Wednesday, March 9, 1988
9:00 a.m. - Noon
Room - Bonsai

1. BEING A LISTENING CONSULTANT--FOR THE NEWCOMER

Ruth Guzley, Consultant, Lynn Collins & Associates
William E. Arnold, Arizona State University

Basic information will be presented on how to set up and operate a listening consulting practice.

9:00 a.m. - Noon
Room - Banyon

2. QUALITATIVE METHODOLOGY FOR LISTENING RESEARCH

Michael Purdy, Governors State University
Stella Ting-Toomey, Arizona State University

Will examine qualitative methods of research and discuss listening applications. There will be papers/handouts giving a basic overview of the qualitative method.

Noon - 1:00 p.m.
OPEN LUNCH

1:00 - 4:00 p.m.
Room - Bonsai

3. DEFINITIVE CORPORATE LISTENING TRAINING--INCLUDING SALES APPLICATION

John R. Murphy, Communications Consultant

An in-depth analysis of what an effective salesperson is, a description of the overall sales process and the critical role that skillful listening plays in each.
4. QUANTITATIVE METHODOLOGY FOR LISTENING RESEARCH

Philip Emmert, University of Wyoming
Victoria Lukaska Emmert, University of Wyoming

To help the participant develop quantitative research.

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Arizona State University
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Affirmative Action Equal Opportunity Institution

Thursday, March 10, 1988
8:30 - 10:00 a.m.
Room - Bonsai

5. GENDER AND LISTENING

Chair: Charles Roberts, McNeese State University
   Judy Pearson, Ohio University
   Kittie Watson, Tulane University
   Steven Rhodes, Western Michigan University
   Ethel Glenn, University of North Carolina

The "structural" differences between men and women may not be the only important distinctions between the sexes. Recent research indicates there might be marked differences in listening abilities as well.

8:30 - 10:00 a.m.
Room - Banyon

6. DEVELOPING THE CRITICAL LISTENING CURRICULUM

Chair: Andrew Wolvin, University of Maryland
Carol Lee Fogler, Frederick County Public Schools
Karen Cochran, Walkersville Middle School
James McDonough, Frederick High School
Fran Moffitt, Catoctin High School
Elizabeth Thomas, West Frederick Middle School
Carol Denniston, Monocacy Middle School
Respondent: Robert Fogg, Millersville University

The Frederick County, Maryland, school system has developed a K-12 curriculum in listening skills which is to be incorporated into all of the schools in the system. This presentation details the development of the Critical Listening portion of the curriculum.
7. LISTENING TO THE GENERATIONAL VALUE CLUSTERS

Chair: Gale Richards, Arizona State University
Frank W. Freshour, University of South Florida

A presentation of Morris Massey's generational value clusters (Traditionalists, In-Betweeners, Challengers, Synthesizers). To listen actively to each, one must understand their goals, fears, perspectives, lifestyles, themes and central value principles. Participants will profile their own value system and develop strategies for communicating with each of the four generational clusters. If time permits, we will discuss the impending collision of these clusters, what direction each one would impose on society and how we might interact with each.

8. WHAT IS THE ROLE OF NONVERBAL COMMUNICATION IN LISTENING?

Chair: Diana Corley, Black Hawk College
Victoria Lukasko Emmert, University of Wyoming
Peter Andersen, San Diego State University
Janice Andersen, San Diego State University

This panel discussion will explore the relationship between nonverbal communication and listening including consideration of how nonverbal cues affect the perception of messages, how we know when someone is listening to us, and to what extent nonverbal communication cues should be given consideration when teaching listening skills. A forum allowing for audience participation will follow the panel.

