



LISTENING POST

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Scottsdale Convention First Timers Report Impressions; Glad They Came

What do people who are attending the ILA Convention for the first time have to say about the experience? Listen to some of the remarks!

Sandy Stein, Tucson, trainer, Arizona, said, "My life will never be the same since I met all of you ILA-ers and became more keenly aware of listening as the KEY to problem solving and understanding. Demanding that we listen, I realize isn't enough. No one demanded we speak, read or write. We had lessons. And it isn't too late for this lady to improve or to facilitate that happening with others. I am excited as I see my career and my life take off in a new direction."

Frank Cancelliere, PhD, president and founder, Listening Dynamics, Rockville Centre, NY, wrote to tell us: "I have been to many professional conference and conventions. None affected me in such a profound way. What a wonderful feeling it was to become joyfully aware that I am not alone in my journey. And, not only were all the attendees approachable, but they were also unstinting in their willingness to give of themselves.

"Of course, the convention provided the usual built-in frustrations of how to choose between two equally compelling sessions. and, sometimes the meeting rooms were too small for the many who wanted to attend particular session: however, in total, the site and the program were superb!

"I feel really challenged to put forward a proposal for next year that will live up to the quality of the presentations I experienced in my first year. It never ceases to amaze me—and I think it is very significant—that this association attracts approximately one third of its members to this annual convention. And, most of the attendees were there at their expense besides! What a commitment!

"Thank you, ILA, for being there and welcoming all of us so warmly. I look forward to being there to welcome all of you next year."

Ward Schendel, lawyer, and *Cathy Schendel*, owner of Catherine Schendel Associates, Robbinsdale, MN, "Not only

did the convention bring out the need to be a better listener on a personal level, but I left the convention thoroughly convinced that my employer needs to develop an effective listening program. In fact, I have already submitted a proposal to my supervisor suggesting the use of the Law Department for a pilot listening program."

"We were also impressed by the friendliness of the members of the ILA and the lack of strong cliques. The site of the convention was ideal. Its location in relation to shops, restuarants and tourist attractions was excellent."

Rev. Rudy Nan, Whittier, CA, also wrote, "Martha and I were elated and very impressed with our first ILA meeting. I have searched for this type of group for many years, and I am so thankful we found it.

"We enjoyed it, we appreciate it, and we are so happy that everyone was kind enough to share with us in every area."

Alan L. Ashbaugh, Ft. Collins, Co., also shared, "I went to the convention with reservations, but left pleased and enthused. As a chemist by training and a supervisor by assignment, I have never met a friendlier, more sharing group at a convention. The openness of, availability of, and the handouts of, the speakers were appreciated. The location and the local arrangements were super. I paid my own expenses to attend (due to lack of support from by employer) and I would do so again. I am looking forward to future conventions to learn more and I hope to eventually participate in the program."

Carol DuBois, owner of Carillion Communications, West Palm Beach, Florida, said, "When I came back home I felt very lonely. I have really never met a nicer group of people.

"No one at the convention taught a course on how to care for another human being, but it was demonstrated by all the members of the ILA," she continued.

"I thought I knew what listening was about, but when I found out what it was really like to be listened to—well, it was very hard to go back to "the norm."



PRESIDENT'S PERSPECTIVE

Andy Wolvin

I have come away from our Fifth Annual Convention feeling very good about the state of the International Listening Association. It was exciting for me to watch the program that I had put together on paper last summer become a reality in Scottsdale. I appreciate the participation of each and every person who attended and/or presented at the convention and wish to thank all of you for your support with this convention. I was impressed!

I was impressed with the quality of presentations in every session, presentations of substance and style. We clearly met our objective of taking stock of where we are as a field and charting some new directions for the next five years as a discipline and as an organization.

I was impressed, too, with how ILAers are superb listeners. It was thrilling for me to observe the dynamic interactions of speakers and listeners at our sessions and at our luncheon presentations. Our guest speakers, in particular, were quite energized by the responses they received from our listening conventioners.

And I'm always impressed with the warmth and caring we ILAers have for each other. I know that many share my feelings as to how difficult it is to leave an ILA convention. It's much like ending a special family reunion.

Meanwhile, as your new president, I'm excited about the plans we have begun to make for the Association. Our dynamic new Executive Board had two productive meetings in Scottsdale, and we hope to launch several new projects this year. We have a great deal of work to do as an Association to truly put ILA in the center of the field of listening through the world. I'm very committed to that objective, and I hope that I can enlist the support and help of each and every ILA member to meet this objective.



MEET THE PRESIDENT - ANDREW D. WOLVIN

Andrew D. Wolvin, professor of Speech Communication at the University of Maryland -College Park, assumed the presidency of the ILA at the annual convention in March. Andy, who has his Ph. D. in Communication from Purdue University, has been designated a Visiting Scholar by the Eastern Communication Association.

He is the co-author with Carolyn Coakley of LISTENING (William C. Brown Co.) and LISTENING INSTRUCTION (ERIC). Andy also is the co-author of two widely-used Speech Communication texts, COMMUNICATING: A SOCIAL AND CAREER FOCUS (Houghton Mifflin) and THIS BUSINESS OF COMMUNICATING (William C. Brown). He teaches courses and seminars in listening, speechwriting, and communication training/development at Maryland.

Active in a number of professional organizations, Andy chairs the Professional Speechwriting group for the National Association of Government Communicators. He is a past president of the Eastern Communication Association and a former officer of the Speech Communication Association. He is a member of the Maryland State Department of Education Task Force on Listening Skills and has extensive experience as a listening and communication consultant/trainer for federal agencies, private corporations, trade associations, and educational institutions. Andy's current research interests extend to the influences of the self concept on listening behavior and the effects of training on listening skills as well as an on-going interest in his twins as listeners!

NEW ILA OFFICE

The International Listening Association has a new home! The organization will be headquartered at 25 Robb Farm Road, St. Paul, Minnesota 55110. The new phone number is (612) 483-5707. This move was made in conjunction with the appointment of Manny Steil as executive director of ILA. Manny and Dee Steil have made space in their Communication Development, Inc. office for ILA...so the cheerful voice greeting your call will be Dee, or maybe even Manny! During unattended hours an answering machine will receive your calls. Messages will be answered in a timely fashion.

A warm, grateful thank you is extended to Telstar, Inc. for their help and cooperation in housing the ILA office and providing administrative support.

The ILA is fortunate to have members with the kind of commitment demonstrated by these actions!

Reports. . . Reports. . . Reports. . . Reports

FROM THE EXECUTIVE BOARD:

Summary of ILA Executive Board Meetings in Scottsdale Arizona

ILA Executive Board members met twice March 10, 1984 — at 7:15 a.m. and again at 3:00 p.m. to address concerns raised by each other and the members. They explored the concept of holding the annual convention in the South each winter (March) and also establishing a yearly conference in the North or abroad during the summer. These conferences would be thematically oriented work sessions to design teaching materials, assessment devices, research or fund-raising projects. They would be held on university campuses and/or in resort settings where members could bring their families and combine business and a vacation.

Many topics involved revision of the by-laws. We discussed changing the billing system, election procedures, and executive board membership (i.e., electing an international member-at-large; the research committee chair sitting on the board).

Fund-raising is also crucial if we wish to publish a journal, convene quality programs several times a year, and fulfill our purpose: "to promote the study and development of effective listening."

Officers will meet again this summer in Minnesota.

Mary Lou McKibben,
Secretary

NEW ILA OFFICE ADDRESS

INTERNATIONAL LISTENING
ASSOCIATION
25 Robb Farm Road
St. Paul, MN 55110
Telephone: 612-483-5707

FROM THE MEMBER-AT-LARGE

by John Murphy

We should not think of our ILA as a solidly established 100 year old organization; rather, we should think of it as—and treat it as—the five year old it is! We should all be concerned with its future well being.

The only way we, as an organization can survive, prosper and positively affect the future is for all of us to actively participate in its growth . . . not just our own.

I closed my talk in Scottsdale with the above words and I opened this message with them for a purpose. I did not say them then because I thought they would be pleasant for you to hear and I didn't write them here because I thought they would be nice for you to read. I used them because I have concerns for our organizations and I want

all of us to share my feelings.

Those few who have founded and supported our organization from its inception have done well and should be commended for their selfless efforts. The best method we have of thanking them is for each one of us to do a small amount of tangible good for our ILA and not expect others to do it for us.

I feel that many urgent critical matters exist for our organizations. Foremost among them is our lack of operating funds.

One major problem — our lack of operating capital — is critical to our future and should be tangibly addressed immediately. If you are willing to help me help us, please contact me at: NYNEX Information Resources
195 Market Street
Lynn, Massachusetts 01901

I'll be anxiously awaiting your letter.

MEET THE NEW ILA BOARD



MEET THE 1984-85 ILA BOARD: Ken Spence treasurer; John Murphy, member-at-large; Nadine Marsnik, second vice-president; Andy Wolvin, president, Marguerite Lyle, first vice-president. (Missing from the picture: Mary Lou McKibben, secretary, Nan Johnson-Curiskis, member-at-large and Bob Miller, Past President.)

MEMBERSHIP...

by Nadine Marsnik

It is a pleasure to report that our membership stands at 404 as opposed to 323 on this date in 1983. Congratulations! I believe this healthy rise in membership is a direct result of dedicated ILA members who have spread the word through example, word, and deed. Manny Steil continues to promote ILA through his many contacts, Dr. John Savage elicited scores of inquiries through a brief blurb in his LEAD Consultants newsletter, and most of you have inspired new members through your personal enthusiasm for ILA. Thanks.

The quality of both old and new members was very evident at our fifth annual Convention in Scottsdale. The excellent programs and the willingness to share ideas and expertise during and between presentations is perhaps the essence of ILA and a tribute to the quality of our almost 400 members—old and new.

I hope you will continue this dedication in 1984. Keep writing or phoning for ILA brochures, use the new yellow membership cards to send the names of prospective members, and send any suggestions you have for membership or publicity. Let's aim for an even more impressive membership by this time next year.

Please accept a medical update in the membership report. The Scottsdale scorpion or spider bite made me the star of the Medical Center in Ely, Minnesota, where poisonous bites of any kind simply do not occur. To all who called and wrote, I'm well, the bite has healed, and I'm wondering what I could possibly do to receive an equal amount of solicitous attention next year. Thank you all.

*Photos in this issue of the ILA LISTENING POST were provided by Harvey Weiss.

GIVE A GIFT - GET A GIFT

by Nadine Marsnik

Not long ago we issued a challenge to ILA members to bring in ONE new member by June. What better way to bring a hand-picked quality member into our listening network than by giving a gift membership?

A membership in ILA would make a great graduation gift for the new BA, MA, PhD, MD or JD on your list. What a wonderful way to introduce the newest professional to the network of listening professionals!

How about making an ILA membership the perfect gift you bestow on that son, daughter, spouse, friend, or co-worker? My daughter, Anne, a first grade teacher, will receive my first birthday membership this June. Susie

Berkheimer told me in Scottsdale that she gives a membership to someone in her department each year. An ILA membership would certainly be the perfect gift for the friend who "has everything" this Christmas. What additional ideas do you have for gift memberships?

