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Listening Training in an Organization

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Listening Training

in an Organization
(TITLE)

BY

Susan E. MacLean

THESIS

SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
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A Thesis on

Listening Training in an Organization

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Running head: LISTENING

Abstract

Listening training and development in organizations is becoming increasingly popular. Much literature has examined different aspects of listening and the training in this area used by organizations. The purpose of this thesis is to examine several areas concerning listening training in an organization.

A random sample of faculty at a medium sized midwestern university were utilized as the participants for this study. A fifty five percent usable return rate provided the data base. A self generated questionnaire was the instrument used. This questionnaire focused on listening skills and the training of these skills in a particular educational organization.

The research questions generated some interesting results. Participants agree that improvement of their listening skills could be beneficial to their careers and to the university. They also feel that communication skills training is very important to the university as an organization. Listening skills are also perceived as important to the university as an organization. If a seminar or in-service program focusing on the improvement of listening skills were offered, most participants would

probably attend.

Acknowledgements

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Listening Training in an Organization

Introduction to Study

Communication skills improvement in organizations is becoming increasingly popular. This study will focus specifically on listening skills. All of the areas covered in the literature review are relevant to organizational listening (within an organization) and training. This thesis will focus on how listening skills are perceived in regard to one organization; the organization being Eastern Illinois University.

A random sample of faculty and staff were chosen to participate in the filling out of a questionnaire. This questionnaire focused on listening skills and listening skills training within and outside their organization; their organization being the university.

For this study, the theory that I am operating from is one that I have created as a result of my literature review. This theory states that there is a need for listening skills (DiSalvo, Larsen, & Seiler, 1976) and training in these skills for business organizations (Hunt, & Cusella, 1983; Hanna, 1978; Golen, 1980) as well as industrial or manufacturing firms (Meister, & Reinsch, 1978; Hollingsworth, 1966).

The research questions for this study are: 1) Do the employees of this university perceive listening skills

training programs as important to their job and the university, 2) Do the employees of this university perceive listening skills to be beneficial to their career and to the university, and 3) If employees perceive these skills as important and beneficial, would they attend a seminar or in-service program aimed at improving these skills?

The focus of this literature review is on listening training in organizations. Specifically these issues will be addressed: 1) Improving listening skills within an organization, 2) The time engaged in listening and related areas, 3) How listening skills actually can be taught and the plan of instruction used in training for listening skills, 4) How listening skills can help in obtaining and retaining a job, 5) How listening abilities relate to success in a job or organization, and 6) How listening skills can be beneficial in certain areas and occupations.

Improving Listening Skills

At the job entry level, a study by Huegli and Tschirgi (1974) indicated a need for more effective communication skills "in general." Most organizations that provide listening training group it with communication skills training programs. Hanna (1978) identified the most troublesome communication situations for business employees and found listening to be the second most troublesome. Similarly, Meister and Reinsch (1978) found listening to be

the number one communication skill deficiency in

manufacturing firms. Smeltzer (1979) found through a

questionnaire sent to first line supervisors in

manufacturing, hospital and banking organizations that one

of the communication skills viewed as being a barrier to

improved job performance was poor listening habits.

Wolvin and Coakley (1990), in their survey of the

Fortune 500, found that less than 5 percent of the

organizations receive annual listening training. In the

same study they also found that less than 5 percent of the

training budget is devoted to listening training. This

seems inappropriate when evidence suggests that there is a

real need for listening skills training in organizations.

Wolvin and Coakley (1985, p. 4) indicate in their book

Listening that managers

> "are beginning to realize that inefficient listening is
>
> costly to corporations-costly in wasted money, misused
>
> time, deflated morale, reduced productivity, and
>
> alienated relationships."

All of these researchers suggest that listening is a skill

that needs improvement.

