

LISTENING POST

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PRESIDENT'S PERSPECTIVE



Marguerite R. Lyle

satisfying to find all the committees making progress toward their goals, and I would like to urge all of them to continue the momentum so that our reports at the 1986 convention will show more progress than we've ever shown before. The Executive Board also heard reports from Executive Director Dick Quianthy concerning finance, membership, and plans for the future. I believe that all of us were satisfied that we are moving in the right direction at an acceptable speed.

I personally find the interest in listening accelerating both in the business world and in the academic world. I say this because I'm receiving more and more requests for information or services, and I'm also seeing more articles and books about listening. The area of active research does not seem to be keeping up, however, and I urge all of you in a position to conduct research to consider some type of project. I believe that when we can show further increases in dollars and cents or in test scores because of listening training, both business and academia will be quick to take notice. We need to know more, too, about how listening occurs and how it relates to other areas such as reading or brain dominance theory, for example. As I look toward the future and all that is to be learned in this infant discipline I am excited! ILA is in the right place at the right time!

Yours in ILA,

Dear ILA Members:

The summer conference in Minnesota was one more delightful ILA experience! Deb Vrhel and her committee had worked hard to offer us an informative and interesting array of programs that stayed on schedule throughout the two days. We spent an enjoyable evening at the home of Manny and Dee Steil where all of us enjoyed food and fellowship as well as swimming, softball and volleyball. And we found time amidst all this activity to renew friendships.

The Executive Board met on Saturday morning to hear committee reports and discuss business. It was most

A handwritten signature in cursive script that reads "Marguerite R. Lyle".

Marguerite R. Lyle, President

EVALUATION AND DEVELOPMENT OF LISTENING TESTS

Kittie W. Watson, Tulane University

Paper presented to 2nd ILA Summer Conference, July, 1985

Students have been expected to perform well on oral and written examinations since the beginning of the educational process. Yet, not until earlier this century did theorists begin to differentiate between reading and listening ability.

The first formal listening studies were concerned with lecture listening comprehension in elementary classroom settings. As listening scholars and theorists identified factors which affected listening comprehension, they began to modify existing tests and to create additional ones. *A comprehensive description and listing of tests for various educational levels is provided in the October 1982 issue of COMMUNICATION EDUCATION.* Current research, however, suggests that listening is a complex process rather than a single skill. For this reason, many listening tests have failed to measure critical situational elements of the listening process. Recently, however, theorists have divided and begun to test listening as three separate abilities: 1) short-term listening, 2) short-term listening with rehearsal, and 3) lecture listening.

Inconsistent listening test results have led theorist to surmise that listening test validity is difficult to judge. Even so, validation difficulties are no reason to accept and use instruments which provide little useful information. Fortunately, instead of abandoning listening research, theorists have attempted to examine the listening process more carefully.

TEST ADMINISTRATION

A number of theorists have investigated the effects of administration on listening tests scores. In addition to examining presenter effects and the mode and rate of presentation, studies have examined the relationship between administering tests in oral and written formats, with or without background noise, at different difficulty levels, and with true-false, multiple choice, or braille responses. Even though considerable research has examined the effects of administration on listening test scores, the results are relatively useless without reliable and valid measures of listening comprehension.

RELIABILITY AND VALIDITY

Listening tests currently on the market have been criticized by communication scholars and educators. Critics have questioned the tests' validity, the relationship between types of listening required, generalizability to the "real" world, norming procedures, passage length, and methods of administration. Even with the criticism, educators were disappointed and surprised when they found that the most popular standardized listening tests were more closely related to general mental ability than to listening. Theorists reasoned that if listening tests were indeed measuring a distinct skill, that they should have correlated more closely with each other than with achievement or intelligence tests. Since they did not, theorists attributed the differences in listening test scores to general mental ability rather than to listening comprehension differences.

A number of additional criticisms of both published and unpublished listening tests include the mode of presentation, testing time, test item difficulty, test norming procedures, shortness of test passages, grade level inconsistencies, style of stimulus materials (oral/written), sex-interestingness bias, cultural/intellectual bias, listening purpose/activity, and test reading-writing requirements. Unfortunately, until measuring instruments address these criticisms, listening test score results provide little meaningful information.

CRITERIA FOR LISTENING TEST CONSTRUCTION

Developing a reliable and valid measure of listening comprehension is difficult and thus far, no one listening test has gained universal acceptance. Although numbers of theorists have presented suggestions for listening test construction, recent mandates which hold the educational system accountable for a student's communication skill development have led to an increased interest in listening test development and validation. Concern about communication skill deficiencies in high school and college graduates has led to the inclusion of speaking and listening as basic skills requirements in the Public Education Title II Program.

Because of federal, state, and local requirements, guidelines have been suggested for establishing criteria and evaluating elementary and high school listening tests. A few of the guidelines include finding a test which: 1) distinguishes listening performance from reading and writing; 2) is free of sexual, cultural, racial, ethnic content and/or stereotyping; 3) has test-retest component and 4) assesses presence or absence of listening skills.



ILA LISTENING POST

Listening Post Deadlines

The Deadline for all ILA Listening Post materials (Includes articles, ads, photographs to appear in the next issue) is **December 15, 1985.**

ILA LISTENING POST NOW ACCEPTING ADVERTISING

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

1985 RATES

| | |
|-----------|--------|
| Full Page | 250.00 |
| 1/2 Page | 150.00 |
| 1/4 Page | 75.00 |
| 1/8 Page | 40.00 |

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

Ethel Glenn, Editor
Communication Department
University of North Carolina
Greensboro, NC 27412

Session Abstract
**DEVELOPING INTERPERSONAL SKILLS
THROUGH LISTENING**

2nd Summer Conference ILA

John R. Strong
Iowa State University

Effective listening is a vital part of healthy relationships. Listening as an interpersonal skill has not been adequately recognized with the powerful influence it can have on relationships and personal lives. Seven group discussion questions were presented for member responses in developing clearer understanding of interpersonal interactions.

— Understanding Interpersonal Relationships —

These questions were to help show the dynamics of some interpersonal interaction:

1. For communication purposes, where (when) did the world begin?
2. Where do feelings come from and how can they be changed?
3. What are the two major purposes of listening?
4. What are the three R's of listening?
5. How are speaking & talking and listening & hearing different? How are they interconnected?
6. What interactions can you have with others, within self or with the environment that do not have an emotional foundation to them?
7. What is the "root/branch" problem in interactions?

The major considerations for each question and the implications for listening in relational exchanges follow:

1. Each person has a unique personal world. It influences how the person listens and transmits personal meanings. Listening can influence personal perceptions of how that world came into being, where it is currently, and be supportive of desired growth.

2. Feelings are associated with the conceptualization process of people creating images and meanings related to their personal world. A change of perception brings about a change of feeling. Listeners are an invaluable aid in helping others change their feelings--speakers only muddle the process.

3. The two major purposes for listening are consumption and contribution. Consumptive listening is taking in messages for personal needs. Contributive listening is helping others develop better self understandings and listening to understand process. Too many listeners do too much consumptive listening without adequate contributive listening.

4. Reacting, reflecting, and responding are the three types of listening. Reactive listening is always consumptive, reflective listening is always contributive, and responsive listening is both consumptive and contributive. Two process concepts were presented to help clarify interaction: First Order Processing and Second Order Processing. First Order Processing is working to understand how perceptions and feelings are meaningful in the life of the originator--reflective listening. Second Order Processing only is taking messages in for personal use--reactive listening. First Order Processing, followed by Second Order Processing, is responsive listening and has the power to help regenerate personal worlds and the associated relationships.

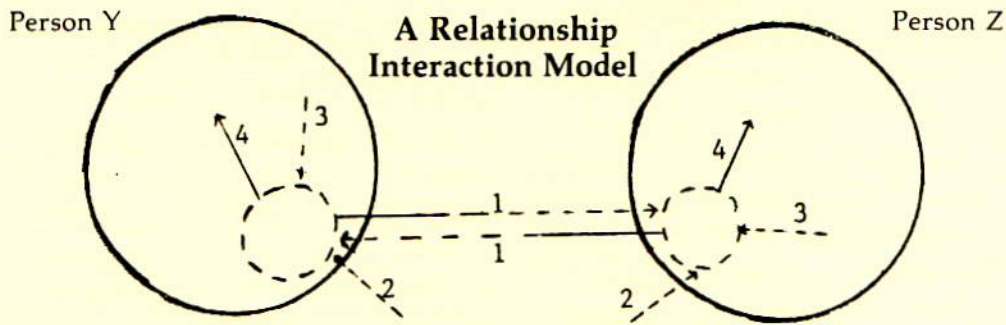
5. Speaking and talking differ in that speaking is an attempt, in interpersonal relationships, to be understood

both by the listener and/or by oneself. Risks are taken to get to some personal meanings. Talking is filling a void--often chit-chat--that doesn't convey many, if any, personal meanings. Listening and hearing differ in that listening is trying to understand the meaning arrangements the speaker has--both for the speaker and the listener. Hearing is the recognition of sounds, tones, and words without understanding meanings. Hearers are often associated with talkers--what does it mean to me (*as a hearer of the message*) as the talker rambles on. Listening and speaking are associated. Listening can transform a talker into a speaker. Listening takes in feelings and movements beyond the verbal and nonverbal messages.

6. All of a person's actions within self, between self and others and with the environment are based on feelings. Additional feelings are generated out of those action experiences. Several types of negative feelings which have not been processed appropriately leave a sponginess in the foundation for ones interactions. These spongy areas are problem spots for interactions that are often cancerous in nature--consume energy and grow larger. Individuals cannot effectively process these spongy areas alone. It takes an effective reflective or responsive listener to complete the process.

