in recent years communication training for managers still emphasizes reading, writing and speaking – often repeating principles the trainees studied in college – and omits or deemphasizes listening, a skill which was most likely not addressed during the trainee's formal education. Until trainers and educators themselves recognize the power of listening and learn to implement good listening habits this weak link in management training cannot be strengthened to its full capacity.

Time is the third T in the series. Time is required both for the training and for the listening. "I just can't justify spending all that time and money on something when I can't see the results," the vice president of a manufacturing firm told me. This attitude can sadly limit both the individual and the business. Time spent learning to listen and time spent listening can, indeed, be seen and felt. Sperry employees trained in listening skills unanimously agree that they are able to communicate better both on the job and at home, minimizing both time consuming repetition and stress producing misunderstandings. I recently heard from an area sales manager for a publishing company who had participated in listening skills training. His skills paid off when he listened patiently to a sales rep offer

suggestions she felt would increase sales. "Before learning how and why to listen," he told me, "I would **never** have taken the **time** to listen to everything she had to say, but I remembered the quote, 'Tune in or lose out.' So, I tuned in. Eventual modification and implementation of her suggestions netted us both a handsome commission, and an increased profit for the company." Good listening habits do impact the bottom line.

A manager's ability to effectively make decisions, troubleshoot, solve problems, plan, give instructions, recall information, evaluate progress and relate both to subordinates and superiors are all closely tied to the manager's ability to listen actively. The roadblocks created by traditional misconceptions, inadequate training of trainers and educators and time limitations are challenges that need to be met in order to include meaningful listening skills instruction in management training programs. Good listeners reap rewards personally and professionally; they offer growth opportunities to both the people and the organizations with which they are associated.

By Betty Kurkjian

anybody listening?

New York Times, July 15, 1982

By Flora Lewis

PARIS, July 14 — The interim between departure of Secretary of State Alexander Haig and arrival of George Shultz has brought a surprise to European governments. They've suddenly realized, as they hadn't so much before, that they have nobody to talk to in Washington.

Or rather, they've found that what they thought was an exchange was a dialogue of the deaf, as the French say. President Reagan and other U.S. officials have attended to them politely enough, but without actually hearing so that agreements were empty words.

This has emerged as the allies probe to understand U.S. motives in recent foreign policy decisions. Washington's official position that it imposed sanctions on the Soviet-European gas deal to force easing of martial law in Poland seemed so illogical that no one in Europe took it seriously.

The gas deal is a 20-year commitment. The Russians will earn a lot of hard currency, but not before the late 1980's, and their anticipated revenue of \$10 billion a year wouldn't be reached before 1990. Poland is an immediate issue, unrelated.

Now The New York Times reports from Washington that officials are looking for some Polish gesture that will offer a way out, release of some prisoners or allowing the Pope to visit. Perhaps that will happen, but removal of pipeline sanctions in response would demonstrate even more clearly that the U.S. didn't understand what really upset the Europeans.

They do want their East-West trade to provide jobs at home, and they are offended that the U.S. presumes the right to force businessmen in other countries to break signed contracts. But much more worrisome to allies is what all this implies about fundamental U.S. policy toward them and Moscow.

Unlike current U.S. practice, they don't take each decision as a separate issue; they add it all up to see what sense it makes as policy, and what comes through is deeply troubling.

"We can disagree on all kinds of things," said a high French official, "but there must be agreement on basic security issues or everything else will unravel." He was referring to the Washington thesis that Moscow is tottering on the economic ropes now and a little more pressure will make it turn and cultivate its own garden.

It just doesn't look that way to people who do business with the Russians. And if the Kremlin were to grow desperate, Europeans think it would more likely mean grave new dangers for the rest of the world than surcease from Soviet pressure.

The West German Chancellor, Helmut Schmidt, said recently he was sure the Soviet Union was not about to collapse. Anybody who thinks so, he added, doesn't understand the strength and stamina of the Soviet people. To his litany of complaint about the lack of continuity and professionalism in American foreign policy leadership, he added lack of sophistication and nuance.

Mr. Schmidt is looking forward to the return of Mr. Shultz, his old friend, to the scene. But it isn't the people, it's the lack of consistent, informed judgment that bothers him.

In fact, there is evidence that the Soviet apparatus is preparing important reforms for consideration when

the congealed Brezhnev generation moves on. They have to do with economic management, the planning and price mechanisms, not with foreign affairs. The technocrats involved do seek Western and American expertise, but they are working for their own purposes.

No one can know whether helping them or rebuffing them might eventually have some impact on Soviet foreign and military policy. Internal reform might work to ease East-West relations and Soviet constraints on Eastern Europe by making Moscow less frightened of losing control of its own system. Tightening Western screws has never produced that result.

No amount of Reagan Administration wheedling or pressure on allies can persuade them it will be different now. The facts they see contradict the favorite Washington analysis. But insisting can persuade Europeans that the U.S. is stubbornly ignorant or taking foolish risks or both.

That conclusion would promote the spread of neutralism in Europe, and this possibility was the senior French official's main concern.

What can be done about the growing gap of perceptions? The official sighed. "We just have to keep talking, exchanging information, explaining our positions until we reach common ground," he said. Talking to whom? He threw up his hands. "I don't know anymore. Summits don't work, they've added to the confusion. Maybe Shultz. But will it really get through to the White House?"

The trouble isn't, as Jeane Kirkpatrick charged, that U.S. diplomats are amateurish. The trouble is that policy makers disregard them. When the White House doesn't hear, there's no one to talk to in Washington no matter how crowded the Government.

TAKE TIME TO LISTEN TO THE WILD SOUNDS

From the Saturday, April 17, 1982,
Leader-Telegram, Eau Clair, WI.

By **Jim Fisher**

Did you ever listen, really listen?

Did you ever listen to the whistle of a cardinal on a spring morning when the air is soft as down and sweet as honey?

He will whistle from the top of the tallest tree, and the notes will be pure and sharp like the crack of a whip. It is an easy call to imitate, and if you do it well, he will talk with you, but you will not be sure what he is saying.

Did you ever listen to a mouse rustle in the grass?

You will not hear it well as you stand, but if you lie down with your ear close to the ground, it takes on a new dimension. It is the smallest sound from a small creature and tells of furtiveness and fear and the never-ending search for food.

