University of Northern Iowa

UNI ScholarWorks

1989

The Status of Empathetic Listening Instruction for Conflict Management in Iowa's Teacher Education Institutions

Patricia A. Downs
University of Northern Iowa

Let us know how access to this document benefits you

The Status of Empathetic Listening Instruction for Conflict Management in Iowa's Teacher Education Institutions

Abstract

It is the purpose of this paper to explore literature that discusses empathic listening as an effective tool for conflict management. Further, this study surveys current empathic listening instruction in Iowa's teacher-preparation institutions. The basis for this research focuses on the following questions: (1) Does the literature suggest a link between empathic listening and conflict management? (2) Does the literature suggest effective methods for empathic listening instruction? and (3) What instructional methods for empathic listening are currently utilized in teacher-training programs?

THE STATUS OF EMPATHIC LISTENING INSTRUCTION

FOR CONFLICT MANAGEMENT

IN IOWA'S TEACHER EDUCATION INSTITUTIONS

A Research Paper

Submitted

In Partial Fulfillment

of the Requirements for the Degree

Master of Arts

Patricia A. Downs

University of Northern Iowa

August 1989

This paper

The Status of Empathic Listening Instruction

for Conflict Management

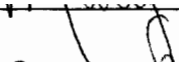in Iowa's Teacher Education Institutions

by

Patricia A. Downs

**is submitted in fulfillment of the Research Paper requirement of
The Department of Communication and Theatre Arts,
University of Northern Iowa,
Cedar Falls, Iowa.**

July 1989
(date)

Advisor

Mary Bozik

Reader

Jay Edelnant

Director of Graduate Studies

Conflict in high school classrooms is frequently a barrier to positive student-teacher relationships and effective teaching. These classroom conflicts may range from physical attacks to verbal confrontations and are frequently the source of news stories and teachers' discussions. New teachers often feel ill-prepared and inadequate in facing conflict in classrooms (Driscoll, 1983) and experienced teachers cite conflict as a primary cause of dissociation from the profession (Applegate & Lasley, 1979).

Coupled with these problems is the realization that conflict is inevitable. Teachers will undoubtedly face conflict in the classroom; however, it can ultimately be beneficial. Hurt, Scott, and McCroskey (1978) maintain that conflict can be "a constructive social enterprise" (p. 192). Thus, the focus of conflict management in the classroom should not be on preventing all conflict, but on employing strategies that will prevent classroom conflict from becoming dysfunctional. Though there are a number of strategies a teacher might employ in managing classroom conflict, the use of empathic listening has proven to be an effective strategy for constructive conflict management.

Statement of the Problem

It is the purpose of this paper to explore literature that discusses empathic listening as an effective tool for conflict management. Further, this study surveys current empathic listening instruction in Iowa's teacher-preparation institutions. The basis for this research focuses on the following questions: (1) Does the literature suggest a link between empathic listening and conflict management? (2) Does the literature suggest effective methods for empathic listening instruction? and (3) What instructional methods for empathic listening are currently utilized in teacher-training programs?

Definition of Terms

For the purpose of this study, the following terms need definition.

Empathic listening is defined in Wolvin and Coakley's Listening as the receiver's ability to do the following:

> recreate the other person's world by sensing that world as if it were his or her own world...; identify with the other's feelings and thoughts by entering the other's frame of reference...; and

replicate the other's feelings and thoughts by
becoming a rational and emotional mirror... (p.
254)

Conflict is defined as a situation when "people
are committed to incompatible courses of action
designed to achieve some goal" (Hurt, Scott, &
McCroskey, 1978, p. 192).

Conflict management is defined as the teacher's
ability to control the negative aspects and utilize the
positive aspects of conflict (Emmert & Donaghy, 1981).

Classroom management is defined by Doyle (1985) as
"...the actions teachers take to solve the problem of
order in classrooms" (p. 31).

Limitations of the Study

This study is limited to the thirty accredited
teacher-preparation programs of colleges and
universities in Iowa. According to the "Summary Report
of the Teacher Supply and Demand 1971-1986 for Iowa
Public Schools," by Dr. Trevor Howe of Iowa State
University, the state of Iowa graduated over 2500
teachers from its colleges and universities during
1986-87 and has a national reputation for outstanding
teacher training. This survey samples both private and

state institutions and is representative of the highest
caliber of teacher-preparation programs. Further, this
study is limited to the instructors at these
institutions who have primary responsibility for
classroom management instruction for prospective
teachers.