Time Engaged in Listening

Much literature is focused on the time spent in

business actually listening. Steil et al. (1983) state that

business executives spend approximately 63 percent of their

time each day listening while workers or subordinates spend
a little more than 30 percent of their time engaged in
communication involving listening. Brown (1982) posits that
most employees from major corporations in North America
spend approximately 60 percent of their day listening.
Keefe (1971) reports that executives spend approximately 63
percent of their workday listening. Powell (1983) refers to
listening as "first and foremost a habit, a taken for
granted activity that occupies about 80 percent or our
waking hours" (p. 580). Conceivably, due to the amount of
time that employees spend listening, organizations are
becoming increasingly aware of the importance of effective
listening (DiSalvo, 1980; Downs & Conrad, 1982; Harris &
Thomlin, 1983; Hunt & Cusella, 1983; Muchmore & Galvin,
1983; Rendero, 1980).

How Listening is Taught, The Process

According to several researchers, listening is a skill
that can be taught (Blewett, 1951; Erickson, 1954; Heilman,
1954; Irwin, 1952; and Pratt, 1953). Many researchers
build their arguments from empirical evidence that listening
can be taught (Heilman, 1954; Irvin, 1954; Griffin & Hanna,
1960; Johnson & Richardson, 1968; Binder & McClone, 1971;
Cottrill & Alciatore, 1974; Work, 1978; Markgraf, 1962;
Blacklund, 1982; Whan, 1944; Johnson, 1951; Hollingsworth,
1966; and Dickson & Patterson, 1981). In other words, the

idea that listening can be taught is not just based on speculation, it is a reasonable and valid pursuit. Specifically, Hollingsworth (1966) concludes that adults can be trained in listening within plant training programs.

There are several different approaches to listening training. McClelland (1988) believes that an effective listening process: 1) Fosters understanding of employees' business and personal concerns, 2) and triggers a responsive process, 3) with employees alerting management to potential problems, 4) offering workable solutions and 5) otherwise making effective use of the work place ideas. These are areas that a listening training program should work toward.

Zizzi (1990), in his explanation of organizational listening, almost prescribes a process that listening training must go through. His definition is this,

"Organizational listening is the manifestation of
an attitude of respect for both the importance and
difficulty of the following process: constantly
adjusting, closely attending, gratefully
acknowledging, internally assimilating, and
conscientiously acting upon the communication
action of all organizational members" (p. 5).
This process seems to be very thorough but also somewhat ambiguous. It may be expanded into a training seminar.

Powell (1983) suggests eight steps for attentive

listening. These eight steps are to: 1) create rapport, 2) Separate the negative and positive comments, 3) Identify the personal from professional difficulties, 4) Relate problems to company policies and procedures, 5) Establish priorities using a positive approach, 6) Appraise possible solutions, 7) Select appropriate solutions, 8) Plan a feedback process. This is a very general approach to training.

Hamilton (1987) suggests five steps to better listening. Step one is to actually make eye contact or "look" at the person speaking. Step two is to ask questions to find out further information or just to clarify. Step three is not to interrupt the speaker. Step four is to remain on the same topic. In other words, do not change the subject. The fifth step is to be responsive and show you are interested. These five steps are easily understandable and explainable. Most of all they can be applied to any situation unlike Powell's.

Summerfield (1987) posits five steps as well. These steps are as follows: 1) Do not do all the talking, 2) Be prepared on the subject to be discussed, 3) Recognize and understand the speaker's organizational pattern, 4) Listen for and mentally summarize the speaker's basic ideas, and 5) Restate the substance of what you have heard. Both Summerfield and Hamilton seem to have a very practical approach that can be adapted well to the work place.

Reitzfeld (1989) also has a step by step process to use in listening training for "successful listening." First, you must be facing the speaker and at an appropriate distance in order to hear clearly. Second, if there is something that is not understood, ask questions. Third, be aware to new and important information that may be useful to you later. Fourth, take plenty of notes to refer back to later. Fifth, try to separate the facts out of the flowery presentation of information. Sixth, even if you disagree with what is being said, do not let it show. Seventh, be aware of nonverbal messages and the tone in your voice. Eighth, try not to judge the speaker on things such as looks, dress, fluency, etc....

Along with Summerfield and Hamilton, Reitzfeld also has a practical approach to evaluating and teaching listening skills. Any of these three approaches seem to be a solid base for a training program focusing on improving listening skills. These approaches do not just tell one how to listen, they provide a process to use in order to help one develop better listening habits as well as a better understanding for what is being said.