Did you ever listen to the caw of the crows? Oh sure, you have heard it, but did you really listen?

They are one of the constant talkers of the woods and fields, and if you study their ways, you will understand much of what they say. Like people, their emotions show in their voices. Sometimes they are contented, and other times they are bored.

Of course, if they find an owl, they will give it an emotional picketing that everyone can hear for a mile.

Did you ever listen to wolves howl in the first light of a crisp fall morning?

It is a sound that carries for miles, and the calling of three is magnified to sound like a dozen. It is a lonesome and chilling sound—lonesome at a distance, chilling up close.

It typifies the wilderness, the wild, the untamed. It is a sound that raises the hackles on the back of your neck and sends the blood pounding through your veins.

Did you ever listen to the drumming of a grouse on a still spring afternoon?

It is a sound that starts and ends by almost not being there. It is a sound that comes from nowhere and yet is everywhere. From a distance you can locate it easily, yet up close it is hard to pinpoint.

It is a sound that seems to belong to the woods as no other sound does. It has no harsh tones, no sharp edges. It blends and flows and goes almost unnoticed.

"Sure," you will say, "I have heard them all." But have you really? Did you sit down and listen with your whole self? Did you let the sound become a part of you? Did you close your eyes so that sight would not distract you? It is only then that you hear, really hear.

Did you ever listen to the call of the loon after the sun has gone down and the water has quieted to a mirror with its surface broken only by a rising fish?

It is a sad sound, perhaps the call that many creatures would make as they struggle against the shrinking habitat that goes to make more farmland and more homes and more of everything that we desire.

If you have never listened, then take a canoe and go to a small river like the Red Cedar just at nightfall. Launch the canoe and drift as the grey of evening turns into the dark of night and the stars come out to keep you company. Drift and listen to the night sounds, for most of the wild creatures are of the night.

There may be the splash of a beaver, the jump of a frightened deer. The bull bats will roar, and perhaps two owls will talk across the river. Since you can see only poorly, you will listen better.

Today, when outdoor adventures are more difficult to come by, this one still is easy. You will find it is a world of wildlife from which people have fled to television sets, and you may have it all to yourself.

And you can really listen.

NEW MEMBERS SINCE LAST NEWSLETTER

#368
John Durkin
Att School
7 Quakerhill Rd
Moneroe New York
914-782-0819 H

#369
Roland S Larson, President
Roland Larson Assoc
2442 Gettysburg Av S
Minneapolis MN 55426
612-545-6077 O
612-545-7517 H

#370
William T O'Hara
President
Bryant College
Smithfield RI 02917
401-231-1330
401-231-0762 H

#371
Dr Charles L Balcer
Dept Speech/Dr/Communication
Augustana College
Sioux Falls SD 57197
605-336-5407 O
605-334-2833 H

#372
Dante Di Tommaso
Designer
4481 Hunt Rd
Blue Ash OH 45242
513-243-6160
513-791-1464 H

#373
Dedee Lane
Learning Skills Specialist
Middle School
1150 Park Av
New York NY 10028
212-722-4745
212-876-7080 H

#374
Nancy L Boyce
1501 Harding Av
Eau Claire WI 54701
715-836-4186 O
715-836-1016 H

#375
Mrs Linda I Baier
Executive Director
Contact Philadelphia
PO Box 12586
Philadelphia PA 19151
215-877-9099 O
215-646-0132 H

#376
Faith Waters
Central Bucks School District
315 W State St
Doylestown PA 18901

#377
Regina Wild
Central Bucks High School W
West Court & Lafayette St
Doylestown PA 18901

#378
Judi Brownell
Asst Professor of Communication
School of Management
SUNY Binghamton
Binghamton NY 13744
607-648-8622

#379
George F Glover, Director
Institute for Personal
Development nt
PO Box 76065
Atlanta GA 30328
404-394-7774 O

#380
Fritz Bell, Director
Creative Classrooms
RFD #4
Raymond NH 03077
603-895-2437 O & H

#381
Ruth Ornberg
4123 Tucson Court
Ames IA 50010
515-432-5319 O
515-292-3729 H

#382
Dr Lawrence M K Wong
504 Orchard Towers
Orchard Road
Republic of Singapore
Singapore 0923
7346214 O
4690730 H

#383
Brig General Alvin J Blake PhD
37 Longwood Dr
Huntington Station NY 11746
516-549-1188 O
516-271-4220 H

#384
Kendall K Ward
Associate Professor Speech
Stark Campus
Kent State University
6000 Frank Rd
Canton OH 44720
216-499-9600 O
216-499-9434

#385
Charles T Brown
Rt 2 Box 261
Eureka Springs AR 72632
501-253-9762 H

#386
Dr Weldon G Bradtmueller
Associate Professor Education
Reading Clinic
North Illinois University
Dekalb IL 60115
815-753-1416 O
815-756-9324 H

#387
Stephan J Mack
8185 Kugler Mill Rd
Cincinnati OH 45243
513-791-1485 H

#388
Joseph R Toto
Director Management and
Organization Development
Sperry Univac
PO Box 500
Blue Bell PA 19424
215-542-6191 O

#389
Donna Fessler
Instructor
Western Michigan University
Kalamazoo MI 49002
616-383-8004 O
616-327-8315 H

#390
Linda Mather
Associate Professor
Communications Dept
Glassboro State College
Glassboro NJ 08028
609-445-7182 O
609-784-6339 H

#391
Dr Janet Elsea, President
Communications Skills Inc
2000 P St NW #410
Washington DC 20036
202-887-1956 O

#392
Arlene Beauchemin
NE Telephone Co Learning Center
Assistant Staff Manager
280 Locke Dr
Marlboro MA 01752
617-480-2606 O
617-872-3226 H

#393
Mrs Ida M Hood
Box 90
2270 196 St
Langely BC Canada V3A4P4
530-3456 H

#394
John H Creighton
114 Forrest Way
Camillus NY 13031
315-423-2308 O
315-672-9382 H

#395
Reverend A Wayne Schwab
Evangelism Officer in
Episcopal Church
815 Second Av
New York, NY 11201
212-867-8400 O

#396
Charles D Veenstra
Associate Professor
Communication
156 2nd Av SE
Sioux Center Iowa 51250
712-722-3771 x 6257 O
712-722-4403

