

# ILA LISTENING POST

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ISSUE NUMBER THIRTY-FOUR JULY 1990

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## **P**resident's Perspective

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June is at an end. As I wind up a six weeks summer session, I find myself looking forward eagerly to a month in Europe, two weeks rest, then another busy academic year ahead. What a good life so many of us lead—we must always remember we are blessed.

All ILA Committees are about finalized for the next year. Many are already hard at work, such as the Program Committee, International Outreach, Site Selection, and Local Arrangements—and others probably are, but just have not let me know.

The *Journal* should be out soon—we've encountered some problems with missing disks and lost mail. Morris Snively has taken over the actual printing, which will soon be complete. Look for your copy before too much longer.

And, the new Directory also ran into some printing problems, but is also close to ready. You will have it in time for end-of-the-summer correspondence with ILA friends.

Charles Roberts will be moving to Tennessee soon—look elsewhere in *The Listening Post* for his new address. Keep the address in the event that you do not receive a directory or *Journal* by August—you can then write to Charles.

The Board is busy making plans for a September 22nd meeting in the Omni Hotel in Jacksonville, the site of our March, 1991 Convention. Local Arrangements Chair Mary Louise Shannon will host us. Some continued attempts to tighten up our committee structure, bring the Constitution and Bylaws in line with current practice, work on the Convention program, and continue our ongoing drive to increase membership visibility will be major agenda items at the meeting.

Meanwhile, Bob Bohlken and his

Public Relations Committee will be working with Larry Barker and Kittie Watson to complete professional quality audio tapes about listening to distribute to over 300 radio stations across the country. We hope these are airing by early fall—listen for them.

Wayne Bond will be sending you a follow-up letter about submissions for the Convention program. If you have not yet designed a paper or program, get busy! Wayne and his Committee need early submissions to have the time to pull the whole thing together. If you come to the Conventions and complain about the programs, the best way to answer that complaint is by becoming a presenter!

Sheila Bentley and her Membership Committee are hard at work putting together two large mailings about ILA to groups we have not previously contacted (ASTD and LEAD) to attract new

members, especially from the training and consulting field. LEAD goes to many pastors and church leaders. We hope to see several new members next March.

These are just a few of the major activities that are taking place quietly behind-the-scenes as the summer rolls forward. While we all hold other jobs and must find precious moments to serve ILA, I am delighted with the extensiveness and seriousness of the commitment made by so many. All volunteer organizations suffer motivation and follow-through problems. For a relatively small group, we have an unusually large group of loyal, hard working members. Your Board could not do its job without you. We thank you and love you.

*Ethel C. Glenn*

## ILA to Participate in 1990 SCA Convention

Six "Teaching Speech Communication in the High School" short courses will be available to high school teachers on Friday, November 2, 1990, at the Speech Communication (SCA) Convention, at the Chicago Hilton and Tower in Chicago, IL. The short courses are held from 8:30 a.m. to 5:00 p.m., and both Speech Communication and English teachers are invited to preregister for these short courses as soon as possible.

Developed by Chicago speech communication high school teachers, the short courses are designed to identify special high school teaching and curriculum issues and provide ways of

responding to these needs. The short courses focus upon: (1) teaching as a communicative activity; (2) the relationships among communication listening, and critical thinking; (3) innovative teaching strategies; (4) the relationship between rhetoric (Speech Communication) and composition (English); (5) intercultural communication in a multicultural environment; and (6) techniques for enhancing the long-term professional status of high school teachers of speech communication.

Invited speakers include: James C. McCroskey, Editor of *Communication*

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# A Word For The Twenty-First Century

by Charles H. Swanson  
Fairmont, WV

"... it is the disease of not listening,  
the malady of not marking, that I  
am troubled withal."

—Wm. Shakespeare  
II Henry, i, 2, 137-40.