Justification

The Iowa Department of Education requires in the
"Standards for Teacher Education Programs," Chapter
76.14(5)g that "The program [for prospective teachers]
shall require study of skills and strategies to be used
in classroom management of individual, and of small and
large groups under varying conditions." The Iowa
Department of Education has no specific guidelines for
satisfying this requirement, allowing higher education
institutions to determine their own content. However,
conflict management is often included in the education
curriculum by individual institutions in partial
fulfillment of this requirement.

There are numerous strategies from which teachers
may choose to address classroom conflict. Empathic
listening is one strategy that serves the multiple
purposes of 1) keeping communication open; 2) showing

the student that he/she is valued; and 3) modeling
conflict management skills. If empathic listening is a
valuable tool for conflict management, effective
methods should be utilized and sufficient time should
be allotted for its instruction. A survey of classroom
management courses in Iowa's teacher preparation
institutions should give insight into present
techniques, attitudes and needs concerning the use of
empathic listening instruction.

Review of Literature

In order to understand current instructional
practices relating to empathic listening, four areas of
literature review are provided. The first is a
discussion of empathic listening; the second is an
examination of empathic listening as a strategy for
conflict management; the third is a discussion of the
action/reaction principle as it pertains to empathic
listening; and the fourth discusses empathic listening
training.

A Discussion of Empathic Listening

Empathic listening has been called by various names, including therapeutic listening (Wolvin & Coakley, 1988), active listening (Gordon, 1978), and reflective listening (Bolton, 1986). These terms have as a common basis Carl Rogers' "empathic understanding." He states in On Becoming a Person (1961),

> Real communication occurs, and this evaluative tendency is avoided, when we listen with understanding. What does this mean? It means to see the expressed idea and attitude from the other person's point of view, to sense how it feels to him, to achieve his frame of reference in regard to the thing he is talking about. (p. 331-332)

Rogers' explanation of empathic understanding has resulted in a method that has two integral parts: listening and responding. The first concept, empathic listening, is the receiver's ability to identify with the speaker. Katz (1963), Weaver (1972), and Howell (1982) all emphasize that empathic listening is dependent on sensing what the other person is feeling or thinking. Wolvin and Coakley (1982) go even further

and state that to become an empathic listener one must
"recreate the other person's world" (p. 254).

Though there is general agreement on the basic
meaning of empathic listening, this emphasis on
"walking in the shoes" of the speaker has caused
disagreement on whether or not empathic listening is
truly possible. Stewart and Thomas (1986) believe that
the decision to see from the other's frame of
reference, or in other words, to see from the other's
background, is in itself a barrier to empathic
listening. They state that one cannot "'get inside'
another person's awareness," and that one must focus on
the communication rather than the person (p. 182).

Anderson (1983) disagrees with Stewart and Thomas,
reaffirming the "as if" quality that is inherent in
Rogers' empathic understanding. Rogers (1962) has
defined this quality as the ability "to sense the
client's inner world of private personal meanings as if
it were your own, but without ever losing the 'as if '
quality..." (p. 355). Anderson (1983) reiterates that
one cannot and should not forget the self, but attempt
to block personal emotions and feelings that prevent a
sensitivity to the speaker's message. Finally, Katz
(1963) explains that, though the listener cannot help

but be aware of these inner feelings, he or she should use them "as instruments of cognition" (p. 69).

The ability to listen empathically is supported by the theory of meaning. This theory contends that meanings are not only assigned by direct experience, but also by association with past experiences (Littlejohn, 1989). The listener is able to understand the meanings in the person because she or he relates them to similar experiences that she or he has had. Roach and Wyatt (1988) call this the "dual perspective" of the empathic listener where one recalls like experiences or role-plays the speaker's experience in order to understand the other's viewpoint.

The second concept of empathic listening is responding. Responding is verbal and nonverbal feedback that is the "response or reaction of the listener as perceived by the source in the communication transaction" (Wolvin & Coakley, 1982, p. 116). Howell (1982) calls the empathic communicator one who "responds sensitively" to another person (p. 345).