7. Individuals can often identify the symptoms (*branches*) of the problem without ever getting to the causes (*roots*) of the problem. Often attention is turned toward someone else when the roots of the problem lie in the unfulfilled emotional, social and spiritual needs of the specific person AND/OR the roots lie in the spongy areas in the foundation of the person. Stress, depression, drug/alcohol abuse, family violence, absenteeism, personal conflicts, and low motivation are examples of the branches which need treatment that only effective reflective and responsive listeners can give.

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Three Parts of Relationship Interaction

- A. Input to oneself from someone else (1), from the environment (2), and/or from within oneself (3).
- B. Processing internal/external sensory experiences into images and feelings.
- C. Output to others (1) and to oneself (4).

The input process is one involved with listening. Listening to the verbal, nonverbal and supravocal messages of another person, listening to other sensory experiences within oneself and listening to transcendental messages are all important inputs to healthy relationships. Relationship problems arise as effective listening to one another and self are blocked in the input and processing aspects. Separating Worlds, a concept closely associated

with First Order Processing, helps free processing blockages by focusing attention to the world in which the perception/feeling originated--internal or external to the listener. Listening also reduces blockages in the output of meanings needed for healthy relationships. Lack of trust and unrecognized personal needs are often the greatest blockages in the output. These are clearly linked to effective reflective and responsive listening.

Personal Offenses Are Spongy Foundations

Participants wrote out a time when they felt personally offended by someone using the following items:

- 1) Plaintiff's name, age, sex
- 2) Defendant's name, age, sex, and relationship to plaintiff
- 3) Nature of the offense (*crime*)--when, where, what and other important considerations
- 4) Type of trial: Judge or jury--who was the judge and/or who were the jury members?
- 5) Sentence--what terms were set for punishment?
- 6) Disposition of the case--is it pending? in process? being carried out? or is it completed?

Four group discussion questions were given to develop greater understanding of the influence a personal offense has within a personal world. The questions, along with a brief consideration for each, follow:

1. When someone hurts or offends us, what is our reaction? Our reaction is usually to hurt back and in time we lock the offender up in our mental jail. We aren't going to allow ourselves to be hurt/offended again by that person if we can help it.

2. When we have someone "locked up" in our mental jail, who is actually confined? We are confined. We need to be on guard 24 hours a day, we need to justify holding the person in jail, and very often we develop a hostility or animosity toward that person. (*Another person's actions, most of the time unintended, may hurt us deeply. The animosity we develop toward them is what destroys us.*)

3. What are two levels of forgiveness and how do they work in relational interactions? The first level of forgiveness is "human to human" in which we forgive others--after a relatively brief period of time for self validation--to release ourselves from bondage. The second level is "relational" forgiveness in which we desire to make changes as we forgive (*and are forgiven*) in supporting one another in redefining the relationship for growth. Human to human forgiving almost always precedes relational

forgiveness. In some interactions relational forgiveness is not necessary or important to work through with the offender. The hurt does need to be worked through with a listener.

4. How can you assist someone else in "processing" an offense? By its very nature, an offended individual needs the assistance of an effective reflective or responsive listener to appropriately work through the offense. Self help often leads to denial of the nature of the offense or to inappropriate processing. (*An effective listener is assumed to have the reflective ability to use both paraphrasing and whole-person levels of verification feedback to be able to help the offended person.*)

The following items are essential parts of a reflective listening process in helping others work through offenses:

- a) Be able to help the offended person perceive the "loss" associated with the perceived offense.
- b) Be able to help the offended person to completely own one's own feelings about the offense and loss--too often aspects of the loss and feelings are overlooked and/or denied. An effective listener moves beyond the verbalized messages.

- c) The offended person needs to take ownership and process the feelings directed towards the offender--often it is essential to seek forgiveness from the offender to clear up the hostile/vengeful feelings. An effective listener understands when this aspect is completed.
- d) The offended person needs assistance in understanding what the holding in jail, justifying of ones feeling (*the pay-off*) is **doing for** the offended. the perceived pay off must be clearly understood.
- e) The offended persons needs assistance in understanding what the holding in jail, etc. is **doing to** the offended person. **Intrapersonal** dynamics must be clearly understood and processed or the "spongy" area remains.
- f) The offended person needs to clearly understand which levels of forgiveness apply in the situation. Is seeking forgiveness, for the animosity directed towards the offender, as necessary as offering one level of forgiveness?
- g) Has forgiveness been "felt" or "thought" as it was offered or sought? This is one area the offended person needs assistance in processing. This area is

where self justification leads to a thought process rather than a feeling process. The offense remains as "unfinished business" in the world of the offended.

An effective listener is an absolute necessity in helping an individual move from the symptoms (*branches*) of the problem to the roots and make changes there. Offenses that are not appropriately processed--and almost everyone carries one or more--sap an individual's energy, leave roots for other stresses, and reduce ones ability to be creative. Listeners are essential to healthy relationships and individuals lives.

In working toward building healthy lives and relationships, a listener needs to learn to listen with ones soul. Until these levels of listening input are developed adequately, effective listening is not taking its proper place. Listening also needs to be directed towards the speaker's greater self understanding as well as for consumptive purposes in interpersonal relationships.

WHAT'S HAPPENING News and Notes About ILA Members

MANNY WINS PROFESSIONAL SPEAKING EXCELLENCE AWARD. . .ILA founder, Dr. Lyman (*Manny*) Steil, was recently awarded the National Speaker's Association's highest award for professional speaking excellence - the C.P.A.E. The C.P.A.E. (*Continuare Professus Articulus Excellere*) has been awarded to a select group of 73 outstanding speakers from throughout the United States and twelve countries abroad. Past recipients include: President Ronald Reagan; Dr. Norman Vincent Peale; Olympic Champion, Bob Richards; Art Linkletter; former Miss America, Marilyn Van Derbur; Senator Bob Murphy; Earl Nightingale; Og Mandino; Zig Ziglar, and other outstanding speakers.

ILA members, who recently inducted Manny into the "Listening Hall of Fame" were not surprised at the award. We only wonder why it had been so long in coming! Congratulations, Manny!

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NEW INTERNATIONAL BROCHURE. . . Peter van der Scheft, member-at-large from the Netherlands, is developing, printing, and mailing new brochure for use in countries other than the United States and Canada. The brochure will clearly explain the ILA and will give the reasons why the association was formed. The I in ILA is being stressed. You can, no doubt, expect to see an increase of members outside the U.S.A. *Congratulations, Peter!*

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MARGUERITE MAKES LOUISIANA LIFE. . . An article about President Marguerite Lyle, the ILA, and Listening in general is to appear in the November issue of *Louisiana Life*. This is an award-winning magazine with a national circulation, so it is great PR for our association. Cheers, Marguerite!

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NEW YORKERS GET-TOGETHER. . . Carole Grau sent us information and a reservation form for a New York area

education seminar on Listening. Unfortunately, the seminar was scheduled for September 28th, and we do not go to press until September 30, so we were not much help in spreading the news.

The notice promised an exciting day, with a morning workshop led by Wayne Bond, a swapshop of handouts and exercises, a bag luncheon, and another workshop in the afternoon, led by Frank Cancelliere. Hope the meeting went well, Carole, your Beefsteak Charlie committee, and all you New Yorkers!

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K-12 GEORGIA STUDENTS TO PROFIT FROM LISTENING PROGRAM. . . The Gwinnett County Public School in Lawrenceville, Georgia, is developing a K-12 listening curriculum for its schools. Gwinnett County is a system of 48,000 students and ten public school zones outside of Atlanta.

Associate Superintendent Russell Everson, an ILA member, conceived and is directing this effort. Some of you may remember meeting Russell at the 1984 Convention in Scottsdale. If you would like to correspond with Russell or provide him with useful ideas or materials, his address is P.O. Box 343, Lawrenceville, Georgia, 30246-0343.

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GOTT'S GOT IT GOING. . . Charlie Gott promises workshop participants that they will Listen, Laugh, and Learn -- sounds like an ideal combination! Charlie, who bills himself as Outrageous, Dynamic, and Iconoclastic, is presenting his Effective Listening Workshops to university and corporate audiences across the east and southeast. His lectures on Brain Dominance -- A Communication and Relationship Model are receiving thoughtful attention from the many groups he has spoken to. Keep up the good "lissionary" work, Charlie -- that is a missionary for better listening in case you do not recognize the coinage.

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COMMITTEE SEEKS AWARD NOMINATIONS

Already ILA is bustling with plans for the 7th ILA Annual Convention scheduled in San Diego, March 12-16, 1986. It is time to gather documented data to support a nomination for the San Diego Convention awards presentation by completing the 1986 ILA Awards Submission Form (page 7).

Members of the ILA Awards Committee are: Dr. Florence I. Wolff, Chair; Professor Warren Gore; Dr. John L. Meyer; and ILA President Marguerite Lyle (*ex officio*). ILA sponsors five award categories including seven separate awards. Only those nominations submitted on the 1986 ILA Awards Submission Form will be processed and assessed by the Committee.

The qualifying criteria for ILA awards are noted below.