The absence of a single word has left the human scene strewn with everything from daily frustrations to major disasters, all caused by the ignore-ance of listening. In the twentieth century, listening has been described variously throughout the literature as the **invisible** skill: an orphan, least understood, underdeveloped, most used and least taught, lost, secret, overlooked, forgotten, neglected and ignored.

A mystique shrouds listening as a consequence of the missing word. That word reveals itself through a simple test. Fill in the blanks for the following definitions:

- A person unable to see is \_\_\_\_\_.
- A person unable to hear is \_\_\_\_\_.
- A person unable to talk is \_\_\_\_\_  
or \_\_\_\_\_.
- A person unable to read or write is \_\_\_\_\_.
- A person unable to listen is \_\_\_\_\_.

There is no word which specifically identifies the inability to listen; listening has no antonym. Without a name or label, there is no such thing as "not able to listen." When there is no antonym, nothing can be wrong — can need correction or curing. Without an antonym, listening will remain the unskill — unmentioned, unexamined, unvalued, untaught, and unlearned.

Since no word exists to specifically identify the inability to listen, I have coined the word, *illistenacy*. *Illistenacy* refers to the quality or state of being able to hear while being not able to consciously attend, understand, and respond to non-written messages in a sustained and effective manner. (This definition expands on the idea of listening created by "Steil's law of listening" —  $L = (W + A)2$  (L = listening; W = willingness; A = ability) — which identified the basic components of listening ability.) Using the phrase, "non-written messages,"

suggests that the nonverbal component is significant in oral communication. The *illistenate* then is any individual who can hear, but cannot — is not able to — understand non-written messages in a consistently effective manner. This broadest possible, non-technical definition of listening is intended to focus on the voluntary and purposeful functions of the skill while also distinguishing that skill from hearing.

*Illistenacy* is caused by dependence on involuntary attention resulting from a lack of training and direction of voluntary attention. *Illistenates*, because of their dependence on involuntary attention, tend to experience the phenomena of "in one ear and out the other" regularly. Since *illistenates* occasionally do retain messages (virtually by accident), identification of the condition is not as simple as recognizing the deaf person.

Four hidden assumptions support the popular mystique about listening. First, the historical intermingling of hearing and listening confuses most people who, as a result, act as though identifying sounds were listening. Few people recognize that while hearing is an involuntary and physical act identifying sounds, listening is a voluntary and mental act determining meanings. Second, that blurring of hearing and listening translates into passive behaviors. Thus, most people tend to assume that their physical presence equates with listening. Third, *illistenates* tend to operate on a popular conviction that communication is really a magical act, either communication works or it doesn't, and there isn't anything to be done to change what happens. That sense of magic is supported by the sporadic nature of involuntary attention; thus, inattention is assumed to be a natural, unchangeable part of being human. The final hidden assumption obscuring *illistenacy* supposes that listening ability develops naturally through maturity and correlates directly with intelligence. This assumption causes most people to believe and act as though the ability to listen is really beyond instruction. All four assumptions

contribute to a popular construct/paradigm/myth of a reality devoid of the skill of listening.

The term, *illistenacy*, provides a focus for many of the apparently disparate studies currently being undertaken in education and in business. Without a focal point, many such listening studies will continue to lie isolated on library shelves.

Finally, *illistenacy* clarifies the observation by The College Board that "listening is the most used and least taught" skill and defines the Catch-22 condition which has plagued listening in the schools throughout this century. Using *illistenacy*, we can see, causes and complexities of the ignore-ance of listening.

*Illistenacy* defines the inverted curriculum discovered by Paul Rankin in his seminal study of communication skill usage and instruction. *Illistenacy* focuses James Brown's study of college honors students which identified listening as the most essential basic skill for academic success. *Illistenacy* clarifies the conflict between the increasing demand for students to listen as they advance through the grades and the erosion of student listening, found by Ralph Nichols, during those same years.

In summary, the term, *illistenacy*, will clarify and intensify the place of listening in all aspects of life. As *illistenacy* becomes generally used, listening will receive the value and attention which it needs. Listening will be far too crucial to the survival of the twenty-first century to be left in the fog of *illistenacy*.