Responding includes both verbal and nonverbal feedback. The verbal feedback, however, has been called by different names. Bolton (1986) discusses four

types: paraphrasing, reflection of feeling, reflection
of meaning, and summative reflection. Wolvin and
Coakley (1988) also discuss four types: probing
response, feeling response, thought response, and
paraphrasing. Burke (1984) lists six types:
recognition, reflection, translation, analogy,
clarification, and feeling recognition. All have as
their basis Rogers' (1961) philosophy. He states:

> I would like to propose, as an hypothesis for
> consideration, that the major barrier to mutual
> interpersonal communication is our very natural
> tendency to judge, to evaluate , to approve or
> disapprove, the state of the other person, or the
> other group. (p. 330)

Empathic responses avoid the judgmental and
evaluative barriers that Rogers discusses. Responses
may be used by the listener to check the receiver's
perception of the message (paraphrasing, summative
reflection, thought response, reflection, translation,
analogy, and clarification); encourage further talk
from the sender (reflection of meaning, probing
response, thought response, and recognition); or
indicate the listener's sensitivity to the receiver
(reflection of feeling, feeling response, and feeling

recognition). All are intended as non-directive, non-evaluative facilitators of communication so that the barriers to communication are lifted and empathic listening can occur.

Empathic Listening and Conflict Management

At a time when this researcher has observed that detentions and assigned papers are popular discipline strategies in many classroom, empathic listening can be a positive alternative in managing classroom conflict. Empathic listening can have this positive effect on classroom conflict for several reasons. First, Anderson (1979) states that listening to students enhances their self esteem. Students realize that what they are saying has importance because the teacher is willing to listen. He goes on to say that a student who is not afforded this vital part of communication will choose isolation or behavior that will gain recognition through unconventional means. Research by Aspy and Roebuck (1975) bears out these observations. In their study of teacher and student behavior, the teacher's empathy was found to be the common denominator in reduced discipline problems.

For the teacher, the use of empathic listening promotes feelings of respect and confidence in and for the instructor (Hinds & Pankake, 1987). Consequently, these feelings improve the interpersonal relationships in the classroom. Howell (1982) states that in a dyadic interaction, these feelings of trust and respect make interpersonal communication "more open, enjoyable, and productive" (p. 12). Wolvin and Coakley (1982) also believe that these feelings are an essential part of positive communication. The improved interpersonal relationships in the classroom result in the third reason for the positive effect of empathic listening: a supportive classroom climate.

A supportive classroom environment is one in which the student feels secure in stating opinions and in engaging in healthy conflict. The student feels secure because listening and responding develop the six characteristics of a supportive communication climate identified by Jack R. Gibb (cited in Wolvin & Coakley, 1988): description, problem-orientation, spontaneity, empathy, equality, and provisionalism.

These characteristics can not only result in an improved classroom environment but may also, according to organizational theory, result in more creativity and

individuality because each person expresses herself or himself freely without fear of punishment (Wolff et al., 1983). This is also applicable to education as Rogers (1962) states, "... when someone understands how it feels and seems to be me, without wanting to analyze me or judge me, then I can blossom and grow in that climate" (p. 355).

Finally, Wolff et al. (1983) cite the ability to listen and respond as a universally important method to gain cooperation. This "gentlepower," as Howell (1982) calls the effective use of listening and responding, is a power that invites, rather than demands, cooperation in the classroom.

The Action/Reaction Principle and Empathic Listening

The positive effect of empathic listening on conflict management may be better explained by the action/reaction principle and the phenomena of communication spirals. Rogers' (1961) explanation of the action/reaction principle is that "the dropping of some defensiveness by one party leads to further dropping of defensiveness by the other party,..." (p. 336). Listening and responding with empathy create the supportive classroom environment that allows the

action/reaction principle to take effect: the teacher's non-evaluative response causes a positive response in the student.

Wilmot's (1980) description of the phenomena of communication spirals adds a further explanation for the positive effect of empathic listening. In a progressive communication spiral, each participant's positive communication act adds to the positive effect on further communication in an accelerated manner. Thus, teacher use of empathic listening can cause the student to react more empathically, which in turn causes further teacher use of empathy, and so on.