Each gift membership to ILA would bring a multiple reward. You would receive the pleasure of sharing your own involvement in ILA with someone important in your life, a new member would reap the rewards of ILA membership, and ILA would receive the gift of added new members and a greatly enlarged network of listeners.

Let's take up the challenge to Give a Gift-Get a Gift. What a GIFT!

PUBLIC POLICY COMMITTEE...

by Claudette Morton Johnson,
Public Policy Chair

The Public Policy Committee begins, not with a call to arms but rather with a call to listen. By the time this is published, some of you will have been contacted to serve on the Public Policy Committee. If any of you reading this have not been contacted by the Chair and have ideas or are interested in participating, please write to me. Give me your ideas and tell me of your interest.

The Public Policy Committee needs to know what current legislation and board policies there are in state departments and at the federal level. The committee also needs to determine the need for a listening lobby and the current role that listening plays in political issues. Though we tend to think nationally we need to remember that ours is an international association. Therefore, we might consider if it would be of interest to know if there is

any statement pertaining to listening and/or listening in education through the United Nations or its educational arm, UNESCO. Also, from our international members, we ask what policies they have with regard to their provincial or national governments.

This first call, then, is to try to find out what is out there with regard to legislation and public policy. Secondly, it is to ask that any of you that are aware of pending legislation let the committee know and help determine a course of action to promote legislation or policy on the teaching of listening.

Future articles from this committee will include methods of lobbying with regard to writing testimony and/or letters to your legislators and congressmen.

Again, the committee is all ears. It is looking forward to hearing from you.

CONVENTION HIGHLIGHTS

The following comments were made by Mrs. Elaine Arena, Assistant to the City Manager of Scottsdale, Director of Human Resources for the City of Scottsdale and a professional lobbyist to the state legislature for the City of Scottsdale, as she addressed the Thursday luncheon of the ILA, March 8, 1984.

"It was as a lobbyist that I first became aware of the difference between listening and just hearing. Listening involves 'watching non-verbals and listening with your eyes.'" She listed characteristics of the listening lobbyist:

- The listening lobbyist knows when to push and when to back off.
- The listening lobbyist should pick up and answer people in their own language. Ways that questions are asked elicit totally different answers, depending upon the perception of the listener.
- The listening lobbyist knows what is not said. Each person must be read differently, and no assumptions may be made.
- The lobbyist is grilled in front of committees and people ask questions and they do not know what it is they are really asking. The lobbyist must listen for the true meaning of the question, in spite of the way it is asked.
- The listening lobbyist interprets votes beyond the face value of them. Once, she sensed that the people who voted "yes" on an issue really had qualifiers attached to that "yes" vote and she sought out each "yes" voter to ask about the unspoken qualifiers.
- Again, on another committee vote, 9 people voted "no" on an issue but she sensed that the votes were temporary and she kept approaching the "no" voters to ascertain the problem to eradicate it.
- Incompetent people demand more "cow-towing". Competent people allow alternatives to be spoken.

Dr. George Smith, Superintendent of Mesa Public Schools and President of the Arizona State Board of Education addressed the ILA Convention during the luncheon on Saturday, March 10, 1984. Following are "gleanings" from his address.

Picture if you will, a primary teacher who listens to all the children in her charge, say, during the course of the day. First, there is Johnny, who has a runny nose and needs a kleenex, and then Mary doesn't understand the assignment and has ten questions, and

of course, Albert is tugging at her skirt asking to go to the restroom for the fifth time in the morning. Some teachers are so bombarded with listening stimuli that if they didn't develop selective hearing they would soon burn out or become candidates for the funny farm.

After a few years, some of these folks are promoted to administration, but, unfortunately, they retain their selective hearing techniques and fail to listen to their staff, parents, and other citizens. Somewhere along the line they



1 + 1 + 1 = 4 - Left to right: 2 Hall of Famer's: Dr. James I. Brown and Dr. Ralph G. Nichols and 2 Lifetime Members: Dr. and Mrs. (Lucille) Nichols.

GEORGE SMITH...

never learned what Wilson Mizner observed around the turn of the century, "a good listener is not only popular everywhere, but after a while he knows something."

Beyond the financial cost to business, the personal crush of poor listening skills can be devastating. People often get too busy to listen and relationships dissolve. Children are crushed when parents forget little league games, birthday parties, or family outings. You may hear what someone is telling you without really listening to the meaning. If the public schools can do anything to improve the listening skills of its students, then, ultimately, the productiveness of the entire country should be improved.

I wish I could report to you that the curriculum for teaching listening skills, in this country's public schools, or even our universities, was in great shape. Unfortunately, the reverse is probably true. After accepting this assignment, I asked some of my staff to check and see what types of curricular programs were available for school district adoption and, more specifically, what were we doing in our own school district. The bright side of the picture is, that an ever increasing amount of material seems to be coming on the market which should help school districts improve their curriculum in this important area. The dark side of the picture is, that far too few school districts, my own included, have taken advantage of what is available.

My staff believes the first place to start, in developing listening skills, is not with the adoption of new curriculum materials for students but with the training of the staff members.

In several studies, it has been shown that listening is the primary classroom communication activity upon which students are dependent. In most classrooms, students are expected to listen far more than fifty percent of the time. In some classrooms, teachers talk two-thirds of the time. If listening skills could be improved, then it would be natural to expect that much of what we find necessary to repeat over and over

again can be eliminated, with a significant savings in time gained. That certainly sounds like a utopian situation where everyone wins. Let's think about it for a minute. If we seriously teach listening skills, and are successful, then we would have more time in the curriculum for other important things. Not only would more time become available, but student achievement should increase, and that would make everyone happy!

Being against the teaching of listening skills is something akin to being against motherhood, apple pie, the American Flag, or going around kicking dogs. Who in their right mind could or would oppose listening skills? Obviously, opposition is not the problem. **The problem is that school districts are so accustomed to responding to pressure groups to do something about solving the problem, that unless a pressure group exists, something is rarely done.** School people, unfortunately, use their energy to respond to a situation rather than plan to avoid situations from occurring.

What can we do to increase the teaching of listening skills in public schools? One thing you don't do is purchase a lot of curriculum materials, hand the materials to teachers, and then stand back and wait for something to happen. First, a national discussion must occur. Your own association could help by attempting to make sure that some of education's respected journals, such as the publications by the American Association for School Administrators, or the magazine for Phi Delta Kappa, receive and print more articles on the subject. Your association could also prepare and present proposals for the increased teaching of listening skills to all of the State Boards of Education or even to some of the major individual school districts across the nation. The point is, you have an important message regarding an important topic. Education is far too important to be left to the professionals. We need your assistance.



Suzanne Pemsler (entertainer extraordinaire) and friend perform again!

PRESIDENT'S AWARD RECOGNIZE LISTENERS

The President's Award is a newly established opportunity to recognize the contributions of members to the field of listening in general and/or to the ILA in particular. These awards are made at the discretion of the president.

This year's recipients were as follows:

Peter van der Schaft, The Netherlands, for his contribution to the promotion of listening in the international sphere. In receiving the award, Peter spoke of the Czech refugee in The Netherlands who said, "If there are not words listened to, people are killed." No better. The audience was struck by the importance of the "mission" many of us feel regarding listening; this illustration really gave many pause to think.

Corinne and Baxter Geeting, Carmichael, California, founding members of the ILA, for their promotion of listening through *HOW TO LISTEN ASERTIVELY*, a book they co-authored. They have extended their enthusiasm for listening to senior citizens and suggest a wholistic approach to health through listening. They most recently co-authored, *CONFESSIONS OF A TOUR GUIDE*, recounting their travel experiences.

Harvey Weiss, Robbinsdale, Minnesota, Founding member of the ILA, tour leader, candid photographer and videotaper of ILA conventions. Harvey was honored for "preserving" the highlights of the conventions as well as his sense of adventure and hospitality.

Alice Ridge, EauClaire, Wisconsin, founding member of the ILA and twice an officer, for teaching listening via radio, telephone hookup, and generally promoting the study of listening.

Joan Sayre, Miami, Florida, founding member of the ILA, for her educational contributions in print and on videotapes.

Marquerite Lyle, Lafayette, Louisiana, for her educational contributions on the K-12 level. Marguerite serves as a member of the Parish School Board and has used her position to influence the teaching of listening.

Robert Montgomery, Burnsville, Minnesota, consultant and author, for his contributions to the promotion of listening.

A Special Recognition Award was presented to Telstar. This organization has housed ILA for four years, has put together the *Listening Post*, has served as general headquarters for ILA, and has put 51% of effort into this organization. For this, Telstar was recognized in the persons of Bob Miller, Ron Duffey, Jerry Wasley and Geri Jwanouskos.

ILA'S LIFETIME MEMBERS

1. E. Lucille Nichols
2. Bill Gering
3. Manny Steil
4. Ralph Nichols
5. Florence Wolff
6. Corinne Geeting
7. ?????
8. ?????
9. ?????
10. ?????

ILA INDUCTS THREE NEW MEMBERS INTO HALL OF FAME

by Sara Lundsteen and Ken Paulin

On Friday, March 9th, the ILA Awards Committee honored three new inductees. They were: Prof. Ella Erway, Prof. Paul D. Bagwell (deceased), and Professor Larry Barker. First the committee recognized Ella A. Erway, who earned her doctorate at Columbia University and is presently Professor of Communication Disorders at Southern Connecticut State University.

ELLA A. ERWAY

Her written contributions to the field include the widely appreciated book, *LISTENING: A PROGRAMMED APPROACH*, and articles in journals such as *JOURNAL OF SPEECH AND HEARING DISORDERS* and *THE SPEECH JOURNAL*. Another valued contribution is her listening bibliographies for the Speech Communication Association. Her activities on behalf of the area of listening include introducing and teaching a college-level course on listening each semester for the last 12 years. She reaches larger audiences through her activity with professional associations, including our own ILA where we know her as speaker, as secretary, and as board member. More than twenty-five school systems have benefitted from her inservice training for teachers regarding listening. Her research includes investigation of the effects of rate compression and expansion on the listening comprehension of upper elementary grade children who have been identified as having problems in auditory processing. Now her attention is turned to investigating the communication patterns of infants with the aim that this research will guide a new plan for infant education. We honor a person who has had an impact on listening from the cradle to college.

PAUL D. BAGWELL

Ella Erway and others who conduct research using compressed speech stand on the shoulders, however, of pioneers such as the next awardee, Prof. Paul D. Bagwell. From Michigan State University, our next awardee died on October 23, 1973. He was the first President of the International Communication Association. We honor him because of his widespread influence upon and awareness raising with respect to the equal importance of basic processes of reading, writing, speaking, AND LISTENING. His work has had a widespread impact through his journal editorships. He gave dissemination about the nature and importance of listening a great boost. We are grateful to past Hall of Fame inductee, Prof. Ralph Nichols for calling the committee's attention to this great man who worked so diligently on behalf of our field.