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*"The reason that public  
hearings are so often  
spectacularly unsuccessful is  
that those holding them are  
so poor at listening."*

—Baton Rouge Advocate

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# A

## nnouncements

### Membership Continues to Climb

Our membership continues to increase at a rather wonderful pace. As of July 1, we had 368 members, an increase of almost one hundred over last year at this time. With your help we can shatter the 400 member mark before the next convention.

Mailed with this copy of the *Listening Post* is a "membership information request" card. Simply fill it out with the name of someone you think might benefit from joining the ILA (and who wouldn't?) and drop it in the mail. The ILA office will then send that individual information about joining ILA.

### ILA Board To Meet

The ILA Executive Board will meet on Saturday, September 22, in the Omni Hotel in Jacksonville, Florida. The meeting is scheduled for 9 to 5. Most members will come in on Friday night and join together for dinner and an evening of visiting and catching up on the latest news. (We have a much better Board meeting when we get the gossip out of the way in advance!) Some members will stay over until Sunday morning, enjoying the sights of Jacksonville on Saturday night. Local Arrangements Chair Mary Louise Shannon is serving as official hostess for the meeting.

By meeting at the upcoming Convention hotel, the Board is better able to plan the allocation of space, choices of food, plans for entertainment, and the other elements that go into a successful Convention.

In addition, the Board had a meeting through a telephone conference call on May 7. Another is scheduled for December. We get an amazing amount of work done by structuring a tight agenda during these conference calls, for motions are submitted in advance so that they can be discussed and voted on during the call.

Know that your Executive Board continues to work for you all year long, please feel free to contact any member at any time with a concern (or even a compliment!)

### Sites For Future Conventions

As you probably know, the Executive Board adopted Convention sites for the next several years at its March meeting. It is Jacksonville in '91, Seattle in '92, Memphis in '93, and Boston in '94. At present, the Site Selection Committee, headed by Jim Gallagher, is looking into choices for '95! We should have a commitment by the time we see you in March. If you have vested interests in bringing an ILA Convention to your city, contact Jim. Remember—we must have a committed Local Arrangements Chair and Committee within the host city. We'll go anywhere that can offer relatively reasonable rates and good local support. How many of you would consider making us **truly** international by going out of the country once every few years? Let Jim know.

### New Directory Sent Out

By now you should have received the new ILA directory. If you did not receive your copy, call or write Charles Roberts and he will provide you with one. If you did receive one be sure to check the facts listed by your name. If any changes should be made, please let Charles know as soon as possible.

### ILA Office Moves Again

Our national office is moving to Tennessee! Our Executive Director, Charles V. Roberts, has accepted a position as Chair of the Department of Communication at East Tennessee State University in Johnson City, Tennessee.

He will be moving there in early August and with him goes the ILA office. He will be setting up the office at the university. If you wish to contact Charles after July 25th, you should call or write using the information in the new directory. The new ILA office address is:

Charles Roberts  
International Listening Association  
Box 10090 A  
East Tennessee State University  
Johnson City, Tennessee 37614-0002  
(615) 461-7050

# E

## ditor's Note

As usual, there are a number of ILA members I would like to thank for making this issue of the *Listening Post* possible, but before I do, there is one very important "thank you" that is long overdue.

The last issue of the *Listening Post* contained several photographs from our conference. These were submitted by Harvey Weiss. Over the years Harvey has added a great deal to our association and to the *Post* through his photographic talent. So, a long overdue thank you goes to Harvey for his continuing support of the association and of the newsletter.

This special educational activities issue of the *Listening Post* is the inspiration and work of Richard Hunsaker and the ILA members who contributed activities: Carole Grau, Carolyn Gwynn Coakley, Harvey Weiss, Charles H. Swanson, Bob Bohlken, Inga H. Smith, and Morris Snively. Thank you all so much.

