



The 33<sup>rd</sup> Annual  
International Listening  
Association  
Convention

March 22 – 24, 2012

The Kitsap Conference Center at Bremerton Harbor

# Convention Program



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## Founding Members

Any member who joined the Association during the first year and **has maintained membership** in the Association from that time forward shall be listed in the convention program each year as a founding member. (\*deceased)

Larry L. Barker 0011	Nanette Johnson-Curiskis 0075	Lyman K. (Manny) Steil 0001
Jerald Carstens 0014	Cathy Lindsey (Sobolik) 00134	Milda Steinbrecher 0031
Carolyn Coakley Hickerson* 0068	Nadine Marsnik 0034	Stanford E. Taylor 0093
Edith Walters Cole 0033	Ray McKelvy 0058	Erika Vora 0030
James East* 0069	E. Lucile Nichols* 0063	Kittie W. Watson 0100
Ella Erway 0073	Ralph G. Nichols* 0062	Harvey F. Weiss 0016
Mary Forestieri 0007	Terry H. Ostermeier 0035	Tom Wirkus 0171
Corinne Geeting* 0024	Kenneth Paulin 0057	Florence I. Wolff* 0027
William M. Gering* 0046	Richard R. Reagan 0096	Andrew Wolvin 0009
Warren Gore 0094	Alice Ridge 0003	
Carol Grau 0059	Arthur Robertson 0101	
Joyce Donen Hirschhorn 0010	Dee Steil 0200	

## Life Members January 15, 2012

Any member who pays a one-time fee, or a greater fee prorated over a five year period, shall be listed in all future convention programs as a lifetime member. An asterisk shall be placed beside the names of Lifetime Members who are deceased.

W. Clifton Adams	Diana Corley Schnapp	Bill Holland	Lisa Orick-Martinez
Linda Albert	Beth Courtier	Richard Hunsaker	Kenneth Paulin
Alberta Arnold	Carolyn deLisser	Margarete Imhof	James Pratt
William Arnold	Peter deLisser	Laura Janusik	Sara Gayle Pyfrom*
Yoshio Asano	George Dwyer	Nanette Johnson-Curiskis	Shelby Reigstad
Teruko (Teri) Akita	Sakae Endo	Mark LeBlanc	Paul Rich
Beverly Aweve	Gregory Enos	Nadine Marsnik	Alice Ridge
Emmanuel S. A. Ayece	Ella Erway	Sally McCracken	Charles Roberts
Susan Ellen Bacon	Margaret Fitch-Hauser	Ray McKelvy	Arthur Robertson
Larry Barker	James Floyd	Justin McKeown	Liz Lavallee Shifflett
Kimberly Batty-Herbert	Mary Forestieri	Murlene McKinnon	Dee Steil
Melissa Beall	Wendy Fraser *	Mary Ann Messano-Ciesla	Lyman "Manny" Steil
Sheila Bentley	Corrine Geeting *	Robert Metke	Sandy Stein
Robert Bohlken	William Gering *	John Murphy	Hiroko Suzuki
Richard Bommelje	Catherine Gifford	Michael Murphy	Philip Tirpak
Wayne Bond	Michael Gilbert	Robert Neuleib	Charles Veenstra
Jay Brandon	Tim Gilmor	Linda Wilson Nichols	Kittie Watson
Ila June Brown-Pratt	Warren Gore	E. Lucile Nichols *	Harvey Weiss
Jerry Catt-Oliason	Frances Grant	Ned Nichols *	Gib Whiteman
Carolyn Coakley Hickerson *	Carole Grau	Ralph Nichols *	Florence Wolff *
Edie Cole	Jennifer Grau	Jack Nichols	Andrew Wolvin
Judith Cole *	Michael Haller	Rick Nienow	Debra Worthington
Pamela Cooper	Barnett C. Helzberg	Barbara Nixon	Ray Young
Daniel Corey	Thomas Hickerson	I. Warton Ong	
	Joyce Donen Hirschhorn		

## Organizational Members

Sinclair Community College, Kent Zimmerman, Lori Zakl  
Walters Community College, Malcom McAvoy, Marci Nimick

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## Wednesday Night - Social Dinner in Seattle

For those of you arriving in Seattle on Wednesday, you are invited to join us for a social dinner at XXX Restaurant, ADDRESS. We are working put into place a safe location to store your baggage until we all go to Bremerton later in the evening,

## Registration

Stop by the registration table Rotunda to pick up your packet of materials, nametags, and other information. Open Thursday 3 – 5:00, Friday 7:30 – 5, and Saturday 7:30 – noon.

## Yoga

If you’re into yoga, join the group on Friday and/or Saturday morning from 7:00 to 7:50 for a morning wake-up. Location to be determined.

# Welcome to the 33<sup>rd</sup> Annual International Listening Association Convention!

Welcome to the Great Pacific Northwest! You've come to one of the most beautiful areas on the North American continent. Seattle is wedged between fresh water to the East - Lake Washington - and salt water to the west - Puget Sound - with mountain ranges just beyond (the Olympics to the west and the Cascades to the east).