LARRY BARKER

Larry Barker is a founding member of the International Listening Association (ILA). In addition, he agreed to accept the position as the first Chairperson of the ILA Research Committee. As the Chair, he organized, selected, and directed the committee from 1979-82. During his tenure, he commissioned the first review of listening tests to be presented at the first Research Committee meeting. Currently, Larry still serves on the committee as an active ex officio member.

Larry has authored or co-authored fifteen different books (twenty-two including revisions) and some sixty articles in every major journal in our field. Though these numbers alone are impressive, Larry's real contribution to our discipline has been through his innovative writing and research in listening.

In 1971 Larry wrote *LISTENING BEHAVIOR*, the first major listening book since Ralph Nichol's book in 1957. Earlier this year, Larry co-authored his second listening book, *EFFECTIVE LISTENING*.

HALL OF FAME...

In addition to these publications, Larry has authored or co-authored at least twelve articles discussing original listening research. The topics of these publications range from hemispheric processing to listening comprehension. One article, for example, replicated the often cited 1929 Rankin study which discussed the amount of time spent listening. Finally, Larry has also devoted full chapters to listening and feedback in several of his other books such as *GROUPS IN PROCESS, COMMUNICATIONS,* and *RELATIONAL COMMUNICATION.*

In 1973-74 Larry received a state of Florida Department of Education Grant to write behavioral objectives and assessment items. The grant was the first to include an emphasis on listening skill development for secondary and elementary education students. In 1979, the Educational Testing Service (ETS) invited Larry, as a "listening" expert, to develop and screen possible listening test items for the National Teacher Certification Examination.

Besides these contributions to the field of listening, Larry has stimulated listening awareness, training, and research in his teaching, advising, scholarly lectures, and consulting activities. In fact, the breadth and depth of his understanding has encouraged many of his students to pursue research in listening. Presently, Larry is developing an instrument to test listening skills in business, industry and the professions. Eventually, this instrument will be adapted for use in colleges, secondary and elementary schools.

Those attending the annual business luncheon honored the three inductees with our traditional, "Hip, hip hurray!"

Members of the awards committee were: Dr. James I. Brown, Dr. Sara W. Lundsteen (outgoing Chair), Dr. Kenneth Paulin, and Dr. Lyman K. Steil. The new Chair of the ILA Awards Committee is Nadine Marsnik.



Dr. Sara Lundsteen Hip Hip Hurrays new ILA Hall of Fame inductees - Dr. Ella Erway and Dr. Larry Barker.

1985 CONVENTION SET FOR ORLANDO

The Convention Site Committee has chosen Orlando, Florida for the 1985 ILA Convention, announced John Murphy, chairperson of the committee. "Many sites were suggested and considered for 1985," he continued. "We will be reviewing these suggestions again as we attempt to put together a five year plan for conventions."

Orlando offers excitement, fun, fascination and "magic". Resort accommodations, outstanding dining and shopping, all kinds of live (and lively) entertainment, and a host of outdoor activities including golf, tennis, swimming, boating, fishing and lots more are promised. All of this is in addition to the Magic Kingdom of Walt Disney World and Epcot Center.

More details on the convention will be forthcoming, but please mark your calendars for March 13-17, 1985. "And remember, the value each of us receives from attending the Annual Convention; please try to bring a new member with you to Orlando to share the benefits," John said. "Let's all participate in the growth of listening through the ILA."

Going to a convention, regional meeting, conference? Are you likely to encounter any potential new ILA members? If so, contact Dee Steil at the ILA office for membership materials. If you will let us know of any national, state, or regional meetings of reading, speech, communication groups, we will be happy to provide materials for ILA membership.



CONVENTION SUMMARIES

GUIDELINES FOR SUCCESSFUL LISTENING TRAINEE SEMINARS

SESSION: Guidelines for Conducting Successful Listening Trainee Seminars in Corporate and Academic Settings

PARTICIPANTS: *Dr. Ralph G. Nichols, Professor Emeritus of Rhetoric, University of Minnesota; Dr. Florence I. Wolff, Professor of Communication Arts, University of Dayton.*
Chair: E. Lucile Nichols

The program focused on guidelines relating to three developmental stages for conducting successful listening trainee workshops in corporate and academic settings: planning, conducting, and marketing the seminar.

In the planning stage the seminar director should: 1) identify the prospective attendees; 2) clarify seminar objectives; 3) select the most appropriate format; 4) and negotiate a contract.

Prospective attendees of academic and business seminars may be exclusively, or a mixture of students, faculty, administrators or sales, marketing, and management staffs in business. Only by precise identification of prospective attendees can objectives be stated (always in expected performance: "Trainees should be able to...") The objectives should reflect selected theories and listening skills the director expects to accomplish to answer specific trainee needs. Use the Seminar format to emphasize sharing information and discussion; the Workshop format for exchange of ideas, demonstration, and application of techniques and skills; the Mini-Course Presentation for a series of informative sessions for small and large groups of attendees. Written contracts for academic and business seminars should be prepared and signed by both parties several weeks before the scheduled sessions.

Guidelines for conducting successful trainee seminars relate to: selecting the most expedient format to meet specific trainees' needs; and emphasizing listening theories and skills most pertinent to the trainees' professions. The content can be designed from: the oral-aural process of communication, definition of listening, misconceptions about listening, the kinds of listening we do, self-preparation to listen, using expedient notetaking systems, the speech-thought time differential, memory retention techniques, etc. Other guidelines for conducting seminars indicate the need to keep abreast of timely research and to arrange adequate time to prepare meaningful instructional materials in an attractive handout binder or notebook. Most importantly, directors should allocate time to prepare seminars and not conduct "off-the-cuff" training sessions.

Marketing the seminar can be time consuming and frustrating to the busy educator and consultant. However, we can market ourselves by using the following strategies:

1. Tactfully convey word-of-mouth messages to colleagues and friends about our expertise in listening;
2. Acquire a reputation as an outstanding instructor, researcher, and consultant in listening and allied areas;
3. Publish articles about listening in professional journals;
4. Write a text that can be used in conducting listening training sessions in academic and corporate settings;
5. Respond to requests for television and radio interviews and speaking engagements on different aspects of listening;
6. Participate in professional convention programs to present updated research in listening.
7. Distribute name cards identifying your talent and expertise as a lecturer, speaker, and seminar director;
8. Develop a mailing list of prospective clients and maintain a schedule for the mailing of promotional letters; and
9. Begin a business enterprise to market workshop/seminar training sessions in academic and corporate settings.

LISTENING IN THE CORPORATION

SESSION: Listening in the Corporation - Panel

PANEL: *John Murphy (Chair) - NYNEX Information Resources Company - Lynn, Massachusetts Ken Spence - IBM Corporation - Dallas, Texas Douglas Williams - Douglas Williams Associates - Carefree, Arizona Lyman K. (Manny) Steil - Communications Development Inc., St. Paul, Minnesota*

The panel was introduced and the program format was described by John Murphy. Each panelist talked for twelve minutes about his respective corporate listening activities and when all were through, a general question and answer period followed.

John Murphy described his updated Effective Listening Seminar (ELS) and field process currently being offered to NYNEX Information Resources personnel. During his initial twelve minutes and the question and answer period he highlighted the following:

- Over 8,000 participants have been involved in the ELS and field process since its inception in the Northeast.
- Projected work time savings based on computer-documented data - 12 million dollars annually.
- Whole process - the seminar and all field activities - is made up of lessons, exercises and lectures aimed at increasing technical and humanistic listening skills.
- The listening process breaks down barriers between boss and reporting persons resulting in increased productivity and less stress in the work place.

Ken Spence outlined his responsibilities as Training Manager for IBM's Systems Analysts Engineering training curriculum. He described the various professional courses/seminars he and three others deliver and/or oversee for the 8000 IBM Systems Analysts engineers.

- His role as a speaker (on listening) for IBM in and outside of the corporation.
- Listening training is given to new IBM employees and follow-up evaluation is a necessary part of the process.
- Outside consultants are hired to deliver seminars and courses to analysts.
- Proposal writers (consultants) should not put too many subjects (seminars) on their proposals. They should specialize instead of mentioning they can do everything.
- IBM employees receive a great deal of training and follow-up evaluation during their first two years in the company.

Doug Williams talked about his experiences and strategies as a corporate listener. He stressed the importance of sincerity, anonymity and earnest listening habits during his role as a corporate consultant. Doug maintained that upper management in a corporation needs to be heard too and listening is his primary tool in helping them solve their problems. Doug's strategies involve the "top down" consent of a large company. He then carefully interviews every ranking officer of the company, assembles and compiles his data and then feeds the information back. Doug's approach, using listening as a primary tool, has earned him an excellent reputation among large corporations.

Manny Steil (ILA founder) defined his listening activities in the corporate world which includes more than half of the Fortune-500 Companies (and companies in 16 different countries overseas). He has also delivered listening presentations and seminars to members of the United States Senate, the House of Representatives and the United States military. He mentioned that he "tailors" his listening programs to a specific company and its needs. He described the Ford Motor Company, its Employee Involvement Program and his consultative role. He trained the Ford trainers and they provided the training to thousands of Ford employees.

Manny also mentioned the need for a concerted effort from within the ILA to establish certification guidelines for consultants delivering listening training to industry. He said that an organization such as ours should be the standardizing agent for all listening programs.

TRAINING MATERIALS, EFFECTIVENESS OF TRAINING PROGRAMS

SESSION: Current State of the Art of Training Materials and the Effectiveness of Training Programs

PARTICIPANTS: *Judy Nixon, University of Tennessee-Chattanooga, Chair; Judy West, University of Tennessee-Chattanooga; Mollie Terry, Albany State University*

Purposes of presentation: Workshop for attendees to learn preliminary findings from a pilot study of post-secondary educational institutions and selected businesses that offer a course(s) or training in listening. Also, for attendees to participate in defining the "current state of the art. . ." and to share commercially prepared listening materials related directly to training business personnel.

Primary purpose of pilot study: Researcher(s) (originally three) will gain data that should be useful in developing a collegiate-level interpersonal/listening course for school of business undergraduate majors primarily. Secondary objectives include:

- 1) To identify listening course materials used by post-secondary educational institutions, by a randomly selected sample of Fortune 500 firms and by selected firms in the Chattanooga, TN, metropolitan area.
- 2) To determine the users' opinions of effectiveness of materials in order to select items with direct business listening applications (probably discriminative and critical).

Overview of workshop: The presenter shared preliminary results from the pilot study and requested suggestions for refining the questionnaire used. Commercially prepared items were shared as follows: audio cassettes — American Management Association, "Listen and Be Listened To;" Telestar Productions, Inc., "Effective Listening;" "Management: Listening for Understanding;" video films — AIMS Media, Inc., "Listening: A Key to Problem Solving;" and CRM McGraw Hill, "The Power of Listening."

Attendees who shared materials included: Fritz Bell discussed, "Improving Communication Through Effective Listening;" Frank Cancelliere discussed, "Listening Dynamics;" and Peter van der Schaft shared models used in training Dutch middle and top management in listening skills.