#397
Roberta N Stearns
Business Ed Dept Instructor
125 Stroudwater St
Westbrook ME 04092
854-2907 O
839-4945 H
#398
Jack E Benson
15579 E Bates Av
Aurora CO 80013
303-690-3919 H

#399
Miss Carol Halliday
Enzenbuhlstrasse 73
8008 Zurich, Switzerland
01-53-06-46

#400
Kirk Ashton
Box 4226 Station A
Southeastern Oklahoma
State University
Durant, OK 74701

WELCOME BACK

#84
J Phillip Jones
4536 Parview Dr
Matthews NC 28105
704-525-6851 O
704-542-3716 H

#177
Judith L Cole, Consultant
Lenox Towers
3390 Peachtree Rd
Atlanta GA 30326
404-233-0946 O
404-255-6854 H

#22
Bob Quinn, Ph D
4207 Alderson Av
Schofield WI 54476
359-0598

#4
Virginia Quayle
3756 Halsey
Eau Claire WI 54701
836-2960 O
832-2614 H

INSTRUCTIONAL MATERIALS

MAKING BOOK ON LISTENING

By John L. Meyer
S.U.N.Y. Plattsburgh

It is here at last – a long-awaited textbook for the college course in listening. Not since Larry Barker's *Listening Behavior* went out of print have we had as useable a textbook as is *Listening* by Andrew D. Wolvin and Carolyn Gwynn Coakley, published by Wm. C. Brown Company (Dubuque, Iowa) 1982.

You can bet that Wolvin and Coakley begin where we are – in learning about listening and teaching the subject. In exploring "our failure to listen," the authors lay the foundation for our need to explore listening, its role and importance in our varied, real-life roles (e.g., personal, educational, business) and the need to improve our listening abilities.

The initial chapters (one, two and three of this 10-chapter, 189-page paperback) include discussions of the process of human communication and the process of listening within that larger process. Chapters four through eight divide the subject into five major perspectives or **types of listening** – appreciative, discriminative, comprehensive, therapeutic and critical. Each of these types of listening are examined closely in terms of their uses or need, in terms of their variables and in terms of their skills. **How to improve** different types of listening skills is a major theme throughout this text.

The latter chapters (nine and ten) discuss listening roles in both informal and formal contexts, and the responsibilities of the listener to oneself (including the Johari window) and to others.

Pedagogical scholarship is shown in several ways including:

1. a "Concepts-you-will-encounter" preface page before each chapter.
2. an "activities-to-try" section after each chapter.
3. a list of footnotes and a bibliography which cite studies on listening as recent (updated) as 1980.

Placing your money on this book is no gamble for you or your students. Both will find it a sure winner.

"THE SYNONYM FINDER"

Rodoles

listen, v. 1. harken, hark, archiac. list; Med. auscultate, listen to [s.o.'s] heart-beat; pay attention, Inf. listen up, attend to, give heed, listen hard or good, prick up one's hears, listen carefully, keep one's ears open; listen to, give an ear to, lend an ear to, bend an ear to, be attentive to, give [s.o.] one's full attention, be all ears, hang on [s.o.'s] every word. 2. heed [s.o.'s] words, mind, obey, do as one is told. 3. listen in - eavesdrop, listen in on, wiretap, set bug; overhear, Inf. pick up, catch, hear.

PUBLICATIONS:

WHADDAYA SAY? By Nina Weinstein put out by ELS Publications A Division of W.E.R.A., Inc., of 5761 Buckingham Parkway, Culver City, CA 90230. **Whaddaya Say?** is a book for the foreigner learning English, emphasizing English as it's really spoken; not as we usually teach it in class. Nina spent four years of research and used it in a listening practice course last summer at Harvard. **Whaddaya Say?** is described as a listening comprehension book designed to give students systematic practice in tuning in to real world English. By becoming familiar with the twenty high-frequency relaxed speech patterns presented in **Whaddaya Say?**, students will learn to recognize these patterns when they hear them used by native speakers. As a result, their ability to understand the spoken language will increase markedly. The descriptive data goes on to say, – "To most students, everyday spoken English sounds dramatically different from the carefully articulated language they are most familiar with because of the reductions (relaxed pronunciation patterns) that are so characteristic of natural speech. For this reason, students of ESL/EFL, even if they have a good grasp of grammar and vocabulary, often have difficulty understanding the spoken language."

Initiate A Course In Listening

By John L. Meyer
S.U.N.Y. Plattsburgh

When I joined the faculty of the Department of Speech and Theatre at S.U.N.Y. College at Plattsburgh in September, 1970, the curriculum included the traditional speech communication courses – courses in public speaking, advanced public speaking, oral interpretation of literature, discussion, debate, parliamentary procedure, persuasion, business and professional speaking, etc. In short, the major emphasis of all the course-offerings (some dozen and a half) was on the sender, the transmitter, the improvement of the student as a speaker. There were no courses where the major focus was on the listener, the receiver, the improvement of the student as a listener.

"How about a course in listening," I inquired, "wouldn't that be a healthy addition to help round-out our curricular offerings?"

The reaction was one of disbelief and skepticism by the members of my department.

"Listening? Is that something that can be taught?"

"Where is the evidence for its (Listening's) trainability?"

"Doesn't it make more sense to train the speaker than to waste time trying to train the listeners?"

"Hasn't it been proven to be a function of intelligence only?"

"What would you teach? Is there a body of subject matter there?"

So went the questions...questions which have persisted to this day both in my own mind and in the skepticism (decreasing, but grudgingly so) in the minds of my colleagues.

"Well, O.K.," they finally relented, "try such a course for one semester on an experimental basis only."

That debate occurred about ten years ago, but the course has persisted. At least one section – and as many as three sections – have been taught almost every semester since, including summer school. It has proven to be a rather popular course, frequently with the largest "student waiting list." Student evaluations of the course frequently voice the opinion that "the course helped me to understand the listening process, its importance, and it helped me to improve my listening skills."