1. HALL OF FAME AWARD
 - a. Achievements of national and/or international recognition in the field of listening over an extended period of time
 - b. Achievements in academic, business or other settings
 - c. Submission by self-nomination or another ILA member
 - d. Achievements and distinctions enumerated and documented on the 1986 ILA Awards Submission Form
2. SPECIAL RECOGNITION AWARD
 - a. Performance of an unusual service to ILA
 - b. Performance of an unusual service to the promotion of listening for at least one full year.
 - c. Submission by self-nomination or another ILA member
 - d. Achievements and distinctions enumerated and documented on the 1986 ILA Awards submission Form
3. PRESIDENT'S AWARD
 - a. National and/or international promotion of listening
 - b. Outstanding service to ILA over an extended period of time
 - c. Submission by self-nomination or another ILA member with recommendation by the ILA President
 - d. Achievements and distinctions enumerated and documented on the 1986 ILA Submission Form
4. RESEARCH AWARDS**
 - a. General Research Award
 - (1) Outstanding level of achievement in research by ILA member or group
 - (2) Researched-based text or research book published within three years of award year
 - (3) Research-based article/s in professional journals published within two years of the award year
 - (4) Submission by self-nomination or another ILA member and with recommendation of the ILA Research Committee
 - (5) Achievements and distinctions enumerated and documented on the 1986 ILA Awards Submission Form
 - b. STUDENT RESEARCH AWARD
 - (1) Full-time student status at time of award
 - (2) Outstanding research reflected in project, thesis, or dissertation
 - (3) Research-based article/s in professional journals published within two years of the award year
 - (3) Submission by self-nomination or another ILA member with recommendation of the ILA Research Committee

***Nominations for both Research Awards to be enumerated and documented on the 1986 ILA Awards Submission Form*

5. MEMBERSHIP AWARDS***
 - a. CONVENTION REGISTRATION AWARD
 - (1) ILA Executive Board members excluded
 - (2) Recruitment of the most new ILA members in a single year (*end of convention to beginning of next*)
 - (3) Nomination submitted by ILA Membership Committee Chair
 - b. INDIVIDUAL MEMBERSHIP AWARD
 - (1) ILA Executive Board members excluded
 - (2) Recruitment of at least five new members and outstanding contribution to the membership drive by:
 - (a) Serving as Regional Membership Chair and/or

COMMITTEE SEEKS AWARD NOMINATIONS continued from page 6

- (b) Serving as Contact Person at professional conferences and/or
 - (c) Serving as Telephone or Mail Contact Person for the Membership Committee and/or
 - (d) Serving in other ways deemed outstanding by the Membership Committee
- (3) Nomination/sa submitted by ILA Membership Committee Chair

***Nominations for both Membership Awards to be enumerated and documented on the 1986 ILA Awards Submission Form

Please type information on the 1986 ILA Awards Submission Form and attached pages; send five copies to: Dr. Florence I. Wolff, Chair, ILA Awards Committee, Department of Communication, University of Dayton, Dayton, OH 45469. Nominations must be received **NO LATER THAN JANUARY 15, 1986**. Now is the time to begin compiling documented nominations for the 1986 San Diego awards presentation.

1986 ILA Awards Submission Form

(Please detach or photocopy and submit in typewritten form)

Name of Award _____ Date _____

Nominee's Name _____
Title First Middle Last

Address _____

City/State/Zip _____

ILA Membership Status: # of Years - Founding _____ Regular _____ Life _____

Office Phone: (_____) _____ Home Phone: (_____) _____

Nominator's Name _____
Title First Middle Last Phone

Address _____

City/State/Zip _____

ILA Membership Status: # of Years - Founding _____ Regular _____ Life _____

1. List, briefly describe, and document the kinds of service (# of years, duties performed, etc.) rendered by the nominee to ILA and the field of listening.
(Attach page/pages of documented data to this Awards Submission Form.)
2. List each criterion noted in the **Listening Post** under the respective awards. Explain how the nominee has fulfilled each criterion.
(Attach page/pages of documented data to this Awards Submission Form.)
3. Write a one-page personal endorsement explaining why the nominee should be considered for this award in light of the qualifying criteria.
(Attach the one-page endorsement to this Awards Submission Form.)

Please type data on this 1986 ILA Awards Submission Form and attached pages; send five copies to be received **no later than January 15, 1986**, to:

Dr. Florence I. Wolff, Chair
ILA Awards Committee
Department of Communication
University of Dayton
Dayton, OH 45469

WHAT'S HAPPENING continued from page 5

CAPE TOWN OFFERS FIRST LISTENING SKILLS COURSE. . . The Professional Communication Unit at the University of Cape Town offered for the first time a short course entitled "Listening Skills" to members of the public at the 1985 Annual Summer School. Nannette van der Merwe writes that they had never offered a course solely about listening before, and wondered how it would be patronized. It was oversubscribed five times!

Planners thought one day would be sufficient for the course, but found the time far too short. They plan to be more ambitious and realistic next year. See the Activities

section of this issue of **Listening Post** for some of the exercises that the Cape Town team used to sensitize the participants to the skills they should acquire.

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WHAT'S GOING ON WITH YOU? . . For "What's Happening" to be a successful column, we need to hear from you, our readers and ILA members. Please send short reports of your latest activities, awards, honors -- anything of interest -- to Ethel Glenn, **Listening Post** editor. ★

Two Things I Heard While Listening at the Sixth Annual Convention

by John R. Strong,
Iowa State University

The Sixth Annual Convention in Orlando was an exciting and stimulating event. I found myself overwhelmed, at times, with all the information presented, occasional different points of view, and the many personal contacts which often were much too short. The day following the convention I tried to reflect on what I had really understood as I tried to listen. Two specific patterns seemed to emerge for me: Almost everyone wanted to be understood and many were also trying to find how they related to the organization, its purposes and individual members. To further express these two understandings I will draw some comparisons.

An ILA Convention results in the most personal experience, with a group, for all of the professional organizations to which I have belonged. The focus on **listening** produces a type of caring atmosphere. A caring atmosphere supports perceptions that others can--and will--be understanding. Individuals are then willing to risk more personal perceptions and feelings which reinforce the desire for understanding.

I discovered three types of presentations in the sessions. First there were those presentations where messages were directed toward informing the audience about various conditions related to listening. Second, there were presentations that involved the audience as participants in activities. Third, there were presentations which presented a substantive message with audience participation. The third type presentation was where I felt individuals reaching out to be understood most. Personal experiences were shared by many audience participants. Personal questions and concerns were raised in these sessions. These sessions were often discussed by individuals several times after the session had ended--the desire to continue processing personal feelings about the content of the session remained alive for extended periods of time. Statements, questions, and comments addressed in the first and second types of presentation also indicated a high level of desire for understanding personal perceptions and feelings. Focusing on listening gives both a substance and a process to feelings, and to help individuals sense that others can and do, care.

The second pattern I observed at the convention was harder to sort out: where do I fit within the organization, its purposes and with specific members. (*I must contrast my experience in other professional organizations.*) It is not as easy at ILA to blend into the woodwork and go unnoticed as it is in other organizations. The atmosphere of caring invites even shy individuals to participate with others. It is especially hard to not be involved in those presentations where the audience become participants. This feeling of belonging also has its demands. I sensed several individuals wrestling with the concern--how committed can I become. I was pleased as I sensed a number of individuals resolving toward greater--and realistic--commitment. This shows our organization is healthy--and I perceive us on a threshold of growth. There seem to be natural resistances before one level of structure gives way to a new level of structure. I feel we are ready to move forward.

Perhaps the most important learning I made at this convention was my own resolve towards greater commitment to the organization--and that culminated a very exciting convention. Thanks to each of you who contributed to my experience.

What is Listening Research?

Robert O. Hirsch, Northeastern Illinois University
and
Kittie W. Watson, Tulane University

During the infancy of the International Listening Association, the Executive Committee recognized the importance of supporting and promoting inquiry into the study of listening. They set in motion the formulation of a Research Committee and appointed Larry Barker as its initial chair. Larry was given the charge to organize a Research Committee which would help stimulate research into listening. The Executive Committee realized early in the infancy of the association that while sharing information on how listening can be improved, in order for the association to both thrive and gain stature with the other associations in our varying fields, we needed to expand our knowledge base. This would be accomplished through the systematic investigation of the listening process and the sharing of this information with our fellow members.

Larry's first step was to appoint seven ILA members, currently conducting research in listening, to serve on the committee. The first meeting of the Research Committee was held in 1981 during our Denver Convention. The committee explored concerns of listening research and began to identify some directions the committee might take in promoting serious inquiry.

A major outcome of the committee's first meeting was the decision to organize a "Pre-Conference on Listening Research." Members of the committee wanted to design a program that would enable active researchers and those interested in conducting research to begin a dialogue on research questions, methods of observation, research design and instrumentation. Using a paper Bob Hirsch presented at the convention, "Directions for Research in Listening," as a guide, a survey was sent to all ILA members asking what research topics should be explored at a one-day pre-conference. Two topics emerged: teaching effective listening and measuring listening.

The attendance for the first Pre-Conference on Listening Research held in Washington, D.C., in 1982 was outstanding. It was clear, however, that there were differing viewpoints about what the listening research pre-conference was designed to achieve. Many of the participants were interested in discussing applications during the "Jam sessions" while others wished to discuss the process of generating knowledge. Reflecting on the differences reminded us of someone who once said, there are three types of people in the world: those who plan and conduct their own research, those who read about and apply the results of others' research, and those who could care less about their own or others' research. Fortunately, our ILA membership is composed of those in the first two categories. ILA members **DO CARE!**

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Research Committee Updates Research Topics

Ella Erway, Southern Connecticut State University

The Research Committee of ILA had updated the report of 1982 which documented the interest of members in needs for research. The purpose of the list is to serve as a stimulus for research activity and conference sessions. Members are asked to read the following list and send additional issues and comments to Sara Lundsteen at 4223 Shady Bend Drive, Dallas, TX.

The following list is a revision and classification of the report made by Robert Hirsch. The classification results in both overlap and omission so input is needed from differing points of view. The ILA Research Committee will distribute an updated report including the input from members at the Research Workshop at the Orlando meeting of the Association.