For most of us, getting to the convention site involved travel by land, sea and air... a most unusual experience. But now that you're here, we're going to make sure that you 1) have a great time making new friends and renewing past acquaintances, and 2) sharing the knowledge of some of the most informed and insightful experts in the field of listening from around the world.



Our theme for this conference, and for the coming presidential year is **"We ARE Listening."** And to think about it, we ARE. The ILA is the only organization totally dedicated to **ADVOCATING**, **RESEARCHING**, and **EDUCATING** the world in one of the most complex and important of human activities: listening.



You will find that this year's program is a great mix of research papers, workshops, and panel discussions that fit well within the five tracks for which we planned for: Listening Research; Listening in Education; Listening for Practitioners; Listening and the Corporate Bottom Line; and Dysfunctional Listening Disorders.

This year, the program committee worked extremely hard to make your convention one that you'll

want to remember... a convention where you can laugh, learn, reconnect with old friends and colleagues, and build important new relationships.

We'll kick off the conference on Friday morning with the off-beat humor of Mr. Leigh Rubin. Leigh's cartoon "Rubes" is syndicated in over 400 media outlets internationally. Leigh will bring us into the creative process of cartooning while explaining how important listening to his surroundings is to his comedic success.



**"TRUCULENT?! PUGNACIOUS?! Mister, them's fighting words!"**

On Saturday, Dr. Janet Beavin Bavelas, professor of psychology at University of Victoria will be our luncheon speaker and will talk about her research and practice in the area of dialogue and listening in the area of psychotherapy.

In between and all around, we have around 50 sessions with nearly 70 expert speakers. So if you're reading this at the convention, welcome, if you're reading it before March 23<sup>rd</sup>, we are looking forward to your arrival and participation in the International Listening Association's 33<sup>rd</sup> Annual Convention.

**Alan R. Ehrlich, CLP, First VP, for the Program Committee**

## A Special Note to Newcomers

Welcome to a very special convention and organization. The ILA is all about listening and as trite as it may sound, we are listeners! We invite you to attend any and all of the sessions that interest you. We invite you to engage us in conversation because we want to get to know you! We are small enough to be fully participatory, yet expansive enough to offer a wealth of information regarding listening theory, curriculum development, best practices and listening disorders. Not only are we good listeners, but we are good at sharing what we know. We trust that this is the type of organization that you want to be part of and hope that you'll join with us to raise the level of awareness of listening around the world.

On Thursday evening please join us at a *special meet and greet/kick-off reception* to honor all newcomers (and seasoned ILA'ers) from 7:00 – 9 PM in the Rotunda of the Conference Center. We will have light appetizers and a cash bar along with the chance to meet ILA board members and returning ILA members so you can start the first day of your convention with new friends and friendly faces.

In addition, as a new ILA member, I personally invite you to two meetings. First, the ILA business meeting on Friday at 4:30 PM to help to familiarize you with the work the board had conducted over that last year, as well as some of the future plans for the organization. Membership votes on important issues, and we're required to have a quorum, so your attendance is important. Second, I encourage you to peruse the list of committees and their descriptions, and find one that suits your interests. Some committees will be meeting during breakfast on Friday and Saturday and others will meet at 5:25 PM on Saturday. Please attend one or more of the committee meeting and get involved. We need you, and the rewards to all of us are multiplied with your participation.

In 2008, the ILA introduced the concept of regional sub-grouping. The reasoning behind this is twofold: first, to help develop cohesiveness within our membership between annual conventions and the second to provide local forums for disseminating listening information, instruction and membership growth. While some regions are well developed and offer annual one-day conferences, others are struggling for leadership. Although we don't have any specific regional meetings scheduled this year, we are encouraging the regions to get together during the "on-your-own" dinner on Friday evening. This provides a great way to meet your fellow members. Plan to get together with your regional members and figure out how you can get involved.

## Silent Auction and Book Display

Check out the silent auction and book display (location to be announced). Members donate wonderful listening-related items, and publishers donate listening-related books. You can bid on any item throughout the convention, ending at lunch on Saturday. Winners will be announced at Saturday's lunch, and payment is required at that time.

Best of all, proceeds go towards the student fund, a fund which helps defray students' convention expenses. If you'd like, you can simply donate to that fund as well. Let's support our students!

For further information, see Trevor Hannum.

## Our Guest Speakers

RUBES



### Friday Morning: Syndicated Cartoonist Mr. Leigh Rubin.

We will open the Friday morning session with syndicated cartoonist Leigh Rubin, creator of the widely distributed Rubes cartoons. Leigh will bring us into the creative process of cartooning while explaining how important listening to his surroundings is to his comedic success.

Leigh, in Leigh's own words:

#### **"A Twisted Mind is a Terrible Thing to Waste"**

Nobody finds more fun and inspiration in dogs, cows, cats, kids, religion, weird and quirky people and just plain life in general like Leigh Rubin. His witty streak of humor shines through in his comic panel, Rubes, where the animals take on humanlike attitudes and the people behave, well, um,

oddly. Sometimes silly, sometimes irreverent but always hilarious, Rubes has grown to be standard fare in newspapers around the globe, 365 days a year.