Jane Rhoads, Editor

### Call For ILA Journal Advertising

1. Cost:  
\$120, Full Page  
\$ 70, Half Page  
\$ 40, Quarter Page
2. Indicate ad type and copy
3. Send to:  
Richard Hunsaker  
812 Primrose Drive  
Belleville, IL 62220

### Assistance Needed

WANTED: Reports of listening experiences by ILA members who have served on juries any time in the last 10-15 years. I am preparing a paper on issues related to jurors' listening, and would like to include some case material from trained listeners such as ILA members. If you would be willing to answer a brief questionnaire, please write to me by October 1, 1990, at 201 Union Ave. SE, #132, Renton WA 98056.

Thanks, Belle Ruth Witkin.



# Conference Announcements

## Call For Papers!

Submit papers for the Fifth Annual James I. Brown Student Research award any time between now and March 1, 1991. Send a copy of student papers to:  
Dr. Margaret Fitch-Hauser, Chair  
James I. Brown Award Committee  
Department of Communication  
6030 Haley Center  
Auburn University, AL 36849-5211

The award is open to high school, undergraduate, and graduate students.

## Plan to Attend

As Local Arrangements Chairperson, I'd like to encourage ILA newsletter readers to attend the fabulous ILA Convention in Jacksonville, Florida from March 6th-10th and to consider extending the visit by asking your local travel agencies to check on Disneyworld, M.G.M. or Universal Studios in nearby Orlando, or to consider the beach resorts of Amelia Island, St. Augustine or Jacksonville Beach—all a few minutes away from the convention hotel in downtown Jacksonville.

Wayne Bond and I, with the help of a great committee, are already planning spectacular entertainment for a cocktail party, for a "class act" banquet, and for a complementary brunch and book exhibit.

We're gathering great door prizes and planning "fun" options which might include a tour to historic St. Augustine with a beach box lunch enroute.

A dinner-river cruise on a gambling casino boat, a dinner-theatre, golf courses, tennis courts, fitness room, pool and shopping will be available.

Pack your swimsuit and casual wear but don't forget the windbreaker and a sweater for Florida sun and March winds!  
Mary Louise Shannon

**The Program Proposal Form is included in this issue of the *Listening Post*!**

## Reminder!

**LISTENING: AN AGENT FOR CHANGE** is the 1991, 12th Annual ILA convention theme. The program Planning Committee urges you to submit proposals for programs, workshops, papers, panels or special sessions focusing on the convention theme and covering any of the areas of Listening Education, Research, Business/Consulting and Training.

Three copies of the proposal should be submitted by August 22, 1990 to Dr. Wayne Bond, First Vice President, Department of Speech/Theatre, Montclair State College, Upper Montclair, NJ 07043 (Phone: 201/783-6093-home; 201/893-5214-school).

## SCA Convention

(continued from page 1)

Education; Beau Fly Jones of the U.S. Department of Education; Linda Heller of C-SPAN Network; Lucy A. Levy of Turner Broadcasting Network; and Miles Myers, Executive Director of the National Council of Teachers of English. In a joint effort, additional speakers represent a diversity of both high school and college speech communication specializations.

The short courses are the outcome of a collaborative effort of several different organizations including Turner Broadcasting Network's CNN Newsroom, C-SPAN Network, the International Listening Association, the Illinois High School Association, the Illinois Speech and Theatre Association, the National Council of Teachers of English, and National Issues Forums. The short courses were conceived and organized by the SCA National Office.

The International Listening Association is participating in the "Teaching Speech Communication in the High School" short courses by providing conference participants with activities to use in listening instruction. The special issue of the *Listening Post* contains activities submitted by ILA members. ILA's contribution to the SCA conference was organized by Richard Hunsaker, Belleville, Illinois.

## Call for Nominations

It is time to begin the process of selecting the next officers of ILA. We are fortunate because there are many talented individuals in our organization who are willing to serve. Please contact your ILA colleagues and make your nominations. If you are willing to serve as an officer, please nominate yourself!