Obtaining and Retaining a Job

How do listening skills help you in obtaining and retaining a job? In a study done by Curtis, Windsor, & Stephens (1989), listening ability ranked second in

importance in helping graduating students obtain employment. Ability to listen effectively and give counsel was ranked fourth in importance for the ideal manager.

Other researchers have similar findings about the importance of listening skills in obtaining a job (Huegli, & Tschirgi, 1974; Spicer, 1975). How do listening skills help you in retaining a job? Huegli, & Tschirgi (1974) found that,

"in most cases, new employees rely heavily on the

audio medium of conferences with others at the

same horizontal level in the organization" (p. 27).

This statement explains the importance of having good listeners in an organization.

A number of other researchers suggest that good listening skills are important in the organizational setting (Smeltzer & Watson, 1984; Steil et al., 1983; Wolff et al., 1983; Wolvin and Coakley, 1988; Goldhaber, 1975; Lockwood, & Boatman, 1975; Crocker, 1979). Of equal importance is the finding that listening was mentioned most often in 25 studies focusing on critical employment skills (DiSalvo, 1980; Smeltzer, & Watson, 1984; Wolvin, & Coakley, 1985).

Success in the Job or Organization

Sypher and Zorn (1986) state that communication skills are a predictor of an individual's success in an organization. Listening skills are considered a

communication skill.

In a national Human Resource Development executive survey, the American Society for Training and Development found some interesting results (1989). The desire to upgrade current workers' skills, changes in work processes and technologies, and the educational shortcomings of the entry-level workers, have lead to 73 percent of employers instituting basic-skills training programs. Eighty four percent of the organizations who responded to the ASTD survey claimed that the need for basic skills training will increase over the next three years. In the years 1990-1992 ASTD believes from their research that basic-skills training will be comprised of almost 35 percent listening training (ASTD, 1989).

Three studies place listening skills as being the first of importance in relation to other communications skills related to job success (DiSalvo, Larsen, & Seiler, 1976; Smith, 1978; DiSalvo, & Steere, 1980).

Beneficial in Certain Areas and Occupations

Listening skills can be beneficial in certain areas within an organization. Barton (1990) believes that acknowledging employees through meaningful communication and listening may help in preventing sabotage and other aggressive methods that are common when a union is present.

Richardson (1989) believes that listening and

responding are important steps in encouraging upward
communication. McClelland (1988) believes that senior
management that fails to listen, misses opportunities to,

"anticipate problems that might compromise

quality, customer service and other key goals"

(p. 124).

In other words upward communication can be improved if the
senior management have good listening skills. Powell (1983)
reminds us that a good supervisor,

"is an attentive listener because listening counts

most when tension is greatest" (p. 582).

Papa and Glenn (1988) found that employee listening
ability and listening training strongly influenced
productivity with new technology. Here is another area,
productivity. This is a pretty important area for any
business.

Some literature has pointed out specific occupations
that can be helped by the use of good listening skills.
These occupations are: 1) Sales (Main, 1985), 2)
Transportation and distribution (Richardson, 1989), 3)
Doctors (Rosenbaum, 1989), 4) Policemen (Erickson et al.,
1976), and 6) Accountants (Golen, 1980). There are other
occupations that can benefit from listening training. Given
this literature review, universities are not typically
studied as businesses although they function much like them.

This research takes the perspective that educational
organizations also need training and development programs,
much like businesses, to improve communication skills.
Specifically, listening skills are the focus of this study.

Methodology

Participants chosen for this study consisted of 100 out
of a total 725 faculty/staff members of a medium sized
midwestern university. This sample represents
approximately 15% of the present organization's faculty/
staff members due to the fact that several members are on
leave. The participants were chosen randomly from a listing
of faculty put out by the President's office of the
university. Random tables were used in choosing the
participants; first, with a stratified random sample, having
representatives from each educational department, and second
with a proportional one, meaning the rest were distributed
in relation to department size (Smith,1988). Each employee
of the organization that was utilized for this study, fell
under one of five titles. Participants included: 3 Deans,
9 Department Chairs, 37 Faculty, 5 Temporaries Full-Time,
and 1 Temporary Part-Time.