The action/reaction principle helps to explain how classroom conflict can accelerate or decelerate. The use of empathic listening to "short circuit" the negative nature of the communication spiral can be an effective strategy for conflict management.

Training in Empathic Listening

Empathic listening is viewed as a desirable, yet an inadequately-attained, skill in business and in education. Hunt and Cusella (1983) sampled training directors of major corporations and found that they felt ineffective listening was the major deficiency in

the members of their organizations. These training
directors went on to list empathy and feedback as two
of their most needed skills for employees. This lack
of empathic skill is also evident in education. Aspy
and Roebuck found in "Our Research and Our Findings"
(cited in Rogers, 1983) that most teachers operate at a
low level of empathic understanding.

Empathic listening ability can be positively
affected by training. In a three year study of the
effects of training, Aspy and Roebuck (1975) found that
educators did acquire higher levels of empathy.
Carkhuff and Truax (1965), using lay people and
graduate students, were able to record higher
empathic understanding scores after 100 hours of
training; Branca (1987) showed improved active
listening skills after training childcare personnel in
a juvenile detention facility during sixteen meetings
over a three month period.

Though these training programs show that it is
possible to teach empathy, these results have been
criticized in two ways: the significance of test scores
and the emphasis on skill training. Jacobs (1981)
questions the viability of measuring a gain in empathy
through pre- and post- training test scores. He found

in a review of training programs, that although scores
were higher "...the post-training performance level
remained below the level of minimally empathic
responding" (p. 40). Gordon (1985) also questions the
reliability of testing, stating that "a significantly
raised scale still does not mean that empathy has been
attained" (p. 10).

The second criticism of training in empathic
listening contends that the reliance on a skill
approach relegates empathic listening to a technique.
This reliance on the technique can become a parroting
back of the speaker's words without any identification
or empathy with the speaker. When this happens,
empathic listening becomes a manipulative strategy that
focuses on the skill rather than the person (Plum,
1981). This in turn violates one of the basic tenets
of Rogers' philosophy, the importance of centering
one's attention on the speaker (Rogers, 1961).

Effective training procedures that focus on a
better understanding of communication are one answer to
these criticisms. Wilmot (1980) states that
"communication competence can best be achieved by (1)
understanding the communication process and (2) having

transactions" (p. 175). Plum (1981) contends that this understanding provides the needed basis for skills and prevents an oversimplification of the process. This would suggest that empathic listening training should include both a theoretical and a skill focus.

Thomlison (1984) suggests a training program that has these theoretical and skill components. Early sessions emphasize theory that is later applied to practical experience and allows the participant to understand what and why he or she is communicating. Aspy and Roebuck (cited in Rogers, 1983) employed training that combined a theory and skill approach with feedback on the applied skills; additionally, as an incentive to use the training, "empathy, congruence, and positive regard" for their students was linked to improved student learning (p. 213). These integrated approaches help to develop an understanding of empathic listening and to correct the superficiality of the technique approach.

There are two other factors that are essential before effective empathic listening can be attained. First, the trainee needs to be able to communicate his or her empathic listening ability so that the speaker perceives him or her to be empathic (Rogers, 1961;

Kogler, 1981). To do this, the empathic listener must
be willing to risk himself or herself in these
communication transactions. Second, the empathic
listener must appreciate the importance that empathic
listening plays in dyadic communication. This
appreciation helps to instill the intrinsic motivation
that is necessary for effective empathic listening, for
as Weaver (1972) states, "basic to the listening
process is a desire to listen" (p. 82). The trainee
who is a part of this integrated program should be able
to not only know what an empathic listener is, but have
the desire and ability to become an empathic listener.

Methodology

This study surveyed the thirty teacher-preparation
institutions in Iowa as identified by the Iowa
Department of Education (Appendix A). Contact people
from the Iowa Department of Education's "Listing of
Iowa's Teacher Preparing Institutions" were sent
advance letters asking for the name of the
instructor(s) who has primary responsibility for
classroom management education at their institutions
(Appendix B). One survey was then sent to each of the
thirty institutions, specifically to the instructor so

identified, with respondents asked to return the survey to this researcher in an addressed, stamped envelope (Appendix C). Twenty-six surveys were returned from the thirty institutions of higher education resulting in an eighty-seven percent response rate.