Pilot Study: Of the sample selected, respondents to the initial questionnaires are as follows:

Eight of 28 post-secondary educational institutions. Twenty-eight of the 100 selected Fortune 500 firms. Fifty-eight firms in the Chattanooga metropolitan area. Eight different training programs were identified by businesses.

An annotated bibliography of audio and video materials for business training of listening skills was provided attendees. Also, several other handouts were given. Copies of handouts are available from the presenter and will be submitted for the ILA library collection. A list of "Training Programs;" a "Selected Reading List of Recent Articles, Books, and Dissertations;" and a list of quotes about listening is being compiled. Each will be sent to the headquarters' office as a library contribution.

PROFESSIONALS SHARE THEIR LISTENING NEEDS, SKILLS

SESSION: Listening in the Professions

PANEL: *Dr. Ross Landess, Medical Director of CIGNA in Los Angeles; Sharon Arnold, President-Elect, Arizona Chapter of the National Society for Fund Raising Executives; William Arnold, Professor of Communications, Arizona State University; Carol DuBois, owner Carillon Communications, W. Palm Beach, Moderator*

Dr. Ross Landess, said that good listening on both the part of doctor and patient is critical for proper diagnosis and treatment of illness.

Dynamics of communication in the medical profession consists of four steps. The first step is subjective: the patient experiences something wrong and presents his/her symptoms. The second step is objective: the doctor listens and decides what to do next. Breakdowns occur between steps one and two when doctors fail to listen closely to patients. One main reason for this failure is doctors who because of crowded schedules feel they do not have time to listen. The third step is synthesis. Information is brought together from both patient and doctor and medical tests have been reviewed. Patient and doctor can now move into the fourth step-resolution or solution to patient's problem. Resolution often does not occur due to listening failures of doctor and/or patient. The doctor may have understood the physical problems of the patient but not the mental, emotional state that helped create the problem. The patient may have difficulty listening to the doctor because of "patient anxiety" or technical language barriers.

Dr. Landess urged doctors to make more time for listening

and encouraged patients to interview for a doctor who listens to their inner needs.

The second panelist, Sharon Arnold, spoke on listening problems encountered by fund raising professionals. She stated that potential donors often "turn off" to the mere mention of the word fund raiser. Fund raisers often compound listening problems because instead of listening to donor's needs, fund raisers spend their entire time talking about the merits of their project. Mrs. Arnold suggested fund raisers think of themselves instead as friend raisers. Ask donors what their needs are. Ask, "Why would a donor be interested in my project or program?" Friend raisers can then suggest ways in which donors may help that better suit donor's needs.

While the first two presentations focused on practitioners' views on listening, the third presentation provided quantitative data from the users' viewpoint.

Dr. William Arnold, summarized a preliminary study prepared by the Arizonal Dental Society entitled, "Patients, Perceptions of Dentists and Their Staff."

A list of 30 questions asked patients their views regarding the various communication skills of their dentists and staff. The survey was answered by 500 patients. The overwhelming majority of replies revealed that patients had a very favorable outlook as to their dentists' and staffs' ability to communicate and to listen to patients' needs.

It was very enlightening to hear from these three professions. Perhaps, we should be taking a look at how well other professionals in such fields as law or sales practice and teach good communication skills.

ILA AND CERTIFICATION OF LISTENING TEACHERS, TRAINERS

SESSION: The ILA and Certification of Teachers and Trainers

PRESENTER: *Lyman K. Steil, Communication Development, Inc.*

A healthy discussion regarding ILA Certification of Listening consultants, trainers, and teachers explored the questions: 1) Should the ILA be concerned and involved in the certification and credentialing of Listening teachers and trainers?; 2) What certification standards should be developed?; 3) How would certification be administered?; and 4) Who would be involved?

Discussion was broad and involved consultants and educators of all levels. Due to time limitations and the extensive participation of attendees, the majority of discussion focused on the need and benefits plus the identification of individuals interested in working further on the certification/credentialing issue.

Participant discussion concluded that the ILA should establish a "certifying" procedure to attest that certified individuals meet an established standard to teach or train in the field of Listening. Some of the reasons included:

1. Certification would provide a professional dimension to

the ILA, the certified professional, and the teaching/training of listening.

2. Certification would guarantee the advanced professionalism, expanded knowledge, and teaching/training abilities of our members.

3. The ILA should lead the way in certifying the knowledge and abilities of listening professionals.

4. Certification would provide guidelines to Board of Education.

5. Certification would provide significant information to any consumer or listening teaching/training services.

It was agreed that an ILA Certification Committee should be established. The function of this group would include:

- Exploring the certification process of other professional organizations and associations.
- Exploring state education certification or listening teaching efforts.
- Exploring business efforts in developing listening technology.
- Exploring guidelines, criteria, and methodology of certification.

All individuals interested in being actively involved in such a committee should write Lyman K. Steil immediately.

TEACHING PARENTS LISTENING SKILLS

SESSION: Teaching Listening Skills for Parents

PRESENTER: Marguerite R. Lyle, University of Southwestern Louisiana

Much has been written in recent years about the lack of communication between parent and child and the problems that ensue from this lack. In an attempt to help parents establish better communications with their children, The Family Tree, a parenting center in Lafayette, Louisiana, offers a three-hour session which teaches parents how to be effective listeners.

The instructions begin with a simple communications model so that attendees will understand the part the listener plays in the communication process. It moves next to the following reasons why parents may fail to listen effectively to their children:

1. We're preoccupied and don't pay attention.
2. We make up our minds in advance, waiting to say "no".
3. We're angry at the child.
4. We let words upset us.
5. The story or explanation is too long.
6. We listen for bits and pieces of information.
7. We jump to conclusions.
8. We interrupt.
9. We engage in selective perception.
10. We misunderstand because words have different meanings for different people.

Transparencies of cartoons which focus on family communication are used to illustrate and provide humor.

The third point instructs parents about behavior that will help to improve their listening habits. The following suggestions are made:

1. Realize that listening takes real effort.
2. Look at the child when s/he is speaking to you.
3. Turn off feelings as much as possible and listen with an open mind.
4. Don't jump to conclusions until you have heard the child out.
5. Separate fact from inference.
6. Listen between the lines to hear what is not being said.
7. Learn to read nonverbal communication.
8. Pay attention to the feedback you provide.

Responding techniques based on Carkhuff's research are taught and practiced through the Rogerian Technique and role-playing.*

A new workshop is in the planning stage which will attempt to instruct parents in methods to teach their child to listen from birth to school age. This presentation will include a rationale for teaching listening skills with specific instructions for developing skills in the different types of listening — discriminative, appreciative, comprehensive, critical, and empathic

* This workshop is in ERIC (ED 234 438).



Left to right: Dr. Ralph Nichols, Mary Lou McKibben, Ann Seidler, Marguerite Lyle and Sara Lundsteen. A King and his Court: Panel members presenting "Developmental Programs in Listening" - Chaired by Terry Newton.

DEVELOPMENTAL PROGRAMS: AFFECTIVE DOMAIN

SESSION: "Developmental Programs in Listening: The Affective Domain"

PRESENTER: Mary Lou McKibben, University of Hartford

If Hercules returned today and had to face his thirteenth task, he might prefer a re-run of the Golden Apples caper rather than the daily drudgery of developing the woefully lacking listening skills of developmental college freshmen place in his Reading/Study Skills or Introductory Speech classes. I offer no Olympian aids comparable to Hercules' strategies to free Theseus from the Chair of Forgetfulness in Hades; however, I do identify ten "Barriers to Communication" and proffer a variety of solutions for seven of them.

1. Do your listeners not match the speaker in level of interest, prior knowledge, and understanding of the topic, concepts, examples, patterns of organization, and/or terminology? Help them use **SCIENCE**: *Specify* the listening problem; *Collect* information to solve the problem (take copious notes); *Identify* the words (or phrases, sentences, section, or entire lecture) which you did not understand and mark them in your notes; *Examine* the strategy options you can use to paraphrase the speaker; *Narrow* down your choices and make your "best guess;" *Check* and correct your "best guess" and *Evaluate* your solution and your problem-solving process.

3. In their listening situations, do discomfort and interference - visual, auditory, or people distractions - prevent or distort verbal and nonverbal messages? Are they aware of these factors and how they can cope with them? Determine if they are engaging in or tolerating any of the dirty dozen "Guaranteed Ways to Ruin a Listening Environment."

PHENOMENOLOGY OF PERCEPTION: FOCUS OF LISTENING

SESSION: A Phenomenology of Perception: Focus on Listening

PARTICIPANTS: *Michael Purdy, Governors State University, Chair; Kenneth Paulin, Northern Michigan University; Patricia Canonie, Marquette, Michigan*

Since Weaver's text on listening, little has been written in the field about listening perception. We turned to phenomenology because it approaches perception from its most basic "level," that of experience. Phenomenology concerns itself with what we experience and how we experience when listening. (Those with greater interest in phenomenology may request Michael Purdy's paper and consult the sources listed, especially Don Ihde's *Listening and Voice*.) In the process of studying listening perception we began with what is listened to but are led back, through the way we experience when listening; to the persona doing the listening, the self. This is where Ken Paulin and Patricia Canonie, as members of the panel, began with their discussion of the self.

Some of the immediate conclusions from doing a phenomenology of listening perception are: 1) Experience is global but we may bring listening to the foreground and focus our attention on it. 2) Listening is an embodied experience, we listen with our whole being. Even the deaf are not totally deaf, because they hear with their body just as you would hear the vibrations of my voice if I were speaking to you. 3) Listening experience is more primary than visual experience in several ways. a) We hear in the womb long before we nakedly enter the visual world. b) According to research by Sticht and Loftus memory is essentially audial, and audial experience is processed faster than visual experience. 4) Listening is very important to psychological balance and well-being. Dominic Barbara in *THE ART OF LISTENING* noted that audial perception provides not only physical but also emotional and global psychological balance. 5) An aspect of listening perception that is very important to interpersonal communication is its potential to provide spatial dimension to our experience. It allows us to hear beyond the visual mask of the persona and catch the interior shape of the other, as well as our own interior experience. Listening then gives us the spatial direction and the "orientation" of the other, allowing us to hear into the depths of the other as Carl Rogers says, to hear where the other is coming from.

4. Are your listeners in poor physical condition? Do fatigue, illness, lethargy, malnourishment, and stress weaken the reception and processing of information? They may not recognize their unhealthy habits and attitudes which prevent listening efficiency and effectiveness. Use two consciousness-raising questionnaires to enable them to assess their physical condition: "Determine Your Stress Level" and "Rating Your Lifestyle."

5. Do your listeners lack the motivation, goals, and self-reliance needed to pursue listening and learning actively? My "Course Motivation Questionnaire" helps them discover why they aren't interested in their courses and what they can do to become active listeners. I also include a goal-setting unit which describes the "Six Steps of Listening Self-Management" and lists the five principles for "SMART Goals"; Specific, Measurable, Affirmative, Realistic, and Time-defined. (Swett, 1983) Three worksheets and goal cards are also provided.