Altogether 55 questionnaires were returned, making a
55% usable return rate. The 16 item questionnaire (see
Appendix A) designed for this study focused on listening
skills and listening skills training within and outside the

organization. In this case the organization was a university.

Based on the literature review, the questions focused on several issues. One such area was if listening skills improvement was perceived as being beneficial. This related to the first section in the literature review which covers improving listening skills within an organization. Another area of the questions focused on whether people have had listening training, how much and when. This makes for a nice comparison with the section in the literature review about time engaged in listening.

Two questions from the questionnaire focused on where listening skills have been taught and how people in this particular organization, feel they should be taught. This related to the section in the literature review on how listening skills can be taught. It is important to see this comparison in order to see if the method of instruction fits the level at which it is taught.

The question which asked how important listening skills training was perceived as being, was derived from two sections in the literature review. These two sections in the literature review were on how listening skills can help in obtaining and retaining a job and how listening abilities relate to success in the job or organization.

Two questions from the questionnaire related to the

section in the literature review on how listening skills can be beneficial to certain areas and occupations. These questions are: 1) What specific listening skills could help in regard to the participant's career and 2) If offered, would participants attend a seminar to help improve their listening skills? It was possible that a pattern could be formed as to what listening skills are perceived as needing improvement for certain occupations. Here, only one type of occupation if the focus. From the literature review it is clear which areas and occupations could benefit from listening training but it is also important to know whether people will attend this training.

In short, the questionnaire was designed to help determine if there is a need to improve listening skills and offer more training in this area to this particular organization. In a sense, this questionnaire is a needs assessment for this university, specifically focusing on one type of communication skill.

Procedure

The questionnaire with a cover letter (see Appendix A) was sent to 100 employees of a medium-sized midwestern university on April 10, 1990. The questionnaire was designed to find out if this particular organization's members perceived listening skills and listening skills training as important to their job and organization. A self

assessment in regard to listening skills was also a part of this questionnaire to see if there were a great deal of employees who perceived themselves as needing improvement in their listening skills.

The statistical tests used in the analysis of the data were histograms and correlational analysis. The statistical tests were generated on the Number Crunching Statistical System computer program.

Results

Histograms were generated for each question (see tables 1-14). The tables show the frequency of responses in regard to each question and each part of a question. Question 11 was the only question that did not have a histogram calculated. It asks: If you have had listening training, where did you have it? This was an open ended question. Several different types of responses were given but the overwhelming response was "in college." This was contradictory to the results of question 5.

Correlation analysis was generated for all questions. The ones that will be focused on will be the ones that are significant. In other words, if the probability equaled .05 or less then the finding is significant. First, question 2 correlated with questions 3, 8, 9 and 16. In regard to 2 and 3, they correlated highly at .77 with a probability of .00. This meant that when participants believed that the

improvement of their listening skills could be beneficial to their career, they also believed they could be beneficial to the university.

Second, questions 2 and 8 correlated at .52 with a probability of .00. This means that when participants agreed that the improvement of their listening skills could be beneficial to their career, they also agreed that communication skills training is very important to the university as an organization.

Third, questions 2 and 9 also correlated at .52 with a probability of .00. This meant that when participants agreed that the improvement of listening skills could be beneficial to their career, they also believed that listening skills training was important to this university as an organization.

Fourth, questions 2 and 16 correlated at -.49 with a probability of .00. This meant that when the participants believed that the improvement of their listening skills could be beneficial to their career they also probably would attend a seminar or in-service program focused on the improvement of the type of listening skill(s) they chose in question 15.

Fifth, question 3 correlated with question 2 as already discussed, but it also correlated with questions 8 at .51 with a probability of .00, 9 at .63 with a probability of

.00, and 16 at -.53 with a probability of .00. This meant that when participants agreed that improvement of their listening skills could be beneficial to the university, they also believed that: 1) communication skills training is very important to the university as an organization, 2) listening skills training was important to the university as an organization, and 3) they would probably attend an in-service or seminar program focused on the improvement of the type of listening skill(s) they chose in question 15.

