

ILA SYNERGIST AWARD

The ILA Research Committee announces the listening research Synergist Award for 2012. Outlined in a 2008 White Paper steered by Dr. Graham Bodie, Dr. Laura Janusik, and Dr. Tuula-Riitta Välikoski, the Synergist Award promotes the advancement of listening knowledge and research through a targeted focus. Using a deductive process, listening scholars and educators have developed a set of priorities for listening research. The priorities include four initiatives and seven research questions, as well as contextualized questions in the areas of Business, Education, Healthcare, Religion/Spirituality, and Theory/Research. Achieving these priorities will assist researchers in providing a solid foundation for future listening research in terms of future theory development. A Synergist is one who cooperates with another. Thus, the researchers granted the ILA Synergist Award will be those cooperating with international listening scholars to build listening theory. We encourage multi-author proposals as well as cross-cultural research but will accept single authored work assuming it meets relevant objectives.

The ILA Synergist Award was developed to encourage researchers to address one or more of the stated priorities. The researcher(s) awarded the cash prize (up to \$500) will be expected to present the findings at the next ILA conference as well as permit the *International Journal of Listening* the first right of publication for the first manuscript stemming from this work.

The deadline for receipt of the award applications is end of day, Feb. 3rd, 2012. The application and further details are found on the following pages.

ILA SYNERGIST AWARD APPLICATION

Directions: Briefly answer the first five questions. Then attach the required documents, as indicated below, and compile into one Word or Adobe pdf document, if possible. Send the document to cgearh1@lsu.edu Ask for a return receipt.

The application must be received at least 30 days prior to the first day of the general convention of that year. **The application receipt deadline is end of day, February 3rd, 2012.**

Title of the Project:

Name, Address, Telephone Number, and e-mail Address of all Primary Investigators:

Abstract of the Project (Limited to 300 words):

Identify which Imitative, Research Question, or Contextualized Question is under Study:

Explain how the proposed research addresses the targeted priority and why the research is worthy of funding:

Also include, in this order,

- A description of the project not to exceed three pages that the rationale, methods, and objectives of the research project(s);
- A one- page proposed timetable;
- A one-page budget that includes the amount of money requested and how it will be spent (note: budget shall only be used for research materials and participant compensation; travel cannot be included unless it directly relates to data collection; salary cannot be included);
- A brief (i.e., two-page) curriculum vita of each applicant; and
- Names and contact information of three references familiar with the applicant's work.

In addition to the four initiatives and seven research questions outlined in *Priorities of Listening Research: Four Interrelated Initiatives*, below are the contextualized questions for development.

BUSINESS

- What are the tangible benefits of effective listening and the liabilities of ineffective listening?
- How do we educate and train individuals to be lifelong effective listeners?
- Create a pool of effective listening definitions and assessment tools appropriate to various contexts.
- Investigate the qualities that constitutes a listening organization.
- Identify the relationship between listening and ROI (return on investment).
- Measure the impact of listening on Productivity, Turnover, Sales, Recruiting, Total Bottom Line, Job Satisfaction, Growth of Company, Longevity, Relationships, or any other important variable.
- Develop and test measurable objectives for employee evaluations
- To what extent does listening impact organizational success?
- What are the best practices in training listening?
- Would listening be more effective if meetings/lectures with shorter times?
- Listening as part of the leader competency model used by businesses
- What are the features which conceptualize the institutional listening? How can the listening between an expert and a layman be improved?
- What is the relationship between one's listening conceptualizations and her/his perceived behavior?

EDUCATION

- Identify listening construct's effects on the classroom learning experience. (i.e. cultural, diversity, lifespan, etc.)
- Assess the teaching of listening
- Create and assess safe learning environments
- Develop Standards of Practice for teaching listening at various levels.
- Outcomes assessment – how does improved listening affect grades, retention, etc.?
- How does one integrate listening training into the educational curriculum; teachers, caregivers, administrators.
- In terms of the Watson Barker listening test, what are the scores of online classes versus face to face classes? Determining the reliability/validity of these tests.

- Meta analysis needed for existing data (pretest/post-test)
- How are teachers being taught to teach listening? Multi-state studies preferred.
- How do we best address how people make sense of what they listen to?
- Does listening training actually increase listening skills? If so, how? What is the best model for listening training?
- Focus on developing more concept/context specific listening instruments.
- How can we teach educators to integrate listening into daily curriculum?
- Do we have material to test and address listening at a pre-k level?
- Physically document the activity that is association with different types of listening.
- How does the teaching of reading affect students' listening?

HEALTHCARE

- Continue to examine and measure the various models and instruments of listening across all contexts
- Assess the tangible benefits of listening through measurable outcomes
- Develop continuous listening education across the lifespan
- Inquiry of cost effectiveness of listening or the cost of not listening effectively
- Proposal "patient as listener" and funding
- Integrate "listenability" into health literacy

RELIGION/SPIRITUALITY

- To recognize and neutralize our own emotionally - charged words / phrases in intrapersonal, interpersonal and interfaith dialogue
- Educate people to identify, understand and embrace their personal vulnerability & fear in conversations about religion and spirituality
- To create an interfaith listening study

THEORY/RESEARCH

- Develop a formal critique of the existing models and theories of listening
- Perform a meta-analysis to determine what we know about listening.
- Develop reliable and valid assessment tools to measure listening and/or find ways further to enhance the reliability and validity of current assessment instruments.
- Demonstrate a value to establish the legitimacy of listening as a field.
- Validate listening instruments
- Create and validate a model that is grounded in current empirical research that is not perceptual.
- What is the evidence that active listening is more effective than listening?

- Are there any listening behaviors that are tied to listening cognitions that cannot be faked?
- How does multi-tasking affect listening?
- In conjunction with neurological instruments, begin to identify how information is processed and stored.
- What are the claims made in the extant literature (popular, technical, academic, etc.) about listening? What is the evidence for the claims?
- What should theories of listening look like, what sort of terms ought they contain, and what are the specific components of good listening theory?
- What theories exist to explain listening, broadly speaking, and how well do they stand to empirical scrutiny?
- To what extent do behaviors affect comprehension/processing? To what extent does comprehension/processing affect behaviors?
- Are there really stages of the listening process or is it a dynamic process?
- Are there process differences in listening to one's first language versus listening to a second language? At one point, if any, do those differences decrease significantly?
- How many options does one consider before co-narration can take place? Why THAT many?
- What is the impact of the valence of language on listening perceptions and on listening outcomes? Why?
- How does the frame shift during various types of interactions? Why?
- What are the processing stages most important to listening as a communication phenomenon? What do these stages look like? Are they sequential or parallel? Do they require a central processor or are they distributed?
- How do listening behaviors impact processing? How does processing affect behaviors?
- Does one's choice of language affect the listening process? How? Why? To what extent?