The following offices need nominees:

First Vice President

First Vice President Elect

(A new office, ascends to First VP)

Second Vice President

Secretary

Member-at-Large

(International)

Member-at-Large

(Public Relations)

Send your nominations by Oct. 1, 1990 to: Deborah Hefferin, Chair, ILA Nominating Committee, Broward Community College, North Campus, 1000 Northwest Coconut Creek Boulevard, Coconut Creek, FL 33066.



## ILA LISTENING POST

### Listening Post Deadlines

The Deadline for all Listening Post materials (Includes articles, ads, photographs to appear in the next issue) is Sept. 10, 1990.

### 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.

### 1990 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 material and ads to:

**JANE RHOADS, Editor**  
Reading & Study Skills Center  
Box 109, Wichita State University  
Wichita, KS 67208



# Speaker's Sensory Modes Suggest Listener's Response Mode

by Robert Walker  
Northeastern Illinois University

Try this. Some afternoon, during your customary interactions, listen attentively to each speaker's use of the five senses. If they seem to repeatedly use word clusters that relate to "seeing," or "hearing," or "feeling," or "smelling," or "tasting," you have found the speakers preferred sensory mode. If you then respond with synonyms within that prevalent sensory mode, you will establish rapport much more quickly than if you ignored these obvious signals.

If you ignore expressions of "it sounds to me," or "I see," or "I feel," or "I get the picture," "That's rotten," or "That's rough," you will have lost the key to that person's mood of the moment, the harmony of being on the same wave-length, the clue to the channel in which she is most approachable at that time.

Combine the matching of sensory modalities with reflecting or mirroring the paralinguistic or vocal characteristics and the physical or kinesthetic behaviors expressed by the speaker, and you two will be in synchrony. Except in extreme cases, it is effective to respectfully match breathing rates, vocal tones of pitch, rate and loudness, plus gestures. Facial expressions and body posture or muscle tension should not be matched too often. A slight delay in mirroring with fluidity and grace should typify all of these actions.

This neurolinguistic behavior will make you "en rapport" without necessarily focusing on other content of the dyadic communication. Practiced application may assist almost anyone to achieve a most desirable goal, "rapprochement."

However, the word, "rapscallion," follows that word in my Webster's *Second Edition, New International Dictionary*. That seems appropriate, for the unscrupulous application of these powerful techniques can lead to unethical persuasion and manipulation of the unsuspecting.

Carried further by trained practitioners, however, the mirroring of verbal

and non-verbal modes can lead to a form of therapy. An early demonstration of the therapeutic techniques of Neuro-linguistic Programming (TM) formulated by Bandler and Grinder from work performed with Virginia Satir, can be found in their first book, *Frogs into Princes*, 1975.

Genie Laborde has two excellent books our membership should know, *Fine Tune Your Brain*, and *Influencing With Integrity*. If you haven't yet discovered the series of books by Suzette H. Elgin, on *The Gentle Art of Self-Defense*, please try them. She coalesces this information in a fascinating form. And you'll see how natural this technique is compared to paper and pencil test devices which measure speaker style. In dyadic interaction with a stranger, offering a paper and pencil test before communicating seems to be somewhat impractical.

Students, teachers, salespersons, counselors, consultants and illiterates can master this basic techniques with practice. It is natural, and the legitimate use of skillful mirroring of language, para-language and body language in a sincere and subtle manner will definitely establish harmonious relations.

One caveat remains. Mirroring is a form of flattery, open to manipulation. It is not desirable in some instances, and may be offensive if it is too obvious. It can lead to more than annoyance if the mirrored behavior is sensed as merely mimicry.

A parallel theory about communicating on the same wave-length is the basis of Transactional Analysis (TA). According to Eric Berne, we should match our ego-state with that of the speakers' in order to avoid a "crossed transaction."