Describing Listening Behavior

- Is effective listening a trait or a state?
- What are the components or tasks of listening?
- How can listening competencies be defined?
- What are the roles of auditory and/or visual perception in listening?
- What is the role of subliminal listening?
- What role does schema play in listening?
- What role does memory play in listening?
- What are the different levels and/or types of listening?
- What is the correlation of linguistic ability with listening efficiency?
- How is intelligence related to listening?
- What are the correlations of listening and reading behaviors?
- How can we determine what discrete skills are involved in listening?
- How do the mass media affect listening?
- How does listening differ in large and small groups?
- Language and/or content: What makes a passage easy or difficult?
- Is there a developmental sequence in children for listening competency? What is the effect of age on listening?

Assessing Listening Behavior

- Should we develop distinct measures to test different listening tasks?
- Does the time when listening tests are given have a significant effect upon listening?
- Should we motivate people to listen before a diagnostic test is given?
- Should we develop tests for "artistic listening." If so, what should be measured?

Should listening tests be given orally or on audio or video tape?

What delivery factors (*rate, emphasis, etc.*) should be controlled in a listening test?

What is the effect of knowledge of listening techniques on results in listening test?

What effect does different types of language (*formal to casual*) have on measuring listening?

What effect will familiarity and complexity have on listening comprehension?

What role do situational variables play on measuring listening?

How can listening measures be developed for disabled populations?

Can auditory listening be tested separate from visual response?

How do current and future listening measures correlate with other measures on individual students?

How can we measure the affective dimension of listening?

What basis should be used as the "cut-off" between effective and ineffective listening?

How can effectiveness of instruction be measured?

Development of Listening Skills

What critical thinking skills should be taught - and how can they be taught effectively?

Addendum to List of Research Issues

(Based on Barker, Watson, Lundsteen seminar)

1. How can we test the listening of non-native speakers? Can listening tests be helpful with this population?
2. What are the differences in response of male and female listeners?
3. How do readability formula apply to the construction of listening tests? Is there a comparable formula for listenability?
4. How long can you listen? Does the attention span limit affect the performance on a test?
5. What is the impact of humor on listening response? How often should humor be inserted?
6. What is the effect of taking sections of the test at different times as compared to taking all sections of the test at one time?

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WHAT IS LISTENING RESEARCH? continued from page 8

Realizing that there were varying expectations of those attending the first Pre-Conference, the research committee reevaluated the format for future pre-conferences. At the 1983 Pre-Conference a specific topic, "Perception," was selected and the Pre-Conference was divided into two segments. First, a panel of experts discussed the topic in terms of the state of knowledge about perception and after a break a more in-depth discussion ensued concerning how perception could be studied, in terms of listening. Those members not interested in conducting research felt free to leave after the break. Although this design included more ILA members, it was not satisfactory for those members interested in conducting research.

What is research, especially as it relates to listening? Research appears to be one of those words that many people use, but few take the time to explain what it means. Since there has been confusion among ILA members, we have synthesized the following explanations in hopes of providing a common understanding.

1. "Research is like the word **movie**. It has Mathematical precision and accuracy, Objectivity, Verifiability, Impartiality, and Expertness." (Good, 1966).
2. "Inquiry involves processes of systematic, disciplined ordering of experience that lead to the development of understanding and knowledge." (Littlejohn, 1983).
3. "Research has width, depth, and duration. It must be wide enough to include the relevant facts, deep enough to go beneath the superficial impression, and it must endure long enough to get a reasonably complete picture. . . We include in the scope of research three main types of objectives: discovery, classification, and detection. . . These objectives lead to three modes of research: exploratory, descriptive, and explanatory." (True, 1983).

Research in listening, therefore, is a systematic investigation which examines how information is processed or "listened to." The ultimate purpose of listening research is to explain not only why listening does or does not take place, but also to predict when, what, where and how listening takes place. With the information gained through the results of listening research, practitioners are in a better position to meet the needs of their clients and students, to suggest ways to improve listening ability, and to evaluate when someone is or is not listening effectively.

The following letter was sent to the Research Committee Members, but may be of interest to all ILA members.

Dear Research Committee Member:

August 7, 1985

Please find enclosed the two major conference programs that the Research Committee will sponsor. After processing your comments on the survey about the thrust of "back to variables, concepts and constructs," I collected those of you who were at the Summer conference to discuss the issue. Out of the informal committee meeting, along with discussions with Larry Barker, Kittie Waston, Warren Gore and others, we decided on a thrust which paralleled the "frontier" movement of the SCA a few years ago in New Orleans. The object is to cull through the research of other fields to identify basic variables, concepts constructs useful to researchers wanting to develop theory in our own field. Larry Barker and others suggested that the papers from these sessions could be the basis of articles for the first or second issue of our new journal to begin publication in Summer 1986 or thereabouts.

The two panels on contributions from other fields should cover research in the fields indicated (*and/or related fields*) up to 1986, where and as possible. Teams of two or more could work on the research and the paper, with one member presenting and answering discussion questions on the panel. We all know this will be a serious and time-consuming undertaking for the participants but it will be the beginning of what we on the Research Committee hope will be a concerted effort to ground theory and research for the study of listening. This will be the ground work for organizing ourselves to tackle basic research, as happened with measurement of listening after the 1982 conference in Washington, D.C.

These two panels are actually part of a broader research committee effort at the San Diego Conference aimed at "Conceptual Frontiers of Listening." There will be a pre-session chaired by Kittie Watson addressing itself to basic methodologies for listening research and a post-session to follow-up on the two panels and the pre-session.

The post session will have the following objectives:

1. to consolidate findings of the two panels about contributions of other fields to listening research;
2. to integrate these findings with research reports from the pre-session on methodologies;
3. to make sense of both of the above in relationship to what we know as Listening and Speech Communication experts;
4. to set-up a committee to draft an ILA document on variables, constructs, concepts, etc. which can be researched to better understand listening and to build theory;
5. finally, to set-up a committee to find financial support for a working conference drawing on experts from other fields as well as listening experts to sketch more broadly the "Conceptual Frontiers of Listening."

Sincerely,



Michael Purdy
Vice Chairman, Research Committee

If you would like to attend the post-session please indicate on the attached form and send to Michael Purdy, Vice Chair, Research Committee, Division of Communication, Governors State University, University Park, IL 60466. We expect that all who attend the post-session will have been on one of the panels indicated above, **or another** ILA program related to research (*humanistic or otherwise.*), **or** be knowledgeable and interested in ILA's research thrust.

Participants in the post-session may prepare by reviewing Listening/Speech Communication literature of relevance. Manny Steil suggested at the summer conference that we all go back to the studies by Ralph Nichols (1948) on listening research, Paul Keller's "10 Year Review of Listening" in the *Jo. of Communication*, Vol. 10, and Isabella Toussaint's "Classified Summary of Listening," *Jo. of Communication*, Vol. 11.

.....
I am interested in taking part in the Research Committee's post-session on "Conceptual Frontiers of Listening."

Name _____

Address _____

I have the following suggestions to make it a productive effort:

(This self-nomination call will also appear in the *Listening Post* to include non-researchers committee members.)

SHARING: Thoughts on ILA Membership

by membership coordinator Terry Newton

The closer we are to something, the harder it is to see. Often the more we love someone, the more we take that love for granted. No, I am not starting a cliché festival, but I am reflecting on a special relationship that we all enjoy with ILA.

The one characteristic that is universally used to describe our organization is sharing. It's the sharing that happens between old dear friends and between welcome new friends that adds life to our warm family. We have all gained immeasurably in our professional roles, but just as

importantly, we have made new friends that are central to our lives.

This contribution of the ILA is real but too often overlooked. We must all reaffirm our commitment by recruiting new members and by re-enrolling those members who are no longer active. Let us all resolve to see and appreciate in an active way the importance and the opportunities afforded by our collective entity the International Listening Association.

Meeting the Pragmatic Challenge

MEETING THE PRAGMATIC CHALLENGE

Opening Welcome Address to 1985 ILA Summer Conference by Lyman K. (Manny) Steil

Welcome to Minnesota. We're sorry that the sun's not shining, but if you stay here long enough it is guaranteed to shine again. Last year we brought greetings to you from the governor of the state. This year I'd like to bring greetings to you from Ralph and Colonel Nichols. They're not going to be here, but Nick and Colonel wrote me recently and said, "The very first thing that we would like to ask you to do is to greet all of our good friends." They have some parent and brother-sister illnesses in the family that have them down in Iowa shuttling from family to family, and they said that as much as they want to give care to their loved ones, they're going to miss all of you here.

The title of this presentation is "The Pragmatic Challenge." As I was preparing for this particular morning, I got to thinking about the challenges that have already been met in some form or fashion, but more than that, the challenges that really lie before us. It seems to me that it's very easy to be proud of what we've all done, because we've done a great deal in the last few years.

Those of you who have been with us from Atlanta on know of all the accomplishments and all of the things that have been developed over a course of time. If we can step back and be just a little bit humble, but proud at the same time, we know that we have a great deal to be proud of. The fact is that listening, as many continue to suggest, is a growing topic and has growing interest in many, many different quarters. Most of us in this room, particularly the old timers, have really been on the cutting edge of the growth of this particular field. In spite of the fact that we continually talk about Paul Rank in 1926-28, and the work of Wesley Wiksell and Ralph Nichols, and others in the 40s and 50s, in many ways the great spurt of the public interest in this topic, I think, has basically happened in the last 7 to 8 years. When I talk about the pragmatic challenge, it seems to me that no matter what has been accomplished in the past, in a sense we haven't even really begun. When you think about the challenge out there that a group of this nature, 77 people swelled to 85, swelled to 110, swelled to 350, swelled to 3,000, it seems to me that the pragmatic challenge that we in this room face is overwhelming, but not one that we cannot meet.