Through his humorous presentations "Sit-down comedian" Leigh emphasizes the rewards of persistence and the fun of problem solving while celebrating the joy of creativity. Leigh's fast-paced and fun-filled presentations have gained a reputation for inspiring those who attend to add a little creativity to their own lives. Rubin said he tries to inspire people to break their normal routine of looking at things and think outside of the box, even though he himself has to draw inside a box.



### Saturday Lunch Keynote Speaker: Dr. Janet Beavin Bavelas, Department of Psychology, University of Victoria

We are extremely excited to have Dr. Janet Beavin Bavelas, from the University of Victoria speak to us about her research and practice in the area of dialogue and listening in the area of psychotherapy. Dr. Bavelas has published three books, including "Pragmatics of human communication" (with Watzlawick & Jackson) and about 70 articles or chapters on communication or research methods. In her own words:

This keynote will present collaborative research conducted with psychotherapists Harry Korman and Peter De Jong. Our broad goal is to understand fundamental processes of dialogue in psychotherapy. The first project explored was how the responses that are often called paraphrasing, reflecting, summarizing, echoing, etc., could be an important way in which therapists or counselors contribute to the co-construction of the session. Previous researchers into everyday conversations called these formulations and proposed that they inevitably transform what has been said. We developed a systematic microanalysis to examine these transformations in the formulations of experts in different therapy approaches. The results showed that these listeners made choices that reflected their theoretical model and that their choices were an important but often unrecognized source of the therapist's influence in the co-construction of the issues of their session.





## **We ARE Listening! Advocate, Research, Educate**

### **Vision**

To be the international leader of listening practices, teaching and research.

### **Mission**

To advance the practice, teaching, and research of listening throughout the world.

The purpose (mission) of the Association will be accomplished in the following ways:

1. the Association will establish a network of professionals committed to promoting the study and development of effective listening;
2. members will exchange information by sharing teaching objectives, learning activities, promotional methods and materials, and additional professional experiences;
3. members are encouraged to pursue listening research as listening affects humanity on multi-levels of economics, education, race, culture, and international relations;
4. members will pursue management strategies and efforts promoting effective listening in government and business

### **Publications**

***International Journal of Listening*** - Published annually since 1987, this *Journal* contains scholarly articles of research about listening.

***Listening Post*** - This newsletter features news of interest to members as well as articles about new research, teaching techniques and resources.

***Listening Education*** – This on-line peer-reviewed publication aims to enhance the practice in listening education by providing a wide range of research and practical information through the publication of papers concerned with the description of methods for teaching listening in primary, secondary, and post-secondary education and with the analysis of the pertaining research.

# The 2011 – 2012 ILA Board of Directors

President.....	Christopher Bond
Immediate Past President.....	Laura Janusik
First Vice President .....	Alan R. Ehrlich
First Vice President Elect.....	Debra Worthington
Second Vice President (Membership) .....	Philip C. Tirpak
Secretary .....	Michelle Pence
Member-At-Large (PR).....	Susan Timm
Member-At-Large (Global).....	Teruko Aso
Member-At-Large (Special Projects) .....	Melissa Beal
Student Member.....	Trevor Hannum
IJL Editor.....	Pamela Cooper
Listening Post Editor .....	Molly Stoltz
Web Editor .....	Shaughan Keaton
LE Editor.....	Margarete Imhof
Executive Director .....	Nan Johnson-Curiskis

<b>2012 Convention Program Committee:</b>	Alan R. Ehrlich (Chair), Vincenne Waxwood, Lori Joubert, Chris Bond, Laura Janusik, Sheila Bentley, Graham Bodie, Rick Bommelje, Chris Gearhard, Jennifer Grau, Richard Halley, Margarete Imhof, Marian Meldrum, Will Powers, Greg Enos, Beth Walters, Debra Worthington
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## A Note of Special Thanks:

In any endeavor of this size there exists a core group of people dedicated to making the event the best that it can be. I'd like to give special thanks to **Dr. Vincenne Waxwood** for her tireless drive in putting together our pre-conference event in addition to our companion program. Her able assistance throughout the process was invaluable. In addition, I'd like to thank **Dr. Sheila Bentley** for being not only an incredible sounding board but for her time and effort in seeking exciting programs to enlighten us all. And of course my two predecessors **Dr. Laura Janusik and Dr. Chris Bond** guidance and our Executive Director, **Dr. Nan Johnson-Curiskis** for the experiential guidance. ..



## ILA Committees

The ILA is proud of its international and interdisciplinary membership. We enjoy the platform for discussion with researchers, practitioners, students, and presenters who look at listening from different perspectives.

The backbone of our association is the members and their ideas. The committees try to keep ideas flowing and focus the energy on particular topics that are of major concern for the Association and the proliferation of listening.

Following is a short description of current committees, all of whom will be meeting during the convention. If you aren't already a member, we encourage you to find one that suits your interests and attend to express your desire to serve.