This descriptive survey consisted of closed- and open-ended questions. The closed-ended responses took the form of yes-no answers which were tallied, resulting in a central tendency or percentage for each question. The open-ended responses were categorized and tallied, resulting in percentage answers.

Questions for this survey focused on the following: total time allotted for conflict management instruction; total time allotted for instruction of empathic listening instruction within this time period; time allotted for the study of empathic listening theory; time allotted for practice of empathic listening skills; and instructional materials utilized in empathic listening instruction (Appendix E).

Results

Conflict Management Instruction

Conflict management is addressed in twenty-four (92%) of the twenty-six responding institutions. Seven of the institutions teach conflict management within a classroom management course; five institutions teach it within a methods course. When the remaining titles were grouped into categories, the most common course titles which addressed conflict management were Human Relations or Educational Psychology.

To determine total instructional time spent on conflict management, respondents were asked to indicate the number of hours devoted to this topic. Hours spent on conflict management were placed in an ordered array (Table 1) resulting in a most frequently occurring time of two hours spent on conflict management per course.

TABLE 1

Results of Survey of Empathic Listening Instruction

in Iowa's Teacher Preparation Institutions in Hours

Institution Code	Conflict Management hrs	Empathic Listening hrs	Empathic Listening Theory hrs	Technique hrs
A	2 1/2	2	1	1
B	14	7	3 1/2	3 1/2
C	0	0	0	0
D	6	0	0	0
E	2	1	1/3	2/3
F	2	1	1/4	1
G	1 1/2	9	3/4	7 1/2
H	5	2	1	0
I	5	1	1	1
J	-	2	1	1
K	2	2	1	1
L	12	2	1	1
M	3-5	0	0	0
N	3-6	0	0	0
O	2-3	1	1/2	2-3
P	2	1	0	1/2

(table continues)

Institution Code	Conflict Management hrs	Empathic Listening hrs	Empathic Listening Theory hrs	Technique hrs
Q	2	1 1/2	1/2	1/2
R	6	1	1/2	1/2
S	2	0	0	0
T	5	0	0	0
U	20	15	2	2
V	3	1	1/2	1 1/2
W	1-2	0	0	0
X	15-20	2-4	1/2	2-3
Y	4	4	1	3
Z	0	0	0	0

Empathic Listening Instruction

Respondents were asked to indicate whether or not empathic listening was taught specifically as a technique for conflict management. Of the twenty-four institutions that indicated they taught conflict management, nineteen (79%) used empathic listening specifically as a conflict management strategy.

Respondents were also asked to specify total hours spent on empathic listening instruction. The hours indicated by the nineteen institutions were again

placed in an ordered array (Table 1) resulting in a mode of one hour spent on empathic listening during the total time allotted to conflict management instruction.

The next two questions asked respondents to give the time they spent on theory versus time they spent on skills within their empathic listening instruction. The time spent on empathic listening instruction was evenly divided between instruction of theory and practice of skills in fifty percent of the institutions. The remaining respondents spent two to three times more class time in the practice of skills than in the instruction of theory (Table 1).

Instructional Materials

Instructors were asked to indicate their use of empathic listening instructional materials by answering three questions. First, instructors were asked to indicate if there was a section on empathic listening in the text they used to address conflict management. Nine (33%) of the respondents who address conflict management use a primary text which does not cover this topic. Fourteen (67%) of the texts that are used to address conflict management do have a section on empathic listening. Instructors were also asked about

other instructional materials concerning empathic listening. Eleven (57%) of the instructors indicated that they used films, readings or other materials to teach empathic listening. Nineteen (84%) of the instructors used in-class activities such as role-playing to teach empathic listening.

Discussion

Several conclusions about the status of empathic listening instruction in teacher-preparation institutions seem possible. First, the time spent on conflict management in teacher preparation courses varies widely between institutions. Two institutions spent up to 20 hours on conflict management, while two other institutions spent no time on the subject. Those institutions allotting the greatest amount of time to conflict management did so within a classroom management course. The literature points out that conflict is a major source of dissatisfaction within the teaching profession, and yet, many prospective teachers appear to be receiving minimal instruction in this area.