I thought about this particular morning and about the program that Deborah Vrhel had so ably put together, the people that have come forth and said, "Let's focus on the practical, the pragmatic approach to teaching at the elementary, the secondary, the collegiate, the university level, and the business, industrial, and governmental world out there in consulting and training." As we focus on the practical, it seems to me that we should not lose sight of some other aspects of our challenge.

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Lyman K. (Manny) Steil

The International Listening Association consistently will be identified as ILA rather than I.L.A. Continued inconsistent reference to the Association casts an unprofessional light on the organization and our efforts to promote the discipline of listening.

ILA - San Diego Conference Research Committee Sponsored Programs

Sara Lundsteen, Research Committee Chair
Mike Purdy, Vice Chair

Program I. Listening Research I: Contributions of Humanistic Studies to Listening Research -- Chair, Ken Paulin

Description: Presentations (supported by papers) to identify variables, concepts, constructs from Humanistic studies most significant to the receptive act. Session will investigate and summarize literature about listening from other fields (to 1986) that listening researchers may use to develop theories. (To be continued in post session on Research).

Presentations: Contributions of the following field:

- *1. Media Studies: Television, Radio, Film, Advertising, etc.
2. Performing arts: Theatre, Readers Theatre, Mime, Oral Interpretation.
3. Music and other audial arts.
- *4. Sociology, Anthropology, Philosophy.

*May overlap with program II on Experimental Research

Audience: ILA members interested in ideas about listening from other fields. That should include everyone.

Type: Panel

Length: 1½-2 hours

Program II. Listening Research II: Contributions of Experimental Studies to Listening Research -- Chair

Description: Presentation (supported by papers) to identify variables, concepts, constructs from Experimental Studies most significant to the receptive act. Session will investigate and summarize literature about the behavior of listening from other fields (to 1986) that listening researchers may use to develop theories. (To be continued in post session on Research)

- *1. Psychology: Experimental and other
2. Audiology
3. Reading/Education
4. Linguistics, Information Processing and Brain Research etc.

*May overlap with Listening Research I to some degree

Audience, type and length, same as panel I.

MEETING THE PRAGMATIC CHALLENGE continued from page 11

When Deborah Vrhel called me she said, "I need a title." I went back to the dictionary and after some thought I came up with the title "The Pragmatic Challenge." **Challenge**, of course, you clearly understand. But the concept of **pragmatism**, or **pragmatic**, or **pragmatical** intrigued me. It was a word that seemed to fit this particular conference. It was a word that seemed to fit what everyone else was going to talk about. It seemed to fit the challenge that we all face in terms of being pragmatic and practical. So I went to the dictionary and looked up the three words **pragmatic**, **pragmatical**, and **pragmatism**. I found these definitions, and I want to share them with you as a prelude to my further comments. The word "pragmatic," is an adjective. It says very simply in the first definition, "pertaining to the accomplishment of duty or business or of business." Pertaining to the accomplishment of duty or of business.

The second definition of "pragmatic" says "pertaining to or occupied with the scientific evolution of causes and effects."

And a third definition of "pragmatic" simply says "practical." As we talk about pertaining to the accomplishment of duty or our business, as we talk about pertaining to our occupation with scientific evolution of the causes and effects in the area of listening development, education, and training, and as we talk about the practical application, it seems to me that we picked a good title.

We need to go further. When you talk about the concept of the word "pragmatical," you find a little different definition. Again it's an adjective, but the dictionary says in the first definition, "Inclined to be officious or meddlesome, self-important, and busy." The second definition says, "Relating to or engrossed with every day business; practical, hence, commonplace." I think, if anything, we're not commonplace, and I don't think that we will necessarily, if we're careful, become self-important, or busy, or officious or meddlesome, although there may be some elements of that as we talk about how we move this topic into, in a pragmatic sense, the real world.

Then you go to the next definition related to "pragmatic," and you come to "pragmatism." This was one that really intrigued me because the definition (*now we move to a noun when we talk about "pragmatism"*) of pragmatism very

RESEARCH TOPICS continued from page 9

7. What are we measuring? What are the dimensions of listening tests? (Examples: intelligence, reading, inferences, main ideas, ability to concentrate, etc..)
8. How does training in listening transfer (carry-over) to new situations?
9. Are there developmental levels of listening? How can they be defined?
10. Are there special ethical issues involved in listening research? If so, what are they?

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simply says, "The doctrine that thought or ideas have value only in terms of their practical consequences, and that results of the sole test of the validity or truth of one's beliefs." Let me repeat that one. "The doctrine that thought or ideas have value only in terms of their practical consequences, and that results are the sole test of the validity of truthfulness, of the truth of one's beliefs."

I give you those definitions of "pragmatic," and "pragmatism" as we talk about the pragmatic challenge in this business of listening. It seems to me that what we're all about is a group who has said in a sense, "Here is a topical area that we all know, just like preaching to the choir, has been neglected for far too long." It's like dealing with a topic that we all know has central significance in all realms of life whether it be in the educational world, the business world, the personal world, the professional world, the family world, or the financial world. In fact, one of my favorite questions that I ask to any group that I've spoken to through 17 countries, is this: "I would be curious if you could tell me one area of your life that is significant to you where listening is not central to your success." By my guess, I have spoken to more than 10 million people throughout the world, and I've never had anybody say, "Here is an area that is central to my success - here is an area of central importance to me - where listening is not important at all." Yet when we talk about the pragmatic application and the pragmatic challenge, it seems to me that what we need to recognize is that the pragmatism, the practical, the application, what I call the "quick fix", is only part of our challenge. Let me dispense with two challenges and then get to the pragmatic challenge that we're going to focus on for the next two days.

In review, one of the things that I have concluded is that in the ILA and with every other professional listening educator and trainer, as an organization and as individuals we face basically a combination of challenges. This topic is entitled "The Pragmatic Challenge," but it seems to me that we face more than just the practical or pragmatic challenge. First, it seems to me is the challenge of continued development is in the theoretical and conceptual arena. One of the things that has struck me as I have reviewed some material in the last few weeks is that we have, in a sense, I believe, neglected some of our forefathers. Have you read Paul Keller's work written 25 years ago this year? Paul Keller wrote in the *Journal of Communication*, Vol. 10, March, 1960, a 10 year review of what we know about listening. If you haven't read that, I would invite you to go back and read it, because 25 years later it would suggest, to me at least, two things I'm going to say, one conceptually and one in the research area. A gold mine of conclusions were drawn between the years 1950 and 1960, and we who are now in the 1985's, ought to extend them further. We have a need to continue the consideration of both the theoretical and the conceptual development, not starting from scratch, but continuing on what has been drawn from the past.

Isabella Tlousaint in that same era, 1960, wrote a 10 year summary, a classified summary of listening, 1950-59. When you look at the Keller and the Tlousaint material as well as many others it seems to me that as we move toward the 1990's need to be dealing with how do we build on the conceptual, how to extend on the theoretical and conceptual development of those who have come before us.

A second area of challenge is the challenge of extending our research. I know that we have a research committee, and I know that every year at the convention the research committee meets, and every year at the next convention they meet again. And that is not to be pejorative in any sense but to suggest that we ought to be exploring ways to extend the research of those who have come before us. It seems to me that one of the challenges we face within this organization, individually and collectively, is how do we replicate, how do we extend, how do we create anew, how do we move further with the research findings in this business. I'm as guilty as anyone in this room. My interest is in the pragmatic application. But I think that what we need to do if we're going to really move ahead as a professional group and as a profession, is to undertake some very systematic, some very focused, and some very significant extension of both the theoretical and conceptual development and the research effort. The research effort that says, "What are the key concepts that need to be replicated in the research findings of the past?" Are they as true today in the 1980s as they were in the 1960s, 50s, or 40s?

We talk about personality traits. Today, every place I go they're talking about grids. Where are you on the grid? Are you here, are you there? Are you this, are you that? And every now and then somebody says to me, "What do you know about listening and personality trait types?" And I have an answer for that, by the way. But then I go back and I read something that Isabella Tlousaint wrote in 1960. I read something that Paul Keller wrote. I read something that Ralph Nichols wrote in 1948. I read something that other people offered when they said, "Here is the correlated material between personality trait types and listening ability." And then I get out there in the real world and somebody says: "Why do engineers seem to listen differently from salesmen?" I have a logical answer in my mind. But there is a question that I would post to this organization individually and collectively, and that is, "How do we undertake some very focused, systematic, detailed extension - replication and new research that says, "Let us as an organization put our place on the map by doing some very, very solid work and answering some of these questions for the 1980s, instead of just telling people what happened in the 1960s, and the conclusions that were drawn in the past.

Third and final is the challenge of developing pragmatic approaches to enhancing listening knowledge, attitudes, and skill behaviors in every segment of every element of every population. I must tell you that I indeed become thrilled when somebody says to me, "We are working hard in our school system. We're developing a unit on listening." Because in the nineteen sixties and seventies, when we asked in this state, "Do you or do you not teach listening in the educational arena?" the overwhelming response was, "No, we don't." So, of course, it thrills me when somebody tells me, "I'm developing a little unit--I have a 2-week unit," because I think that's better than total neglect.