<b>Committee</b>	<b>Chair</b>	<b>Description</b>
<b>Archive</b>	Nanette Johnson-Curiskis	Documents and electronically archives information of the ILA
<b>Awards</b>	Melissa Beall	Selects winners of ILA awards
<b>Business</b>	Sheila Bentley	Serves as a network platform for trainers and coaches of business communication.
<b>By-Law and Constitutional Review</b>	Debra Worthington Michelle Pence	Responsible for identifying by-law and constitutional changes
<b>CLP</b>	Donna Renoud	Responsible for the administering the CLP program and curriculum
<b>Education</b> (includes Curriculum/ Assessment , & Elementary/Secondary)	Pam Cooper	Concerned with the teaching of listening in academic settings
<b>Financial Review</b>	Debra Worthington Michelle Pence	Reviews the finances of the organization and recommends changes.
<b>Global Outreach</b>	Teruko Akita	Coordinates ILA's international activities
<b>Healthcare</b>	Helen Meldrum	Addresses listening perspectives of healthcare workers and patients.
<b>Local Arrangements 2013</b>	Debra Worthington	Assists with on-site and area convention arrangements.
<b>Membership</b>	Philip Tirpak	Improves value and service to both existing and new members. Recruits new members.
<b>Nominating</b>	Wayne Bond	Introduces a slate of nominees for offices.
<b>Program Planning</b>	Alan Ehrlich	Plans convention programs and events.
<b>Publications</b>	Molly Stoltz	Makes certain that the voice of the association is consistent within and across publications.
<b>Public Relations</b>	Susan Timm	Spreads information on the ILA.
<b>Research</b>	Chris Gearhart	Looks at research issues and fosters research cooperation.
<b>Site Selection 2014</b>	Donna Renaud	Reviews proposals and recommends the site for the next ILA convention.

## President's Message

Welcome to the International Listening Association's 33<sup>rd</sup> Convention in beautiful Bremerton, WA! It is an exciting time for our discipline as indicated in our diverse program offerings you will find within your program. The convention planning team has work very diligently this year to provide you an enriching and unique convention experience.

This year the convention experience broadens its scope to include three tracks of **Advocacy**, **Research** and **Education** to show that we, as an organization, **ARE** listening to our members. The convention will provide you the tools and capacity to gain new listening practices to use in your respective professions. You will find many educational workshops, research presentations and training sessions.

The future of ILA is very positive as a result of the continued support from members like you. ILA continues to increase its new member base, increase our International reach, and most importantly, increase the enthusiasm amongst our membership for our organization that supports the dynamic field of listening. I do you hope you have an enjoyable experience at this year's convention and share the enthusiasm of the field of listening with other members. As one member recently told me, "It's not just not studying and practicing listening, experiencing great ILA conventions, or just one member. . .it's the everything and everyone that makes us such a great and fun organization."

**Dr. Christopher Bond, CLP**

## Incoming President's Message

It is a great honor for me to be the 33<sup>rd</sup> President of ILA. My membership in the association has provided me with the opportunity to meet a globe spanning group of people - dedicated to and uniquely interested in the discipline of listening; educators, researchers, consultants and practitioners – individuals who share with me a true love for this intriguing and broad-based topic.

Being President of the ILA presents challenges. As Dr. Ethel Glenn reminded us back in 1989, there is not one single definition of listening – she highlighted 50! To say the least, this presents us with a slight identity problem – one that we can overcome by teaching a consistent vision of listening, publishing the fruits of our research, and sharing techniques and best practices that can be used in classrooms and boardrooms to enhance the quality of listening and all that that will do to improve academic achievement, business success, and personal relationships.

We are the singular professional association dedicated to the discipline of listening. And thus the theme for this year's convention and my presidential year – **We ARE Listening!** We are **Advocates** for high quality, effective listening. We are **Researchers** looking into how people listen, what attributes and techniques create effective listening and discovering the variety of issues that create dysfunctional and misunderstanding. And finally, each of us is an **Educator** in a field important to human endeavor. Yes indeed, **We ARE Listening!**

I am grateful to each of my predecessors for the time and energy that they devoted to the growth of the ILA. I hope that I can follow them with the same wisdom, competence and enthusiasm in moving towards the association's vision of being the international leader of listening practices, teaching and research.

Thank you for the opportunity to serve.

**Alan R. Ehrlich, CLP**

## ILA Awards

**Carolyn Coakley-Hickerson Award:** Winners of the Carolyn Coakley-Hickerson Award are K-12 teachers who show a desire to contribute to the field of listening.

### **ILA Research Awards**

**The Listening Research Award** is presented for outstanding achievement in research by an ILA member or group. Research results may be published or not. Nominations may be made by self-nomination, or by another ILA member.

**The Graduate Thesis/Dissertation Award** nomination is open to any full-time graduate student who has completed outstanding research in the form of a thesis or dissertation completed before a specific date--contact award's committee chair for the current date. Nominations may be made by self-nomination, or by another ILA member, with written recommendation of the nominee's advisor

**The Synergist Award** sponsored by the Research Committee, this award is designed to promote the advancement of listening research through a targeted focus. The winner is named through a competitive process, and is only awarded to researchers who target ILA's White Paper, *Priorities of Listening Research: Four Interrelated Initiatives*.