9. SOPHOMORE LEVEL COMPETENCIES: ARE WE TEACHING LISTENING?

Chair: Deborah Hefferin, Broward Community College
Mary Bozik, University of Northern Iowa
Martha Cooper, Northern Illinois University
Terry Newton, St. Edwards University
Richard Quianthy, Broward Community College

This program will report the results of the "1987 Wingspread Summer Conference," which was held to establish skill levels, teaching strategies, and assessment measures of oral communication competencies. Sponsored by the Speech Communication Association, the conference focused on sophomore-level competencies as established by SCA. Several ILA members were active participants and are eager to share the implications of this work.
10. NEUROLINGUISTIC PROGRAMMING: LISTENING TO AND WITH ALL SENSES FOR TRUST AND RAPPORT BUILDING

Chair: Wayne Bond, Montclair State College
Catherine M. Lindsay, University of Wisconsin, Oshkosh

TOURING THE TIP OF THE ICEBERG--A brief visit to the land of NLP, where the map is not the territory. Participants will be guided through NeuroLinguistic Programming's underlying principles and will discover the excitement of hearing, seeing, and sending messages as they never have before. Heightened awareness and enhanced rapport are the expected destinations.

Noon - 1:30 p.m. Room - Bonsai/Banyon

LUNCHEON

1:30 - 3:00 p.m. Room - Redwood

11. LISTENING AND LANGUAGE

Chair: Michael Purdy, Governors State University
Carine Feyten, University of South Florida

TOWARD ESTABLISHING THE RELATIONSHIP BETWEEN LISTENING ABILITY AND FOREIGN LANGUAGE ACQUISITION: DEFINING A NEW AREA OF INQUIRY--A study on the relationship between second language acquisition and listening ability. Recent research suggests that students should spend time listening to the second language before attempting to speak it. This approach assumes that students know how to listen effectively. This paper looks at the importance of listening in predicting second language acquisition. It will attempt to show that listening should be taken into consideration in foreign language learning and be promoted in foreign language teaching programs. The results of the study will be presented.

Karen Hajissa, University of Arkansas-Little Rock

ENGLISH-LANGUAGE AURAL SKILLS AS THEY RELATE TO ENGLISH-LANGUAGE UNIVERSITY ACADEMIC SUCCESS--A study of listening and language skills.

1:30 - 3:00 p.m. Room - Ironwood

12. TEACHING SEMANTICS AS A PART OF THE LISTENING CLASS

Chair: Sandy Stein, Hughes Aircraft
Robert Bohlin, Northwest Missouri State University
Marjorie McGregor, Northwest Missouri State University

This program will describe the real world/mind world distinctions and applications, and explain the process of abstraction in language. The program will consider the "event," the selective perception of the event, the symbolizing of the object, and the association and interpretation of the symbols in language.

1:30 - 3:00 p.m. Room - Cottonwood

13. BURNOUT--ITS IMPACT ON COMMUNICATION AND LISTENING

Chair: Vicki Lukasko Emmert, University of Wyoming
Marilyn Corrigan, Northern State Power Company, Minneapolis

Are you approaching Burnout or are you a "recovering Burnout victim"? This session will help you understand Burnout, see how it can block communication and listening, and identify strategies for combating it.
14. THREE STUDIES IN LISTENING

Chair: Philip Emmert, University of Wyoming
Terry H. Ostermeier, University of Wisconsin-Whitewater

PERCEPTIONS OF CULTURAL VALUES AND CROSS-CULTURAL LISTENING: A QUESTIONNAIRE SURVEY—Cultural values inform members of a culture of prescribed communication behaviors including listening. How do university students representing different cultures respond to simulated situations?

Ethel C. Glenn, University of North Carolina-Greensboro
Michael Papa, University of North Carolina-Greensboro

LISTENING ABILITY AND PERFORMANCE: AN IBM CASE STUDY—Does listening training make a difference in the way an employee learns to use a new computer program? Find out what happened when trained and untrained groups were compared.

Dona D. Gavagan, California State University-Chico
William Todd-Mancillas, California State University-Chico

EVALUATION OF LISTENING TEXTS—After determining what recent communication texts are available on listening, a content analysis was done to identify the major conceptual and pedagogical themes. From this analysis, we determined if college students are encouraged to utilize listening theory. Based on this analysis, recommendations are made for curriculum development.

