



# LISTENING POST

ISSUE NUMBER NINE

NOVEMBER 1983

## COME TO SCOTTSDALE IN MARCH

by Local Arrangements Chair  
Bill Arnold

Think about this! Snowbirds will pay as much as \$125 a day to enjoy the sunshine of Arizona in the winter. You will pay much less for the sunshine and enjoy a fantastic International Listening Program as well. You can enjoy swimming, golf, hiking, tennis, horseback riding, and the bloom of the desert while attending the Convention.

We have even arranged to have a Mexican fiesta and a Western Steak fry to enhance your visit to Scottsdale and the ILA meetings.

What do you have to look forward to? The Doubletree Inn, located in the heart of old town Scottsdale will host the fifth annual Convention from March 7-10, 1984. Surrounded with shops, art galleries, restaurants, and the Civic Center, you will be able to stroll around the mall in shirt sleeve weather. Temperatures could be in the 70's and 80's during this time of the year. Come early and stay late so that you can truly take a break from the snow, sleet, freezing temperatures, and depression that can set in from a long cold winter at home.

We offer you all of the places of interest that only the west's most western town can provide. Art galleries, museums, botanical gardens, and the splendor of the desert are all within minutes of the hotel. Golf courses, jogging trails, and tennis courts are abundant and convenient. We will provide a list of all of the possible activities with your convention packet.

If fine dining is your specialty, we have some of the finest restaurants right on the mall. Within minutes we

have every cuisine you could desire. From the old western saloon steak house at Rawhide to the elegant French dining at Chez Louis, we can cater to your tastes.

Naturally you attend conventions for the programs and the opportunity to exchange ideas with friends and colleagues so check the Listening Post for details on the fine program that Andy Wolvin has put together. But remember, you could not have a more interesting or friendly environment in which to meet.

We look forward to giving you a warm western welcome to the 1984 International Listening Convention. See you in Scottsdale in March!!

## NEWSLETTER MEMBERSHIP UPDATE

by Nadine Marsnik

### Think "Old" and "New"

Let us urge you to think both old and new this year. Think "old" by letting us hear from you "old members" with ideas, suggestions, **and** your renewal checks. Don't frighten us into thinking you've lost your love of listening excellence by letting your renewal date slip by! Think "new" by remembering ILA at conferences, meetings, and in the classroom. Urge your friends and colleagues to learn from us and let us learn from them in our quest for even more efficient listening by becoming "new members."

### Call for Consultants

As we update the membership directory, we'd like to include a section where we identify those of you who are available as listening consultants. When schools, business, or profes-

sional organizations contact individual ILA members or the ILA office for consultants, we'd like to offer a comprehensive listing rather than seem to endorse one or two consultants because we happen to remember the name. If you'd like to be included in this listing send:

Your full name as you'd like it listed  
The name of your consulting firm (if any)

Your complete address

Your telephone number (with area code)

to Nadine Marsnik

### Call for Translators

On occasion we receive letters from International members written in their native language. If we honestly intend to make Peter Van Der Schaft less lonely as an "I" member, we really ought to answer these letters in the language in which they were written -- most often Spanish, French, or German.

If any ILA member wishes to volunteer to be available to translate and to compose letters to new or prospective International members, please contact Nadine Marsnik at 248 Third Avenue, Ely, MN 55731. Send your name, address, and the language in which you are willing to translate. Believe me, you'll be warmly remembered.

### Arizona Conference

It's not too early to begin making plans to share your listening ideas in Scottsdale, Arizona, at the fifth annual conference on March 7, 8, 9, and 10. The last issue of **Listening Post** attested to the warm response of members and to the quality of this year's programs and workshops. Let us look forward to seeing even more of you sharing those programs next year in Arizona. Contact your friends and colleagues in Arizona and neighboring states to invite them to become both new members and new conference attendees.





## PRESIDENT'S PERSPECTIVE

### AFTER 4 YEARS - WHAT'S NEXT?

When you look at the ILA roster today you see 357 people from diverse backgrounds banded together by a common interest in the field of listening. How that interest is honed is up to the individual members. But ILA has effectively given members the organization to promote and develop effective listening training. The emerging ILA has allowed people interested in listening to feel companionship not loneliness.

As a new organization of small numbers -- the management, financial base, and political clout is not comparable to like organizations. In reading we have the IRA, speech-SCA, ICA, National Council of Teachers of English, Society of Training and Development and so on. But these organizations do not have what we have. We know each other and care for each other. New members are openly included in all aspects of the ILA.

The expectation of people just inquiring about listening or new members is however, sometimes difficult to match. Some people ask, "What have you got that will give me a listening unit or program", "Send me everything you've got," or "I don't want to join now but want to receive materials you have." "The Newsletter is nice but I want a Journal." And on it goes. This is good, for our charge is to help promote effective listening, and to the teaching and training of listening but it's very expensive to do this. It's labor cost, mailing cost, and of course high printing cost. I'll come back to this point later.

Another thing a young organization like ours faces today, is that with small numbers like we have attending our conferences, the fees no longer include a profit for other ILA services. The increased hotel and catering costs are too high for our 3 day workshops, party, and accommodations to give us a comfortable margin. It costs about the same for a 100 attendee conference -- but the revenue is quite different.

Well, that leads to total operating cost and expenses, and revenue. We can no longer pay for the Newsletter, Rosters, and Conference materials out of the \$30 membership fee. The time Geri Jwanouskos spends doing day to day ILA business, telephone expense, rent, and postage, is too great to be covered by the \$30 membership fee.

If each of our now 300+ members would bring in just one member we'd develop a broader base for all services. But I don't think that's going to happen. If we start charging for some services such as inquiry packets, rosters, etc., that would help, but not solve our present condition.

So I'm recommending we consider increasing the ILA membership fees. Make it worth something to belong. Secondly, I'm planning to suggest to the board that we explore the Conference fees so they are more in line with today's cost. This will allow us again to have a fine conference with top seminars and workshops, but which also gives us a cushion to operate additional services throughout the coming year.

I'll be calling the Executive Board together for a meeting this month. Please let me or any board member know your feelings on my suggestion or any suggestions you have.

## LISTENING ACROSS THE CURRICULUM

Have you any experience with this concept at your institution? Bob Walker wants to know what others may have done to help students listen and learn in academic subjects other than communication. He's building a module for Northeastern Illinois University for non-speech teachers, and will share it at the Scottsdale Conference. Send materials to R. J. Walker, UNI Speech Department, 5500 N. St. Louis Ave., Chicago, IL 60625. (He's also looking for annotated bibliographic material on A-V, TV teaching of listening.)

## SPEAKING POEMS

We've recently been introduced to Ric Masten, a speaking poet. Mr Masten gave the ILA Library a book of his poems entitled **SPEAKING POEMS**.

### CONVERSATION

I have just wandered back  
into our conversation  
and find that you are still rattling on  
about something or other  
i think i must have been gone at least  
twenty minutes  
and you never missed me

now this might say something  
about my acting ability  
or it might say something about  
your sensitivity

one thing troubles me though  
when it is my turn to rattle on for twenty  
minutes which i have been known to do  
have you been missing too?

Masten's introduction:

"If this book should fall into your hands my wish would be that you wouldn't read it but would find a friend to read it to you..."

Mr Masten has published several books of poems. He can be contacted for Materials and/or speaking engagements at **SUNFLOWER INK** on Palo Colorado Canyon in Carmel CA 93923. (408-625-0588)



# INSTRUCTIONAL MATERIALS

## LISTENING: ESSENTIAL TO SUCCESSFUL CONFLICT MANAGEMENT

by Betty Kurkjian

"But I thought you said..." This seemingly simple phrase usually indicates two things. First, someone along the line has not been listening, and second, a conflict - that could range from an easily clarified misunderstanding to an all-out battle - is brewing. A prudent conflict-manager trained in listening skills will be able to clarify the misunderstanding and avoid the battle.

Unfortunately, however, few professionals are trained to listen, and it seems, fewer yet have a natural inclination to do so. When faced with a potentially explosive situation, the untrained listener may well add fuel to the fire. As the smoke finally clears - and we all know that sometimes it never does fully clear - the remaining ashes represent lost time and money, frustration, injured self-esteem, weakened personal relationships, and even possibly the beginnings of yet another conflict. Three basic attitudes towards listening tend to prevail among those who frequently find themselves in the battle zone.

First is the BOSS attitude. This person fails to listen to anyone else's point of view often claiming, "I have to make all of the decisions around here." In actuality the BOSS type of listener is sadly limiting his access to the best resources available to a decision maker - knowledge and ideas. Training in listening skills would allow BOSS a chance to gain the insight and information needed to make sound decisions,

and avoid conflicts that can easily arise when decisions are based on inaccurate or incomplete information.