Sixth, question 8 correlated with 2 and 3 as already discussed, but it also correlated highly with 9 at .75 with a probability of .00 and 16 at -.38 with a probability of .005. This means that when participants believed that communication skills were very important, they also believed that: 1) listening skills were important, and 2) they would probably attend a seminar or in-service program focused on the improvement of the type of listening skill(s) they chose in question 15.

Seventh, question 9 correlated with 2, 3, and 8 as already discussed. It also correlated with 16 at -.49 with a probability of .00. This meant that when participants believed listening skills training to be important to the university as an organization, they also believed that they would probably attend a seminar or in-service program to help improve the type of listening skill(s) they chose in

question 15.

Eighth, questions 10, 12, and 13 all correlated with each other. Questions 10 and 12 correlated at -.62 with a probability of .00, questions 10 and 13 correlated at -.57 with a probability of .014, and questions 12 and 13 highly correlated at .82 with a probability of .00. This meant that when participants had listening training, it was usually in the amount of 0 to 1 hours and more than three years ago.

Ninth, questions 6 and 16 also correlated at .38 with a probability of .005. This meant that where participants believed they were good listeners, they would be less likely to attend a seminar or in-service program to help improve their listening skills.

Finally, questions 6 and 12 almost correlated at .31; they had a probability of .058. These questions dealt with how much training people had and their self perception of listening skill.

Discussion

The research questions worked well for this study. Participants agreed that the improvement of listening skills could be beneficial to their careers and the university. This is shown in tables 1 and 2. In these questions, 5 = strongly agree. They both had the highest percentages at 4. This would mean that they agree with these statements. For

question 1, 38.2 % agreed and for question 2, 35.2 % agreed.

It was also found that participants believe communication skills and listening skills training are important to the university as an organization. This is shown in tables 14 and 15. In these two questions, 5 = very important. For question 8 the highest percentage was at 5. This percentage was 47.2%. For question 9 the highest percentage was at 4. This would mean it was important. The percentage was 46.2%.

The results to the question regarding a seminar or in-service program show that employees would probably attend such a program if offered in regard to the listening skill(s) they chose to improve. This is shown in table 29. The highest percentage was at 2. For this question 2 = probably yes. The percentage here was 33.3%.

Question 11 was the open ended question which contradicted with the results of question 5. The results of question 5 show that 57.7% over 42.3% did not choose listening skills instruction to be formally offered at the college level. In question 11 however, the findings suggest that most people had listening training in college. Although the questions are a little different, the idea here is that listening training goes on in college while most of the respondents believe listening instruction should be formally offered elsewhere. Elsewhere as a result of this

study meaning: 1) elementary schools and 2) secondary schools.

To summarize the results, participants feel that the improvement of listening skills could be beneficial to their careers and the university. Now that we know this, it seems rational that offering a listening training program would be beneficial to these participants' careers and organization.

When the improvement of listening skills was important to their careers, listening skills training was also considered important to the university as an organization. This also supports what is stated above.

Also, when participants felt that listening skills were important to their careers, they also probably would attend a seminar or in-service program focused on the improvement of the type of listening skill(s) they chose in question 15. From this information it would be logical to deduct that if the organization offered programs to improve the specific listening skills that the participants chose, they would probably get a good turnout.

When participants agreed that the improvement of their listening skills could be beneficial to the university, they also believed that: 1) communication skills training is very important to the university as an organization, 2) listening skills training was important to the university as an organization, and 3) they would probably attend an in-

service or seminar program focused on the improvement of the type of listening skills(s) they chose in question 15. This again supports what was mentioned above.

When participants believed that communication skills were very important, they also believed that: 1) listening skills were important and 2) they would probably attend a seminar or in-service program focused on the improvement of the type of listening skill(s) they chose in question 15. Again, this supports the conclusions made above.

When participants believed listening training to be important to the university as an organization, they also believed that they would probably attend a seminar or in-service program to help improve the type of listening skill(s) they chose in question 15. This specifically means that these participants found listening training to be important as well as an in-service or seminar program.

When participants had listening training, it was usually in the amount of 0 to 1 hours and more than three years ago. This shows a lack of listening training recently as well as a lack of listening training in general. The conclusions made from the results of this research show that there should be more listening training provided at this organization. The participants perceived listening training and listening skills as important so it would be logical to offer programs to improve this skill.