3:00 - 3:45 p.m. Room - Lower Lobby

COFFEE WITH

Larry Barker
Auburn University

or

Andy Wolvin
University of Maryland
15. LISTENING IN EARLY CHILDHOOD EDUCATION:  
THE PIAGETIAN CLINICAL INTERVIEW  
AS A Viable METHOD OF INQUIRY  
Chair: Carol Valentine, Arizona State University  
Gordon M. Gillon, Victoria, British Columbia  
** * * * * * * * * * * *  
Is listening a cognitive activity in early childhood? Can Piaget and  
listening be related in the research? This paper investigates the  
Piagetian clinical interview as an approach to listening research.

16. RESEARCHING, STRUCTURING, AND PRESENTING  
THE TEACHER IN-SERVICE IN LISTENING  
Chair: Aaron Vessup, Elgin Community College  
Hal Dalrymple, Kent State University, Ashtabula  
Rhea Dalrymple, Ashtabula County Board of Education  
** * * * * * * * * * * *  
Top down development of listening skills from teacher to student to  
teacher will be discussed and demonstrated. Materials used in teacher  
in-service geared to assisting teachers to develop their listening  
skills while providing classroom materials for student skill develop-  
ment will be shared. Field experience with the materials in in-ser-  
vice settings will be demonstrated.

17. BEYOND CATHARSIS: LISTENING DYNAMICS IN  
PROCESSING GRIEF, STRESS, AND OTHER LOSSES  
Chair: Tom Bruneau, Radford University  
John R. Strong, Iowa State University  
** * * * * * * * * * * *  
A case scenario will be used to show how Merlene has not completed the  
grief process for her daughter's death 6 years ago because no one  
listened appropriately. A time line and recovery growth model will  
illustrate effective listening beyond catharsis.
18. EMPATHY AND LISTENING: A CONCEPTUAL REVIEW AND THEORETICAL DIRECTIONS

Chair: Dean Thomilson, University of Evansville
Tom Bruneau, Radford University

A detailed review of the concepts of "empathy" and "empathic listening" establishes the basis for a new and expanded theoretical direction in the understanding of listening behavior. Some novel theories of empathy are related to ideas of empathic listening resulting in suggested directions in listening study. Empathy is viewed as a core and central concept which needs much sustained focus by listening theorists, practitioners, and teachers alike.

19. LISTENING IN THE SOCIAL SERVICE ENVIRONMENT

Chair: Jane Rhoads, Wichita State University
Betty Hosmer, Southwest Business, Industry, and Rehabilitation (SWBIRA), Phoenix AZ
Michael Quinn, Southwest Business, Industry, and Rehabilitation (SWBIRA), Phoenix AZ

The purpose of this paper and video presentation of a mock interview is to show the importance of listening in a vocational rehabilitation environment. The adult learners who participate in SWBIRA's job assistance/job placement workshop and have good interpersonal communication skills, particularly listening, have a significantly higher placement rate than those with poor skills. Mock interviews at the culmination of the training program assess client's strengths and weaknesses.

20. LISTENING AND THE FIVE SENSES

Chair: Mary Louise Shannon, Florida Community College
Sandy Stein, Hughes Aircraft, Tucson

21. BEST STUDENT RESEARCH PAPERS

Chair: Kittie Watson, Tulane University

10:00 - 10:45 a.m.

COFFEE BREAK WITH
Ralph & Lucille Nichols or Michael Purdy
Florida
Research Committee

22. RESEARCH IN EMPATHIC LISTENING AND THE PROFESSIONAL

Chair: William Todd-Mancillas, California State University-Chico
Banissa Saint Damian, Tempe, Arizona

LISTENING BETWEEN PHYSICIANS AND PATIENTS: THE PHYSICIAN'S POINT OF VIEW

Carol Bateman, Salt River Project, Arizona
LISTENING WITH A THIRD EAR: A RELATIVE'S PERSPECTIVE ON PATIENT/SURGEON LISTENING
William Arnold, Arizona State University
Carol Ann Valentine, Arizona State University

PHYSICIAN'S EMPATHIC LISTENING ABILITY

Three papers which look at listening in the health professions.
23. THREE VIEWS ON TEACHING LISTENING

Chair: Anthony Clark, University of Florida
Patricia J. Anderson, East Carolina University

LISTENING: WHAT DO THE ELEMENTARY LANGUAGE BASALS TEACH?—How much attention does listening get in elementary language textbooks? The answer comes from this examination of five complete series, noting topic/skill, activity, and overall amount of attention per book.