6. Do your listeners have a limited attention span and poor powers of concentration? By using the "Attention Chart", they learn how good and poor attenders differ in these given areas of listening: preparation, attitudes, nonverbal communication, actions, and focus of mind. Regular practice and self-assessment combined with SMART goal-setting usually result in improved listening. In addition, the "Twenty Concentration Tips" and "Concentration Chart" help them analyze when, where, and why they failed to concentrate, what they did or said to themselves about their lapse(s), and what they could have done or said to increase their listening effectiveness.

7. Do your listeners allow their emotions to cause blocking or filtering of certain messages, speakers, occasions, or language? Can listeners change their feelings? "YES!" says Dr. David D. Burns, Assistant Clinical Professor of Psychiatry at the University of Pennsylvania School of Medicine, in his Journal article "You CAN Change the Way You FEEL." He describes his method - cognitive therapy - in *FEELING GOOD: THE NEW MOOD THERAPY* (Signet). Adapting his approach, students practice listening to their own negative "self-talk" and analyze their verbalized emotional responses. Checklist, such as "Test Anxiety," aid self-assessment in specific problem areas.

8. Do your listeners have misconceptions about listening and lack training in higher level creative and analytical listening skills? Do their listening problems cover everything - like a sunburn - or are they having problems in spots - like chicken pox? Use the "Note-Taking Skills" checklist to assess their attitudes and competencies in taking notes both from textbooks and in lectures or discussions. In "Listening to Lectures" I suggest ways they may hear, understand, interpret, relate, evaluate, and remember what is actually said and not what they think they heard. For additional listening training materials and methods designed for reading/learning skills classes or labs, see McKibben (1981) and McKibben (1983), two articles in the ERIC system.

Finally, I include a brief bibliography of books (about listening, memory, study skills, time management, writing, and stress reduction) which I place "on reserve" in the library for them to use.

Inculcating listening skills in development college students is similar to planting trees. For maximum results, the best time to have done it would have been twenty years ago. The next best time is NOW!

ASSESSMENT OF LISTENING SKILLS: PERCEPTION, COMPREHENSION

SESSION: *Issues in Assessment of Listening Skills: Perception and Comprehension: A Symposium*

PRESENTERS: *Sara Lundsteen, North Texas State University, Chair; Belle Ruth Witkin, Renton, Washington; Katherine G. Butler, Director, Center for Research, Syracuse University*

Following Dr. Belle Ruth Witkin's presentation of some basic issues in the selection and utilization of listening tests and tasks, Dr. Butler addressed the recent research in information processing that indicates the following:

1. Bottom-up, or data-driven, processing is based upon perceptual units, and thus tasks measuring perceptual skills will reflect primarily perceptually related tasks. This is, of course, less important for listening than it may be for reading comprehension and decoding skills.

2. Top-down, or cognitively based, processing relies upon past experience and the pragmatic aspects of the environment to "Reach down" into the perceptual stream and to utilize previously stored scripts and schemas for decision making and comprehension.

Examples of how one might tap the rather circular concept of perception and comprehension can be seen in such tasks (as now provided by educators in the classroom) as semantic "webbing" or weaving. Rapid lexical access is a result of sufficient information stored in long term memory and retrieval processes that provide the listener with sufficient information from which to make decisions regarding the to-be-remembered message.

Recent research (van Dijk and Kintsch, for example) is developing concepts of verbal comprehension that should be of considerable importance in the structuring of listening tests and tasks.

COMPREHENSION IN LISTENING

SESSION: *Comprehension in Listening: Theory and Practice*
PRESENTER: *Ella A. Erway, Southern Connecticut State University*

Definitions of listening include the terms "meaning" and "process." Together they equal "comprehension" or the successful understanding of a message from a sender by a receiver. The goal of mutual cognitive and/or affective understanding is the purpose of both spoken and written sender-receiver interactions.

The listener's understanding of meaning has been defined by the skills which are tested. THE SEQUENTIAL TEST OF EDUCATIONAL PROGRESS LISTENING TEST lists skills in "plain-sense comprehension, interpretation, and evaluation/application." These terms include the statement of the central idea, memory for details, awareness of omissions by

the speaker, recognition of persuasive elements, etc. Similar skills are listed for the evaluation of reading comprehension by standardized tests.

Current models of the process of discovering meaning have been characterized as "bottom-up" and "top-down". Bottom-up refers to the rapid execution of basic mechanistic processing at the phonological, syntactical and semantic levels. Top-down includes the role of expectation or inference based on previous knowledge; it includes the use of context, cultural expectation, schemas of message design such as story grammar, and the role of constructive memory.

Numerous approaches have been used to study the development of processing in children. However, the construction of valid measures of listening comprehension as a unitary behavior has not reflected the findings of process research. The differences between oral and printed presentation of the message add to the complexity of the task. The reported listening Factor (Spearitt) may be facility in processing messages within the time frames of oral presentation.

The potential impact of the theories and findings of the study of information processing in evaluation and instruction in listening are:

1. The adaptation of message content and structure to the developmental levels of the child.
2. Recognition of the differences in process strategies for oral and written messages.
3. Emphasis on integration and inference as compared to memory for detail.

INTERPERSONAL LISTENING: TRANSACTIONAL APPROACHES

SESSION: *Interpersonal Listening: Selected Transactional Approaches*

PARTICIPANTS: *T. Dean Thomlison, Chair, University of Evansville, Carolyn Coakley, High Point High School, University of Maryland; James Floyd, Central Missouri State University*

Dr. Thomlison's paper provided a brief historical tracing of the major trends in listening theory/research. The review served as both a backdrop for the entire session on interpersonal listening and a partial justification of the empathic listening emphasis. This included a clarification of some misconceptions regarding empathic listening while indicating potential dangers in a pure skills orientation to listening education.

The heart of Dean's paper was a delineation of some of Robert Carkhuff's theories regarding therapeutic listening and their general applicability to listening education/training. Carkhuff's seven dimensions for effective interpersonal facilitation (empathic understanding, respect, genuineness, self-disclosure, concreteness, confrontation, and immediacy) were individually examined along with the five levels of each. Suggestions were provided on one approach to using the

Carkhuff model in the teaching of listening skills. The methodology suggested maintains the integrity of the transactional perspective while avoiding the problems often associated with techniques and the skills/process dichotomy.

"Attending Behaviors: A Research Perspective"

by Carolyn Coakley

Carolyn Coakley summarized many experimental studies that provide evidence that certain nonverbal behaviors (eye contact, distance, bodily posture/position, head nodding, facial expression/smiling, touching, and silence) and brief verbalizations are—or are not—perceived as attending behaviors related to interest, warmth, affiliation, empathy, positive regard, etc. While citing such evidence, Carolyn emphasized those behaviors that have been found to be particularly effective in a helper-helpee context and, thus, useful to one engaging in empathic/therapeutic listening.

"Empathic Listening: A Dialogic Approach"

by James Floyd

Dr. Floyd first presented a brief overview of communication as dialogue in order to establish the framework of this paper. He acknowledged the enduring controversy surrounding empathy and whether or not a listener can literally take the position of their partner. In light of recent criticisms of the emphasis on empathic listening, the relationship between empathy and dialogue was explored in order to clarify the part of empathy in the listening process. Support was derived from the writings of Richard Johannesen on dialogue and Kenneth Burke on consubstantiality. Jim explained that a dialogic approach to communication involves a listening to the common feelings and experiences of our partner without any necessity for attempting to achieve a total merging of persons and loss of self. The paper then reviewed the behaviors/components of the monologic and the dialogic listener while placing emphasis on the transactional nature of dialogic listening.

WORLD OF SILENCE: TEACHING THE HEARING IMPAIRED LISTENER

SESSION: The World of Silence

PRESENTERS: Sara Gayle Pyfrom, Professor, Phoenix College Speech Communication and Theatre Arts Department, Readers Theatre Director, Chair; Carol Garretson, Assistant Professor of Communication, Gallaudet College

The World of Silence dealt with the hearing impaired. In order to meet their listening needs, the problems must first be defined and the significance established. Underlying this is the need to become aware that the deaf are people with the same mental processes and emotions as the hearing populace. As Shakespeare said in *THE MERCHANT OF VENICE*: "If you prick us, do we not bleed?" (Shylock). A Readers Theatre based on the assumption "You have to be deaf to understand" undertook to create that understanding by dramatizing situations which were common experiences for the deaf. It also presented episodes from the lives of two famous people,

Beethoven and Helen Keller. Beethoven's tremendous contribution to the world of music highlighted the truth that the hearing world has greatly benefited from the talents of deaf persons. The beauty of sign language transformed songs into "ballets". The finale was an appeal for the hearing to share the world of silence and to accord to the hearing impaired the love and dignity which is their due. This presentation was made by the Phoenix College Readers Theatre under the direction of Sara Gayle Pyfrom.

Carol Garretson, presented listening from the viewpoint of the hearing impaired. The first thing to be established was that the deaf have the same bad listening habits as the hearing. General techniques applicable to all modalities were discussed in terms of both the hearing impaired and the hearing. Techniques whereby both can improve the listening situation for lipreading, hearing aid users, sign communication, and interpreting were given. The following are specific examples for the deaf: letting it be known, asking for slower rate, moving closer to speaker, explaining that aural and visual noise interferes, being patient with new signers, letting the interpreter become familiar with your signs beforehand. Examples for the hearing: avoid obstructions around the face (gum, cigarettes, hand, food) eliminate background noise whenever possible, avoid deadpan expression, talk directly to the hearing impaired and not to the interpreter. Many more were given in addition to these. One of the significant facts that emerged from this presentation, was the enormous energy it takes for the hearing impaired to listen. If listening is hard work for the hearing, it is even more demanding in the world of silence.

LISTENING PEDAGOGY: TEACHING LISTENING IN SHOPPING CENTERS

SESSION: Listening Pedagogy: Training Effective Communication

PRESENTER: James R. East, Professor of Communication, Dean of the Weekend College, Director of Learn & Shop, and Associate Dean of the School of Liberal Arts, Indiana University-Purdue University at Indianapolis

"Teaching Listening in Shopping Centers" dealt with the teaching strategies in the adaptation of a one-credit course on Listening to the shopping center classrooms as a part of the Learn & Shop College Credit Program of Indiana University—Purdue University at Indianapolis (IUPUI).

Why the shopping center? In the spring, 1979, the Learn & Shop College Credit Program originated at IUPUI. It is a program in which IUPUI's professors teach their regular credit lecture courses in training rooms of major department stores in five suburban shopping centers. Learn & Shop is designed to attract degree-seeking adult learners, primarily but not ex-

clusively women 22 and older, who could not enroll or are reluctant to enroll in the regularly scheduled day or evening sections on the main campus in downtown Indianapolis. In the five years Learn & Shop has been operating, enrollments have exceeded 2,300 students in a single semester.