The course, heavily influenced by my mentor Dr. Ralph Nichols, began with his **Complete Course in Listening** (Dun + Bradstreet) as the central program. Pre- and Post-testing was supplemented by the **Brown-Carlson Listening Comprehension** test. Portions of the original Xerox **Effective Listening** program were used. A variety of lectures and classroom learning-activities were added. A "listening journal" or "student notebook on listening studies" became an important teaching device. In addition to the Dun + Bradstreet **Student Workbook**, Larry Barker's **Listening Behavior**, and more recently, Wolvin and Coakley's, **Listening** were employed as textbooks.

The central objectives or purposes of the course remained constant. They are:

1. To explore the nature of listening (to define what it is and what it is **not**) and to describe the listening process.
2. To discover the importance of effective listening in our lives – personal, social, academic and business.
3. To enable all participants to measure their listening ability and effectiveness.
4. To describe the barriers to effective listening which should be overcome.
5. To engage in a variety of listening activities designed to improve listening skills and effectiveness through understanding and practice.
6. To learn about the research in the field and some of the methods of teaching listening.

Some people have and do argue that these objectives can be integrated into another course such as "an introduction to speech communication" or a "public speaking" course. I agree that they can and should be a part of other such courses and it is heartening to see that almost all the speech communication textbooks now do include a chapter on listening and attempt to integrate listening activities with other speech assignments and activity.

I have and do argue, however, that there is much room for both types of instruction. Listening can and should be taught as part and apart (separately) from other courses. Just as we may

integrate a unit or assignment in oral interpretation, discussion or debate into our other courses, and yet, find it appropriate to have separate courses in these studies, so should we find it appropriate to find the time and place for a separate course in listening studies. This will give listening its proper focus and emphasis in the curriculum and allow time to realize the goals of such a course.

My appeal to you is to take the following steps in an action plan for improved instruction in listening:

1. Examine your curriculum to discover any imbalance between an emphasis on transmission skills versus listening skills. Try to find room for a separate course in listening.

2. Compose a set of objectives and goals for such a course of instruction. Be sure they are "reasonable" in terms of the number of class meetings or length of term (A 16-week semester with three class meetings per week barely allows me enough time).

3. Gather instructional materials, make up assignment sheets and design activities to help the class realize the goals of the course.

4. Present a syllabus to your curriculum committee, departmental chairperson and colleagues. Urge them to support your course proposal.

5. Argue in favor of its adoption and inclusion into your curriculum. It is my experience that convincing our colleagues is ten times as difficult as convincing our students or the business and professional community. Many of the latter group not only are convinced of the need for such a course but are requesting it both inside our institutions of learning and outside.

6. Volunteer to teach such a course even if it means taking it on as an overload.

The challenge is yours. Your leadership is needed. Initiate a course in listening in your curriculum. It makes sense to do so and you will find it to be rewarding.

WHAT'S THAT YOU SAY ?

By Debra Duxbury Cary

LEARNING TO LISTEN

This article is the first of a two-part series on teaching listening skills.

Business is becoming increasingly aware that listening skills are critical to the effective performance of most jobs. Data processing professionals who have for so long been deeply involved in the technical aspects of their work, have never appreciated the importance of listening to the effective completion of a given program or project. However, when a project leader or programmer does not listen to what the user needs, trouble is bound to follow. Indeed, the consequences can be dire. Time is lost, projects do not do what the user wanted, and the employees become frustrated.

Listening is something that all of us take for granted. We assume that listening means merely paying attention when someone speaks. However, the process of listening is much more complex. Ironically, we learn more through the channel of listening than through reading, writing, or speaking. Despite the importance of listening, very few people take a listening course, although virtually everyone has been formally trained in the other learning channels. This is even more ironic because most executives spend 75% of their time gathering information through listening. However, studies in listening reveal that we only comprehend and retain 25% of what we hear. No wonder there are so many misunderstandings in the world.

Listening is a complex intellectual and emotional process which requires hard work on the part of all participants. Most of us can think four times faster than someone can talk. The poor listener merely uses the extra time as a distraction, allowing his or her mind to daydream or wander. The effective listener, on the other hand, can use this extra time to evaluate the message, ask questions, and stay mentally alert to what the speaker is saying.

But it is not enough that we listen to the actual words the speaker uses; we must also be aware of how words are said. Listening requires concentration on the voice (tone and pitch) and what

gestures accompany them (eye movement, facial expressions, and hand gestures). Effective listeners look for the "whole message" by remembering that "words don't have meanings, people have meanings."

Another equally important part of listening is body language, the unconscious behavior that is part of the communicated message. The listener can be greatly aided by knowing how to read non-verbal clues. If your subordinate says that he likes his job while he shrugs his shoulders and looks off to the side, you may experience a non-verbal contradiction to the verbal message. If your boss starts tapping her fingers in the middle of a presentation, you will speed up, whether you are aware of her impatience or not.

We also learn a great deal about the speaker from his or her choice of words. Someone who uses visual words like "see," "perspective," "out of the blue," or "get the picture," is a visually dominant person. Auditory people, on the other hand, use words such as "hear," "sounds good," "listen," and "harmonize." Auditory people would find visual stimuli distracting to what is being said. Still a third group of listeners are kinesthetic. These individuals use words like "get in touch," "feel," "can you handle," or "grasp," and like to know how someone feels about something. Communication problems result when one person is sensing information in a totally different sensory mode than the person he or she is talking to.

Organizing a Listening Skill Course

Because these factors are critical to good listening, it is important to try to impress upon employees how important such skills are. It is possible to present a course within the data processing department aimed specifically at teaching listening skills to employees. Such a course can have immediate and long lasting results in terms of productivity and communication between departments.

To start such a process, it is often helpful to have participants pair up and introduce each other to the group. This type of warm up exercise forces participants to listen to what their partner has been saying to insure that he or she sounds intelligent in front of the whole group. In order to do this, the listener must remember names and the various details of the person's job and experience.

It is important to explain to participants that listening is a skill that can be learned. In fact, learning to listen will help us gather information for our work and private lives. When we are reading, we are, in a sense, listening to the writer. The difference between reading and listening is that with reading, we can go back and reread anything we might have missed. However, when we listen to a radio, for example, we have only one opportunity for comprehension. Because so many more factors play a role in listening, it requires much more energy than does speaking or reading.

One of the best methods for helping people learn to listen better is to teach them to associate the information they hear with something they already know. You can even use this technique to remember names. Most of us don't forget names - we never hear them in the first place. The following is a good exercise for helping participants to become better listeners. Try this technique for helping people remember names.