The FACTS ONLY attitude is also common among poor listeners. A person with this attitude is preoccupied with the factual content of the message and prefers that the content will be direct, simple, and easily "computed". People with this tendency may refuse even to begin to listen to the expression of feelings, impressions, and attitudes. The FACTS ONLY approach to listening will probably keep conflict at a simmering point for a long time, but when the pot begins to boil, watch out! A trained listener will allow the expression of feelings and attitudes in order to gain full understanding.

Finally, there's the SUNSHINE attitude among poor listeners. SUNSHINERS don't even want to listen to the facts unless those facts are all positive and in no way represent disagreements, problems, or misunderstandings. In essence this person fears conflict and will go to nearly any extent to avoid it, or ignore it. When faced with conflict, the SUNSHINE type of listener will immediately ask, "Where did I fail?", and be so involved dealing with personal feelings that he has little ability to cope with the situation at hand. Training in listening skills would help a SUNSHINER accept what others say without necessarily judging either himself or the other persons involved.

Do any of these descriptions remind you of someone you know? Or, could it be that you have found a little of yourself in BOSS, FACTS ONLY or SUNSHINE? Listening is a skill that can be learned. Listening can be used as a tool to clarify misunderstandings, diffuse conflict, and create a productive climate for both personal and professional growth.

*Betty Kurkjian is president of Kurkjian Professional Training Services specializing in effectiveness and learning skills. She has presented training programs in listening skills for business, educational and professional organizations. Kurkjian Professional Training Services is located in Seal Beach, California.*



# ARE YOU LISTENING?

Debra Duxbury Cary

Three-quarters of the quality control circle programs now starting or in operation will be failures, according to an article in *Quality Magazine* (October, 1982). A two-year study of 41 manufacturers, distributors, retailers, and insurance companies reveals that management is using QCC programs as a "quick fix" to improve quality, but that these programs are failing because management is not listening to the circles they've established.

Traditionally, organizational communication flows one way: from the top down. With quality becoming everybody's problem, however, all levels of the organization need to be talking and listening to each other.

Part of the problem is that everything is just happening too fast. The Japanese started quality control by teaching their top corporate officials the techniques; 15 years later, people on the line were trained in them. The feeling in the U.S., however, is that we don't have time to let it filter down and quality circles are being established without the total commitment of management.

According to *Business Week* (November 1, 1982), the U.S. companies that are serious about implementing QCC programs (Texas Instruments is one) are taking the top-to-bottom approach. Each management level is responsible for training the next lower level and each manager is now personally accountable for quality in an area. Involvement of all levels of the organization opens up new avenues of communication and results in fundamental changes in management attitudes. None of this will take place, however, until management learns a new skill, one that has been overlooked in our educational process: effective listening.

Listening is more than just paying attention and hearing words. It is a complex psychological process. Although all managers have been formally trained in reading, writing, and speaking, most information is not transmitted through these channels at all, but through the listening channel. Managers spend 60%-75% of their time gathering information through listening. Compare this to the findings of most studies that we only comprehend about 25% of what we hear and you get an idea of the problem. Loss of important information, embarrassment, frustration, confusion—these are a few of the conditions that develop as a result of ineffective listening and ultimately cost the organization time and money.

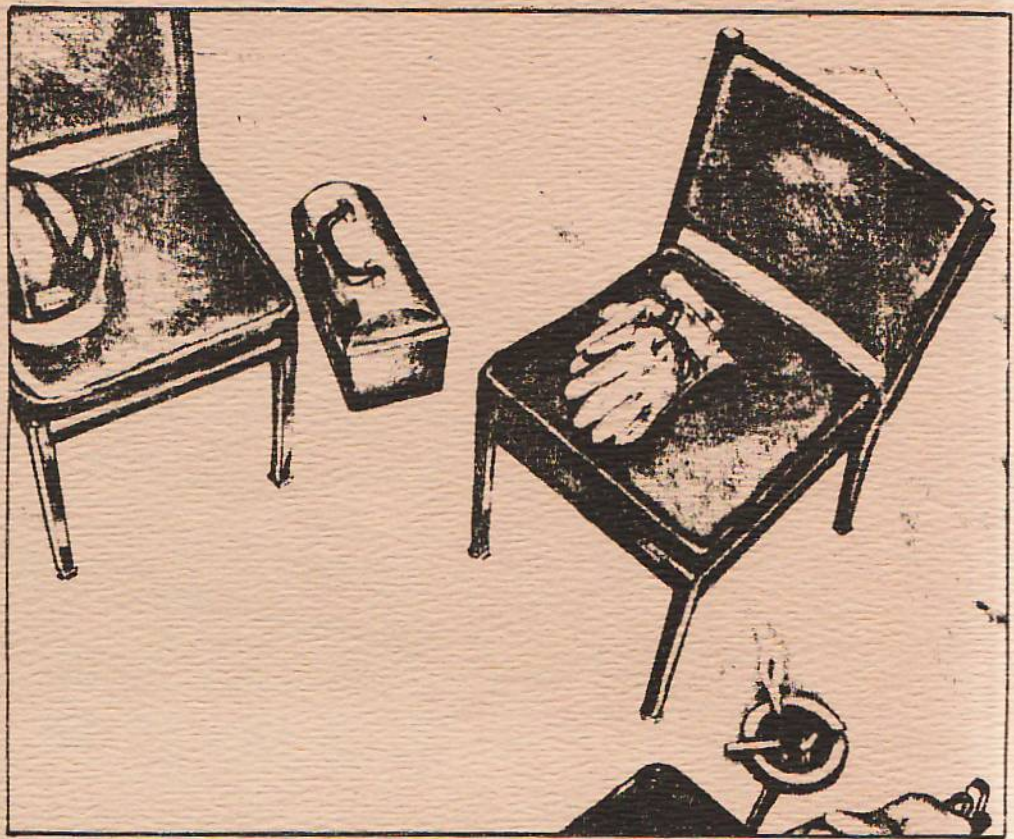


illustration by Isabel Levine-Jones

Needless to say, any employee participation program is doomed if managers don't listen to what the employees have to say. But it can be worse than that. An employee participation program in the absence of effective listening by management can do more harm than good. The circle members who are so excited and enthusiastic about presenting their ideas to management will suffer a significant loss of morale when nobody pays any attention to what they have to say.

Patricia Pratt, president of Pratt Associates in Medfield, Massachusetts and a consultant who works with companies to install QC programs, has done some research on this effect. "In a survey that an associate and I conducted among people managing QC programs, the lack of rewards for their efforts felt by employees was cited as a key problematic issue," she says. "However, I have seen circles put in extraordinary efforts, much of it on their own time, into preparing presentations, only to have management inadvertently dash the members' pride and enthusiasm by giving inadequate or inappropriate responses. On the other hand, when management acknowledges circle ef-

forts, members are buoyed up and strive harder to implement company goals."

The "we-they" dichotomy that many managers and workers bring to their attempts at communication is one of the blocks to effective listening. It creates oppositional thinking.

When two people hold different viewpoints of a situation, the tendency is to focus on the separate positions and not on the common purpose (to improve quality, in this case). Most of us invest our opinions with pride and ego. And because we are by nature mechanical thinkers, we feel almost compelled to bring the other person around to our viewpoint. It blocks listening because we find ourselves trying to keep our "side" strong.

In our culture, changing your mind is viewed as a sign of weakness. This cultural baggage effectively inhibits two-way communication. Often management will come into a presentation with minds already made up, having heard from the facilitator or the QC leader of the circle's position.

Most of the responsibility for effective listening, then, falls on the shoulders of



the facilitator. This is the person trying to bridge the gap between management and the circle. In a sense, the facilitator is a mediator and must have excellent listening skills in order to get the two sides to be receptive. It is a fundamental characteristic of effective listening that the person who practices it makes the other person more receptive to a different viewpoint. (If you don't believe this, practice the listening skill of paraphrasing the next time you find yourself in an argument.)

Facilitators are customarily trained in statistics, productivity awareness, and problem analysis. Listening skills are almost always overlooked. Yet listening skills probably deserve the greatest emphasis in facilitator training. "To achieve effectiveness," says Eugene Scofield, quality engineer from Millipore Corporation in Bedford, Massachusetts, "interpersonal skills are more important than technical skills. Technical skills are easier to teach and are more often used properly by quality circles. Even advanced techniques, such as data arrangement and control charts, can be implemented quite readily by those circles expressing an interest in them. However, the more difficult training task of the facilitator and leader is to continually encourage effective listening and participation among circle members."

One reason why circles work so well in Japan is that management there is trained in consensus listening—a practice in which all viewpoints are discussed before a decision is made. Japanese management tries to respond to the circle's expressed needs. These managers have been trained to listen to the circle and, given their cultural background, they do not feel threatened by its ideas. They see their role from a more holistic perspective and are less inclined to consider themselves separate leaders.