Where participants believed they were good listeners, they would be less likely to attend a seminar or in-service program to help improve their listening skills. It seems typical that if one thinks that he or she is an expert, they would not feel the need to have more training. While these participants did not claim to be experts, if they perceived themselves as good listeners, they would also perceive themselves as not needing as much training in this area.

The reason why questions 6 and 12 were mentioned is because it would have been interesting to see how much training people who perceived themselves as good listeners have had. Even though they did not meet the requirement of having a probability of .05 or less, they were close to being correlated.

There are a few limitations within this study. First, this study only focuses on one university within one area of the United States. On a broader scope, maybe including more universities even from other countries would provide another look due to cultural differences. Second, the focus of this study was in regard to the instructional staff of the university not the business aspect or building service and maintenance workers. Including these other areas would give a more thorough overview for the entire university. Third, educational organizations may have more of an emphasis on listening than other types of organizations. Educators may

require a stronger emphasis on listening skills because of counselor-type roles that several may find themselves in.

I do have some recommendations for further research in this area. First, conducting this type of study with other educational and possibly other business organizations would provide a larger scale of the needs in listening training. Second, focusing on all aspects of the university setting would give a wider range of divisions to compare. This would mean including civil service workers and administrative workers. Third, evaluating other areas of communication to see where listening skills rank in regard to importance would also be interesting and useful. These areas could include: teamwork, problem solving, interpersonal skills, negotiation, writing effectively, speaking effectively, and presentation skills. Fourth, conducting a post-test after offering listening training to discover whether there was improvement, could be another viable recommendation for future study.

This thesis will contribute to the communication literature by providing a look at the organizational aspect of a university. It will also examine listening training and how this has either been helpful or lacking to the employees of the organization. This may also serve as an impetus for future study of the organization as a whole for the university. I also believe that it will change the view

of readers in that universities are businesses as well as teaching institutions and can be studied in this way. Most likely the Faculty Development Office at any university, especially the one studied here, may also have some interest in the findings of this research.

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Appendix A

April 10, 1990

Dear EIU Personnel:

I need your help! I am a Master's candidate in Speech
Communication here at Eastern and the questionnaire enclosed
is crucial to my thesis research.

This survey will help to determine if Eastern personnel find
a need for programs to improve listening skills.

The survey itself should take no longer than ten minutes to
complete. The return campus envelope is enclosed for your
convenience, no postage necessary. All information will be
kept strictly confidential. If you are interested in the
results, please contact me. They will be forwarded to the
Faculty Development Office.

Please return your completed surveys on or before Thursday
April 19, 1990.

Thank you for your help with this project.

Sincerely,

S. MacLean
Graduate Assistant
Department of Speech Communication
Eastern Illinois University

Appendix A (continued)

Please respond to the following questions:

1. Are you: (circle all that apply)
   a. Dean
   b. Chair
   c. Faculty
   d. Temporary
      1. Full-time
      2. Part-time
2. Do you believe that the improvement of your listening skills could be beneficial to your career? (circle one)

Strongly Agree   Strongly Disagree

        5   4   3   2   1

3. Do you believe that the improvement of your listening skills could be beneficial to the university? (circle one)

Strongly Agree   Strongly Disagree

        5   4   3   2   1

4. Students entering this university are good listeners? (circle one)

Strongly Agree   Strongly Disagree

        5   4   3   2

5. Should listening skills instruction be formally offered at the: (circle any that apply)
   a. Elementary level
   b. Secondary level
   c. College level
   d. Other (please specify)_____

6. Do you believe that you are a good listener? (circle one)

Very Good   Good   Adequate   Poor   Very Poor
    5   4   3   2   1

Appendix A (continued)

7. Where have you learned your listening skills? (circle any that apply)
    a. Home
    b. School
    c. Church
    d. Peers
    e. Other (please specify)_____

_____

8. How important do you believe <u>communication</u> skills training is to this university as an organization. (circle one)