1. Be sure to hear the name clearly.
2. Try to spell the name by visualizing it.
3. Make a remark about the name, if appropriate to help imprint it in your mind.
4. Use the name at least once during the initial conversation.
5. Use the name when you leave.

The art of retaining information, in fact, is very much like remembering a person's name. We have become lazy listeners because we don't pay attention. We need to exercise our minds

and use our memories in a more conscious way.

Listening Between the Lines

Another important method for teaching participants listening skills is to warn them to avoid falling into the inference trap. Language has many limitations, because words are merely symbols which we have given meaning. We need to teach people how to listen between the lines and become alert to messages that are implied but not stated in specific terms. Here is an exercise that you can use to explain this principle. In one workshop on listening, I read the following passage to participants.

A storeowner had just turned off the lights in his store when a man appeared and demanded money. The owner opened the cash register. The robber scooped contents of the cash register and sped away. A member of the police force was notified promptly.

After hearing the passage, participants are asked six true and false questions, as follows:

1. A man appeared after the owner had turned off the store lights.
2. The robber was a man.
3. The man did not demand money.
4. The man who opened the cash register was the owner.
5. The store owner scooped up the contents of the cash register and ran away.
6. The robber demanded money of the owner.

If you go over each answer with the class participants, you will be surprised at the different responses. It is fascinating that although all heard the same information, it could be interpreted in so many different ways. This is primarily because we all have different mental sets or stereotypes that cause us to hear information differently. By the way, the answers to the questions are: 1.T, 2.R, 3.F, 4.T, 5.F, 6.T.

Debra Duxbury Cary is an independent consultant living in Lexington, Massachusetts. She specializes in communication workshops in effective listening and creative problem solving. She has a M.S. degree in Applied Psychology from the Stevens Institute of Technology. Cary presently serves on the board of directors of the Massachusetts chapter of the American Society of Training and Development.

Ten Ways to Improve Listening Skills

There are some specific suggestions for improving listening skills that you might want to pass along to seminar participants. These points, developed by Dr. Ralph G. Nichols, often referred to as the "Father of Listening" have proven helpful over the past 40 years.

1. Find Areas of Common Interest.

Listen with an open mind to get the most out of any situation. Keep your attention focused on the topic. Poor listeners prejudge topics as uninteresting, a waste of time, and this serves only to block effective listening.

2. **Judge Content Not Delivery.** It is much easier to follow an effective speaker. However, don't prejudge the content of a less effective speaker. Be aware that some speakers can charm an audience with a speech that has minimal content; while a poor performer may have good ideas. It is very easy to distract ourselves by focusing on the speaker's delivery.

3. **Withhold Evaluation.** Don't jump to conclusions until you hear the whole message. Because so much effort is required to listen, many listeners do not follow the message and resort to taking short cuts by categorizing what is being said. Effective listeners have learned to stay with the speaker and hear everything being said.

4. **Listen For Central Ideas.** Most of us have been taught to listen only for facts because we would have been tested on them at school. However, if we only listen to facts we may miss the more important message that might be nonverbal. The effective listener focuses on central ideas to get the whole message.

5. **Stay Flexible When Taking Notes.** Note taking is another technique learned in school. In the real world, most meetings and speakers don't follow outline form. Effective listeners respond to each speaker's style, using note taking as an aid in understanding and retaining the message.

6. **Overcoming Distractions by Concentrating.** We live in a very noisy world. Not only do external noises like phones, people talking, radio and TV distract us, but we also have to deal

with internal distractions – our own thoughts. Most physical distractions can be eliminated, but others have to be overcome by concentrating and focusing on the content.

7. **Check Your Emotions.** Know your own biases and personal prejudices. It is impossible to listen when you get angry. Speakers should know their audience and not tune them out by using "red flag words." But, because we all have different biases, it is again up to the listener not to allow emotional flare ups to take away from understanding and hearing the central message. Don't listen defensively.

8. **Challenge Yourself by Exercising the Mind.** We all are bombarded by complicated issues that are difficult to listen to: nuclear war, layoffs, and others. Poor listeners often respond to difficult subjects by tuning them out or refusing to make the extra effort. Effective listeners view difficult subjects as a challenge to exercise the mind. The mind, like any other muscle, weakens when not used.

9. **Effective Listeners Use That Extra Time.** While the poor listener is distracted by day dreaming or going off on a mental tangent, the good listener stays with the speaker, interpreting and focusing on the central ideas.

10. **Effective Listening is an Active Process.** It takes more energy to listen effectively than it does to speak. Listening is a very active, complex intellectual and emotional process that requires hard work. The results of good listening, however, are well worth it. It takes an open mind to get the most out of the topic.

Listening as a Discipline

By Debra Duxbury Cary

BETTER LISTENING AIDS COMMUNICATIONS

This article concludes the two-part series on teaching listening skills.

Not only do we have to become aware of the inferences that we make when we listen to information, but we also have to become aware of how we feel about the speaker or the subject. This is an important point to impart to participants. We listen differently to speakers we admire than we do to ones we dislike.

Here is an exercise I have used to illustrate this point. The following is a description of a famous person. I ask participants to remember what words made an impression on them.

Mr. X had an unhappy childhood and very little formal education. His ambition to become an artist was bitterly opposed by his father. Although self-educated, he became the author of a book, the sales of which in his country ranked next to the bible. Obstacles did not discourage him. People would say, "Why you can't do that" but he hurdled one barrier after another. He placed a great deal of emphasis on improving the health of young people, and he was known throughout the world as a dynamic speaker. His closest associates said of him, "He accomplishes great deeds out of the greatness of his heart, the passion of his will, and the goodness of his soul."

When participants were asked who was being described, responses varied widely. When asked which key words impressed them they mentioned, "obstacles did not discourage him" or "hurdled one barrier after another." Almost without exception, participants felt these were positive phrases. However, when participants were told that the description was of Adolph Hitler, most people were shocked. After the passage was reread, participants were asked if they reacted differently to the words. Most people admitted that they listened differently. This is a quite common way of listening - we listen to the President in a different way than we listen to our spouses. This bias forms an emotional block to listening.

One way to overcome this is to be aware that there is a little of Archie Bunker in all of us. therefore, we must work hard to listen with an open mind and try to be attentive to the speaker.