Second, empathic listening instruction is considered an important strategy for conflict

management by eighteen (75%) of the responding instructors. These instructors devoted a segment of the total time allotted for conflict management instruction to empathic listening. These instructors seem to be convinced of its usefulness and are sharing this with prospective teachers. However, the findings from this study raise a question concerning the amount of time spent on empathic listening instruction.

As noted in the literature review, studies using extended periods of training made gains on empathy and active listening scores (Carkhuff & Truax, 1965; Aspy & Roebuck, 1975; Branca, 1987), and other studies using shorter training periods of 15 to 20 hours showed a poor performance level of empathy (Jacobs, 1981). The institutions in this study devoted a modal value of one hour to empathic listening instruction. Even though this is the primary focus of conflict management instruction in most responding institutions, this instructional time is deemed inadequate by this study. The present time allowance appears to be an exposure, rather than actual training and would not allow for sufficient gain in knowledge and skill use.

Third, the time spent on theory and skills of empathic listening instruction is divided with nine

(53%) of the instructors providing equal time to theory and practice and eight (47%) giving primary focus to skills. As previously noted, the reliance on skills is one of the criticisms of empathic listening instruction. Much of the current empathic listening instruction is still focused on skill practice rather than theory knowledge of empathic listening.

Finally, one-third of the materials used for instruction of conflict management did not have a special section on empathic listening. These instructors used supplementary materials to address empathic listening. Instructors using these supplementary materials spent significantly less time on empathic listening than did instructors where empathic listening was included in the text.

Recommendations

This research shows that some prospective teachers are receiving no conflict management training, while others are receiving limited instruction on conflict management. Research previously cited in this study indicates that conflict in the classroom is inevitable, and that learning to manage it effectively can be beneficial. Therefore, this researcher recommends that

conflict management instruction should be required for all prospective teachers, and that more time should be allotted to such instruction.

It is further recommended that within the time period allotted for conflict management instruction, more time be spent on empathic listening. Although as many as one hundred hours have been suggested by researchers, time constraints in teacher preparation courses do not normally permit such extensive training. This researcher recommends that a minimum of twenty hours is needed with instruction being equally divided between theory and practice. Though not ideal, this would clearly be a substantial increase in current instructional time (Table 1). This increased emphasis on empathic listening instruction will not only increase understanding and skill, but will also increase awareness of the importance of empathic listening as an effective conflict management tool. This will in turn motivate prospective teachers to use empathic listening once they are in their classrooms.

Finally, this study suggests that there is a need for more recognition of empathic listening as a conflict management tool in texts for teacher preparation. Increased availability of classroom

materials should increase both instruction of theory and practice of skills for empathic listening.

If the ultimate goal of constructive conflict management is to be achieved, more balanced and prolonged instruction of empathic listening is needed. Only then can teacher-preparation programs maximize the potential of empathic listening for conflict management.

References

Anderson, Rob. (1984). Response to the symposium of
    articles dealing with empathic listening.
    Communication Education, 33, 195-196.

Anderson, Rob. (1979). Students as real people:
    Interpersonal communication and education.
    Rochelle Park, NJ: Hayden Book.

Applegate, Jane H., & Lasley, Thomas J. (1979). The
    second year of teaching: A follow-up study. Paper
    presented at the annual conference of the
    American Educational Research Association, San
    Fransisco. (ERIC Document Reproduction Service No.
    ED 169 028)

Arnett, Ronald C., & Nakagawa, Gordon. (1983). The
    assumptive roots of empathic listening: A critique.
    Communication Education, 32, 365-367.

Aspy, David N., & Roebuck, Flora N. (1975). Research
    summary: Effects of training in interpersonal
    skills (Report No. 4). Monroe, LA: Northeast
    Louisiana University. (ERIC Document Reproduction
    Service No. ED 106 733)

Bolton, Robert, Ph.D. (1986). People skills. New

York: Simon & Schuster.

Branca, Ronald A. (1987). Improving communication skills of childcare workers in a maximum security juvenile detention center. (Report No. PS-016-958). Nova University. (ERIC Document Reproduction Service No. ED 288 626)

Burke, Richard R. (1984). Communicating with students in schools: A workbook for practitioners and teachers in training (rev. ed.). Lanham, MD: University Press of America.