**The Undergraduate Research Award** is open to any full-time undergraduate student who has completed an outstanding research project no earlier than 2007. Nominations may be made by self-nomination, or by another ILA member.

**ILA Top Convention and Top Student Paper:** awarded to the top student-authored paper as well as the top paper authored by non-student authors.

**Listening Hall of Fame:** The highest award in the ILA, the *Hall of Fame Award* is presented to individuals who are recognized for notable achievements involving listening in the academic, business or other settings.

**Listening in the Business Sector:** This award is presented an individual who is recognized for notable achievements involving listening in business settings.

**Listener of the Year Award:** Recipients of the *Listener of the Year* are nationally or internationally prominent listeners who have demonstrated the highest standards and principles of effective listening.

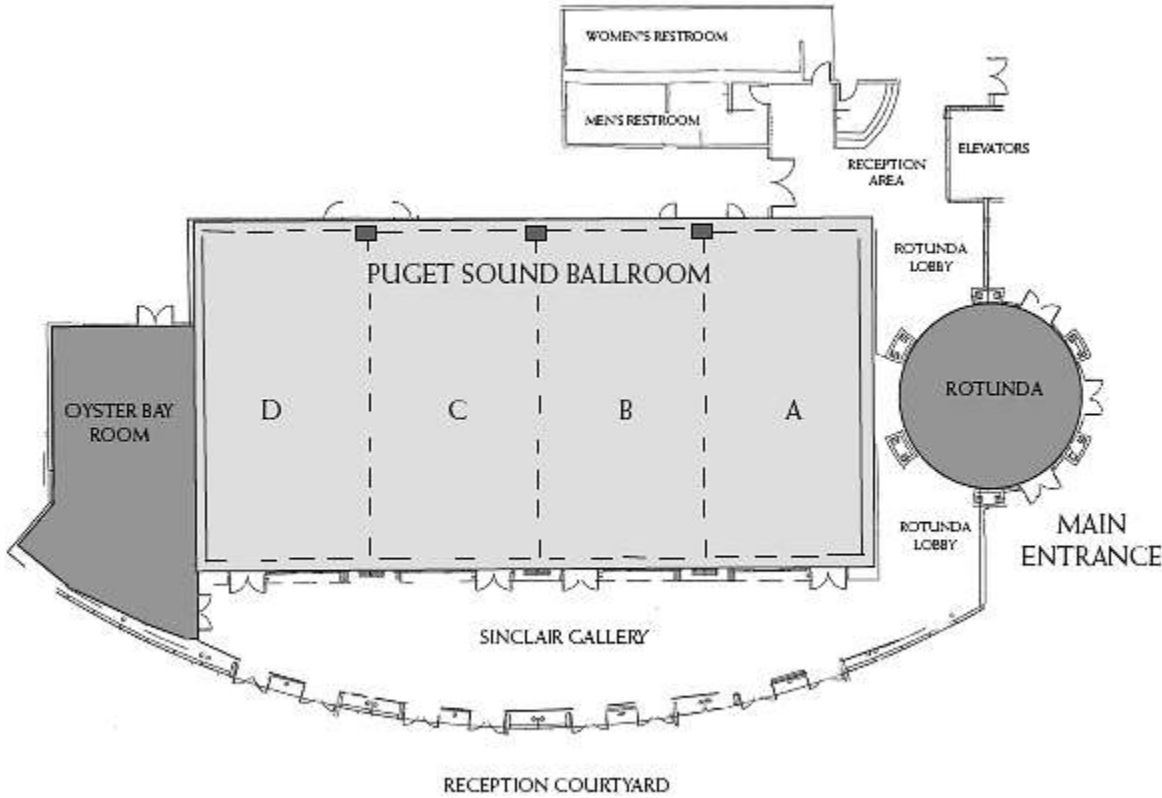
**Outstanding Educator Award:** The recipient of the ILA Outstanding Educator Award is presented to an individual who is a member of ILA in good standing; is a teacher (open to all levels, including elementary, secondary and college); is knowledgeable about listening and how to teach listening; teaches listening (could be part of a course, such as language arts, communication, speech, etc.); and shares his or her knowledge and techniques for teaching listening with others i.e., through Convention presentations, publishing, teacher in-service, etc.).

**President's Award:** The ILA President's Award is selected by each year's ILA President.

**Special Recognition Award:** Winners are individuals and/or organizations who have performed outstanding service to the ILA for an extended period of time, or have provided unusual service to the promotion of listening.

# Kitsap Conference Center at Bremerton Harbor

## Floor Plan



# Pre-Conference Panel and Workshop

Thursday, March 22, 2012 1:00 PM-4:30 PM

## Making Peace through Listening: A Panel and Workshop with a Focus on Conflict Resolution

Turmoil resulting from the events of the day (a declaration of war, citizens massacred in the street, protests in our parks, stand-off conflicts within our government, or even hearing frequent complaints from friends and associates about their issues or circumstances) can give us reason to feel tense and anxious rather than at peace. Meanwhile a disagreement that we are having between our self and another or between an entity (bank, business, law enforcement) and our self, can interfere with the sense of peace necessary for clear thinking or planning. Either situation can disrupt and strain the time each of us requires to do our daily work in a state of calm confidence.