You should impress upon those you are teaching that in order to become better listeners they should not let daydreaming distract them from the speaker's message.

The Daydreaming Trap

Daydreaming is one of the greatest deterrents to listening. Here is an exercise I have used to help participants become more aware of how much the mind can wander. One person was asked to speak for two minutes about a trip or hobby he or she enjoyed. While listening to the speaker, participants were asked to make a list of any words they heard that made them associate with their own experience - this is how daydreaming begins. When we listen, we naturally associate the speaker's words with something from our own experiences. After participants have made the connection with something from their own experience, they are asked to write down one or two words beside the speaker's word. After two minutes has passed, the participants read off the associations they had made while listening to the speaker. For example, a trip to Nova Scotia may remind a participant about a past trip or even that he or she hasn't had sea food in a long time. The mind may take the next step and begin thinking about various sea food restaurants. This exercise provides participants with a vivid example of how the mind free associates all the time. To combat this tendency, the participants were advised to write down any distracting thought. In this way, the participant can immediately return to listening without dwelling on the thought.

Listening While Disagreeing

Listening to an opposing view can be one of the most difficult listening experiences. We are mechanical thinkers and we take pride in our opinions. If someone has a different view, we try to convince the person to accept our viewpoint. Because most of us don't want to change our minds, we tend to refuse to listen.

An exercise to combat this problem requires that two participants with opposing views volunteer. It is best to choose a current issue that has some emotional impact such as nuclear

energy, abortion, or buying American vs foreign cars. The first participant states his or her view in two or three main points. Make sure he or she keeps it short and to the point. The second participant must paraphrase his or her opponent's main points before stating the counter viewpoint. This back and forth discussion is a very difficult exercise because each person wants to convince the other of his or her view and tends not to want to listen to the other. Listening in such a situation can promote understanding.

Helping DPs to Listen

These exercises that promote better listening can prove to be a great value in the data processing organization. Usually, the greatest problem that arises is the inability of data processing personnel to communicate with users. These exercises can be tailored to DP/user communication situations. For example, imagine having one participant be the project leader and another the representative from a user department. It could be an enlightening experience for data processing personnel to begin to understand what users are trying to communicate to them.

Workshops which force participants to practice listening skills can have a significant effect. Once people learn to listen more efficiently, their effectiveness and productivity will improve. They will be able to turn potentially difficult situations into successfully completed projects.

Debra Duxbury Cary is an independent consultant living in Lexington, Massachusetts. She specializes in communications workshops in effective listening and creative problems solving. She has an M.S. degree in Applied Psychology from the Stevens Institute of Technology. Cary presently serves on the Board of Directors of the Massachusetts chapter of the American Society of Training and Development.

Re-Connecting Short Circuits with Listening Skills

By Philip Bruschi

"Sorry, I thought you meant..."

Does that phrase sound familiar? Don't you wish you had, as the saying goes, a dollar for every time you have heard it? You'd be rich. But think about it for a minute. Think about the missed deadlines, unfilled orders, wasted time, industrial accidents, lawsuits, and redone work that it represents. It begins to sound like you've *paid* more than a dollar for every time you have heard it, doesn't it?

What many people don't realize, however, is that the root of the problem in these misunderstandings is not necessarily a failure to give information, but a failure, a common one, is a failure, a common one, is a result of ineffective listening. Ineffective listening can mean a comment taken out of context, judgments made before understanding, the disregarding of new ideas, a misinterpreted instruction, or jumping to the wrong conclusion. These are short circuits in the communication process, a major source of trouble for business and industry.

Good managers avoid the pitfalls of faulty communication. They realize that they have to understand others if they are to get things done through them. They know that effective leadership is impossible without skilled listening. By listening effectively, they can provide an outlet for their employees' frustrations and build their morale and motivation. Moreover, managers can broaden themselves intellectually by absorbing and considering the ideas of others.

For people who have trouble listening effectively, a special program can be developed. The program can be designed for improving retention or comprehension, or both. If the people needing help are managers, you should probably put a priority on comprehension. As Jud Morris, communications consultant and author of the book *The Art of Listening*, says, retention is simply that portion of the total quantity we hear that we retain. Retention depends entirely on memory and can be im-

proved by practice, repetition, concentration, the use of mechanical training devices such as recorded exercises, and through memory techniques based on association. It does not have to involve understanding the meaning of the message.

Comprehension, on the other hand, is the ability to understand what is heard. It has little to do with memory. Comprehension refers to listening effectiveness – understanding the meaning of the speaker's message – a far more subtle and complex ability that involves a great deal more than just hearing the words. Jud Morris calls comprehension the highest level of communication. It requires effort, concentration, and self-commitment. It involves thought, perceptiveness, and analytical ability – being able to absorb and comprehend not only the words, but also the thoughts behind the words (interpreting the subtle nuances and analyzing and evaluating motivations).

A Program For Managers

Judging by my experience, a problem-solving approach is the most effective one in designing and developing listening programs for managers. A design that has been especially successful for me consists of five basic steps. This article outlines the steps and offers some ideas for course content that you can use to construct individual modules. You can, of course, vary the content according to the needs of the group being trained. For sources of content ideas, see the accompanying reading list.

1. Recognizing the Problem. The first of the five steps in this listening program is to help the managers recognize the problem. Your goal will be to convince participants that failure to listen effectively is a serious, growing problem in business and industry. Point out that most people are ineffective listeners, and illustrate this through the use of actual examples of poor communication and consequent poor decision-making, wasted time, loss of money, and so forth. Discuss research studies that show ineffective listening

is a widespread problem.

Some of our listening problems can be attributed to a lack of training in this area. Listening has been neglected in our educational system, our organizational training and development programs, and in our culture as a whole. Listening has not received the attention that has been given to the other communication skills.

2. Personalizing the Problem.

The second step in the program is to personalize the problem. Help the participants understand that listening is *their* personal problem, not just the other person's. A listening test given at this point can bring to light areas of comprehension in need of improvement. This test could include areas such as understanding oral directions, keeping a particular sequence of details in mind, identifying main points, drawing inferences, and using contextual clues to determine word meanings. The designer may want to develop a test or use one already developed, such as the Brown-Carlsen Listening Comprehension Test (see the reading list).