In our country, management takes a somewhat different view of itself. Patricia Pratt says that middle management often does not see how they can benefit from supporting quality circles. "There can be rewards for these managers," she says. "An important part of my work has been in helping managers to define for themselves a role in the QC system that is both enhancing of their position and contributes to the circle efforts."

People need to feel good about themselves. When the ego gets in the way of listening, it can confuse perception with reality. This is why most meetings become a battleground of personalities. Each side hears what it wants to hear. Then if one side begins to blame, the other side becomes defensive and this further blocks the listening process. The effective listener, however, understands the other's perceptions, feels something of the other person's

emotions, and hears what the other person is trying to say. Paraphrasing, for example, is one of the most effective listening techniques. The listener who paraphrases what the other person is saying is forced to acknowledge it and simultaneously demonstrates a grasp of it. If you let the other side know that you have heard, there is automatically a greater willingness to listen to your side. Understanding the other point of view is not the same as agreeing with it, either.

A good model for communication between management and its quality circles is that described by Roger Fisher in his book, *Getting to Yes*. Fisher describes principled negotiation, of which one of the most important characteristics is the separation of interest from position. The negotiator who negotiates on behalf of a position effectively blocks the possibility of a win-win solution, while the negotiator who concentrates on an interest opens possibilities for more creative outcomes and for mutual gain.

Fisher eloquently describes his model with the image of two people playing frisbee. Two separate players work together with the frisbee on behalf of a shared interest in a satisfying game. Both players win. We think it absurd that one player would win and the other would lose in a game of frisbee. If one player plays frisbee to win, then both lose. That's what seems to be happening in most U.S. companies.

Management, waking up to the fact that quality is everybody's problem, seems to be taking a chance on tapping into its greatest resource. Now if they would only listen! □

---

*Debra Duxbury Cary is an independent consultant living in Lexington, Massachusetts. She specializes in communications workshops in effective listening and creative problem-solving. She has an M.S. degree in applied psychology from Stevens Institute of Technology and is active in the local chapters of the O.D. Network and the American Society for Training and Development.*

## LISTENING INSTRUCTION: A MANDATE FROM INDUSTRY

By Andrew D. Wolvin  
Professor, University of Maryland-  
College Park

Effective communication has become a major concern of business, industrial, and governmental organizations throughout the nation. As important keys to productivity, internal communication of employees, managers, and executives and external communication to an organization's publics are considered to be crucial channels for implementing the goals and objectives of the organization. As a result, the study of communication has extended beyond the academic classroom to training classrooms in business, industrial and governmental agencies.

Much of this activity centers on the communication skill, listening. Organizations today have come to recognize the important role of listening behavior in opening these channels of communication in order to accomplish the goals and objectives they have set out. Consequently, employees at all levels are encouraged to improve their listening skills. As our colleague, Lyman Steil, observes, poor listening in these organizations "costs billions of dollars, works against relationships and can lead to injury and death."<sup>1</sup>

The important role of listening in organizations has been documented by many researchers in business, industry, and government. A thorough review of this research by DiSalvo illustrates the primary role of listening as a communication skill in organizational contexts. Listening ranked in first or second place in most of this research in the majority of the reported studies.<sup>2</sup>

DiSalvo's survey of the research findings is consistent with the observations of training directors in organizations. Wayslik, Sussman and Leri, for example, sampled Pittsburgh training personnel and discovered that listening was perceived "as the most important communication skill."<sup>3</sup> Wolvin, Marsicovete and Schwartz, surveying training directors in the Washington, D.C., area, like-

Continued on Page 11



# The Fine Art of ASSERTIVE LISTENING

By Corinne Geeting

Nancy Walker, that lovable professional clown we've all enjoyed so much on TV, told a reporter, "I'm a great listener, so I know who not to waste my time with." She said, as we've all learned by sad experience, that many people are not only great time wasters but also "energy sappers."

How true! How sad! How unnecessary!

Not long ago, I gave a dinner party to which I invited what I thought was a handsome, witty, charming guy. I was sure he would be a prize conversationalist.

My husband and I have learned a successful party depends as much on a good balance of talkers and listeners as it does on a good balance of food and wine. In fact, we usually start party plans by winking at each other and whispering, "Guess who's coming to listen."

Well, Mr. Wonderful turned out to be an utter bore!

He talked about himself all the time. If anyone interrupted, he would maneuver the conversation back to focus on himself. Even with his sexy voice, fine pedigree, and trim broad-chested look in his Oleg Cassini suit, I began to sense he was proving an "energy sapper" totally unaware of the fine art of assertive listening. If he has been informed about it, he would have realized our guests and we, his hosts, were actually suffering through his non-stop dialogue. In truth, we were all of a mind--how in the world could we bring this boy to a STOP?

Cleverly, then, my husband who is nicely schooled in the art of assertive listening--which is really the key to control of communication--broke in.

Mr. Wonderful hardly knew what was happening until it had.

My husband suggested all of us had interesting things to share. So, going around the after-dinner conversational circle, the focus was brought to rest in turn on **each** guest.

From there on it was clear sailing and everyone had a fine time. Even Mr. Wonderful, who had threatened our conversations with his stabs at control,

finally got the message, and **listened**.

It was the only thing he could do and terribly hard for him. But he did it!

The more I am around others socially and in organized groups, the more I see that we take listening for granted in our society. We don't teach it much in school. Most parents don't listen well to their children at home. We just assume it is a talent born into us that never demands development.

Consequently, since listening is the true basis for all communication, the "Johnny" who has that reading problem in school finds it gets worse as he goes up the grades.

Listening comes before talking, reading, or writing. So we find "Johnny" can't read or write or even talk very well as he mounts the academic ladder.

Classes in "assertive behavior" are going on all over the country, but just try to find a class in the art of assertive listening! No luck. Yet, it is the most needed of all skills having to do with assertive behavior.

## What is assertive listening?

It is positive, helpful, friendly, concerned, and above all, active listening. It is never negative, hostile, intimidating, indifferent or passive. It is definitely a learned thing. It is an art. Few people come by it naturally, although the potential is there in almost any human being until it has been knocked out by school and society.

In teaching and in handling my own three sons, and in maintaining a loving relationship with my husband over the years, I have discovered ways to develop the art of assertive listening.

First, of course, is to be a good role model yourself as teacher, mother, or wife. If your husband or lover isn't listening, begin by being a model listener yourself. You may be surprised and delighted at the change!

Then, make listening fun.

One little boy who had listened to a record he loved in kindergarten said, "That makes my ears happy!" He set the direction for all would-be assertive listeners. Make the other person's ears happy. Create a receptive attitude.

Another thing--consciously increase awareness of **sounds** around you. All of the senses work together really, and there is a big thrust now for us to "come your senses" while bringing the right side of the brain (the creative side) into full play with the left side (that school has concentrated on in the so-called basics.) Alert your children and those around you to the excitements you enjoy.

Even a tiny sound like that of a clavichord whose strings so softly strike metal blades they can barely be heard, can stir emotions, as can the big-band or rock concert sound.

To maintain a lasting love, nothing can improve on the art of assertive listening. Partners must feel self-satisfaction and self-esteem when together. Love, at its best, is a zestful transaction dependent on what we, in our family, call TLC (tender-loving-care) Listening.

We reach out and touch others through what has been labeled "emotional filters" and when we suffer from "emotional deafness" a love affair can go sour.

Best of all, the art of assertive listening can lead you to know and understand **yourself**. Not just the surface self, but the real self. And, when you can really listen to yourself assertively, and like what you hear, you are ready to listen to others--lovers, friends, family, the world!

While Nancy Walker may have exaggerated a bit when she said, "The world is 99 percent filled with energy sappers," it is a challenge to avoid this sin.

Mastering the art of assertive listening is a **must** if we are going to make listening to others worth our time, and definitely a **must** if we are going to make it worthwhile for others to listen to us.