But I become even more excited when somebody says, "We're going to put together a full-year program at the 8th grade or the 10th grade or the 4th grade or whatever." Or I really get excited when I'm called and they say, "I'm putting

together a course, an entire course, at a college/university level, and I want to make sure I do it right. What are the key things from your experience that you think I ought to put in?" I can't tell you how excited I get when an organization calls and says, "We'd like to have you speak at our annual directors' meeting or the board of directors or the managers' meeting or the sales meeting. I can't tell you how excited I get when somebody says, "We'd like to have you open our three or four or five day conference or convention, and we'd like to have you talk about listening because our people need to become more practical and more able. But more than that we'd like to have you set a stage because we know they're going to listen for the next 3 or 4, days and we want them to do it better. Of course, I get excited like you do.

But every time I get excited I also become a little bit sobered, and my sobriety occurs when I think about the fact that what all of us are doing is not enough. What we ought to be exploring, it seems to me, is how do we help school systems develop a systematic program that starts in grade K and extends through grade 12? How do we help the colleges and universities in this country develop programs that are required, not elective, but required for all students in all major areas? And how do we help business, industry, government, churches, families, and all those arenas out there? How do we help them to develop a pragmatic approach that says, "Let us work with you over a period of time."?

I must tell you very, very candidly. One of the experiences that I have over and over is that somebody will invite us to come and do something, and typically they're looking for something I call the six tips and the 17 techniques. They come and they say, "Help us become forever well as a listener." They say, "Come in and we'll give you 45 minutes or an hour or two. Of course, we have a very simple approach to that. We say, "That's fine. We'll do 45 minutes." Of course the fee is the same as if we do 2 hours. If you want 2 hours, that's O.K., but the fee is the same as if we do 4 hours. In fact, we have an all-day fee which is the same as if you want us to do an hour. That's O.K., though, because our fee structure is based on a day or any portion thereof. That's how we word it.

By the way, we have a new approach that we've been using for a short time that works like dynamite. For everything we do we say that we have a money-back guarantee. If you don't like what we do, if we don't fulfill our objectives, tell us and we'll send the check back. No one's ever asked us to send the check back yet. And that's primarily because we do what we say we're going to do, but what we say we're going to do is limited by what they let us do.

It seems to me that part of our challenge is, of course, not to neglect the six tips and the 17 techniques. I'm not going to stop talking about the significance, the importance, and the time spent, because as a good song in the church that rings in my head says, "I love to tell the story of Jesus and his glory." If you've ever listened to the 2nd verse of that, it says, "I love to tell the story of Jesus and his glory because some have never heard."

After six years of ILA interaction, it seems to me, sometimes a *deja vu* experience occurs. I come to another conference, I come to another convention, and I know you

do, too. You hear one of us or one of our fellow men talk about the same thing they talked about the year before, perhaps with a new little twist, an extension, or a different perspective, but it is basically the same thing. I'll be talking about SIER until they put me in the ground. I'll be talking about the 51%, the 4 purposes, the phatic cathartic informational persuasive, because I know it works, but every now and then we do a new twist.

So we go out into the business world and somebody says, "Come in and work with sales people." We have a fantastic new program. We call it "GSS through Listening - Guaranteed Successful Selling through Listening." I did it day before yesterday before in Chicago - blew their minds because they had never heard of anything like this. You see, when they hire people in sales, what do they hire? They hire people who are bright, people who are quick to learn, people who can become skilled in product knowledge, people who are interested in people, extroverted, people who are talkers, people who are persuasive.

When I went down there, I asked those people, "Tell me your definition of selling." Their definition was very interesting. They said, "Selling is the act of getting our product out of our warehouse into the customer's hand to get a check and make profit." I said, "That's an interesting definition. Give me another one." Some guy said, "Selling is defined, the way I look at it, as the act of persuading other people to buy your product or service." I said, "That's interesting. Give me another one." This is pragmatic, these are people out there in the real world, on the street who get up in the morning and have to sell wadgets, or whatever. These people are selling motors, tachometers, and that type of thing, to the airplanes, to the MacDonalD Douglasses and so forth.

One guy said, "Selling - I'll tell you what selling is. Selling is the act of convincing someone else to buy my product instead of the competitor's." Another guy raised his hand and said, "I'll tell you what selling is. Selling is identifying and fulfilling customer needs." I said, "Let's stop and talk." At my orientations I don't want to stop and talk about these other approaches, but that's the old approach of selling. What I like to talk about is identifying, creating, and fulfilling customer needs. And of course you can't do that if you don't listen. So now all of a sudden we talk about guaranteed successful selling through listening because it's very real and pragmatic in its orientation.

When I finished a full day in Chicago on Tuesday the vice president came up to me and said, "Where have you been?" I said, "What do you mean, 'Where have I been?'" He said, "Where have you been? I've been saying this kinda thing for years, but we're never heard it with orientation." We took the pragmatic or the practical concept, and we turned it around to a perspective of saying here's a new way to look at listening.

You want to become a professional sales person or a professional manager or a professional director of the board or a professional teacher, here's a major tool you can develop to enhance your professionalism. But it is all oriented around the pragmatic aspect of our challenge. We take a look at the pragmatic challenge and the most intriguing and interesting thing to me is that there is no one single answer to solve the pragmatic challenge. What

we do have at our disposal is all of that which has preceded us, all of those good concepts, all of those good theories, all of that good research that has preceded us and all of the development of the numerous tips and techniques that creative people like us in this room and others have developed. If we took the power of this room, 77 people, and said in the next two days, "Let's focus on how we build and extend the theory and concepts, how we build on the good research that is behind us, and most important of all, how we take all of that and build on the pragmatic challenge the approaches to helping people to be better," we would, I believe, make our place in the sun.

As we do that, the largest part of that challenge in my mind is how do we do it on a grand scale. How do we do it, by building block, by block, by block, individual to the collective? How we go back to those school systems who call and say, "Yes, I'll be happy to come and help you put together a unit, but I want to meet with your superintendent, your principal and a key school board member. I want to speak to a team of people who will make a higher commitment, someone who is going to talk about commitment and how you win it and how you get it. I want to build a higher commitment. If you're not willing to do that I will still help you with your little unit."

How do we think bigger and get beyond this six tips and the 17 techniques? Here is my observation of the problem of the six tips and 17 techniques. You, I, and all others listen the way we listen because we learn to listen that way. Our beliefs beget our behaviors, and our behaviors reinforce our beliefs. Somebody comes to you or me and says, "Here are the six tips and 17 techniques." We will nod, we will agree, we will applaud, and two weeks from now we'll be doing the same things as today. You'll say, "I don't look at that as negative -- I look at that as opportunity." Therein lies the challenge, how do we help people. How do I say to an executive in the business world, "Today was great? You got more than you paid for. How can I help you further? How can I help you with the people in the drafting area? How can I help with your board of directors? How can I help you spread this message internally throughout your organization? How can we come back to the people we've dealt with today and do more? How can we go to your customers and help them listen as we've helped your people listen?" If your challenge and their challenge is to identify, create and fulfill needs, as we build the team concept everybody wins.

How do we do it in the school system? How do we work with the larger picture and not just singularly with the teacher? The Carrie Eggleston approach, the Project Listen, where all of a sudden it wasn't a teacher or two teachers or three teachers, but rather a large cluster of teachers. I also involved the school board, the administrators, the parents and of course the kids. I'm not sure where they are with that project at this moment, but I do know this project has probably accomplished more than most projects in this country because they looked at it in a global sense.

The good news is that the next two days provide an opportunity for us to move into the pragmatic direction. You will be blessed with the opportunity of listening to people in the educational arena or in the work world arena. If your orientation is as an elementary or a secondary or university educator, or if your orientation is as a trainer,

consultant, speaker, or business interest, Deb and her group have put together a grand program. The program, you will see, is oriented toward the business of pragmatism, becoming practical, or becoming pragmatic pertaining to the accomplishment of duty or business, of pertaining to or occupied with scientific evolution. I think we need to move to scientific evolution of causes and effects. Most important of all, it's oriented toward the practical. It will not be inclined to be officious or meddlesome, self important or busy. Rather, what you're about to experience will truly relate to and will be engrossed with every day business -- practical, hence common place, but common place not meaning unimportant.

Most importantly, as you experience the next two days my hope would be that we continue far beyond here the business of meeting the pragmatic challenge. Because as we do we will serve mankind, humankind in a broad, broad sense far beyond these walls. Thank you very much.

Editor's Message

Putting together the October, 1985 LISTENING POST, the first under my editorship, has been a fascinating experience. As I have read, culled, edited, rewritten, and arranged the articles and items sent me by a total of 16 ILA members, I feel I have grown to know many new friends.

This publication depends totally on submissions from members. Until such time as the Association has a journal, the newsletter can carry a few articles as well as informational items. Even after the journal becomes reality, the LISTENING POST can still serve to keep us in touch with each other. Note the WHAT'S HAPPENING section--send in your news. And we can continue to share workable activities that help improve listening skills.

Please keep me high in your thoughts, as you do ILA. Send materials for future issues. Think of the number of fellow members who will be "listening" to you as they read the LISTENING POST.

ILA Editor

REPORT FROM THE CERTIFICATION TASK FORCE

The Certification Task Force has met and identified three phases of fulfilling its assignment to make recommendations on certification of teachers and trainers of listening.

Phase 1:
GATHER INFORMATION To explore certification approaches, purposes, procedures, and processes of other organizations. To date over 100 groups that have established some sort of certification have been identified and requested to share their information.

Phase 2
WRITE SPECIFIC PROGRAM OBJECTIVES To explore more deeply the need for and ramifications of a listening certification system. To investigate alternative approaches, gleaned from combining the digested research of Phase 1 with original thinking.

Phase 3:
FORMULATE SYSTEM OF CERTIFICATION To develop an operation ILA Certification system.
Target date: by the end of 1986 at the latest.