Self-analysis exercises can also be helpful. One such exercise gives participants an opportunity to rate themselves as listeners or find out how others (colleagues, employees, bosses) would rate them through the use of descriptive adjectives. Another approach is to have participants keep a listening log to determine the amount of time they spend listening on the job.

Even if some participants feel that they are generally effective listeners, another thing for them to consider is how well the other people with whom they communicate function as listeners. If these people are ineffective listeners, it will affect the participant in some way, requiring an acceptance of some measure of personal responsibility.

3. Determining the Causes. The third step involves determining what causes a listening problem. Give the participants an opportunity to identify and define any bad habits they have developed that cause them to misun-

derstand the speaker's message. Ineffective listening is a direct result of habits that have accumulated over the years. Each bad habit must first be recognized and then replaced with a good one.

The causes and effects of such habits can be shown through the presentation of actual examples and an account of the problems they create. One example, for instance, might be the habit of approaching another person with a closed mind – failing to listen to anything contrary to one's own beliefs. People who do this assume they already know all the answers. Communication goes outward, but is not received. The listener's mind is closed to learning.

Another bad habit is jumping to conclusions – supplying one's own ideas to "fill in the blanks." The person who does this puts words into the other person's mouth, "hearing" things that were never said and creating a distorted message.

Listening primarily for facts is also a bad habit. People who do this focus only on the facts in a message and thus miss the main point, the general feeling, or an overall idea that the speaker is trying to get across. The most important part of the message may be lost.

4. Solving the Problem. Once the problem has been acknowledged and personalized and causes have been defined, the participants are ready to follow some basic guidelines and learn a few techniques that will help them replace the bad habits with the good ones.

For the habits described in the preceding step, for example, the following guidelines can be offered. To overcome closed-mindedness, the participant must come to the realization that there is always something to be learned by hearing the other person out. Effective listeners do not approach the listening situation with a know-it-all attitude, but they recognize that listening is vital if communication is to be fruitful. Jumping to conclusions can be avoided simply by waiting to hear the speaker out, focusing only on what is actually said, and verifying the information by asking questions. The problem of listening for facts only can be overcome by concentrating on the main points or overall ideas and allowing the facts to fall into place as a secondary part of the message.

Once these basic guidelines for effective listening have been discussed, some simple techniques to be used by the listener can be described to participants, and they can be given an opportunity to practice them. Practicing techniques such as restating, paraphrasing, summarizing, and observing nonverbal cues, for example, will give participants the satisfaction of actually listening effectively and clearly understanding the message during the training program.

5. Changing on the Job. As a final step, the participants should make a commitment for improvement back on the job. Participants should understand that they cannot change old habits overnight. They must realize that making a permanent change will take time and hard work and that they will have to make a conscious effort to practice what has been learned in the program.

To help participants with this commitment, certain strategies can be offered. One strategy is to set specific personal goals for improvement. Have participants identify four or five bad habits they need to overcome. For each habit, the participant can make a list of immediate steps and outline a long-term action plan to be used for improvement on the job. Participants can then be divided into pairs to share their plans, offer each other suggestions for improving the plans, and arrange for future follow-up with one another to measure progress.

Another strategy is to have participants keep a chart of their progress over a period of one to two weeks after the end of the training program by making notations when they revert to bad habits. At the end of each day, a participant can analyze the occasions and apparent reasons for engaging in the bad habits. Then a plan of action can be outlined based on the guidelines and techniques described here and work towards replacing the bad habits with good ones.

The underlying value of the strategies described above is that they place responsibility for improving listening on the job right where it belongs – in the hands of the person who has benefited from the training.

Armed with an understanding that poor listening is a personal problem, that the causes can be clearly defined, and that specific steps can be taken to eliminate those causes, participants in this kind of program can make a change

in their work styles that will benefit everyone concerned.

Philip Bruschi is a Training Consultant in the Organization Development and Training Department, Educational Testing Service, Princeton, New Jersey. He specializes in designing, developing, and conducting training workshops for management as well as support staff on all levels across the organization. He holds a Masters Degree in Communication and has done extensive work in promoting the study and development of effective listening.

A Reading List

Donald E. Bird, "Teaching Listening Comprehension." *Journal of Communication*, 1963, 3, p. 127.

Charles T. Brown, "Studies in Listening Comprehension." *Speech Monographs*, 1966, 28, p. 268.

James I. Brown and Robert G. Carlsen. *The Brown-Carlsen Listening Comprehension Test*, 1955. (Distributed by Psychological Corporation, 757 Third Avenue, New York, NY 10017.)

Philip Bruschi, "Listening: The Neglected Communication Skill." *Journal of Communication Management*, 1981, 4, p. 17.

Robert L. Montgomery, "Listening Made Easy," 1981. (Published by AMACOM, American Management Associations, 135 W. 50th Street, New York, NY 10020).

Ralph G. Nichols, "Factors in Listening Comprehension," *Speech Monographs*, 1948, 15, p. 154.

Ralph G. Nichols and L.A. Stevens, *Are You Listening*. 1957. (Published by McGraw-Hill, 1221 Avenue of the Americas, New York, NY 10020).

J.C. Templer, *Listening Comprehension Tests*, Teacher's Edition. 1972. (Published by Heinemann Educational Publications, Exeter, New Hampshire).

J.C. Templer, *Further Listening Comprehension Tests*, Teacher's Edition, 1972. (Published by Heinemann Educational Publications, Exeter, New Hampshire).

Carl Weaver, *Human Listening Processes and Behavior*, 1972. (Published by the Bobbs-merrill Company, Inc. 4300 W. 82nd Street, Indianapolis, IN 46206).

PROFESSIONAL ACTIVITIES

THE HUMAN CONDITION

Appeared in March 28, 1982, *Magazine of the Baton Rouge Sunday Advocate*.

"How well do I listen?"

Most people never pose this question to themselves, although we all are fond of accusing others of not listening to us. And when we make that accusation, we are likely correct because research shows that most Americans listen with a 25 percent rate of efficiency.

That means three-fourths of the messages sent to us orally have little or no impact, a rather frightening statistic since we spend 45 percent of our communication time listening. Compare that to the 9 percent we spend writing and 30 percent we spend speaking, and you will find that for most educated people, the skill they use most is the least developed.