# "THE FIELD OF LISTENING: DIRECTIONS IN THE 80's"

## INTERNATIONAL LISTENING ASSOCIATION FIFTH ANNUAL CONFERENCE

March 7-10, 1984 Doubletree Inn Scottsdale, Arizona

### WEDNESDAY, MARCH 7

9-12 Registration  
1-5 Workshop: Listening Skills for State and City Government Employees (Co-Sponsored with the Arizona Government Training Service)  
William Arnold, Arizona State University, Coordinator  
*(A workshop featuring selected ILA members for state and city government employees.)*  
Candlewood Room

1-5 Jam Session  
Robert Walker, Northeastern Illinois University  
*(A focused discussion on listening research and pedagogical issues. Come prepared to share ideas, questions, experiences.)* Cottonwood Room

Workshop: Grantsmanship and Fund Raising Techniques  
Milton K. Erway, Southern Connecticut State University Foundation  
*(A workshop on proposal planning; funding sources; information resources; proposal writing; budget construction; evaluation procedures; and writing techniques)* Ironwood Room

6- Local Events  
William Arnold, Arizona State University, Local Arrangements Chair

### THURSDAY, MARCH 8

8:00 Registration

8:30-10 Program: "Enlisting Listeners by Networking Through Community Service Projects and Professional Organizations"  
Harold R. and Rhea I. Dalrymple, Kent State University-Ashtabula  
*(Strategies for developing contacts and sources of audiences through community speeches, workshops, and convention presentations)* Candlewood Room

Program: "The Listeners Role in Helping the Speaker Develop Self Understanding: An Underdeveloped Aspect of the Listening Process."  
John R. Strong, Iowa State University  
*(A conceptual model for understanding the flow of stimuli to the listener from a speaker can enable listeners provide feedback which helps the speaker discover his/her own world.)* Cottonwood Room

8:30-10 Panel: "A Community of Listeners: Some Issues in Teaching and Sharing Listening Instruction Through the Community Colleges"

Nadine Marsnik, Arrowhead Community College (Chair)

Sara Gayle Pyfrom, Phoenix College  
Virginia DeChaine, Lane Community College  
Deborah Hefferin Vrhel, Sauk Valley College  
*(Community college listening instructors share their concerns about, assessments of, and techniques for listening instruction at the Community College level.)*  
Ironwood Room

10-10:30 Coffee Break

10:30-12 Program: "Listening Traditions in India"  
Nagam H. Athreya, Modern Management Counsel of Management, Bombay  
*(An international perspective on the role of listening in the life and culture of India)* Cottonwood Room

Panel: "State Departments of Education Take Leadership Role in Listening: Fact or Fallacy?"  
Claudette Johnson, Montana State Office of Public Instruction (Chair)  
*(Results of a survey of state agencies' requirements of listening skills in student curriculum and in teacher preparation. Practical suggestions for ways that ILA members can have an impact on shaping state educational requirements to include listening skills.)* Candlewood Room

Panel: "Interpersonal Listening: Selected Transactional Approaches"  
Dean Thomlison, University of Evansville (Chair)  
Judith Andrien, University of Hartford: "Regulatory Cues: A Dual Perspective Approach"  
James Floyd, Central Missouri State University: "Empathic Listening: A Dialogic Approach"  
Carolyn Coakley, High Point High School/University of Maryland: "Attending Behaviors: A Research Perspective"  
Dean Thomlison, University of Evansville: "Interpersonal Listening: The Carkhuff, Approach"  
*(Panelists will present papers detailing the various perspectives on listening in interpersonal relationships.)* Ironwood Room

Panel: "The ILA and Certification of Teachers and Trainers"  
Lyman K. Steil, Communication Development Inc (Chair)  
*(Selected panelists will explore the issue of ILA certification of trainers and teachers at all academic levels: should the ILA certify; what certification standards should be developed; how would certification be administered; and other related questions.)*  
Room to be announced



## THURSDAY, MARCH 8 (Continued)

12-1:30 Luncheon  
Senator Alfred Gutierrez, Former Majority Leader  
of the Arizona State Senate, International Businessman and Negotiator (Speaker)  
Bonsai Banyon Room

1:30-3:00 Panel: "Listening to Improve the Other's Esteem"  
Alan R. Zimmerman, Mankato State University  
(Chair)  
Patsy Meisel, Mankato State  
Larry Schnoor, Mankato State  
*(The results of a preliminary research project which identifies the listening behaviors which can add to or detract from an individual's self-esteem. Information and activities useful for teachers and trainers will be presented)* Candlewood Room

Panel: "The Florida Speaking and Listening Assessment Project"

Richard L. Quianthy, Broward Community College  
(Chair)

Richard L. Quianthy, Broward Community College:  
"The Florida Speaking and Listening Test:  
What's It All About, Alfie?"

K. Philip Taylor, University of Central Florida:  
"The Florida Speaking and Listening Test: The  
Challenge of Re-Inventing the Wheel"

Voncile M. Smith, Florida Atlantic University,  
"The Florida Speaking and Listening Test: The  
View from Outside"

*(A panel description of the Florida Test which will include a history of the project, identification of listening competencies, analysis of assessment measures, the politics of state approval, and a challenge to ILA members to assume leadership in this area of listening skills development and assessment.)* Cottonwood Room

Program: "Listening in the Netherlands"

Kathy van Ispelen, Institute for Higher Professional  
Education, The Netherlands

*(A description of the development and implementation of a nationwide listening program in Holland)*  
Ironwood Room

3:00-3:30 Coffee Break

3:00-5:00 Competitive Papers in Listening Behavior  
Kittie Watson, Tulane University (Chair)  
*(A panel sponsored by the ILA Research Committee of competitively-selected research papers on listening behavior)* Candlewood Room

Panel: "Listening In The Professions"

Carol DuBois (Chair) Carillon Communications  
Dr. Ross Landess, Vice President, CIGNA  
Sharon Arnold, Vice President, National Society  
for Fund Raisers

Helen Gibbs, Executive Director, Arizona Dental  
Association

William Arnold, Arizona State University  
*(Specialists share their perceptions of the role of  
listening behavior in professional fields.)*  
Cottonwood Room

3:30-5:00 Program: "Listening in the World of Silence:  
Listening Habits of the Deaf and Listening Tech-  
niques for Sign Language and Lip Reading"  
Sara Gayle Pyfrom, Phoenix College  
The Phoenix College Readers Theatre (Under the  
Direction of Sara Gayle Pyfrom) Ironwood Room  
*(A readers theatre, "The World of Silence" will be  
presented with signed interpretation. The listening  
habits of the deaf and hearing impaired will be  
explored and techniques offered for listening to sign  
language or for lip reading.)*

5:00-6:00 Committee Meetings

6:00 - Western Cookout  
William Arnold, Arizona State University,  
Local Arrangements Chair

## FRIDAY, MARCH 9

8:00 Registration

8:30-10:00 Program: "Listen While You Work"  
James Gallagher, General Electric  
*(Identification of the role of listening in the business  
world and how it impacts on corporate communica-  
tions, including suggestions for how to improve com-  
munications between management, employees, and  
customers.)* Candlewood Room

Panel: "Perception in Listening"

Robert Hirsch, Arizona State University, (Chair)  
*(This panel, which will feature specialists on percep-  
tion, is sponsored by the Research Committee)*  
Cottonwood Room

Panel: "Childhood Listening Behavior: Theory  
Into Practice"

Ella Erway, Southern Connecticut State University  
(Chair)

Sara Lundsteen, North Texas State University:  
"Children's Metacognitive Listening Develop-  
ment"

Ella Erway, Southern Connecticut State University:  
"Cognitive Bases of Listening Comprehension"  
*(Recent research and theoretical positions on the  
comprehension behavior of children with emphasis  
on the role of metacognition. Panelists will offer  
practical applications of the theory presented)*  
Ironwood Room

10:00- Coffee Break

8 10:30



## FRIDAY, MARCH 9 (Continued)

3:30-4:00 Break

4:00-5:30 Panel: "Developmental Programs in Listening"  
Terry Newton, St. Edward's University (Chair)  
Vernon Stokes, Midland, TX, Region 18  
Educational Service Center  
Ann Seidler, Montclair State College  
Mary Lou McKibben, University of Hartford  
Ralph Nichols, University of Minnesota  
Marguerite Lyle, Southwestern Louisiana  
University  
Sara Lundsteen, North Texas State University  
*(Panelists will describe their programs at elementary, middle school, secondary school and college levels.)*  
Candlewood Room

Program: "General Electric's Effective Listening Program"

James Gallagher, General Electric  
*(A description of G.E.'s listening program--how it began, how instructors are selected and trained, the benefits of the program to the corporation, and how effective the program has been with employees. Three GE persons will offer their observations and answer questions.)* Cottonwood Room

Workshop: "Teaching Listening Through Creative Dramatics"

Frances S. Langford, Iowa State University  
*(A workshop which includes experiences, exercises and activities for teaching listening through creative dramatics. The workshop will include demonstrations, participation and hand-outs.)* Ironwood Room

5:30-6:15 Executive Committee Feedback Session: Talk  
With Your Officers About ILA  
Andrew D. Wolvin, University of Maryland,  
Presiding  
*(An executive committee session for ALL members of ILA to talk with the newly-elected officers about ILA strengths, areas in need of development, ideas, etc. This is YOUR opportunity to help with the directions of the association; we'll listen!)*  
Room to be announced

6:30 Mexican Fiesta  
William Arnold, Arizona State University,  
Local Arrangements Chair