Learn & Shop students kept asking for the listening course to be offered in the shopping center classrooms. The instructor refused to do so unless he could offer the same course as on campus. About one-half of the ten-year old campus-based course is devoted to audio materials in a well-equipped audio laboratory. It became apparent that there was also a need for an audio learning laboratory for other courses offered in Learn & Shop—music appreciation, French, German, Japanese, Russian, and Spanish. It was decided to invest about \$775 in a homemade, portable, passive audio system that can be carried in lightweight traveling cases from shopping center to shopping center as the need arises. This paper, with accompanying slides showing the laboratory, showed how this is done.

If we are to add substance to what has been dubbed "The Learning Society" in this country, then we must continue to take instruction to the people, in their neighborhoods, using the most cost-efficient means to make available the best in modern technology. This ought to be done to enhance the learning situation while arriving at a proper balance between individualized and group instruction. This includes, of course, such things as computers, videotape and audio equipment, and the like. For the time being, we are satisfied with our modest efforts with the modestly portable audio learning laboratory.

TEACHING LISTENING IN THE COMMUNITY COLLEGE

SESSION: A Community of Listeners: Some Issues in Teaching and Sharing Listening Instruction in the Community College

PARTICIPANTS: *Nadine Marsnik, Vermillion Community College, Minnesota; Virginia DeChaine, Lane Community College, Oregon; Sara Gayle Pyform, Phoenix College, Arizona; and Deborah Hefferin Vrhel, Sauk Valley College, Illinois*

Virginia DeChaine, who teaches four listening classes each term, reviewed her course and the materials used. She discussed such programs as the Xerox tapes, the Relevance of Listening, and the American Management program, Listen and Be Listened To. She then talked about the problems with which public school teachers are confronted when they are instructed to include listening training in their classrooms even though they have no background in the discipline. She stressed the need for listening instructors in the community college to offer their services to the elementary and secondary teachers as to how listening instruction can be successfully included in the public school curriculum. Additionally, she recommended that each member of ILA lobby the Colleges of Education in their respective states to include a "Methods of Teaching Listening" course in their programs. This course

should be required for all elementary and secondary teachers so that all disciplines would recognize the benefits of using listening techniques in every classroom situation.

The state of listening in the Maricopa College District is encouraging. A task force is at work defining competencies which students are expected to acquire by the end of the sophomore year. Listening is one of the areas included. The discouraging factor is the decline of listening classes offered in the District. Computer registration and a per hour tuition which replaced the flat rate for up to 18 hours has affected the elective courses. The answer to survival is better PR in the form of brochures, posters, information to counselors, and promotion in all communication classes. This has helped keep listening alive at Phoenix College. If listening is to survive, it will require the active participation of listening teachers to promote its importance and to fight for it with whatever weapons are available.

Bringing innovative ideas into the classroom such as listening games, emphasizing the enumerable type of listening skills and most importantly, creating an atmosphere which cushions the shock of how poorly we listen, will help build listening classes. Above all be honest. Tell the students that bad listening habits are monsters that can wreck havoc in every area of life, but listening class provides the big guns and the ammunition to blow them off the map. Good hunting.

Deb Hefferin Vrhel described "The Basic Course from a Receiver Approach" which she developed and teaches at Sauk Valley College. She outlined the specific ways in which listening training permeates her Basic Speech course and shared several procedures and exercises.

Nadine Marsnik shared her "Listening Instruction for the Community of Listeners" as she presents it at Vermillion Community College. She provided the group with a program summary, bibliography, and selected exercises which she uses.

The group reached several conclusions:

1. The extreme diversity of the Community College student body creates demands for a practical, "hands on" listening course which each has developed,
2. The availability of Community Colleges and their curriculum to the community makes them an ideal medium through which to bring listening to that community through workshops, night classes, and in-service training to the public school districts.
3. We must take the initiative in promoting and advertising our own courses if we expect them to remain in the curriculum.

The group concluded by agreeing to begin a network of Community College listening instructors who would agree to share exercises, procedures, and ideas. They invited continued input from Community College personnel.

STORYTELLING: LISTENING EXPERIENCE

SESSION: *Storytelling: A Listening Experience*

PRESENTER: *Mary Ann Paulin, Negaunee, Michigan Public Schools, author of Creative Uses of Children's Literature*

Mary Ann Paulin explained that the first step for teachers and students into traditional storytelling is to tell stories using stick puppets, flannel boards and silhouettes on overhead projectors. Some traditional tales suitable for these techniques are "The Gingerbread Man," "The Three Billy Goats Gruff" and versions of "Henny Penny." Some songs suitable for these techniques are "I Know an Old Lady," "The Barnyard Song," and "The Twelve Days of Christmas."

However, in this technological world, there is a great need for students to experience a story in their mind's eye as they listen to a story told in the manner of the traditional storyteller. Mary Ann shared reprints from her book **CREATIVE USES OF CHILDREN'S LITERATURE** which gives the author's own personal methods for telling a story. A skeleton outline includes: consider the purpose and objectives for telling the story, consider the audience who will hear the story, read many stories, select the story that suits your objectives and audience, plan your introduction, select companion pieces, find other versions of the story and select the best one, record bibliographic sources, read the story aloud, identify the six major parts of the story, list the characters in the order of appearance and write a sentence about each one, visualize the setting, list the major events in sequence, copy phrases from the book that need to be repeated word for word, read the story several times and outline from memory, tell the story to yourself, reread the original story, picture the story in your mind, time the story, record the story on a tape recorder, check physical facilities, choose clothing that will not detract from the story. For more details consult pages 148-50 of Paulin's **CREATIVE USES OF CHILDREN'S LITERATURE**, Hamden, CT: Library Professional Publications, 1982, for 22 techniques in "Telling a Story."

"A GLINT IN THEIR EARS"

SESSION: *A Glint in their Ears*

PRESENTER: *Suzanne Pemsler, Director, Listening Unlimited.*

As the "A Glint in Their Ears" participants turned their backs on the Scottsdale sunshine and entered the room, my workshop suitcase sprang open, spewing materials helter-skelter. Thoughtful people rushed to the table to help sort out the many plastic bags of found object puppets and everyday household items remade in unexpected ways. Smiles appeared on weary faces. The magic of color and whimsy was beginning to spin the web.

My aim was to show how farm, third world, sophisticated urban, and poor inner city children throughout the United States and in India had responded to my methods. As the only listening lecturer and consultant who actually travels with "everything but the kitchen sink" I wanted to justify my travel-heavy method.

With eyes riveted on the puppets and props, the adult group responded as enthusiastically as had the children. They soon realized that creativity was coupled with caring. Youngsters shown consistent kindness, respect, and understanding develop an openness to ideas. They yearn to learn.

In an hour and a half one can only get a sip of my sugar coated syllabus and psychology of teaching. But I knew the message took hold when several attendees gave me new puppet-listening ideas on the following day. I even got a risque rhyme for the Ms. Muffat puppet who had followed Miss Muffat to the tuffat. Yes, the excitement of the workshop still lingered. Perhaps its title should have been, "A Glint in their Ears... A Chuckle in their Hearts."

HELPING SPEAKER DEVELOP SELF UNDERSTANDING

SESSION: *The Listener's Role in Helping the Speaker Develop Self Understanding: An Underdeveloped Aspect of the Listening Process*

PRESENTER: *John R. Strong, Department of Family Environment, Iowa State University, Ames, Iowa 50011*

This presentation placed focus on the interdependent nature of intrapersonal and interpersonal processes in communication. Listening was presented as one aspect of the total communication process which needs to be understood in that wholistic way. A brief comparison was made between the traditional communication model, which emphasizes messages and channels, to a new communication model, which emphasizes the human being using principles and skills to influence desired outcomes in the interaction.

The new communication model is concerned with the flow of stimuli within each person as well as between human beings. Three levels of stimuli--verbal, non verbal, and supravocal--are the basis of creating images and meanings about others in interpersonal transactions. Internal stimuli, from oneself, which are made up of all our experiences and our feeling states are the bases for the intrapersonal communication process.

The new communication model helps give insight to the abstract process of communication as stimuli sources can be recognized as to whether they are internal or external. The listener's role in helping the speaker understand self more completely comes as the listener uses "first order" processing of all stimuli received/perceived from the speaker. First order processing is helping the speaker come to understand how specific

perceptions and feelings relate to each other and how they relate to other perceptions and feelings within the speaker's world--many of which the listener can perceive but the speaker can't. Once the listener has been able to help the speaker find more complete understanding of his/her personal world and the listener understands how the specific perceptions/feelings fit within the whole-world framework of the speaker, then the listener can determine how to relate to those feelings/perceptions in the listener's personal world.

As listening processes are related to total communication interaction, the listeners can separate worlds--determine what perceptions/feelings belong to whom--and use verification feedback to better assure an understanding of the speaker's world for the speaker and listener. The bottom line of this results in better personal relationship, greater self appreciation, quicker understanding of relationships and processes--the unlocking of the potential which lies within each human being. True motivation lies within the internal unlocking of personal feelings/perceptions/processes--reaching ones potential.

Two case studies, plus three work/home related scenarios, were used to help show the process of the listener using first order processing to help the speaker understand self better. As the first order processing is being completed the listener also comes to understand/appreciate the speaker's unique world. Human beings can help each other enrich personal lives and relationships by developing the skills of listening and first order processing.

Individuals who would like to see how listening processes fit within ten other communication themes may write for examination materials which include the book, *CREATING CLOSENESS: THE COMMUNICATION PUZZLE* (\$16.50 post paid), a sample of a student/participant workbook, and a sample of the instructor's/facilitator's guide--currently under development.

TEACHING LISTENING: OLD, NEW MATERIALS

SESSION: Teaching Listening: Old and New Materials

PRESENTER: Joan M. Sayre, Professor of Communications and Hearing Sciences, University of Miami, Coral Gables, Florida

Materials presented by Sayre:

1. **DYNAMIC LISTENING: A MULTIMEDIA COMMUNICATION SERIES** (see brochure inside stapled packet for Objectives, etc.)

2. **INSTRUCTIONAL HANDBOOK--A COMPREHENSIVE GUIDE for TEACHER/TRAINERS.** (separate) Available, March, 1984 (Demonstrated with video tape series, included examples of quizzes, tests, questions for discussion; methods for using series in education and/or business settings; within a listening course; used to teach a "unit" on listening in courses in many disciplines, etc.; examples of overhead transparency masters and sample listening programs suitable for classroom use with participants or in training teachers and other trainers.

Sources: Video Tape Series: The University of Miami, Division of Communication Services, Learning Resource Bldg., Attention: Mrs. Muriel Hathorn or Mr. John Fiske, P.O. Box 248021, Coral Gables, Fla. 33124 (305) 284-5350/5364.

Instructor Handbook: Joan M. Sayre and Associates, Communication Consultants, P.O. Box 330232 Coconut Grove Station, Miami, Fla. 33133 (305) 444-9331.