This panel and workshop discusses conflict at personal and political levels and its effect on individuals, groups, and nations. Conflict and antagonism lead to strain and even to the loss of relationships. The constant drum-beating of antagonistic materials has led to civil disobedience and even war. It is our intention to describe how some are struggling to move from violent conflict to peace, from violent disagreement to peaceful disagreement, and from disagreement to peaceful resolution. We will highlight the patterns of behavior that move people and groups towards peace and conflict resolution in major and personal conflict by focusing on patterns of peace-making through listening.

Over time, our efforts to resolve conflict may help us, as individuals and groups, to be more peaceful by respectfully working through the conflict and by building or dialoguing to a satisfactory resolution. Our history of peacefully resolving conflict remains in memory to be used as a way to resolve the next conflict. There is no need to engage in verbal (or worse) attack during conflict if we realize that we are working together, and will do what we agree to do as a participant in an ongoing relationship.

Coordinated peaceful movement may be a support in the case of both personal and public conflict. The loss of life, despite our seven billion on Earth, should not be at the whim of another human being's hand or device. Rather, we can support the living by acting peacefully in our own lives and by fostering peace in others. Panelists will share how peace efforts cross cultures, serve everyday situations, help students and others to be peaceful in their own lives and assist in dealing with conflict in a peaceful manner. The panel and the Dispute Resolution Workshop demonstrate the manner of listening and responding to another so as to fertilize the seeds of peace in the midst of conflict. The workshop demonstrates how listening and responding, while developing a plan, can bring peace to the mediation table, and thus to the conversation of the disputants, even after the conflict has been resolved.

### Our Panelists are:

**Sheila Bentley, Ph.D.**, Bentley Consulting

"Listening Across Cultures"

**Charles Veenstra, Ph.D.** Professor of Communication, Dordt College

"International Efforts in Conflict Resolution."

**Steve Gibson**, Student, California State University at Northridge

"Research of Peaceful Methods in Protests"

**Vincenne A. Waxwood, Ph.D.**, Personal and Personnel Communications

Dr. Waxwood's topic will be "Teaching Listening Using Mediation Techniques"

Our Workshop is presented by the Dispute Resolution Center of King County (Seattle)

## Listening for Solutions: Skills to Bridge the Gap between Understanding and Action

**Dispute Resolution**  
CENTER of KING COUNTY

Learn strategies and specific techniques to move from understanding different perspectives to making decisions about how to move forward. As good listeners, we may find ourselves with the dilemma of reaching an understanding of the different perspectives people in

conflict (ourselves included) hold but baffled as to the next step in resolving the conflict. The field of alternative dispute resolution offers insight into how to bridge this gap and empower people in conflict to work together in collaborative action.

### Workshop Outline

Conflict examples

Demonstration of conflict resolution model

Skills Review

Review of active listening skills

Positions vs. Interests

Large group and small group activities

Reframing to identify interests

Examples and practice activities

Generating solutions based on interests

Shifting from positional, "stuck" thinking to interest-based exploration of options

Practice identifying options

Evaluating options

A very special Thank You goes to Dr. Vincenne Waxwood and Ms. Sue Ann Allen of the KCDRC for making this very special program available.



# Compact Schedule – Friday Morning, March 23<sup>rd</sup>

Friday 3/23/2012				
6:30 AM	7:45 AM	1:15		Breakfast at Hotel
7:00 AM	7:50 AM	0:50		Yoga Program
7:45 AM	8:00 AM	0:15		Walk to the Conference Center
8:00 AM	9:20 AM	1:20		Introduction & Welcome Leigh Rubin & RUBES®
9:20 AM	9:40 AM	0:20		Break
9:45 AM	10:10 AM	0:25		Listening Constructs Across Cultures Imhof, Janusik
				Student Gains In the Stand Alone Listening Course Stoltz, Pysher Jurczak
10:20 AM	10:45 AM	0:25		Listening Fidelity Among Native and Non-Native English Speaking Undergraduates Powers, Sawyer, Topa, Gayle
				Advances in Research on Supportive Listening Bodie, Vickery, Gearhard, Keaton, Jones, Cannava
10:55 AM	11:50 AM	0:55		Spirit of Listening Holmes
				Best Practices for Sustaining Organization's Through Listening Bond
				Differences and Disabilities in Classroom Listening Ehrlich, Walters, McIntosh
12:00 PM	1:15 PM	1:15		Lunch Author Recognition
				A Contemplative Listening Approach to Stress Reduction during College Adjustment Lynch
				Multi-Tasking and Listening: The Reality in The Information Age Enos
				Listening and Democratic Politics Newton, Castt-Ollason, Purdy, Halley