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*"It takes two people to speak the truth. One to speak, one to listen."*

—Thoreau

Berne posits that we each have within us a Parent, an Adult and a Child, (P-A-C), and if we hear someone speaking from one of these ego-states, he suggests that we respond in that same vein, or risk damaging the interaction. Substitute "sensory mode" for ego-state, and the similarity in ideas and goals can be seen.

To respond harmoniously, without a crossed transaction, the listener seeks references to the senses: sight, sound, taste, touch or smell, and responds in kind. Taste and smell have limited application, and they may be subsumed with touch into the term kinesthetic. Thus, the three major modes are Visual, Auditory and Kinesthetic, or V-A-K.

"It's clear to me," "I see," and "Get the picture?" all represent a speaker in a visual mode. The auditory mode would include statements similar to, "I hear you," or "How does this sound?" or, "I'm saying . . ." And a kinesthetic mode is reflected by words such as "feel," "touch," "That smells fishy to me," "rotten," and so forth. Each person organizes her experience into one of the three major representational systems. So brush up on your synonyms.

However, some persons may not appear to give you many clues. They may say, "I think," or simply state facts. Then one must be left-brained also, and skip sensory referents. Come back with facts and figures. A "Mixed Mode" person is very common. She may actually reveal primary, secondary and tertiary modes. For example, if you hear a V-K-A sequence, you simply respond in a V-K-A, or V-K sequence. She will understand and feel that you are a kindred spirit.

Psychologically, these ideas are proven, they are sound. Experiment with them, but be guarded in your reaction to your success. Do not disrupt the rapport with apparent surprise and pleasure that the system is working. It does work.

In the next issue, I'll present ideas about eye accessing. This is an observational technique regarding the universal movement of the eyes which will help you determine the sensory mode and the brain activity involved. Look for it!



# ILA Committees: 1990-91

## Committee Chairs and Members

### Archives Committee:

Chair: Harvey Weiss  
Catherine Lindsay  
Milda Steinbrecher

### Audit Committee:

Chair: Florence Wolff

### Awards Committee:

Chair: Lois Stegman  
Mary Ann Ciesla  
Manny Steil

### Bylaws Revision Committee:

Chair: Frank Freshour  
Ken Posner  
Florence Wolff (Liaison)

### Curriculum/Assessment Committee:

Chair: Debbie Barker

### International Outreach Committee:

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Vice Chair: Phil Emmert  
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Janice Brandt  
Jennifer Gluc  
Tanya Johnson  
Marlene E. McKinnon  
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Beatrice Reynolds  
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Peter van der Schaft  
Bill Washburn  
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Susan Ellen Bacon  
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Carolyn Coakley  
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Tom Hickerson  
Richard Hunsaker  
Sara Lundsteen  
Elaine Mahone  
Jane Rhoads  
Morris Snively  
Charles Swanson  
Harvey Weiss

### Local Arrangements Committee:

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Edie Cole  
Ray Courtier  
Barbara Palmer  
(Registration)  
Deborah H. Quianthy  
Dick Quianthy  
Edna Saffy

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Edie Cole  
Betsy Latko  
Nadine Marsnik

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Chair: Wayne Bond

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Tom Wirkus

### Special Projects Committee:

Chair: Mary Louise Shannon  
Jim Gallagher  
Dean Thomlison

### ILA JOURNAL EDITOR:

(until 1/91) Bob Bostrom  
(after 1/91) Bill Arnold

### LISTENING POST EDITOR:

Jane Rhoads

### EXECUTIVE DIRECTOR:

Charles Roberts

A few of the preceding have yet to be confirmed. We hope all of you will say "yes"!