3. *Helping the Child to Listen and Talk (Suggestions and Activities for Parents and Teachers)* Second Edition, Mar. 1984, -2355, Interstate Publishers, Danville, Ill. 61832-0594. List price: 75 cents (25 copies, \$13.12, 100 copies \$37.50...30-50% discount on orders over 25) (author Sayre)

4. *Handbook for the Hearing Impaired Older Adult*...\$3.95 (Interstate) (author Sayre) -2121

5. *Helping the Older Adult with and Acquired Hearing Loss*... \$3.95 (Interstate) (author Sayre)

6. *Teaching Language Through Sight and Sound Set I*...\$29.95 (Interstate) (author Sayre) Instructor manual: 400 pictures; 400 word labels; children and adults-language.

7. *Think, Listen and Say (K/P)* by Sayre and Mack. 8 filmstrips; 4 cassettes; 1 set sequence cards; student activity books and teacher manual)

Eye Gate Media: 3333 Elston Ave. Chicago. IL 60618 (312)463-1144 Auditory Discrimination and Aural Comprehension Series.

CALL FOR PAPERS, PRESENTATIONS FOR 1985 CONVENTION

The 1984 Convention was an exciting learning experience! Can we make the 1985 gathering even better? It's up to you, ILA members. What are you planning for the next year that you can share with others? New kinds of consulting? New courses? New research? Or maybe a new twist to an old theme? Our Program Committee wants to have programs from all areas of the country as well as some with international themes. So we ask you to sit down now and fill the enclosed proposal form. If you don't have a proposal, start thinking about one. Or call another member that you know and do some brainstorming! The longer programs really need to be filled by a panel rather than by solo presentation.

If you have already sent in a proposal, you need not resubmit. You will note some changes this year. First, we will entertain proposals for programs of varying lengths and try to structure the overall program with more variety. Second, we ask that you send your proposal to Marguerite Lyle, 1103 E. Bayou Parkway, Lafayette, LA 70508. Committee members will review proposals and suggest priorities. They will also pull your toes and/or haunt your dreams if they don't receive enough mail from you! These committee members are: Jane Rhoads, Wichita, Kansas; Carol Dubois, West Palm Beach, Florida; Madelyn Burley-Allen, San Mateo, California; Alan R. Zimmerman, Mankato, Minnesota; Wayne Bond, Upper Montclair, New Jersey; Harold Sharkey, Montreal, Quebec, Canada.

Instructions for submitting programs proposals are included as an insert to the newsletter.

MINUTES OF THE GENERAL MEETING

ILA FIFTH ANNUAL CONVENTION

SCOTTSDALE, ARIZONA, MARCH 9, 1984

The General Meeting was called to order by President Bob Miller. Suzanne Pemsler, entertainer extraordinaire, sang with her puppet friend music from Die Fledermaus.

Miller thanked Andy Wolvin, Dee Steil, and Bill Arnold for their special efforts at putting together this convention. Kathy Jones, new editor of the LISTENING POST was introduced. Kathy encouraged contributions to the LISTENING POST for it is through that publication that we "connect" and communicate. She then distributed a flier with her address and deadline for contributions.

A new feature was introduced. The President's Award was given to members for their contributions to the Association. This feature will be carried on at the discretion of the President, but the idea is to recognize people who have contributed uniquely to the Association or to the field of listening. This year's recipients were as follows:

Peter van der Schaft, Corinne and Baxter Geeting, Harvey Weiss, Alice Ridge, Joan Sayre, and Robert Montgomery.

The Secretary read the minutes of the 1983 convention at St. Paul. The minutes were approved as read. Committee reports were presented:

1. The Hall of Fame Award was presented by Chairman Sara Lundsteen. Inducted into the Hall of Fame for outstanding achievement in the field of listening were:

Ella Erway, author, researcher, teacher; Paul Bagwell, deceased, Michigan State University teacher; Larry Barker, founder and first chairman of the Research Committee, author of 22 books and 60 articles.

2. The Membership Committee, chaired by Nadine Marsnik, Second Vice-President, reported that we have:

376 members
41 states
8 countries

11 new members at this convention
5 Lifetime members, Florence Wolff being the newest Lifer.

3. The Research Committee, chaired by Kittie Watson, reported:

a. The new chairman of this Committee is Sara Lundsteen.

b. The Committee would like to change its status from "ad hoc" to "standing committee." Upon a vote of the membership present, that status of "standing" was approved.

Treasurer Bill Gering reported that the raise in dues helped put the organization back into the black, but that mailing costs and printing costs are astronomical. Also, ILA has outstanding bills to Telstar and CDI for postage, phone, and the award framed certificates just presented. As of March 1, ILA had \$3,546.79 in savings and \$1,263.60 in checking account. A complete statement will be forthcoming in a future LISTENING POST.

Gering also stated that ILA will need an independent audit done on the books.

Next, election of officers was conducted. Elected were:

First Vice-President, Marguerite Lyle, (will Chair the 1985 annual convention program); Second Vice-President, Nadine Marsnik, (will chair the membership committee); Secretary, Mary Lou McKibben; Treasurer, Ken Spence; Member at Large, John Murphy.

Bob Miller then presented the gavel to new President, Andy Wolvin who presented Miller with a plaque, recognizing his work for ILA as founding member #2, Second Vice-President, First Vice-President, and President. Wolvin then thanked the program presenters, saying that the success of this convention will be measured in the feedback forms. Wolvin also reminded us all of another new feature, the Executive Board Feed-

back session, wherein anyone who wishes may present ideas, gripes, or anything to the new Board. Also, suggestions for the 1985 convention site are needed.

Manny Steil, Past President and current Executive Director was then introduced. Steil reflected upon the growth of ILA: 624 people have been members of ILA, the Hall of Fame has brought notice to past works in listening, and certainly many more folks contributed to the success of ILA than were given awards. We need to grow now, to shed our smallness, to grow in quality. He and Dee are only coordinating things. All the ILA membership needs to contribute talents.

A Special Recognition Award was presented to Telstar, who has housed ILA for 4 years.

Meeting adjourned at 2:40 whence members hurried off to more of the 36 meetings, panels, presentations of the 5th annual ILA convention.

Alice Ridge,
Immediate Past Secretary



Listening: An Acronym For Effective Communication

by Lynne G. Halevi, Ph.D.

The skill that is most critical to effective communication is listening. Yet, this is the most overlooked behavior to be developed in schools, home or in the market place.

Although students spend most of their time listening, our educational system is only now beginning to think about including listening as a skill to be taught along with reading, writing and arithmetic.

We have become a society of non-listeners while we sit passively receiving auditory stimuli. Most parents are not listening to their children, children are not listening to their parents, spouses are not listening to each other, employees are not listening to employers and employers complain that employees are not listening to them. We have become a society of non-listeners despite the fact that we are constantly being bombarded with auditory stimuli. The problem is that we appear to have deluded ourselves into thinking that listening is a passive act. It is an active behavior which needs shaping as does any other behavior we wish to acquire.

Books have been written about the study of listening. However, for the purposes of getting a complex set of behaviors (listening) explained and described in a clear and concise manner, I have developed an acronym utilizing the word "listening."

L = LOOK

In order to fully interpret the message you need to listen with your eyes as well as your ears. Theodore Riek, has written a book called LISTENING WITH THE THIRD EAR. Halevi, has said "Listen with the ears in your eyes

as well as your heart and head." This means that it is necessary to really observe the speaker in order to understand the total message. It is the listener's responsibility to take an active, not passive, role in the communication process.

I = IDENTIFY

A good listener makes an attempt to identify the speaker's purpose. Is it "full of sound and fury signifying nothing." Is it meant to inform, teach, preach, persuade, amuse or vent emotions? Perhaps the speaker's intention is to be sarcastic or ironic. The listener must also determine if the message is small talk which is the necessary ingredient toward the development of a bonding and firm relationship.

S = STAY ATTENTIVE

The speed of the mind is, at least, three times the speed of speech; therefore, it is incumbent upon the listener to use this time differentially and not day dream or attempt to second guess what the speaker is going to say before it is said. Resist this kind of inattentive listening if you are to be an effective communicator. Practice giving attention to the message of being alert to how your emotions, self-concept as well as those of the speaker, are interfering with the message received. A good listener stays attentive regardless of distractions.

T = THINK AND TAKE NOTES

Think about the theme of the message. Take written or mental notes. Review what is being said as well as how it is being said. Think, "How does this message affect me?" "What benefit will I get out of this message?" "Should the message be taken seriously?" "Does it 'turn me on?', tick me off? or tune me out?"

E = EVALUATE AND EMPATHIZE

Evaluate what is being said. Define the how and why of the message and where it is being presented. Ask what your attitude is about the subject and the speaker. What mannerisms are, perhaps, blocking the message. How is your attitude about the message and the speaker influencing you and the speaker. Are you able to put yourself in the speaker's position? Can you empathize with his point of view even if you do not agree with it? Do you understand your emotions, your prejudices and how they effect what you hear. Evaluate sincerity, empathy, patience, biases; both yours and the speaker's.

N = NEGOTIATE

Negotiate from a win/win position, rather than from an opponent/visitor position. An "I can do this" attitude does not produce a winning situation. Give feedback and then reflect, and clarify in order to negotiate for your time.

I = INTERPRETIVE LISTENING

What are the obstacles, barriers or "noises" that may be influencing how the message is being interpreted? What are your intra-inter personal relationships regarding the message and the speaker that may be impinging on listening to what is being expressed. Allow yourself to listen openly and without prejudice.

N = NOTE NON-VERBAL BEHAVIOR

The non-verbal component on both sides (listener/speaker) influence what is being said and how it is being received. The message is influenced by how we stand, look and make eye contact. Our mannerisms from the look in our eyes to the position of our feet are all

DR. STEIL SERVES AS EXECUTIVE DIRECTOR

Dr. Lyman K. Steil has been named Executive Director of the ILA. The ILA Executive Board established the Executive Director position for a period of three years. The Executive Director will be paid \$1.00 per year and will be responsible to the ILA President and Executive Board. The Executive Director's responsibilities will be:

1. Establish a specific working relationship with the ILA Executive Board and each ILA officer.
2. Establish and coordinate all ILA business.
3. Establish and coordinate an official ILA office.
4. Hire and coordinate ILA part-time secretary.
5. Coordinate all new membership materials and matters with the 2nd Vice President.
6. Coordinate the financial affairs and records with the Treasurer.
7. Coordinate all record keeping with the Secretary.
8. Coordinate the arrangement of all

Annual Conventions and Conferences with the First Vice President.

9. Coordinate the Newsletter production.

10. Explore and recommend Association developmental actions to the Executive Board.

In the foregoing, the Executive Director will aid the efforts of each ILA officer and Committee Member. The Executive Board concluded that an Executive Director would provide the much needed continuity and coordination of the ILA operation. In addition, the ILA Executive Board established the ILA Association office to be located at 25 Robb Farm Road, St. Paul, MN 55110 (612)483-5707. The Executive Board also approved a part-time Secretary for up to 20-25 hours per month. With the assistance of a part-time secretary and careful coordination with the existing ILA officers, the important business of the ILA will be accomplished in a timely and professional manner. As the ILA grows, the ILA Executive Director will help ILA accomplish its stated objectives.

non-verbal messages that produce positive or negative responses. Remember, what you hear is influenced by your biases toward the speaker and his subject.