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Linda A. Desjardins, Hampton Beach NH

WHERE I'M AT AND WHERE I'M GOING—We teach our students to listen to others. Do we teach them to listen to themselves? This session will explain a strategy for improving students' speaking skills based on inputs gained from their own listening.

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Susan Ellen Bacon, Kent State University

TEACHER MADE MODELS MAKE A DIFFERENCE—Your opportunity to see how "formal" models from the literature can come "alive" for students. The foundations, the process, and the creation of these models (as well as some models) will be shared.

24. THE 47 SECOND RESPONSE: SIGNIFICANT EAR OPENING PHRASES

Chair: Beverly Aweve, McHenry High School
Suzanne Pemsler, Listening Unlimited, MA.

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Observe and listen to a doctor/patient conversation, a parent/child exchange, a manager/colleague or subordinate dialogue, a salesperson/client (or hoped-for client) patter and you will reconfirm that attitudes develop quickly, for better or worse, depending on how the listener responds. A communication situation, handled deftly by the listener with just a few well chosen words as starters, will create the aura that the speaker will find intoxicating. I will investigate the words and attendant tone and body language that create communication walls or open honest dialogue. New poems, songs and puppets (show and found-object) will illustrate the talk. Participants will leave with a host of "aura phrases" to set off their future interpersonal experiences.

Noon – 2:00 p.m.
Room – Bonsai/Banyon

LUNCHEON AND BUSINESS MEETING

2:00 – 3:30 p.m.
Room – Cottonwood

25. INTERCULTURAL LISTENING: A SIMULATION FOR STIMULATION

Chair: Jerry Allen, University of Bridgeport
Dean Thomilson, University of Evansville
Michael Purdy, Governors State University

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An intercultural role-play simulation involving a person from an unknown country will begin this program and serve to stimulate discussion about both intercultural listening and research.

2:00 – 3:30 p.m.
Room – Candlewood

26. THE CLOWN AS LISTENER AND COMMUNICATOR

Chair: Edie Cole, Ohio
Joyce Perkins, Phoenix AZ

ADULT COMPUTER LITERACY AND LISTENING

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Michaela Safadi, Arizona State University

ADULT LANGUAGE LEARNING

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Donna Gustafson, Tempe AZ

WHY CLOWNS HELP US LISTEN

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The clown is a listener, communicator, healer, commentator and effects change in her/his audience. The clown listens to words, voice, nonverbal communication and the needs which underlie communication in a nonthreatening manner. The clown encourages play and childlike behavior which balances and dissipates stress in all ages. The clown can encourage change in asocial or anti-social behavior through mimicry. Historically the clown has been called on as healer and prophet. Practically, the clown can help us through fearful, hard times and to celebrate important, happy times.

2:00 - 3:30 p.m. Room - Ironwood

27. LISTENING AND NOTETAKING: DEVELOPING A SURVIVAL COURSE FOR COLLEGE BOUND STUDENTS

Chair: Catherine Lindsay, University of Wisconsin-Oshkosh
Harvey Weiss, Lend Me Your Ear, Minneapolis

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A program to help you help college students with listening and survival skills.

3:40 - 5:00 p.m. Room -- Bonsai

28. THREE LOOKS AT LISTENING

Chair: George Tuttle, Illinois State University
Robert L. Husband, University of Illinois

A FURTHER LOOK AT MANAGERIAL LISTENING--What do managers think of how they listen? And how subordinates view that same listening behavior.

This presentation attempts to answer these questions as well as discuss how managers can be helped to be better listeners. Recent research findings will be presented on managers and subordinates' perceptions of managerial listening behaviors. How these findings are used as information in a management communication training program will also be discussed.