10:30 -  
12:00 Workshop: "Activities for an Elementary School Program"  
Fritz Bell, Creative Classrooms Inc.  
*(Participants will "learn by doing" activities designed to look closely at the areas of auditory memory, reception, and processing by elementary school students.)* Candlewood Room

Panel: "A Phenomenology of Perception: Focus on Listening"

Michael Purdy, Governors State University (Chair)  
Kenneth Paulin, Northern Michigan University  
Patricia Canonie, Marquette, Michigan  
Michael Purdy, Governors State University  
*(Panelists will present a model for a phenomenology of perception and then explore implications for listening with examples from interpersonal communication.)* Cottonwood Room

Panel: "Listening In the Corporation"

John Murphy, New England Bell Telephone Co.  
(Chair)  
Kenneth Spence, IBM  
Lyman K. Steil, Communication Development Inc.  
John Murphy, New England Bell  
*(Corporate officials describe the listening training and development programs as "case studies" of listening in their corporations.)* Ironwood Room

12:00-2:00 Luncheon and Business Meeting  
Robert Miller, Telstar, ILA President, Presiding  
*(Important business meeting includes committee reports and election of officers)* Bonsai Banyon Room

2:00-3:30 Panel: "The development of Listening Tests"  
Larry L. Barker, Auburn University (Chair)  
*(Selected panelists will describe the development of their listening tests and explore issues in the measurement and assesment of listening skills.)*  
Cottonwood Room

Debbie A. Roach  
Margaret Fitch-Hauser  
Robert Bostrom  
Kittie Watson  
Daniel Vierthaller

Program: "You've Got to Be A Good Listener!  
How to Persuade Dutch Managers to Become Better Listeners"  
Peter van der Schaft, Communicare of Rotterdam,  
The Netherlands  
*(An explanation of and analysis of various models and materials utilized for training Dutch middle and top management in listening skills.)*  
Candlewood Room

Workshop: "A Glint In Their Ears"  
Suzanne Pemsler, Listening Unlimited  
*(A workshop describing successful unusual and tested techniques for teaching listening to third world country children, farm children, suburban children, sophisticated wealthy city children and inner city children.)* Ironwood Room



**SATURDAY, MARCH 10**

- 8:00 Registration
- 8:30-10:00 Panel: "Guidelines for Conducting Successful Listening Trainee Workshops in Corporate and Academic Settings"  
Sally A. Webb.  
(Chair)  
Ralph G. Nichols, University of Minnesota: "Guidelines for Conducting Successful Listening Trainee Workshops in Corporate Settings"  
Florence I. Wolff, University of Dayton: "Guidelines for Conducting Successful Listening Trainee Sessions in Academic Settings"  
*(Suggestions and handouts relating to formats, content, activities, and marketing techniques for listening workshops.)* Candlewood Room
- 8:30-10:00 Panel: "Issues in Assessment of Listening Skills: Perception and Comprehension"  
Sara Lundsteen, North Texas State University  
(Chair)  
Belle Ruth Witkin, Renton, Washington  
Katharine Butler, Syracuse University  
*(Implications of research in cognitive psychology, psycholinguistics, and audiology on assessment of listening skills. Speakers will critique current procedures and instruments for testing perception and comprehension, utilizing criteria based on an information-processing model.)* Cottonwood Room
- Workshop: "Teaching Listening Skills for Parents"  
Marguerite Lyle, University of Southwestern Louisiana  
*(A rationale for teaching listening skills to parents and a review of activities used in such a program taught for a parenting center in Louisiana.)* Ironwood Room
- 10:30-10:30 Coffee Break
- 10:30-12:00 Workshop: "Listening Instruction: Management Applications"  
Judi Brownell, SUNY-Binghamton, (Chair)  
Laurie Arliss, SUNY-Buffalo  
*(Application of specific components of a listening model to various management contexts will be discussed and instructional approaches demonstrated. A variety of assessment techniques, activities, and skill building exercises will be recommended.)* Candlewood Room
- Workshop: "Storytelling: A Listening Experience"  
Mary Ann Paulin, Negaunee, Michigan, Public Schools  
*(The author of Creative Uses of Children's Literature will share reprints of storytelling techniques from the book as well as provide examples of how teachers K-12 can incorporate storytelling into the curriculum to sharpen listening skills.)* Cottonwood Room
- 12:00-1:30 Luncheon  
Dr George Smith, Superintendent Mesa Public Schools and President of Arizona State Board of Education. Bonsai Banyon Room
- 1:30-3:00 Panel: "Listening Pedagogy: Training for Effective Communication"  
Patricia J. Anderson, East Carolina University  
(Chair)  
James R. East, Indiana University-Purdue University, Indianapolis  
"A New Approach for Adult Education in Listening"  
Frances Langford, Iowa State University: "An Examination of the Relationship Between Listening Comprehension and Vocabulary"  
Patricia J. Anderson, East Carolina University: "Practical Activities for Developing Children's Listening Skills"  
*(Papers on an innovative adult education listening course; research information and application on the correlation between listening comprehension and vocabulary; and samples of practical approaches and activities for developing children's listening skills.)* Candlewood Room
- Panel: "Listening Skills Test Update"  
Kendall Ward, Kent State University-Stark Campus  
*(Persons from various geographic and educational areas will present their experiences with the Listening Skills Test.)* Cottonwood Room
- Workshop: "Current State of the Art of Training Materials and the Effectiveness of Training Programs"  
Judy Nixon, University of Tennessee--Chattanooga  
(Chair)  
Judy West, University of Tennessee-Chattanooga  
Mollie Terry, Albany State University  
Judy Nixon, University of Tennessee-Chattanooga  
*(Evaluation of listening training programs based on increased productivity, attitudinal change, and othe employee benefits. Sample training materials for teaching listening to employees of business organizations and government agencies will be presented.)* Ironwood Room
- 3:00-4:00 Executive Committee Meeting  
Room to be announced
- 4:00 Survivor's Party!



wise discovered that training in listening skills is recognized to be important in organizations.<sup>4</sup> In a recent study, Robert Hahn has tested an inventory of general learning goals for managers in management education programs. The development of effective listening skills was ranked high by respondents, preceded only by the abilities to (a) interact; (b) think critically about received ideas; and (c) balance conflicting viewpoints.<sup>5</sup> Gary Hunt and Louis Cusella surveyed the status of listening training programs in selected Fortune 500 organizations. Training directors in these corporations felt that the lack of training and information about listening--and the lack of feedback on listening skills--to be major problem areas in their organizations.<sup>6</sup>

While researchers agree that listening skills in various organizations are critical to the productivity of employees at all levels within these organizations, there is little agreement as to how best to deal with the need for listening training. In early observations on communication training in industry, Paul O'Rourke suggested that effective listening skills should be handled at the managerial trainee level.<sup>7</sup> As we all recognize, the Sperry Corporation has developed the most extensive listening training program to date. Sperry's chief executive officer, J. Paul Lyet, first wants to train Sperry employees who have customer contact, but the long-range objective is to make listening training available to all employees.<sup>8</sup>

Bill Newborg of the corporation estimates that, to date, over 20,000 Sperry

employees in 14 countries have been training in listening.<sup>9</sup>

Sperry's program, as developed by Steil, looks at a four-stage listening hierarchy: sensing; interpreting; evaluating; and responding. Within this model, listeners are given strategies for improving their listening skills.<sup>10</sup> Philip Bruschi, a trainer with the Educational Testing Service, recommends a problem-solving approach to listening training. He stresses the need to recognize the listening managerial problem; personalize the problem; and make a commitment to change the listening behavior on the job.<sup>11</sup> Thomas Anastasi, who developed the packaged "Listening On the Job" program, emphasizes that effective listening training should not offer just hearing drills to sharpen auditory perception. Rather, Anastasi argues, trainees "are acquainted with the major barriers to listening effectiveness and with the problems that listeners have. Then they are told, 'Don't listen that way.'"<sup>12</sup>

Other observers stress that not only should the training of listening skills offer positive steps, but the trainer should be a credible communication specialist. Harry Levinson of the Levinson Institute in Belmont, Massachusetts, notes that "It's gotten so that everybody who wants to make a buck is into teaching executives to communicate, and most of what they teach is junk." "Check out the professor's credentials," he recommends.<sup>13</sup>

Just as the training program and the trainer should be credible, the evaluation of results should be an integral part of the listening training design. In an early study of listening training results, Harold Crawford illustrates some of the problems encountered by the Honeywell Corporation in utilizing a programmed listening package. Concerned that the market will be "flooded" with programs, Crawford cautions that the industrial educator "must be cautious and critical."<sup>14</sup> The Honeywell project did result in improved listening test scores. Likewise, Victor Klamm studied results from a U.S. Air Force executive development program. He discovered that the training program in executive skills--which included listening skills--resulted in statistically significant improvement of the trainees.<sup>15</sup>

As we approach the task of providing listening training for employees in business, industrial and governmental organizations, then, it is important that we develop solid programs which will meet the needs of the intended population of trainees and which will make a difference in their listening behaviors as a result. And we may well discover that the corporate interest in listening will result in the recognition of the primacy of listening in school, at home, and in other social/service institutions. Such a challenge for all of us as listening educators suggests that it's time we get on with this important task.