G = GIVE and GATHER INFORMATION

Give and gather information in order to recognize the difference between opinions and facts. Paraphrasing allows both speaker and listener to know if understanding is occurring.

SUMMARY

Listening is at the very core of our success, personally and professionally, yet it is the most overlooked skill to be taught and developed. Effective listening is the glue that cements all interpersonal relationships. It leads to creative problem solving and a more productive and harmonious life. The secret of successful communication lies in respecting the speaker by becoming an active and critical listener.

QUOTES FROM THE CONVENTION...

They said about the Scottsdale Convention

James R. East, Indiana University, Purdue University, Indianapolis, "Outstanding! Lots of talented people openly sharing their thoughts and practices on the teaching of listening."

John Strong, Iowa State University, "It was very enjoyable. I felt well repaid for my efforts to attend and participate. A minor shift I noted in the conference was to move away from building better 'computer chips' as effective listeners, toward the development of 'human resources' as effective listeners or through effective listening."

Do you have ideas for expanding the influence of ILA or improving its organization, communications, or conventions? Share your suggestions by contacting the following committee chairs:

Convention Program
Membership/Networking
Finances
Convention Site Selection
Constitution Review
Newsletter
Research
Awards
Nominating
Public Policy
Public Relations
Fund-raising
Other concerns

Marguerite Lyle, First Vice President
Nadine Marsnik, Second Vice President
Ken Spence, Treasurer
John Murphy, Member-at-Large
Mary Lou McKibben, Secretary
Kathy Jones, Editor
Sara Lundsteen
Nadine Marsnik, Second Vice President
Carolyn Coakley
Caludette Johnson
Andrew Wolvin, President
John Murphy
Mary Lou McKibben, Secretary for transmission to the board

EXECUTIVE BOARD INTERACTS WITH MEMBERS DURING CONVENTION FEEDBACK SESSION



Left to right: Mary Lou McKibben, Andy Wolvin, Marguerite Lyle, Manny Steil, Nadine Marsnik, John Murphy and Dee Steil.

LISTENING POST NAMES EDITOR

THE LISTENING POST has a new editor. Kathy Jones, member of the ILA and currently teaching Language Arts at Edina High School, Edina, Minnesota, has assumed this position as of March, 1984.

"I am really quite excited about the possibilities that THE LISTENING POST offers. It is our way to continue the links that are developed at the annual conventions and to build strong bonds with all members," she said. "Of course, the newsletter is only as good as its contributors," she continued. "All members must take responsibility to pass on information and suggestions for articles, as well as offer to contribute their own expertise via articles, if THE LISTENING POST is to be

vital, consistent and to fulfill this great communication link."

"I'm only the organizer and occasional prodder. The members are the editorial contributors, and their effectiveness and cooperation will be the determining factor in the newsletter's success," she elaborated.

Kathy, who has edited newsletters for her education association, her family's marketing organization and the counseling department of her high school, is a communication and film teacher at Edina. Next year she will be a junior high school counselor in the Edina School System. She is also an external consultant for Control Data Corporation.

SOME REGIONAL EDITORS IDENTIFIED, MORE NEEDED

THE LISTENING POST has regional editors! Actually some regions have editors, some don't. THE LISTENING POST is establishing a regional network of editors who will help gather items for the newsletter, including information about members and what they are doing, articles of interest, ideas for sharing.

Volunteers to date include:

Northeast -- John Murphy

Southeast -- Tricia Anderson

Southwest -- Lynne Halevi

We still could use some help in the Northwest and Midwest. Volunteers!?!

Volunteers can simply send names and pertinent information to Kathy Jones, editor.

CONTRIBUTE "YOUR BEST STUFF" FOR JULY

The July issue of THE LISTENING POST will feature "your best stuff." We are trying to collect listening activities, current thoughts and ideas regarding the state of listening, your views and reviews of the latest audio, visual and printed materials. We will present a potpourri of ideas!

The deadline for the July issue is June 25, but you can send materials anytime! Please share your current work in listening, a new idea, a special thought... You needn't write a full article. If you will send even "tidbits," we will collect them into appropriate articles.

Deadlines for the November and January issues are October 30 and December 10 respectively. Your continued contributions will make THE LISTENING POST a real resource for members, Thanks!

Send your contributions to:

Kathy Jones, Editor
THE LISTENING POST
6224 Logan Avenue South
Richfield, Minnesota 55423

Resources . . .

CURRICULUM REVIEW JOURNAL INCLUDES LISTENING FEATURE, MEMBERS PROVIDE EXPERTISE

Many members of ILA shared their expertise recently to produce a 26 page listening feature for the February issue of *Curriculum Review*, a professional journal that provides in-depth, objective evaluation of instructional materials as well as feature articles that discuss what's new and/or controversial in education.

Manny Steil was the special guest editor and "gatherer" of the vast collection of listening articles and reviews for the issue. Andy Wolvin, Kittie Watson, and Sara Lundsteen and Manny wrote articles discussing teaching teachers to listen, testing, assessing listening needs and improving listening across the curriculum, respectively.

Reviews of listening materials (print resources, multimedia kits, teaching units, testing instruments and films) were written by John L. Meyer, Carole Grau, Eugene Cramer, Donna Farned, Marguerite Lyle, Deborah Hafferin Vrher, Kathryn M. Jones, Elaine Mahone, Sara Gayle Pyfrom, Robert J. Walker, Terry Newton, Claudette Johnson, Kendell K. Ward, Barbara Thornton, Harvey F. Weiss, Ella A. Erway and Sara Lundsteen.

Anyone who would like to order copies of this issue should request volume 23, number 1, from *Curriculum Review*. Curriculum Advisory Service, 517 South Jefferson, Chicago, Illinois 60607. Include five dollars for each copy requested.

Members of ILA are also encouraged to write *Curriculum Review* to compliment them on their efforts to focus educators on the issue of listening.

Effective Listening Teach-In 84: A two day seminar will be offered this summer in Minneapolis, Minnesota, June 22 and 23. This second annual event will again offer three levels of instruction: Linda Pruden, Speech/Clinician for St. Paul Schools, elementary; Harvey Weiss, communications instructor from Robbinsdale Secondary Schools, secondary, Nadine Marsnik, Vermillion Community College, audlt. Participants will enroll in one level of instruction. The seminars, which offer one graduate credit through Hamline University, St. Paul, will be conducted at the Sheraton-Ritz Hotel, Minneapolis. For more information and pre-registration materials contact: Lend Me Your Ear, Inc., Harvey Weiss, 2845 Medicine Ridge Road, Minneapolis, Minnesota 55441.

Helping the Child to Listen and Talk: a 47 page booklet that contains suggestions and illustration for parents, teachers, speech-language pathologists, and other within the child's "communication environment" to improve oral and listening communciation skills. Further, it presents basic information related to normal communication development, as well as information about communication disorders. Practical ways of identifying and helping children with speech, hearing and/or language problems are provided. This booklet by Joan M. Sayre was just recently completed. (The first edition went over 150,000 copies.) To order write: The Interstate, Printers and Publishers, Inc., Danville, Illinois, 61832 and request number 2355, at the list price of 75 cents (25 copies, \$13.72; 100 copies \$37.50).

SUMMER CONFERENCE PLANNED FOR MINNESOTA

Announcing the 1st Annual ILA Summer Conference—"Listening: Competencies, Curriculum, and Assessment Challenges Confronting State Departments of Education" is scheduled to be held July 12-13, 1984, in St. Paul, Minnesota. Andrew Wolvin and Carolyn Coakley, Conference Program Co-Chairs, have planned an excellent, in depth look at listening issues challenging today's educators. Susan Hipp, Local Arrangements Chair, has arranged comfortable and extremely affordable accommodations and Conference facilities at Northwestern College in St. Paul. Entire families are welcome! While you attend the Conference, your family will have the entire Twin Cities as their playground. The Northwestern resident housing is unique and inexpensive. For program and lodging details, see the attached 1st Annual Summer Conference materials.

The Instructors Handbook—A Comprehensive Guide for Teachers/Trainers was just completed in March. This handbook sells separately (\$10.00) and was written to accompany *Dynamic Listening: A Multimedia Communication Series*, a videotape package. The handbook includes goal oriented objectives for all ten programs, background for classroom use, quizzes and discussions for all programs, activity sheets for participants (self instruction and evaluation) and examples. It is appropriate for education and/or business. To order the handbook write: Joan M. Sayre and Associates, Communication Consultants, P.O. Box 330232 Coconut Grove Station, Miami, Florida 33133 and include payment of \$10 for each book ordered.

HECKLING ON CAMPUS: FREEDOM OF SPEECH DEPENDS ON TEACHING STUDENTS TO LISTEN

by Andrew D. Wolvin

A COALITION OF ORGANIZATIONS in higher education has issued a statement deploring the recent heckling incidents involving controversial public figures invited to speak on various campuses. The list of notables who have been heckled by members of campus audiences is growing; it includes Jeane Kirkpatrick, U.S. Ambassador to the United Nations; the social activist Eldridge Cleaver; and Sheik Ahmed Zaki Yamani, the Saudi Arabian oil minister.

The possibility that the demonstrations have political overtones has alarmed some people, but whether or not that is the case, the heckling should be of concern to all educators as a problem of basic communications.

One of the objectives of American education should be the development of effective communication skills and attitudes in students. Ours is a communication society, and speaking and listening play a prominent role in our careers and in maintaining our social relationships.

Studies have revealed that a major part of the time that people spend in communication each day is spent listening. Yet we're doing very little in our colleges to train students to listen.

That our students lack the requisite skills to be effective listeners came to light recently in a study conducted by New York's Center for Public Resources. In addition to decrying the decline in basic mathematics and science skills in the work force, the corporate executives and labor-union officials who were questioned in the study complained of a decline in their employees' speaking and listening skills. At the same time, the educators who were questioned observed that they were satisfied with their students' preparation in communication skills. Clearly, there is gap between the employers' and educators' perceptions about how students are being prepared for the realities of the workplace. The heckling issue reflects that gap.

The students today who are not willing to give controversial speakers a fair hearing are short-circuiting the listening process in communication. The first step in listening is to receive and comprehend a message *before* forming judgments about its merits or its source.

Carl Rogers, the well-known psychotherapist, argues that the greatest barrier to human communication is the tendency to form snap judgments about a person or what he or she is saying and then "tune out." That tendency must be recognized and overcome—we must hear people out before deciding whether to accept or reject their message.

The listener shares equally with the speaker the responsibility to uphold the right to freedom of speech. Just as speakers who take that freedom seriously must strive to preserve it by not abusing it, so, too, should their hearers preserve it by listening.

The coalition of higher-education organizations summed up the issue in a "Call to Action":

"Unless there is freedom to speak and to teach, even for those with whom we differ on fundamentals," it said, "and unless there is freedom for all to listen and to learn, there can be no true college or university no matter how fine the buildings or modern the equipment."

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