Carkhuff, R. R., & Truax, C. B. (1965). Training in counseling and psychology therapy: An evaluation of an integrated didactic and experiential approach. Journal of Consulting Psychology, 29, (333-336).

DeBruyn, Robert L. (1983). Before you can discipline: Vital professional foundations for classroom management. Manhattan, Kansas: The Master Teacher.

Doyle, Walter. (1985). Recent research on classroom management: Implications for teacher preparation. Journal of Teacher Education, 36(3), 31-35.

Driscoll, Amy. (1983). The socialization of teachers:

Career rewards and levels of professional

concern. Paper presented at the annual meeting of

the Northern Rocky Mountain Educational Research

Association, Jackson Hole. (ERIC Document

Reproduction Service No. ED 241 474)

Fine, Marvin J., & Walkenshaw, Margaret R. (1977).

The teacher's role in classroom management:

Humanistic-behavioral strategies for promoting

constructive classroom behavior (2nd ed.).

Dubuque, IA: Kendall/Hunt.

Gordon, Thomas, Ph.D., with Burch, Noel. (1978).

T.E.T.: Teacher effectiveness training (3rd ed.).

New York: David McKay.

Gordon, Ronald D. (1985). Empathy: The state of the

art and science. (Report No. CS-505-012). Hilo,

HA: University of Hawaii. (ERIC Document

Reproduction Service No. ED 260 470)

Hill, Susan E. Kogler, & Courtright, John E. (1981).

Perceived empathy: Its relationship to selected

interpersonal variables and students' interpersonal

laboratory performances. Western Journal of Speech

Communication, 45, 213-226.

Hinds, Artis A., & Pankake, Anita M. (1987). Listening:

The missing side of school communication. Clearing

House, 60, 281-283.

Howell, William S. (1982). The empathic communicator. Belmont, CA: Wadsworth.

Hunt, Gary T., & Cusella, Louis P. (1983). A field study of listening in organizations. Communication Education, 32, 393-340.

Hurt, Thomas H., Scott, Michael D., & McCroskey, James, C. (1978). Communication in the classroom. Reading, MA: Addison-Wesley.

Jacobs, David. (1981). Successful empathy training. Humanistic Psychology, 21(4), 39-56.

Jandt, Fred E. (1973). Conflict resolution through communication. New York: Harper & Row.

Katz, Robert L. (1963). Empathy: Its nature and uses. New York: Crowell-Collier.

Littlejohn, Stephen W. (Ed.). (1989). Theories of human communication (3rd ed.). Belmont, CA: Wadsworth.

Long, Lynette. (1978). Listening/responding: Human-relations training for teachers. Monterey, CA: Brooks/Cole.

Mendler, Allen. (1985). High standards for effective discipline. Paper presented at the annual meeting of the National Association of Secondary School

Principals, New Orleans. (ERIC Document
Reproduction Service No. ED 254 956)

Plum, Alan. (1981). Communication as skill: A critique
and alternative proposal. Journal of Humanistic
Psychology, 21(4), 3-19.

Roach, Carol A., & Wyatt, Nancy J. (1988). Successful
listening. New York: Harper & Row.

Rogers, Carl R. (1983). Freedom to learn for the
80's. Columbus, OH: Charles E. Merrill.

Rogers, Carl R. (1961). On becoming a person: A
therapist's view of psychotherapy. Boston:
Houghton Mifflin.

Rogers, Carl R. (1962). The interpersonal relationship:
The core of guidance. In John Stewart (Ed.),
Bridges Not Walls (pp. 352-359). New York: Random
House.

Thomlison, T. Dean. (1984). Relational listening:
Theoretical and practical considerations. Paper
presented at the annual meeting of the
International Listening Association, Scottsdale.
(ERIC Document Reproduction Service No. ED 257 165)

Weaver, Carl H. (1972). Human listening: Processes and
behavior. Indianapolis: Bobbs-Merrill.

Wilmot, William W. (1980). Dyadic Communication (2nd

ed.). Reading, MA: Addison-Wesley.

Wolff, Florence I., Ph.D., Marsnik, Nadine C., M.A., Tacey, William S., Ed.D., Nichols, Ralph G., Ph.D. (1983). Perceptive listening. New York: Holt, Rinehart, & Winston.