The committee, consisting of Linda Albert, Bob Miller, John Murphy, Ralph Nichols, Alice Ridge, Andy Wolvin, and chaired by Manny Steil, spent the summer getting Phase I well underway. Members are presently sifting through the results of the information-gathering stage. Any of you who have any information or particular perspectives you would like to plug about the certification question, please send your thoughts and concerns to Manny.

Highlight Needed Listening Skills

Nannette van der Merwe

1. As an ice-breaker, participants were divided into pairs and asked to discuss the percentage of time they spent writing, reading, speaking, and listening in a typical working day. They were to itemize their activities in detail, and no notes were to be used. The partners were to report back to the group about their fellow interviewees' communication activities, and the partner about whom they were speaking had to mention if the reporting was accurate or not. This was the first listening test, and it highlighted some of the poor listening habits we have.

2. The group was again divided into pairs to discuss the barriers to effective listening within the message, the speaker, the listener, and the environment. For each barrier, the pair tried to determine how it might be overcome. At the end of the allotted time for discussion, all suggestions were listed on the board. This exercise elicited a great deal of lively participation with many personal examples being quoted.

3. The group session ended by participants answering two questions: How do you feel when people listen to you? and What do you achieve if you listen well? The summarized answers reinforced the power of active listening for building effective relationships.

EVALUATION AND DEVELOPMENT OF LISTENING TESTS continued from page 2

Along with these criteria, future listening tests should:

1. use taped stimulus materials (audio-video).
2. use spoken not written passages that are read aloud.
3. call for simple, minimal responses.
4. produce the stimulus messages and questions on tape.
5. contain test booklets with items in writing.
6. use short stimulus materials (30 seconds to 3 minutes).
7. use interesting stimulus materials (meaningful/real-life).
8. control vocalizations used in the stimulus materials.

When educators begin to strive for consistency in listening test measurement, they may discover "who is testing what". These criteria and guidelines provide a system by which to evaluate and/or develop valid, reliable, and cost efficient measurement instruments.

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- Rubin, D.L., Daly, J., McCroskey, J.C., & Mead, N.A. "A Review and Critique of Procedures for Assessing Speaking and Listening Skills Among Preschool through Grade Twelve Students." COMMUNICATION EDUCATION, 1982, 31, 285-303.

Four Levels *by Fritz Bell*

1. Primary Level - Auditory Retention

Grandmother & Grandfather

The group stands in a circle. The participants are chosen to be grandmother & grandfather. The remaining group becomes the farmyard fence. Their job is to make sure that neither grandmother nor grandfather get out of the circle. Grandmother is blindfolded. She is trying to find Grandfather. He is given a bell and every time Grandmother calls "Grandfather" he must ring the bell. Both move about the circle until he is caught. Then he, blindfolded, tries to find her.

This activity helps develop auditory retention and directionality. It also helps develop socialization skills in young children.

2. Middle Elementary Level - Auditory Processing

Following Directions - Graph Paper

Each participant is given a sheet of graph paper. A leader gives verbal directions so that followers draw a design or hidden message on their paper that matches what the leader has drawn. Directions can be as easy as move up four spaces, move left ten spaces, move down two spaces. North, east, south, and west also can be used to adapt this activity to the social studies curriculum.

Teachers can identify problem areas for specific students by observing their response to the directions. They will be able to see if the problem is listening, handedness, lack of understanding of language or concepts (north, south, etc.) or other specific areas.

3. Junior & Senior High School - Auditory, Processing & Memory

Keep Talking

Several participants are given cards with short phrases written on them. For example: "near the piano," "a windy day," or "my brother Tom." The person chosen as "it" tries to identify each person's phrase by asking a question of each card holder. The card holders have to use their phrase in their answer just as it appears on the card. If "it" doesn't identify the phrase during the first round, he or she goes to the next card holder and comes back to the others on a second round of questions.

This activity helps train participants in selective listening as well as

This activity helps train participants in selective listening as well as developing good speech habits and communications skills.

4. Business Training - Auditory Memory

Birthday Line-Up

For a quick body and mind stretch, have participants stand in a circle. Each person states clearly the month and date of his or her birth (*no years, please*). No more is to be said. On a signal from the leader, all are to line up from January first to December thirty-first in the correct order without any talking. Processing this activity afterwards can give insights into how participants retain and order information received.

Although these are listed as appropriate for particular levels, I have used all but the primary activity interchangeably. The basic idea would be the same, but the wording of the presentation would be adapted.

Listener's Critique Form

Hal Dalrymple

The following listener's critique form, developed for the basic speech course, is designed to help the student use listening skills in an organized and consistent way. While the form may appear to be a speaker feedback device, the real intent was to provide training for the listener. This indirect means to condition listeners to focus attention and note rhetorical devices seemed to build skills in a realistic way.

The form can be used with classroom speeches, televised speeches, and video or audio taped speeches, although some aspects of delivery would not apply without a visual component.

Listeners need guided experiences to improve their expertise. Following up the use of this form with discussion about the listening experiences will help the student to develop an awareness of the current level of his/her practical listening ability and to set goals for improvement.

In the spaces provided to the right, please list SPECIFIC EXAMPLES of the speaker's use of the principles listed there. Be sure to take into consideration the degree to which the speech achieved the desired effect (specific purpose.) Also make any reasonable and fair suggestion for improvement from which the speaker might benefit in future performances.

CONTENT: (Ideas, information, rhetorical proofs)

Questions:

ORDER: (Clarity, consistency, effectiveness, transition)

Outstanding elements/suggestions for improvement:

Language: (Grammar, appropriateness, definition, clarity)

Delivery: (Posture, gesture, eye contact, volume, rate and diction)

Speaker's Name: _____

Listener's Name: _____

Points the speaker did not cover:

Date: _____

The ILA Crossword Challenge

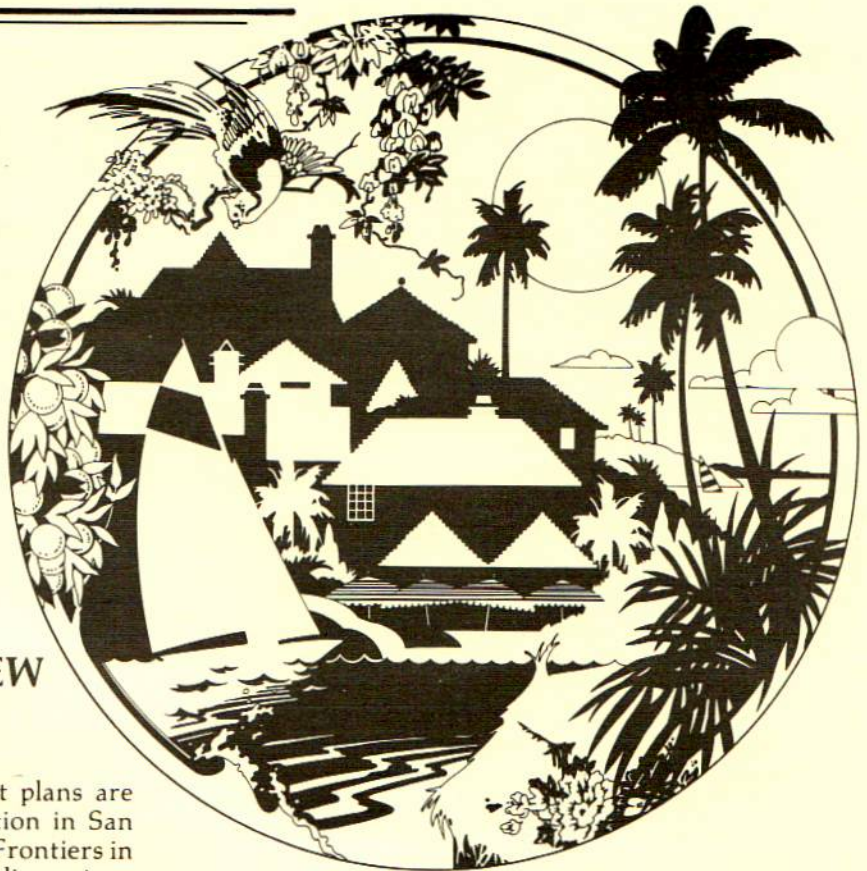
| | | | | | | | | | | | | | | | | | | | | | | | | | | | |
|-----|----|-----|-----|-----|-----|----|-----|----|-----|-----|-----|-----|----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|---|
| 1 | E | 2 | D | 3 | A | | 4 | L | 5 | B | 6 | D | 7 | C | | 8 | I | 9 | F | 10 | D | 11 | F | 12 | C | 13 | B |
| | 14 | P | 15 | G | 16 | I | | 17 | F | 18 | Q | 19 | A | 20 | E | 21 | I | 22 | K | 23 | O | 24 | P | 25 | N | 26 | A |
| 27 | L | 28 | L | | 29 | A | 30 | G | 31 | H | 32 | B | 33 | M | 34 | O | 35 | J | 36 | M | | 37 | N | 38 | Q | | |
| 39 | H | 40 | E | 41 | J | 42 | O | | 43 | D | 44 | Q | 45 | H | 46 | M | 47 | M | 48 | C | 49 | Q | 50 | K | | 51 | J |
| 52 | O | | 53 | N | 54 | N | | 55 | A | 56 | P | 57 | F | 58 | M | 59 | P | 60 | N | | 61 | J | 62 | I | 63 | P | |
| | 64 | O | 65 | C | 66 | F | 67 | D | 68 | M | 69 | E | 70 | H | 71 | Q | | 72 | K | 73 | E | 74 | N | | 75 | K | |
| 76 | J | 77 | A | | 78 | F | 79 | G | 80 | A | 81 | H | 82 | O | 83 | N | | 84 | I | 85 | L | 86 | H | 87 | R | | |
| 88 | C | 89 | P | 90 | Q | | 91 | D | 92 | Q | 93 | I | 94 | F | 95 | Q | 96 | O | 97 | K | 98 | J | | 99 | P | 100 | N |
| 101 | M | 102 | M | | 103 | H | 104 | Q | 105 | B | 106 | P | | 107 | R | 108 | L | 109 | J | 110 | H | | 111 | A | 112 | H | |
| 113 | E | | 114 | G | 115 | C | 116 | R | 117 | D | 118 | H | | 119 | N | 120 | N | 121 | L | 122 | D | 123 | O | 124 | K | | |
| 125 | Q | 126 | K | 127 | O | | 128 | F | 129 | N | 130 | J | | 131 | F | 132 | A | 133 | H | 134 | D | | 135 | I | 136 | H | |
| 137 | M | 138 | R | | 139 | P | 140 | H | | 141 | F | 142 | I | | 143 | H | 144 | G | 145 | F | 146 | N | 147 | N | 148 | L | |
| 149 | I | | 150 | M | 151 | F | 152 | E | | 153 | C | 154 | B | | 155 | F | 156 | O | 157 | A | | 158 | E | 159 | I | | |
| 160 | L | 161 | H | | 162 | M | 163 | L | | 164 | O | 165 | D | | 166 | I | 167 | F | 168 | B | 169 | F | 170 | L | 171 | C | |
| 171 | G | | | | | | | | | | | | | | | | | | | | | | | | | | |