Very Important   Not Important At All

        5   4   3   2   1

9. How important do you believe <u>listening</u> skills training is to this university as an organization. (circle one)

Very Important   Not Important At All

        5   4   3   2   1

10. Have you ever had any listening skills training?
    ___Yes, ___No

11. If you have had listening training, where did you have it? (please list)_____

_____

12. How much listening skills training have you had? (circle one)
    a. 0 to 1 hour
    b. 1 to 3 hours
    c. 3 to 5 hours
    d. 5 to 7 hours
    e. 7 to 10 hours
    f. 10 to 15 hours
    g. other (please specify)_____

13. When did you have listening skills training? (circle one)
    a. within the last 6 months
    b. within the last year
    c. within the last 2 years
    d. within the last 3 years
    e. more than three years ago

Appendix A (continued)

14. What type of listening skills have you developed or improved through listening skills training? (check any that apply)

___ Critical Listening - where the listener analyzes the information offered as evidence and then makes critical judgments about the validity and quality of materials presented.
___ Discriminative Listening - is listening to determine the differences in sounds.
___ Empathic Listening - this is a less formal situation in which you allow another person to do most of the talking while you attempt to understand them.
___ Comprehensive Listening - striving to understand a message accurately.
___ Appreciative Listening - occurs when you are seeking enjoyment or pleasure (eg. listening to music or entertainment)

15. What type of listening skills training do you think might help you in your career? (check those that apply & see question 14 for definitions)

___Critical, ___Discriminative, ___Empathic,
___ Comprehensive, ___Appreciative

16. Would you attend a seminar or in-service program focused on the improvement of the type of listening skill(s) you chose above (in #14 & #15) (check one)
      ___Definitely Yes
      ___Probably Yes
      ___Maybe
      ___Probably No
      ___Definitely No

THANK YOU FOR YOUR PARTICIPATION AND YOUR TIME!

Please return to: S. MacLean
                   Department of Speech Communication
                   Eastern Illinois University
                   Charleston, Illinois 61920

Table 1

Question 2 Frequency Distribution: Benefit to Career

Number	Frequency	%Frequency	
1	2	3.6	:**
2	4	7.3	:****
3	13	23.6	:************
4	21	38.2	:*******************
5	15	27.3	:**************

Table 2

Question 3 Frequency Distribution: Benefit to University

Number	Frequency	%Frequency	
1	2	3.7	:**
2	8	14.8	:********
3	14	25.9	:*************
4	19	35.2	:******************
5	11	20.4	:**********

Table 3

Question 4 Frequency Distribution: Students Good Listeners

Number	Frequency	%Frequency	
1	6	10.9	:***
2	25	45.5	:************
3	0	0.0	:
4	23	41.8	:***********
5	1	1.8	:*

Table 4

Question 5a. Frequency Distribution: Offered Elementary

Number	Frequency	%Frequency	
0	11	21.2	:******
1	41	78.8	:********************

Note. Whenever the table numbers are only 0 and 1, 0 = not circled and 1 = circled.

Table 5

Question 5b. Frequency Distribution: Offered Secondary

Number	Frequency	%Frequency	
0	16	30.8	:********
1	36	69.2	:*****************

Table 6

Question 5c. Frequency Distribution: Offered College

Number	Frequency	%Frequency	
0	30	57.7	:***************
1	22	42.3	:***********

Table 7

Question 5d. Frequency Distribution: Offered Other

Number	Frequency	%Frequency	
0	49	94.2	:*****************
1	3	5.8	:*

Table 8

Question 6 Frequency Distribution: Self Assessment of Listening Skill

Number	Frequency	%Frequency	
1	2	3.6	:*
2	14	25.5	:*******
3	0	0.0	:
4	30	54.5	:***************
5	9	16.4	:*****

Table 9

Question 7a. Frequency Distribution: Learned Home

Number	Frequency	%Frequency	
0	20	37.0	:**********
1	34	63.0	:*****************

Note. Whenever the table numbers are only 0 and 1, 0 = not circled and 1 = circled.