1. Susan Mundale, "Why More CEOs are Mandating Listening and Writing Training," *Training/HRD* (October 1980), p. 38.

2. Vincent S. DiSalvo, "A Summary of Current Research Identifying Communication Skills in Various Organizational Contexts," *Communication Education*, 29 (July 1980) pp. 283-290.

3. James E. Wayslik, Lyle Sussman, Robert P. Leri, "Communication Training as Perceived By Training Personnel," *Communication Quarterly*, 24 (Winter 1976), p. 36.

4. Andrew D. Wolvin, Joseph Marsicovete and Terry Schwartz, "Communication Training Needs in Washington, DC," *National Society for Performance and Instruction Journal*, 19 (April 1980), pp. 18-21.

5. "An Inventory of General Learning Goals for Managers," *ASTD National Report* (September 13, 1982), p. 2.

6. Gary T. Hunt and Louis P. Cusella, "The Status of Listening Training Programs in Selected Fortune 500 Organizations: A Preliminary Report," Paper Presented at the International Listening Association Conference, Denver 1981.

7. Paul O'Rourke, "What Communication Skills When?" *Training and Development Journal*, 21 (November 1967), pp. 54-55.

8. Mundale, *op. cit.*

9. Telephone Conference November 11, 1982, with Bill Newborg, Sperry Corporation.

10. For a description of this program, see Lyman K. Steil, "On Listening...And Not Listening," *Executive Health*, 18 (December 1981).

11. Philip Bruschi, "Re-Connecting Short Circuits," *Training News* (March 1982), pp. 18-19.

12. Thomas E. Anastasi, Jr., "Communications Training," in Robert L. Craig (ed) *Training and Development Handbook* (New York: McGraw-Hill Book Co., 1976), pp. 3-1-25.

13. Quote in Joyce Bermel, "In One Ear," *Prime Time* (November 1980), p. 22.

14. Harold E. Crawford, "A Note of Caution on Listening Training," *Training and Development Journal*, 21 (May 1967), p. 28.

15. Victor Elmer Klamm, "Outcomes From Selected Training Programs for Developing Executives and Their Relationship Toward Competency" (Ph.D. Dissertation, United States International University, 1977).



# PROFESSIONAL ACTIVITIES

## A LIGHTHEARTED LOOK AT THOSE TRAVEL TOURS

by Catherine Fehr

If you were to meet Baxter and Corinne Geeting in their Carmichael home, your eyes would feast on an international art collection gathered during travels of the United States, Europe, South America and other points abroad.

But if you happened to read Baxter and Corinne Geeting's latest book, you would find out what they had to go through to get those paintings.

In "Confessions of a Tour Leader" (National Writers Press; \$4.95), Baxter-professor emeritus at Sacramento State University - and Corinne - a free-lance writer - humorously portray the trials and tribulations experienced during 15 summers on the tour-director circuit.

In their lighthearted book, the husband and wife team have condensed years of traveling experiences into an 83-page text.

It was in 1939 when the Geetings made their first European excursion. The young married couple - both teachers at the time - exhausted their savings to travel to Europe third cabin.

One trip and they were hooked. But after having children, they found the responsibilities of rearing three boys tended to take priority over travel tours. Nonetheless, they looked forward to other trips, and eventually found an innovative way to chart a new course of travel.

Spurred by a love of art, music and - of course - travel, the Geetings teamed their educational expertise with their yearning to experience other cultures, and established a travel-for-credit program at Sacramento State University.

That was in 1957. And since then the Geetings have led 15 tours abroad.

While the Geetings may have served as educators during these trips, their book makes it clear that as tour guides they were educated in several aspects of human nature.

The profiles of the people on tour are enough to make even the unseasoned traveler grin. There's the postcard collector who constantly delays the group.

The habitual door-slammer who drives the group bonkers. The teenage girl who blossoms while on tour. And the three women who pinch pennies and indulge in diamonds.

The names have been changed to protect the guilty, and parts of the book have been fictionalized, explain the couple who took literacy license in relating their experiences.

Nonetheless, Baxter says, "there are a lot of stories we didn't put in the book."

I guess there's only so much a tour leader can confess.

Also from the Geetings

### ALSO FROM THE GEETINGS...

We will have the third printing of our co-authored book, **HOW TO LISTEN ASSERTIVELY**, ready in January. It is being done this time by the International Society for General Semantics. It has been a best seller here and they have a number of back orders that could not be filled by the Simon & Schuster subsidiary, Monarch Press, printing. It should be out in January, according to Russell Joyner, Executive Director, ISGS. I will let you know the price, etc.

## CRM/McGRAW HILL

Four films and a multimedia training program all about listening and speaking effectively.

The films:

**The Power of Listening** is a concise exploration of active listening: what it is, what it does and how to best do it. **Speaking Effectively** shows viewers the ten most important elements of any speech or conversation. **Verbal Communication** examines the responsibility of the speaker in an exchange and shows techniques to assure the best control over the sending process. And, **Communicating Non-Defensively** explains when and why defensiveness is likely to take place and how to develop attitudes and behaviors to prevent it. All films may be previewed for purchase consideration free of charge.

**Listen to Communicate** is a CRM/McGraw-Hill multimedia training program that allows a trainer to conduct a half-day or full-day seminar on listening. A very detailed Facilitator's Guide shows just when to use the audio-cassette, the film (or videotape), and the participant workbooks to create an atmosphere that will teach trainees the basics of hearing and listening, and to coach them in active, participative communication. This program is also available for a complimentary preview. Call your sales representative for more information at (612) 453-5000.



# LEARN TO LOVE TO TEACH YOUR CHILDREN TO LEARN TO LOVE TO LISTEN

by Suzanne Pemsler, Director,  
Listening Unlimited

He looked at me with disdain. "This looks like fun, but fun went out in the 1960's!" His mind was closed. His spirit was dry. He sat rigidly with his arms tightly folded to his chest, his posture clearly indicating his attitude towards me.

My unusual Listening Curriculum includes the use of improvised puppets, storytelling, drama, movement, games, kitchen utensils, and ordinary objects found in our everyday environment, along with heavy doses of humor and joy. How could I convince this teacher, in a two-hour workshop, to re-discover the "child" within him? How could I document, for him, how successful this curriculum had been in creating young listeners with a "glint" in their ear?

"LISTENING" is the first basic," I asserted, "and it's a neglected and pleasurable power."

"We have enough to teach and we can't add listening to our overloaded schedules", a teacher countered.

"Great. Let's try just one of my techniques on any subject you choose." A few teachers reluctantly admitted to difficulty in getting children interested in social studies and dreaded teaching what children perceived to be uninteresting material.

I pointed to a large group of unrelated objects on a table and encouraged each teacher to look at the objects in a new way and to experiment with them. I asked them to think about the characteristics of each object, the way it moved, the way it looked held in their hands. I asked them to consider what 'personality' the object could have. We would use these "prop creatures" to bring to life an otherwise tedious lesson.

We would use the items as if they were puppets acting out on a large stage. We would reenact a specific historical event. In order to do that we would NEED to know the chain of events and what led to these events. We would have to listen attentively so that we could react on cue to the unfolding story, and everyone would

need to be involved so that we were sure of our accuracy.

What "prop creatures" would be chosen for the various roles? One teacher chose a speedily revolving eggbeater to portray a scurrying messenger who would also act as narrator.

A cold, austere general with a "stiff upper lip, not a hair out of place" was portrayed by a metal cheese cutter. He was moved slowly and heavily to show the weight of decision on his 'shoulders'.

One teacher took a one teaspoon tea strainer held sideways and opened and closed it rapidly with a loud snap each time. This represented the other general who blurted out rapid decisions.

A pencil (a foot soldier) staggered and fell, and talked of the past battle from his own viewpoint. A stick rubbed on a grate in the room sounded like troops on their way to the next battle.

The desk top with spools on it represented the map. Spools were moved North-South-East-West, wherever the action moved. Somebody slipped a book under the spools at one point to indicate a mountain.

A fascinating and human story emerged which was interesting and thought provoking. The incongruity of the use of kitchen objects for historical characters caught in a series of events, did not lessen the impact of the seriousness of the topic. Rather, the relaxed atmosphere in the classroom encouraged listening and learning.

"I feel like a light that's just been turned on."

"I can't wait to do this tomorrow. I'm sure they'll want to listen. They'll actually want to learn!"