Crostic Fans--Go To It!
Others who don't know how, just fill in the clues below, transfer to the appropriate number, and spell out a quotation. The first letter of each clue forms an acronym of the author's name and title of the selection.

If you finish quickly, send me a photocopy of your solution. I will announce the name of the first correct puzzle solver in the next edition of the Listening Post.

Ethel Glenn, Ed.

- A. Spirit with which ILA members accept assignments. 19 132 77 3 29 55 157 26 80 111
- B. If you want to know where Manny is, ____ (2 wds.) 32 154 105 13 5 168
- C. Forebearance, endurance; a good listener is ____ . 88 12 65 171 115 153 48 7
- D. "A sound mind in a sound body, is a short but full description of a ____ in this world." (Locke, Thoughts on Education) (2 wds.) 2 43 91 122 134 6 67 117 10 165
- E. Conductor leading a march must ____ . (2 wds.) 20 73 113 69 152 1 158 40
- F. Good friends can wish no more than to be ____ . (2 wds.) 169 57 128 66 155 17 131 151 78 9 94 11 145 167
- G. ILA is ____ in our common concern for better listening. 144 79 15 114 30 172
- H. Theories that tie language development to imitations of nature are ____ . (2 wds.) 161 140 118 136 31 86 39 112 70 110 81 103 143 133 45
- I. I've never met an ILA member who wasn't ____ . 135 93 16 8 62 21 159 84 166 142 149
- J. Compassion, sympathy, consideration for others; ILA members have it. 76 41 98 109 35 51 61 130
- K. Arouse excitement or zeal, as ILA does. 50 72 75 126 97 22 124
- L. "He was indeed the glass wherein the ____ did dress themselves." (King Henry IV) 2 wds. 160 121 4 27 148 28 163 85 170 108
- M. Knowledgable, skillful, rational, clever, alert. 68 150 33 47 58 101 46 36 102 137 162
- N. The dancer wore a ____ dance lesson. (5 wds) 83 120 60 147 25 53 100 37 54 129 74 146 119
- O. Reliable, trustworthy, another ILA member characteristic. 42 82 52 64 156 96 23 34 164 123 127
- P. ILA ____ friendship and intellectual stimulation. (2 wds.) 56 14 24 63 99 106 141 59 139 89
- Q. Excess care in handling details. 71 90 125 95 49 18 92 38 44 104
- R. " ____ phone home, ____ phone home." 87 107 116 138



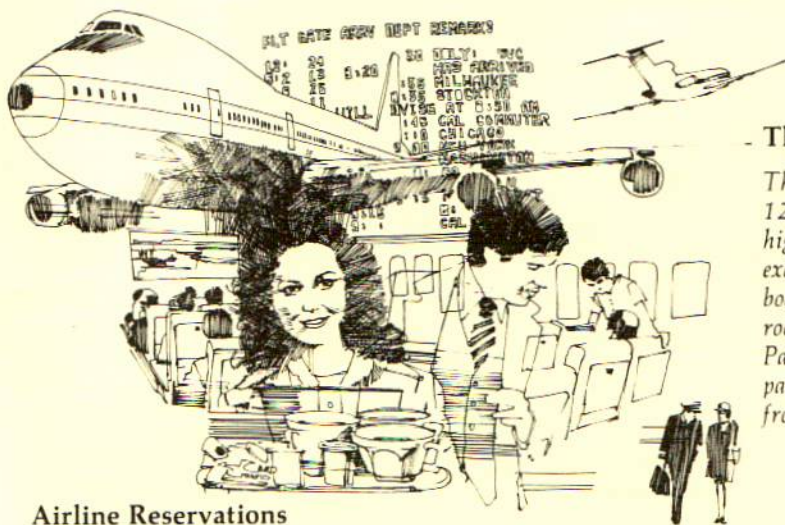
1986 CONVENTION PREVIEW

Vice President Larry Barker reports that plans are moving nicely for the March 12-16 Convention in San Diego. Under the general theme, "Conceptual Frontiers in Listening," the focus will be on broadening the dimensions of listening represented in ILA beyond the primary emphasis on listening comprehension and move into other listening arenas. For example, appreciative listening, which has received only minimal attention in the past, will be the central theme for two evenings that promise to be most entertaining.

At least four programs will stress the international dimensions of ILA, while a repeat on the former pre-convention workshop format will feature such special

interest sessions as Teaching and Training in Listening, led by Manny Steil, and Research in Listening, led by Kittie Watson.

A special post-conference session will try to draw from several programs that once again examine issues of definitions in listening, especially definitions drawn from different disciplines. The hope is to abstract conceptual and operational definitions in a summary fashion.



Airline Reservations

Many airlines are featuring special prices if you make reservations 60 to 90 days in advance. Most will also lower your fare if--after you have made your reservation--fares decrease or certain specials make lower prices available. So, go ahead and book your flight **now!** Too late can cost you big bucks!

The Facilities

The California Riveria will be the site of the 1986 convention March 12-16. The Hyatt Islandia is located on Mission Bay and is the only highrise facility on the Bay. Convention facilities at the hotel are excellent for our purposes, and the ILA will be the primary convention booked on these dates. The Hotel complex includes 350 spacious guest rooms and suites with private balconies and breathtaking views of the Pacific Ocean, the marina, or the city skyline and is surrounded by lush, park-like grounds. The hotel offers complementary transportation to and from the airport as well as Sea World.



Reprinted from SPECTRA, May, 1985.

The Department of Communication at Central Missouri State University has established a scholarship fund in memory of Jeffrey Floyd, son of Dr. and Mrs. James Floyd of Warrensburg, Missouri. Jeffrey, age 11, died accidentally on November 4, 1984. James Floyd has been a member of the Department of Communications at CMSU for 13 years. Memorial gifts should be sent to the Central Missouri State University Foundation, Inc., CMSU, Warrensburg, MO 64093.

On Listening

by the actress Lois Nettleton

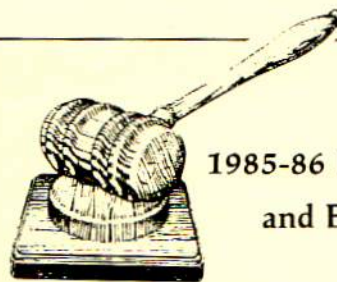
There are wonderful sounds of life around us all the time, but we seldom listen...even to one another. Someone says to you, "Talking with you has been most stimulating." He may in truth be saying, "I spoke to you of a deep feeling of mine, and you cared enough to listen. You were interested. You were agreeable, even when we disagreed." When two persons converse and both are willing to listen and try to sense what is being felt, there is a valuable, uplifting exchange. Listening is a way of loving!

quoted from Words from Unity
Unity Village, Missouri, 1974, p. 45.



RENEW NOW

All of you should have received billing for your prorated 1986 dues by now. If you have not yet sent in your check, why not do it now while you are thinking about it? If you have any questions, do not hesitate to write or call the ILA Office. We like to hear from you.



1985-86 ILA Officers and Executive Board

PRESIDENT:

Marguerite R. Lyle
1103 E. Bayou Parkway
Lafayette, LA 70508
a/c 318-232-2173

1ST VICE-PRESIDENT:

Larry L. Barker
Auburn University, Department of
Speech Communication
Auburn, AL 36849
a/c 205-826-4682

2ND VICE-PRESIDENT:

Terry Newton
St. Edwards University
Listening Lab
3001 South Congress
Austin, TX 78704
a/c 512-444-2621 Ext. 467

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University of Maryland
Department of Communication
Arts & Theatre
College Park, MD 20742
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Upper Montclair, NJ 07043
a/c 201-893-4217 or 5214

MEMBER at LARGE:

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East Carolina University
Department of Elementary Education
Greenville, NC 27834
a/c 919-757-6833 or 6191

MEMBER at LARGE

John Murphy
Nynex Information Resource
195 Market Street
Lynn, MA 01901

MEMBER at LARGE

Peter van der Schaft
Kuypersingel 11
Paperdrecht
The Netherlands
(10) 100814

EXECUTIVE DIRECTOR:

Richard L. Quianthy
International Listening Association
c/o Broward Community College
1000 Coconut Creek Boulevard
Pompano Beach, FL 33066
a/c 305-973-2370