What are the effects on our society of this inability to listen? Consider the number of adolescents and their parents who cannot listen to one another. Have you perhaps experienced that turn-off first-hand? Consider that the number one cause of divorce in this country is inability of spouses to communicate. An ad that appeared in major national journals last year showed a couple standing back-to-back with folded arms and a caption saying, "What's the use of talking - you never listen to me anyway."

Consider also the number of errors that occur in business via oral communication. Dr. Lyman K. Steil, listening consultant to Sperry Corporation, estimates that with a 100 million plus work force, if each member makes one \$10 listening error each year, the nation's businesses lose \$1 billion.

Consider further the state of education today, where a large portion of every student's day is spent listening to instructions; when a student reaches college, that segment can amount to as much as 90 percent of his instructional time. Yet the teaching of listening skills in most schools is confined to kindergarten and first grade as part of the reading readiness program. We assume that because a student can hear, he can also listen. Ask any teacher about that assumption!

Why are most of us poor listeners? One answer is that there is so much noise in our society that we become very adept at "tuning out." Another answer is that we have never been taught the skill of listening. Just as those who have never been properly taught how to write might produce sloppy writing, so those who have not been taught how to listen may end up with sloppy listening habits.

Check yourself to see whether you have developed some of the following detrimental habits in a listening situation:

- Are you easily distracted?
- Do you daydream?
- Do you think of answers rather than pay attention?
- Do you assume you understand when you may not?
- Do you mentally criticize the speaker?
- Do you mentally argue with the speaker?
- Do you allow emotions to interfere?
- Do you interrupt?
- Do you hear only what you want to hear?
- Are you just waiting for the speaker to finish so that you can have your turn?

These are just a few of the bad habits that we have developed which inhibit communication both on the job and in our personal lives. What can be done to eliminate them? Individuals can seek out literature that will give them some insight into this skill; an easily readable book available in bookstores is Eastwood Atwater's *I Hear You*. Organizations can initiate discussion and study on the subject. Businesses can train personnel in seminars and workshops. Both films and training modules are available in the listening field.

But most of all, society should attend to the teaching of listening skills from kindergarten through 12th grade. Students need to understand the process of listening, which involves sensing, interpreting, evaluating and responding to stimuli. They must understand that listening involves the eyes as well as the ears, since non-verbal communication is the principal part of the message.

Albert Mahrabian, a prominent behavioral psychologist, says we interpret messages in light of the sender's facial

expression, tone of voice, posture and gestures much more than in light of the words the speaker says. We must help students consciously build good habits rather than unconsciously develop bad ones. And we should teach all types of listening: appreciative, so that we may enjoy music and poetry; discriminative, so that we may tune in to the sounds in our environment; comprehensive, so that we may understand the messages that we receive; empathic, so that we may listen with compassion to our fellow humans; and critical, so that we may intelligently decode the messages intended to mold our thinking and our habits.

Relative to the various disciplines that have been a part of academe, listening is surely one of the infants. Only since 1950, when Dr. Ralph Nichols at the University of Minnesota began to publicize the skill as such, has much attention been given it. Compare this discipline to that of reading, writing and arithmetic which, in this country, were studied in the first schools ever established.

The three-year-old International Listening Association is committed to the teaching of listening skills. Composed of representatives from education, government and industry, its numbers, as well as its influence, continue to grow. Members are enthusiastic, almost evangelical, about their field, perhaps because they know what the study of listening has accomplished for each of them.

As more and more of society's communication becomes oral via WATS lines, radio, television, seminars and workshops, conferences and discussions and talking computers, can we allow to chance the ability of an individual to be an effective receiver of oral messages? Or should we instead take a hard look at what is necessary to assure that every person develop the skill that is most used by each one of us - that of listening?

Marguerite R. Lyle is an assistant professor of communication at USL, a member of the Lafayette Parish School Board and a member of International Listening Association.

1983 ILA CONFERENCE

We're gearing up for our 1983 conference. Program proposals are coming in, nominations are being submitted, research papers are being written, hall of famers are being reviewed, keynote speakers are being sought, rooms are being reserved, and banners are being sewn. Come get involved -- It's not too late to make your mark on the 1983 conference. Here's who to contact if you have any ideas, suggestions, help or materials you'd like to submit.

LOCAL ARRANGEMENTS

Minneapolis-St. Paul, March 1983

Nanette (Nan) Johnson-Curiskis
Box 266
235 2nd Ave. SW
Harmony, MN 56939

NOMINATIONS COMMITTEE

W. Ken Spence
2377 Stemmons Fwy. #700
Dallas, TX 75207
214-689-5754
214-596-0983

RESEARCH COMMITTEE

Kittie W. Watson
Department of Theatre & Speech
Tulane University
New Orleans, LA 70118
504-865-6221 or 6205
504-455-5614

PROGRAM COMMITTEE 1983

Bob Miller
Telstar, Inc.
366 N. Prior Avenue
St. Paul, MN 55104
612-644-4726
612-935-0845

PROFESSIONAL ACTIVITIES

A recent - and lengthy - article in **Newsday**, the Long Island, New York, newspaper, featured **Michael and Teri Gamble** and their "Listen Up" workshops. Titled, "Listening: A Skill Not A Habit," the article quoted both Michael and Teri extensively on the importance of developing listening skills, and on ways to test listening habits.

EUGENE BINDER and **TERRY NEWTON** conducted a "first" at St. Edward's University, Austin, Texas - a workshop in "TEACHING EFFECTIVE LISTENING SKILLS." The workshop was offered in response to over 500 inquiries received from high school and college faculty. The workshop was held July 28-29, 1982, and was partially funded by a grant from College Entrance Examination Board. Gene is the University Coordinator at St. Edward's, and Terry is the Director of the University's Developmental Listening Lab.

DR. CHARLES GOTT, president of **CPS COMMUNICATION SEMINARS, INC.** teaches a 4-8-16 hour listening workshop as a part of supervisory management, and executive development. Workshops can stand alone or be integrated into a longer (more comprehensive management development course).

BETTY KURKJIAN, a self-employed consultant and Learning Skills Specialist offers training in various aspects of learning skills, listening skills and time management.



**INTERNATIONAL
LISTENING ASSOCIATION**
366 North Prior Avenue
St. Paul MN 55104