Table 10

Question 7b. Frequency Distribution: Learned School

Number	Frequency	%Frequency	
0	18	33.3	:*********
1	36	66.7	:******************

Table 11

Question 7c. Frequency Distribution: Learned Church

Number	Frequency	%Frequency	
0	40	74.1	:*********************
1	14	25.9	:*******

Table 12

Question 7d. Frequency Distribution: Learned Peers

Number	Frequency	%Frequency	
0	29	53.7	:***************
1	25	46.3	:*************

Table 13

Question 7e. Frequency Distribution: Learned Other

Number	Frequency	%Frequency	
0	37	68.5	:******************
1	17	31.5	:*********

Table 14

Question 8 Frequency Distribution: Importance of

Communication Skills Training to University

Number	Frequency	%Frequency	
1	2	3.8	:*
2	1	1.9	:*
3	7	13.2	:****
4	18	34.0	:*********
5	25	47.2	:*************

Table 15

Question 9 Frequency Distribution: Importance of Listening

Skills Training to University

Number	Frequency	%Frequency	
1	2	3.8	:*
2	4	7.7	:**
3	13	25.0	:*******
4	24	46.2	:************
5	9	17.3	:*****

Table 16

Question 10 Frequency Distribution: Had Listening Training

Y or N	Frequency	%Frequency	
Y	16	29.1	:********
N	39	70.9	:*******************

Note. Y = yes and N = no.

Table 17

Question 12 Frequency Distribution: How Much Training

Letter	Frequency	%Frequency	
a.	20	54.1	:********************
b.	2	5.4	:**
c.	1	2.7	:*
d.	2	5.4	:**
e.	2	5.4	:**
f.	5	13.5	:*****
g.	5	13.5	:*****

Note. The letters represent the letters in Question 12 on the questionnaire (see Appendix A).

Table 18

Question 13 Frequency Distribution: When Trained

Letter	Frequency	%Frequency	
a.	1	5.6	:*
b.	1	5.6	:*
c.	1	5.6	:*
d.	0	0.0	:
e.	15	83.3	:***************

Note. The letters represent the letters in Question 13 on the questionnaire (see Appendix A).

Table 19

Question 14 Frequency Distribution: Type Critical

Number	Frequency	%Frequency	
0	6	23.1	:******
1	20	76.9	:*********************

Note. Whenever the table numbers are only 0 and 1, 0 = not circled and 1 = circled.

Table 20

Question 14 Frequency Distribution: Type Discriminative

Number	Frequency	%Frequency	
0	17	65.4	:******************
1	9	34.6	:*********

Table 21

Question 14 Frequency Distribution: Type Empathic

Number	Frequency	%Frequency	
0	11	42.3	:**********
1	15	57.7	:***************

Table 22

Question 14 Frequency Distribution: Type Comprehensive

Number	Frequency	%Frequency	
0	8	30.8	:********
1	18	69.2	:******************

Table 23

Question 14 Frequency Distribution: Type Appreciative

Number	Frequency	%Frequency	
0	10	38.5	:**********
1	16	61.5	:****************

Table 24

Question 15 Frequency Distribution: Help Career-Critical

Number	Frequency	%Frequency	
0	6	14.0	:***
1	37	86.0	:******************

Note. Whenever the table numbers are only 0 and 1, 0 = not circled and 1 = circled.

Table 25

Question 15 Frequency Distribution: Help Career-

Discriminative

Number	Frequency	%Frequency	
0	32	74.4	:****************
1	11	25.6	:******

Table 26

Question 15 Frequency Distribution: Help Career-Empathic

Number	Frequency	%Frequency	
0	21	48.8	:********************
1	22	51.2	:*********************

Table 27

Question 15 Frequency Distribution: Help Career-

Comprehensive

Number	Frequency	%Frequency	
0	14	32.6	:*******
1	29	67.4	:***************

Table 28

Question 15 Frequency Distribution: Help Career-

Appreciative

Number	Frequency	%Frequency	
0	31	72.1	:****************
1	12	27.9	:******

Table 29

Question 16 Frequency Distribution: Attend Seminar/Workshop

Number	Frequency	%Frequency	
1	7	13.0	:*******
2	18	33.3	:******************
3	10	18.5	:**********
4	11	20.4	:***********
5	8	14.8	:********

Note. In the number column, 1 = Definitely yes, 2 = Probably yes, 3 = Maybe, 4 = Probably No, and 5 = Definitely no.