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Barbara Eakins, Wright State University
Lawrence Cross, Wright State University

LISTENING AS INTERACTIONAL WORK--The research examines how four listening strategies--questions, statements, minimal responses, and pauses--are used in interaction between marriage partners. The listening devices are monitored with regard to the development of conversation and the success or failure of topics raised.

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Molly Wertheimer, Pennsylvania State University-Hazelton

LISTENING AND PERSONAL GROWTH

3:40 - 5:00 p.m. Room -- Banyon

29. SOMEBODY LISTEN TO ME----PLEASE!

Chair: Joan Steen Silberschlag, Central High School, Phoenix
Carol Hargis, Nurse Administrator
Linda Buchanan, RNC Nurse Manager
Judy Verwolf, Director, Adolescent Treatment Program
Dr. Elaine Goldman, Director, Psychodrama
Kit Wilson, Director, Chemical Dependency
Tom Lynch, Nursing Coordinator
Carter G. Hays, Adolescent Care Worker,
Camelback Hospital, Scottsdale, AZ
Terri Blair Leveton, Director of Adjunctive Therapies
and Education Departments

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Professional staff of Scottsdale Camelback Hospital, one of the nation's largest nonprofit psychiatric and chemical dependency hospital systems, comprise the panel. Emphasis of discussion will be on
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Montclair State College
Upper Montclair, NJ 07043
how listening behavior is a top priority in treating adolescent patients with emotional, behavioral, social and family problems.

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3:40 - 5:00 p.m. Room - Candlewood

30. ILA FOR COLLEGE STUDENTS:
DEVELOPMENT OF STUDENT CHAPTERS

Chair: Harry Cook, Southwest Missouri State University

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Informal discussion by interested members to consider student chapters.

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Evening

OPEN WITH WESTERN COOKOUT AS AN OPTION

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Saturday, March 12, 1988
8:30 - 10:00 a.m. Room - Bonsai

31. RESEARCH PERSPECTIVES ON LISTENING

Chair: Ethel Glenn, University of North Carolina-Greensboro
Jerry L. Allen, University of Bridgeport
Joan O'Mara, University of Bridgeport
Kathleen M. Long, University of Bridgeport

Communicators' style, predispositions to communicate, perceptions of relational responses, uncertainty, and satisfaction with communication in intracultural and intercultural contexts.

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Walton B. Bishop, Consultant, Maryland

WAS THE HAWTHORNE EFFECT PRODUCED BY LISTENING?—This paper describes how listening may actually have produced the Hawthorne Effect and thus confused both production line supervisors and researchers.

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Deborah Borisoff, New York University
Maria F. Loffredo, New York University

LISTENING IN THE CONFLICT MANAGEMENT CYCLE: DO WOMEN'S AND MEN'S DECODING OF AFFECTIVE MESSAGES REFLECT CULTURAL ACQUISITIONS?—This paper will explore the processes of cultural acquisition that leads men and women in disparate directions of learning how to listen and will demonstrate the processes by which such divergence can create conflicts or hamper their resolution.

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Fred B. Goodwin, Southeast Missouri State University

LISTENING VALUES, AND HUMAN BEHAVIOR: A REEXAMINATION OF THE HOLOCAUST—A linguistic analysis which attempt to establish a link between unsophisticated listening habits and the Nazi catastrophe of 1933-1945.
8:30 - 10:00 a.m. Room - Baynon

32. STRATEGIES FOR TEACHING LISTENING/READING: TYPICAL AND 'UNIQUE' LISTENERS

Chair: Andrew Wolvin, University of Maryland
Susan Berkheimer, Sheridan School, Washington, DC
Ella Erway, Southern Connecticut State University
Sara Lundsteen, North Texas State University
Barbara Palmer, Florida State University

The workshop starts with an opening scene, a bit of dramatic role play, to set the tone and lead into content. The content includes definition and the "why" of the session, the "who" (illustrated in the role play), the "where" or setting up optimal environments for typical and unique learners (disabled or gifted). The "what" of appropriate goals in a framework, and (most extensively of all) the "how" of strategies for teaching is presented.