## Important Addresses

<b>International Office:</b>	Executive Director, Charles Roberts Box 10090 A East Tennessee State University Johnson City, TN 37614-0002
<b>The Listening Post:</b>	Jane Rhoads, Editor Reading & Study Skills Center Box 109, Wichita State University Wichita, KS 67208
<b>The ILA Journal:</b>	Robert Bostrom, Editor College of Communication University of Kentucky Lexington, KY 40506



# 1991 ILA Awards

**This is the call for nominations for the 1991 ILA Awards presentations.** Let's have many nominees in each category this year! Review the criteria for the awards and for each nomination submit a copy of the form along with the requisite documentation. Send your nominations to the Awards Committee Chair:

Lois Stegman, 1031 Eldridge Drive, Kalamazoo, Michigan 49007

**THE DEADLINE FOR SUBMITTING A NOMINATION IS DECEMBER 15, 1990**

## 1991 ILA Listener of the Year

**QUALIFYING CRITERIA:** While your Awards Committee is currently refining the criteria for selection, nominees should be nationally or internationally prominent, have used the principles and standards of effective listening, and should be in a profession other than Education. The 1990 winner will be announced at the 1991 Convention.

**INSTRUCTIONS:** Please explain, on an attached sheet, your reasons for nominating a person. If possible, provide examples or evidence of your nominee's use of effective listening as advocated by the ILA.

## 1991 ILA Hall of Fame Awards

**QUALIFYING CRITERIA:** Begun in 1980, these awards have gone to those individuals who have earned recognition in the field of listening over a number of years, or who have notable achievements in academic, business or other settings. The 1990 winner was Paul Freidman.

**INSTRUCTIONS:** Please describe, on an attached sheet, the specific services rendered by your nominee to ILA and to the field of Listening in general. Be specific in explaining how you feel the nominee has fulfilled the criteria for this award (i.e., years of service and membership, actual duties performed, etc.)

## 1991 ILA Research Awards

**QUALIFYING CRITERIA:** There are three individual awards in the research area:

**THE LISTENING RESEARCH AWARD** — Is presented for an outstanding level of achievement in research by an ILA member or group. The particular contribution should have been produced no earlier than 1988, if it is a research-based text or research book. Research-based articles should have appeared in professional journals no earlier than 1989. Submission may be either through self-nomination or by another ILA member and with the recommendation of the ILA Research Committee. Richard Austin was the winner in 1990 for his thesis: "Power Listening: An Experimental Investigation of the Effects of Listening Instruction on the Listening Skills of White Collar Business Executives." Andy Wolvin was thesis advisor.

**THE GRADUATE THESIS/DISSERTATION AWARD**—First presented in 1989, this award is open to any full-time student who has completed outstanding research in the form of a thesis or dissertation. Again, submission may be via self-nomination or by another ILA member with the recommendation of the ILA Research Committee. The 1990 winners were: Jennifer M. Gluc and Christine L. Lobdell of Arizona State University, with William Arnold as their graduate advisor.

**THE UNDERGRADUATE RESEARCH AWARD** — This award is open in 1991 to any full-time undergraduate student who has com-

pleted an outstanding research project. If it has appeared in print, it must be no earlier than 1989. As with the other research awards, submission may be through self-nomination or by another ILA member with the recommendation of the ILA Research Committee.

**INSTRUCTIONS:** On an attached sheet, please explain why your nominee deserves the particular award. While it is not required that you include the actual document(s), do specifically summarize the material for the Awards Committee. You may be asked to submit follow-up information and/or documentation during the judging process.

## 1991 ILA Special Recognition Award

**QUALIFYING CRITERIA:** This award has been given since 1980 and recognizes individuals and/or groups (businesses) having performed outstanding services to ILA for an extended period of time or for the performance of an unusual or unique service to the promotion of listening over a period of at least one full year. Submission may be through self-nomination or by another ILA member. Harry Cook received the 1990 Award.

**INSTRUCTIONS:** On an attached sheet, please describe the specific service(s) performed by the nominee. Cite the dates and unique character of the contribution and include any particular evidence that reflects the impact, outcomes or effects of such contributions.

## Nomination Form

Award \_\_\_\_\_

Name of Nominee \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Nominator \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Telephone (     ) \_\_\_\_\_