"I thought the idea was crazy at first... but it works. Now, what other kinds of suggestions do you have from your bag of tricks?"

The rest of the time was spent in helping them find a large variety of ways to link the teaching of listening with every other subject and make learning the basics more relevant and inspiring to the child.

It became clear to the teachers that

they could help children focus on the spoken word, listen for sequence, listen for meaning and inner meaning, and develop memory skills. Children absorb through their eyes, their hands, their whole bodies AND their ears. When there is allowance for individual learning modes, children are not set up for failure. It doesn't take any more time to use creative techniques than to shout "LISTEN TO ME" or "You've got to pay attention" over and over again while trying to teach. There is some drudgery in all learning but if youngsters know there will be pleasure in some of the experience along the way, they will hang in there.

I have discovered that in enjoying the actual **process** of learning to listen, students themselves develop the desire to reach the goals I've set for them. I can accomplish so much more when we are together in spirit. We develop that esprit de corps, a camaraderie, a respect for each other. I listen to them, support and encourage them, smile and laugh with them. They have developed the sensitivity to do the same for me. The classroom is a haven, not a battlefield (unless we are in the midst of a reenactment). By creating what I call an atmosphere of "yes" in the classroom, learning to listen becomes an ongoing happy project infiltrating every subject every day.

I'd like to tell you that the disdainful teacher did a complete turnabout as did the other participants. I'd like to tell you that he searched my written syllabus for useful ideas in teaching his class. I'd like to tell you he thought about creating a comfortable, joyful atmosphere where children can grow in self esteem, in maturity, in the ability to use the first basic, listening. I'd like to tell you that he felt that he judged me too hastily. NONE of the above.

But, he did uncross his arms.



# PROGRAM CHAIR



**ANDREW D. WOLVIN**, Co-author (with Carolyn G. Coakley) of **Listening and Listening Instruction**, is a founding member of the International Listening Association. A professor of Speech Communication at the University of Maryland-College Park, Andy has participated in all of the ILA conferences and serves on the Research Committee for the organization. He also has served as Vice President/President of the Eastern Communication Association and as Chairperson of the Speech Communication Association Applied Communication Section and the Instructional Development Division. In these positions, he planned extensive convention programming and projects for the organizations. He was the co-chair of the SCA Summer Conference on Careers in Communication. Active as a communication consultant, he trains listeners and speakers for such agencies as the U.S. Department of State, the Federal Emergency Management Agency, Transemanatics, Inc., and the American Society of Association Executives. Andy will assume the ILA Presidency at the business meeting of the 1984 Conference.

## A CALL FOR IDEAS

An organization is only as good as the sum of its membership. If you have ideas for furthering or bettering the ILA, please make them known.

Send ideas for future sites for conventions to: Nan Johnson-Curiskis, At-Large Member.

Send ideas for programs to Andy Wolvin, First Vice-President.

Send Ideas for possible new members to: Nadine Marsnik, Second Vice-President.

Send ideas for entertainment at Scottsdale to: Bill Arnold, Local Arrangements Chair for 1984.

Send ideas for Listening Hall of Fame to: Sara Lundsteen, Awards Committee Chair.

Send ideas for officers to: W. Ken Spence, Nominating Committee Chair.

Send ideas not addressed by any of the above to: Alice Ridge, Sec'y. for Transmission to the Board.

Send ideas for research committee program to: Kittie Watson.

Send fund raising ideas to Bill Gering, Treasurer.

---

## BE IN THE TOP TEN

Our founder Manny Steil came forward with our 3rd Lifetime Membership. Dr Steil joins E Lucile Nichols and Bill Gering. The question of the hour is who'll be 4th, 5th and 6th?

## AWARDS COMMITTEE

The work of the Awards Committee currently is to invite the submission of nominations for the Listening Hall of Fame, for an individual, usually a "pioneer" in the field, who has achieved widespread fame.

Other categories of awards are solicited from the ILA members and should be routed to the new ILA President and Board, who will pass directives on to the Awards Committee.

In 1980 the ILA presented a Recognition Award to the Sperry Corporation for its extraordinary contribution to "promote the study and development of effective listening." Thus, individual, business, governmental agencies, and education institutions might be eligible for award. New ideas are cleared through board approval.

Nominations for the Listening Hall of Fame award sent to Dr. Lundsteen must contain:

1. Name
2. Addresses (business and home)
3. Phone numbers
4. Vita of the nominee
5. Rational for the nomination
6. Name, address, and phone numbers (business and home) of the member submitting the nomination.

All Hall of Fame nominations should be sent before December 15, 1983 to: Prof. Sara W. Lundsteen  
College of Education  
North Texas State University  
Denton, Texas 76203



# CREATING CLOSENESS:

## The Communication Puzzle

a new book by  
Dr. John R. Strong

Ever had difficulty communicating with family, friends, or business associates? Maybe you no longer feel as close to a loved one. Do you feel there have been times when people just didn't understand you? Perhaps you occasionally encounter people that seem hard to get along with.

If you'd like to eliminate such problems and develop more successful relationships with other people, a careful study of the principles contained in this book will show you the way. The book investigates the principles and skills you need for human understanding and acceptance. In step-by-step fashion, you'll discover how to communicate effectively -- and how to take control of your life.

Using graphics and concepts much like puzzle pieces, the author shows you how to "put together" your communication skills. You'll investigate a number of topics relevant to today's living. Included are basic principles at the heart of communication.

Everyone has a need to be understood and to communicate effectively with others. Because all aspects of our personal lives -- home, work and social settings -- can be enhanced by improving our skills, the principles stated in the book are vital to contemporary life.

John R. Strong, Ph.D. is a faculty member in the Department of Family Environment, Iowa State University. He developed a communication course, "Personal and Professional Communication", which embodies the principles and skills of this book. Several concepts from the course have been presented to national and international professional groups. They have served as workshop material for social service agencies, campus and community groups, as well

as business, industrial and family programs. Founder of Human Communication Institute, Ames, Iowa, Dr. Strong is sensitive to individual needs and dedicated to helping individuals build better personal worlds.

The principles of communication outlined in the following synopsis of the book's eleven chapters "puts the pieces together" of the oftentimes frustrating, but potentially fulfilling Communication Puzzle:

### 1. Constructing Images

Each person develops his or her own world built from impressions and images developed about self, others, and the environment. Recognizing that others' worlds have as much validity as our own, and learning how to separate ours from theirs, will enable us to communicate more effectively. Any sharing of ideas or feelings should be processed in terms of the individual who created them. A verification feedback process helps to assure more accurate understanding of one another.

### 2. The Basic Principles

Four basic principles have a great impact on how well we communicate with others. 1) Meanings are individual--each individual may attach a different meaning to the same word; 2) There are patterns in every relationship which gives us stability and serves as communication stimuli; 3) It is impossible not to transmit stimuli. It is important to understand the unintended stimuli as it is to understand the intended; 4) Emotional feelings are conveyed with and without verbal messages. These feelings have a tremendous impact on our understanding of others and our ability to be understood.

### 3. A Human Communication Model

Intrapersonal and interpersonal communication processes are interdependent. A model to show the flow of stimuli within and between partners helps us to understand how we are influenced by the entire process.

### 4. Supraverbal Communication

Many of the enriching experiences in our personal lives and relationships come through impressions. These supraverbal impressions are part of the communication process and can be developed to enrich our interpersonal and intrapersonal relationships.

### 5. The Listening Process

There are several potential barriers to accurate listening. Specific tools to counteract these tendencies as well as knowledge of the four levels of message transmission are vital to increasing positive communication.

### 6. The Speaking Process

There are also several barriers which inhibit the effectiveness of the speaker. Specific speaking skills aid in our process of being understood and are vital in personal communication.

### 7. Understanding Self

One of the less developed aspects of communication is knowledge of oneself. Far too many individuals don't know how to listen to themselves or how to perceive their own feelings. Human beings act out of feelings -- whether they are recognized or not. Individuals can build stronger identities and greater self esteem through working on self communication.

### 8. Relationship Assessment

Relationships which exhibit stress can be improved through the use of several



# 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. Andy Wolvin is scheduled to assume the presidency during the last session of the Scottsdale convention in 1984.

POSITION	1980	1981	1982	1983	1984
PRESIDENT	Manny Steil		Sally Webb	Bob Miller	(Andy Wolvin)
FIRST VP	Sally Webb		Bob Miller	Andy Wolvin	?
SECOND VP	Bob Miller		Virginia DeChaine	Nadine Marsnik	?
TREASURER	Vern Shea		William Gering	William Gering	?
SECRETARY	Ella Erway		Carolyn Coakley	Alice Ridge	?
AT-LARGE		Harvey Weiss		Nan Johnson-Curiskis	
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 or 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 December 15, 1983 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.