Room - Cottonwood

MINICONFERENCE FOR THE SECONDARY LEVEL

SECONDARY TASK FORCE ON LISTENING

Chair: Joan Silberschlag, Central High School, Phoenix

8:00 a.m.: Registration/Coffee Collection of Swap Shop materials and tickets for swap shop

8:30 a.m.: Welcome

GSP Gorsuch Scarisbrick, Publishers

Speech Communication for the Classroom Teacher
Third Edition
Pamela J. Cooper, Northwestern University
The new edition of this highly respected text has been thoroughly updated and revised with a more multi-cultural perspective and a new section on the exceptional learner. It provides prospective and in-service teachers with a variety of experiences in analyzing, developing, and facilitating their own and their students' communication behavior.
350 pages/1988/paperback/instructor's manual

Managing Communication in Organizations: An Introduction
Second Edition
H. Wayland Cummings, University of Oklahoma
Larry W. Long, North Carolina State University
Michael L. Lewis, Abilene Christian University
This introduction to communication management in organizations provides an integrated approach, combining communication perspectives within an organization. The second edition includes new material covering leadership and power, information management, and the role of culture in an organization.
350 pages/1988/paperback/instructor's manual

Communication Between the Sexes: Sex Differences and Sex-Role Stereotypes
Lea P. Stewart, Rutgers University
Pamela J. Cooper, Northwestern University
Sheryl A. Friedley, George Mason University
220 pages/1986/paperback/activities manual

Values and Policies in Controversy: An Introduction to Argumentation and Debate
Russell T. Church, John Carroll University
Charles Wilbanks, University of South Carolina
350 pages/1986/hardcover

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Address (city, state, zip):

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Unisys Corporation
P.O. Box 2191
Princeton, New Jersey 08543
3:25 - 4:00 p.m.

35. DIGNIFYING RESPONSES, QUESTIONING TECHNIQUES, BONDING CURRENT AND PAST THINKING

Chair: Carol Grau, New Utrecht High School
Barbara Anton, Moorhead, MN

4:00 - 5:15 p.m.

36. ACTIVITIES THAT TEACH GOOD LISTENING

Chair: Melissa Beall, Southesast High School
Inga H. Smith, Columbus, OH

** ** ** ** ** ** **

The aim of this workshop will be to demonstrate to teachers actual activities that teach good listening by having them participate in the activities as though they were students.

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5:15 - 6:00 p.m. Room - Lower Lobby

SOCIAL

10:00 - 10:45 a.m. Room - Lower Lobby

COFFEE WITH

Robert Bostrom
University of Kentucky or
Jim Brown
University of Minnesota

10:45 - Noon Room - Candlewood

37. RESEARCH IN LISTENING

Chair: Marilyn Corrigan, Northern States Power Company
Judy Brownell, Cornell University

BREAKING THROUGH THE MYTHS: WHAT WE NEED TO KNOW ABOUT EFFECTIVE LISTENING--While managers appear to discriminate among their own listening behaviors, their colleagues have more general impressions of a "good" or "poor" listener and are less able to identify what about the manager's behavior led them to their conclusion.

** ** ** ** ** ** **

Anthony Clark, University of Florida

AN INVESTIGATION OF POSSIBLE RELATIONSHIPS BETWEEN WILLINGNESS TO COMMUNICATE, RECEIVER APPREHENSION, COMPREHENSION OF CONTENT AND INTERPRETATION OF EMOTIONAL MEANING IN SPOKEN MESSAGES.--The adage, it's not only what is said but how it is said, is the basis for a research report on the relationship between willingness to communicate, anxiety, comprehension and emotional meaning in listening.

** ** ** ** ** ** **

George E. Tutle, Illinois State University

A STUDY OF LISTENING IN ORGANIZATIONS ACROSS THREE SITUATIONAL VARIABLES--The paper is a report of the study of the perception of listening behaviors in relation to other communication functions by mid-level managers in organizations across three situational variables: nationality cultural differences, cognitive complexity, and organizational type. Data were collected from subjects in the United States and Australia. Organizations in both countries were of two
types: service and industrial/commercial. Subjects were classified as high or low cognitive complexity. Data were collected by pencil and paper instruments followed by in-depth semi-structured focus interviews. Data are analyzed with implications for further research and theory building.