Wolvin, Andrew, & Coakley, Carolyn Gwynn. (1988). Listening (3rd ed.). Dubuque, IA: Wm. C. Brown.

APPENDIX A

Iowa's Teacher Preparation Institutions

Briar Cliff College   Luther College

Buena Vista College   Maharishi International
University

Central College   Marycrest College

Clarke College   Morningside College

Coe College   Mount Mercy College

Cornell College   Northwestern College

Dordt College   Saint Ambrose University

Drake University   Simpson College

Faith Baptist Bible College

Graceland College   University of Dubuque

Grand View College   University of Iowa

Grinnell College   University of Northern Iowa

Iowa State University   Upper Iowa University

Iowa Wesleyan College   Wartburg College

Loras College   Westmar College

                             William Penn College

APPENDIX B

Initial Inquiry

I am a graduate student at the University of Northern
Iowa, and I am doing a study of empathic listening
instruction for conflict management. As you know, the
Department of Education guidelines require instruction
in the study of skills and strategies to be used in
classroom management (Chapter 76, p. 56). Listening is
a central element of this process, and I hope to
address empathic listening specifically. I plan to
contact the instructors of these courses and conduct a
survey during the following time period: January 15 -
February 15.

To assist me in this effort, I am asking that you give
the insert and the enclosed SAS envelope to the person
responsible for these courses at your institution.
Should this be more than one instructor, please
duplicate the insert.

I appreciate your help with this matter.

APPENDIX C

Insert

Please return this information in the SASE.

Instructor: _____

Address: _____

_____

Telephone: _____

Office Hours for Spring 1989:_____

APPENDIX D

Cover Letter

I am a graduate student at the University of Northern
Iowa, and I am doing a study of empathic listening
instruction for conflict management in
teacher-preparation programs in Iowa. I sent my
initial inquiry to   and received your name as
the contact person to assist me in completing a survey
to be used in my research.

The DOE requires the study of skills and strategies to
be used in classroom management for teacher-preparation
programs. While many topics may be covered in
classroom management, conflict management is often
included in such required instruction. This survey
explores the current instruction of empathic listening
as a technique of conflict management. Empathic
listening has been called therapeutic listening,
non-directive listening, and active listening. For the
purpose of this survey, empathic listening is defined
as the receiver's ability to identify with the
speaker's emotions and to respond to messages from the
speaker in a non-evaluative, non-judgmental manner.

Enclosed is the survey which I am asking you to
complete and return to me by March 31, 1989, in the
enclosed self-addressed, stamped envelope. No
reference to specific institutions or instructors will
be made in the research findings without your
permission.

Your time and effort in completing this survey are
greatly appreciated.

APPENDIX E

Survey

1. Do you teach conflict management as part of a classroom management course for classroom teachers?

   a. yes   b. no

   If the answer to #1 is yes, go to #3.
   If the answer to #1 is no, go to #2.

2. Do you teach skills and strategies to be used for conflict management as part of another course in your teacher-preparation program?

   a. yes   b. no

   If the answer to #2 is yes, what
   course?_____

   If the answer to #2 is no, is there someone else who does teach conflict management skills and strategies at your institution?
   Name_____
   Phone_____

3. How many hours of total class time are spent on conflict management?

   _____hours

4. Do you teach empathic listening specifically as a technique for conflict management?

   a. yes   b. no

   If the answer to #4 is no, go to #9.

   If the answer to #4 is yes, answer the following:

   4A How many hours are allotted to the subject of empathic listening during your conflict management instruction?

       _____hours

4B Within the time period previously cited in your answer to 4A, how many hours are allotted to empathic listening theory?

_____hours

4C Within the time period previously cited in your answer to 4A, how many hours are allotted to instruction and practice of empathic listening techniques?

_____hours

5. What text do you use to address conflict management in the classroom?

_____

6. Does the text listed in #5 have a section devoted to empathic listening?

    a. yes   b. no

7. Do you have films, readings, or other instructional materials that you use in teaching empathic listening?

    a. yes   b. no

8. Do you use in-class activities such as case studies or role playing to teach empathic listening?

    a. yes   b. no

9. Could you give your reason(s) for not teaching empathic listening as a strategy for conflict management?

Please send syllabi from courses referred to in 1 and/or 2 above.

Thank you for your cooperation.