Our final note. Members in good standing will be able to vote by absentee ballot. More information on this forthcoming.

Members of the Nominating Committee are:

- Ken Spence, TX, chair
- Harvey Weiss, MN
- Geri Jwanouskos, MN

We all look forward to hearing from you. Best regards from Texas.

Ken Spence, Chair

## CONFERENCE INFORMATION

Hotel reservations are to be made directly to the hotel. Cards are included for your convenience.

The ILA office at 366 North Prior, St. Paul, MN 55104 will keep a list of people wanting roommates and will provide that to anyone who asks. With rooms being somewhat expensive, we'd like to help defray some of the costs. The office will take the names and numbers and address of anyone wanting to share a room and will give that information out to members of the same sex who ask for them. It would then be up to the individuals to contact one another and to make their reservations. We will not assign roommates.

**Note:** There will be **NO SMOKING** in our meeting rooms or during any programs.

Who to contact regarding programs:

### FIRST VICE PRESIDENT

Andrew D. Wolvin  
 Department of Communication  
 Arts and Theatre  
 University of Maryland  
 College Park MD 20742  
 (301) 454-2541

Who to contact regarding local arrangements in Scottsdale:

William E. Arnold  
 7155 E. Thomas Road #7  
 Scottsdale AZ 85251  
 (602) 990-4161 - O  
 (602) 838-7648 - H

Convention registration will include several meals, hopefully a cocktail get-together, coffee breaks, and the like. We'll get that information to you shortly.



# PERCEPTIVE LISTENING

By Florence I. Wolff, Nadine C. Marsnik, William S. Tacey and Ralph G. Nichols. New York: Holt, Rinehart and Winston, 1983; pp. v+264. Paper.

Reviewed by John L. Meyer  
S.U.N.Y. Plattsburgh

principles of "relationship resolution." Understanding of how relationships change and learning how they can be moved in positive directions will enhance the experience of those in the relationship.

## 9. Handling Offenses

Everyone has felt offended at some time in their life; and everyone has offended someone else, intentionally or otherwise. An offense is a result of diminishing understanding and can potentially destroy a relationship. There are two levels of forgiveness which can expediate conflict resolution and allow for greater self understanding.

## 10. Conflict Resolution

Unfulfilled identify needs lie at the base of all conflicts. Conflicts result from "relationship contesting" where information from one world pushes at another. There is an approach to help individuals work out of the contesting and to develop cooperation for problem solving. This communication theme embraces all others and is vital to personal growth and relationship enrichment.

## 11. Total Self Encounter

Far too many individuals have unfinished business in their own lives which robs them of energy for understanding others and building relationships with them. Developing self-esteem and finding a "self-peacefulness" will help us meet the challenges and enjoy the rewards of living.

*"What has been thrilling to me is to have watched individual lives change and see relationships transform as these communication principles have been applied in personal lives."*

Dr. John R. Strong

This book hits the mark. Its aim is to supply a comprehensive textbook in Listening at the college level and a book equally as useful in adult education courses or training programs for business and industrial personnel. The learner is propelled through current theory about the listening process with numerous research-based principles that guide one to improved personal use. The central theme of the text is that listening is a magnetic, enriching and rewarding experience. The authors maintain that if we learn listening theories and skills and apply them daily, we can improve our ability to listen.

To aid in this self-improvement each of the ten chapters concludes with discussion and study guides, and what the authors describe as, "listening exercises that really work." There is a strong problem-solution drift from the preface through the final chapters. Among the problems confronting today's listener is a body of knowledge 64 times as large as the one that existed 20 centuries ago that keeps snowballing and redoubling every decade. To carry or transmit the cultural heritage, individuals, professional communicators (school teachers and trainers) need to assist in the transmission. However, ten misconceptions about listening create inefficient listeners, and there is a great problem in our world of misinformation.

Throughout **Perceptive Listening** the authors emphasize the enhancement of **listening comprehension** - with attention, sustained concentration and objectivity - for added listening power. Additionally, four other types of listening -- **discriminative, evaluative, appreciative and empathic** --

are outlined in chapter three. These four types of listening are interfaced with one of the listener's biggest problems -- compensating for the differential between thought speed and speech speed. Positively and constructively, the authors develop strategies for investing our listening time to pay big dividends in listening efficiency.

"Seven Productive Listening Techniques" is a chapter that provides solutions to all of the original "10 worst listening habits" researched by Ralph G. Nichols over 35 years ago. Readers, familiar with the research and literature, will delight in how this "classic gem" has been recast in the most modern and contemporary of settings.

The two final chapters and the epilogue, on "the resolution of conflict," are of particular interest to those who work in the professions or business (or consult with those who do). Teachers and students of listening behavior will find each chapter packed with theory, balanced with practical listening techniques, and concluded with a neat "wrap-up" summary, discussion and study guides, listening exercises, notes and bibliography. **Perceptive Listening** is sure to both earn its place and make its mark, as one of the best books in the field.



# WHADDAYA SAY?

by Nina Weinstein  
(ELS Publications, 5761 Buckingham  
Parkway, Culver City, CA)

The first time a student came up to me and said, "When you speak, I can understand. But I can't understand anyone else!" I thought he was paying me a great compliment. What wonderful pronunciation I must have had to cause him to say that! The truth was, like many ESL teachers, I had "weeded out" my natural glides, slurs and combinations, and proceeded to pronounce each word separately, like bullets out of a slow-motion machine gun.

A few years later, a pre-literate student in another class of mine wrote a strange mass of syllables on the blackboard. He had encountered \*Whaddaya \*gonna do? "out there", but hadn't once entertained the notion that it could possibly be related to the lesson we were currently doing on the future tense with "to be going to".

Many more such experiences followed, including the testing of students who were advanced in everything but listening. Some could even read great American literature, but were stymied when a waitress asked them what they wanted for breakfast!

It dawned on me that like any other skill area (reading, grammar, pronunciation, etc.) listening must be rule-based. I proceeded to tape radio and television shows from the airways to find out if there was indeed some predictability to English when Americans spoke it the way they do in the real world. I, along with other researchers before me, found that there was. The predictability goes by many names, but I prefer to describe it as reduced forms - the natural pronunciation changes that occur when the right combination of two or more sounds appear together and are uttered at a natural speed in an informal everyday situation. For example, when "going to" plus a verb is uttered at a natural speed in an informal situation, it can become \*gonna.

I put the twenty most common reduced forms from my own research as well as research prior to mine into a guidebook to listening, **Whaddaya Say?** Each lesson in **Whaddaya Say?** gives a "rule" for one reduced form and has three parts. Part I consists of two conversations which are the same except for one thing - one contains no reduced forms and the other, which appears next to it, contains the form being studied in that unit as well as all the forms the students have learned in the book so far. In Part II, the students close their books and listen to a tape of the "reduced" sentences from Part I. They are to translate, for example, "\*Whaddaya \*wanna have?" to its slow, formal counterpart, "What do you want to have?" Part III contextualizes the reduced forms into a conversation, and the students are again to translate the reduced forms into the slow English they are already familiar with.

I have done workshops on **Whaddaya Say?** all over California as well as various other locations in the United States and Canada. I'd like to share some of the questions that are most commonly asked along with their answers:

**QUESTION** - Do you have students use the reduced form themselves?

**ANSWER** - No. **Whaddaya Say?** is a listening book designed to help students understand Americans when they speak.

**QUESTION** - How do I keep my students from writing the reduced form?

**ANSWER** - Every reduced form in W.S. is preceded by an asterisk (\*) to show that it's not acceptable written English; just a representation of spoken English. In writing W.S., I could have left out written representations on the reduced forms and put them only on tape, but then the people who couldn't afford the tape couldn't use the program.

**QUESTION** - How long does each lesson take?

**ANSWER** - This can vary greatly depending on the level of your students. With beginning listening students, and remember, listening ability can be and often is lower than the other skill areas, I usually spend thirty minutes on each lesson. With intermediate or advanced students, I might do two lessons each time; especially if the lessons are relatively simple.

**QUESTION** - The concept of reduced forms is new to many students. How can I make it easier?

**ANSWER** - The Preface to the book explains in detail when Americans are most likely to use these forms. Also, because there is an Answer Key in the back of the book, the teacher can first introduce the reduced form herself; do Part I, Part II and Part III without the tape first. Then the next time the teacher uses the book, he/she can "review" the last lesson by using the tape, especially for Part III. Most students get the idea quickly and have a lot of fun with their new "key" to American spoken English.

After students learn the reduced forms in **Whaddaya Say?**, they are ready to put their knowledge to practical use with such listening books as **Listening In And Speaking Out, Int. and Adv.** (Bode et al., Longman Publishing Company)

Nina Weinstein

P.S. To receive a copy of **Whaddaya Say?** within a week, call toll free, 1-800-547-1515.