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Elizabeth D. Watson, Southwest Independent School

USING VISUAL IMAGERY TO AID LISTENING COMPREHENSION AND WRITING SKILLS OF YOUNG ADOLESCENTS--Studies have shown that visual imagery can have a positive effect on listening and reading comprehension. This report examines the effects of imagery for a class of seventh and ninth graders in an intensive three-week remedial course in reading and writing skills. Most of these students speak both Spanish and English, and ESL methodologies (such as Suggestopedia) support the idea that using imagery is beneficial.

10:45 - Noon

38. MAKING A DIFFERENCE: LISTENING IN THE WORLD OF THE ELDERLY

Chair: Hal Dalrymple, Kent State University
Florence I. Wolff, University of Dayton
Nadine C. Marsnik, Vermilion Community College

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Are we listening to "senior adults"? What does research indicate about listening perceptively to the elderly? Two speakers will focus on listening and responding to a priceless human resource which all eventually become—the elderly.

Room - Bonsai/Banyon

LUNCHEON AND BUSINESS MEETING

2:00 - 3:30 p.m.

Room - Candlewood

39. LISTENING RESEARCH--ANOTHER SERIES

Chair: Terry Ostermeier, University of Wisconsin-Whitewater
Robert Stewart, St. John's University

DON'T BE TONE DEAF IN INTERPRETING FOREIGN LITERATURE IN ENGLISH TRANSLATION--Have you ever been puzzled by foreign literature in English translation sounding very American or British or both? Then come listen to a refreshing exploration on the subject.

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Kenneth D. Thomas, University of Maryland

LISTENING AS A THEME IN MAGAZINE ADVERTISING--This paper examines magazine advertisements which employ the act or the art of listening as their theme. The paper divides advertisements' usage of listening into four major thematic categories: listening for enjoyment, listening for learning, the importance of listening, and listening for better business. The advertisements are analyzed by the advertisers' message objectives and the techniques used to meet those objectives.

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Aaron Vessup, Elgin Community College

HAVE YOU USED YOUR THIRD-EAR LATELY?--This paper proposes to examine specific contexts in which third-ear listening could have benefited the interactors, if utilized at a strategic point. Suggested techniques for developing one's third ear will also be offered. Treatment of traditional listening problems by contemporary comedians will also be presented.
2:00 - 3:30 p.m.  Room - Ironwood

40. LISTENING BEYOND EMPATHY: THE HEALING POWER OF LOVE AND LISTENING

Chair: Ella Erway, Southern Connecticut State University
Kenneth Paulin, Northern Michigan University

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Listening to self will be examined and described as an altruistic activity. Work on self, especially "listening to ourselves," can benefit not only self but all those people we interact with in our daily communication relationships. This presentation will address the specific benefits from listening to self for both self and others.

3:30 - 4:30 p.m.  Room - Candlewood

41. MEET THE BOARD

A chance to provide feedback to board members on any topic.

3:30 - 4:30 p.m.  Room - Ironwood

RESEARCH COMMITTEE III

Chair: Michael Purdy, Governors State University

6:30 - 8:00 p.m.  Room - Lower Lobby

RECEPTION (no host)

8:00 p.m. ---- ?  Room - Bonsai/Banyon

BANQUET

Have you renewed your membership in ILA?

NAME: ____________________________

MAILING ADDRESS:________________

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SPECIAL THANKS TO THE DEPARTMENT OF COMMUNICATION AND THE COLLEGE OF PUBLIC PROGRAMS
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Closing

Program Creator/Scriptwriter..............CAROLYN COAKLEY
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Creative Consultant.............................ANDREW WOLVIN
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Makin' Magic

Verse Two
We can hug a friend whose world's turned upside down,
We can touch a stranger and help erase a frown.
Start a chain reaction - There's no time like today,
We can make the magic - we're the H.A.

Verse Three
When we truly listen - listen all the way
Listen with our eyes and ears and with our hearts all day.
The world will grow much stronger - and we can lead the way,
We can make the magic - we're the H.A.