Silent Auction

# Compact Schedule – Friday Afternoon, March 23<sup>rd</sup>

Friday 3/23/2012							
1:20 PM	2:15 PM	0:55	Grounds for Expertise and Education Valikoski, Ala-Korttesmaa, Artikoski, Waaramaa	Listening from the Dark Side Halley, Purdy, Catt-Olison	Marketing Listening to the Corporate World Their, Fitch-Hauser, Bentley, Bommelje	Teaching Me tacognitive Listening Strategies Janusik	Silent Auction
2:25 PM	2:50 PM	0:25	Sound Advice King				
3:00 PM	3:20 PM	0:20	Break				
3:20 PM	3:45 PM	0:25	Acoustic And Perceptual Analysis of Speech Sounds Ramesh	Listening Leader as Conflict Coach Swanson	Relationship between Communicator Style & HURIER Profile Zohoori	CLP Presentations Renoud, Halley, et al.	Silent Auction
3:55 PM	4:20 PM	0:25	Vodcasting and Traditional Lecture James Messick	iListening with iPads Redpath			
4:30 PM	5:45 PM	1:15	Business Meeting				
6:00 PM	Dinner on Your Own (Form Interest Groups)						

# Compact Schedule – Saturday Morning, March 24<sup>th</sup>

<b>Saturday 3/24/2012</b>			
6:30 AM	7:45 AM	1:15	
7:00 AM	7:50 AM	0:50	
7:45 AM	8:00 AM	0:15	
8:00 AM	8:25 AM	0:25	
8:35 AM	9:30 AM	0:55	
9:40 AM	10:00 AM	0:20	
10:00 AM	10:55 AM	0:55	
11:05 AM	12:00 PM	0:55	
12:10 PM	1:40 PM	1:30	

<b>Breakfast at Hotel</b>			
<b>Yoga Program</b>			
<b>Walk to Conference Center</b>			
Olifactory Listening: An Analysis of Olfactory Responses of Third-Hand Smoke to Receiver Bond	Listening to Increase Alumni Involvement and Build Org Identity Cooper	Learning to Listen Again - The Need for a Listening Rehabilitation Program Ehrlich	Silent Auction
Deep Listening and the Circle of Trust Bommilje	At Times I Felt Listened To Bentley, Bodie, Gra u	Visual Teaching Strategies to Improve Auditory Learning Walters	
<b>Break</b>			
Dark Side of Listening Janusik, Brady, Kunisue	Trait-Like Qualities and Situational Contingency of Listening Bodie, Denham, Gearhard, Vickery, Keaton, Pence, Keteyian	Listening Lessons Learned Over 48 Years of Training Listeners Stell	Silent Auction
Listening to the Natural World Kunisue Performance Listening Srader Is the Highly Sensitive Person a Sensitive Listener? Gearhard	The Effects of Communications Mediated by Technology Fjellman, Nerland	Exploring Problems Faced in Listening to a Second Language Christy, Halley, Akasaka, Holmes, Akita	
<b>Past President's Lunch Janet Bavelas - Key Note</b>			

# Compact Schedule – Saturday Afternoon, March 24<sup>th</sup>

Saturday 3/24/2012			
1:45 PM	2:40 PM	0:55	Creative Listening: The Life of a Poem Diamond, Catt-Olison
2:50 PM	3:15 PM	0:25	
3:20 PM	3:40 PM	0:20	The Impact of Voice Quality on Information Processing and Social Perception Imhof, Vitkoski
3:45 PM	4:40 PM	0:55	
4:50 PM	5:15 PM	0:25	Listening: the Core of Human Relationships: How To Build Relationships in a High Technology Environment Starbuck's
5:25 PM	5:50 PM	0:25	
6:00 PM	7:00 PM	1:00	Poster Presentations Bueby, Tuazon, Asuncion, O'Neill
7:00 PM	10:00 PM	3:00	
Break			
			Getting Your Audience to Listen When the Stakes Involve Millions of Dollars Skinner, Skinner
			Caregivers and Young Adults with Mental Illness: Perspective on Listening Davis, Tuazon, Bueby
			The Case for Noise and Movement in Class Murphy, Corey
			The Nature of Listening and How it Relates to Human Trafficking Mitchell
			Committee Meetings
			Social/Prep for Dinner
			Awards Banquet

## My Working Schedule

Use this table to create your own convention schedule:

FRIDAY, MARCH 23			ROOM
6:30 AM	7:45 AM	BREAKFAST	
7:00 AM	7:50 AM	YOGA (OPTIONAL)	
7:45 AM	8:00 AM	WALK TO CENTER	
<b>8:00 AM</b>	<b>9:20 AM</b>	<b>INTO &amp; WELCOME</b>	
<b>9:20 AM</b>	<b>9:40 AM</b>	<b>BREAK</b>	
9:45 AM	10:10 AM		
10:20 AM	10:45 AM		
10:55 AM	11:50 AM		
<b>12:00 PM</b>	<b>1:15 AM</b>	<b>AUTHOR'S CIRCLE LUNCH</b>	
1:20 PM	2:15 PM		
2:25 PM	2:50 PM		
<b>3:00 PM</b>	<b>3:20 PM</b>	<b>BREAK</b>	
3:20 PM	3:45 PM		
3:55 PM	4:20 PM		
4:30 PM	5:45 PM		
<b>6:00 PM</b>		<b>DINNER – ON YOUR OWN</b>	
SATURDAY, MARCH 24			
6:30 AM	7:45 AM	BREAKFAST	
7:00 AM	7:50 AM	YOGA (OPTIONAL)	
7:45 AM	8:00 AM	WALK TO CENTER	
8:00 AM	8:25 AM		
8:35 AM	9:30 AM		
<b>9:40 AM</b>	<b>10:00 AM</b>	<b>BREAK</b>	
10:00 AM	10:55 AM		
11:05 AM	12:00 PM		
<b>12:10 PM</b>	<b>1:40 PM</b>	<b>PAST PRES LUNCH</b>	
1:45 PM	2:40 PM		
2:50 PM	3:15 PM		
<b>3:20 PM</b>	<b>3:40 PM</b>	<b>BREAK</b>	
3:45 PM	4:40 PM		
4:50 PM	5:15 PM		
5:25 PM	5:50 PM		
6:00 PM	7:00 PM	SOCIAL/PREP	
<b>7:00PM</b>	<b>10:00 PM</b>	<b>AWARDS BANQUET</b>	

# Program Details

Friday, March 23, 2012

<b>Day</b>	Friday	<b>Time</b>	9:45 AM	<b>Room</b>	
<b>Title</b>	<b>Research Paper Group I</b>				
<b>Presenters</b>	Dr. Margarete Imhof, Dr. Laura Janusik, Dr. Molly Stolz, Dr. Linda Pysher Jurczak, Dr. William Powers, Dr. Chris R. Sawyer, Andrew Topa, Kurk Gayle				
<b>Track(s)</b>	Research				
<b>Description</b>	<p><b>Listening Constructs across Cultures: The Case of Listening Concepts</b>            Dr. Margarete Imhof, Dr. Laura Janusik            Listening is naturally a condition of any communication; however, the conceptualization of listening is culturally determined. Building on the past research of the Listening Concepts Inventory, in this intercultural study, we assessed listening conceptualizations from native speakers of English, German, Finnish, Bulgarian, and Spanish to investigate similarities and differences in the characteristics of listening conceptualizations. Implications for both listening theory and training will be discussed.</p> <p><b>Student Gains in the Stand-Alone Listening Course: A Comparison of Self Report and Performance Based Competence Measures.</b>            Dr. Molly Stolz; Dr. Linda Pysher Jurczak            This paper seeks to further the study done by Johnson and Long (2007) by comparing the competence (on both self-reported and performance based scales) of students who have taken a stand alone listening course to those who have not. This study will differ from Johnson and Long's in that it does not focus on simply on listening instruction but on intensive listening instruction in the form of the stand-alone course and measures the performance of a categories of students rather than focusing on individual student gains in hopes of showing the effectiveness of a listening course.</p> <p><b>Listening Fidelity and Listening Apprehension Among Native and Non-Native English Speaking Undergraduates</b>            Dr. William Powers, Dr. Chris R. Sawyer, Andrew Topa, Kurk Gayle            Recent trends have shown a dramatic increase in the number of non-native English speakers among the undergraduate populations at American colleges and universities. The current study applied Powers and Sawyer's (2011) listening fidelity framework to examine listening fidelity (LF) and listening apprehension (LA) among native English speakers (NES), their non-native (NNES) English-speaking counterparts, and the respective genders in each group. Results indicted NES students generated significantly higher LF than did NNES students with no differences indicated between males and females. Also, NNES students reported significantly higher LA than their NES counterparts. Also, females reported higher LA than did males. No interaction effects were detected for any of these results. These findings were generally consistent with previous listening research and are discussed within the context of the emerging listening fidelity research framework.</p>				



<b>Day</b>	Friday	<b>Time</b>	9:45 AM	<b>Room</b>	
<b>Title</b>	<b>The Spirit of Listening</b>				
<b>Presenters</b>	Bronia Holmes				
<b>Track(s)</b>	Practitioners				
<b>Description</b>	When we create the intention to listen mindfully, inspiration and insight can arise. In this session, the presenter will guide participants in a period of listening to their breath while sitting and then while walking mindfully. Afterwards, participants will sit in a circle and have the opportunity to speak, but we will allow a moment of silent space after someone speaks in order to process more fully what we have just heard.				

<b>Day</b>	Friday	<b>Time</b>	9:45 AM	<b>Room</b>	
<b>Title</b>	<b>Mindfulness: A Contemplative Listening Approach to Stress Reduction during College Adjustment</b>				
<b>Presenters</b>	Julie Lynch				
<b>Track(s)</b>	Education				
<b>Description</b>	College students live in a noisy environment. Cellphones, Facebook, and social networking constantly disrupt important aspects of focus for college students. In addition, interruptions add to the challenges each student faces as he/she adjusts to the academic and social challenges of the academic setting. Many psychological reports show increases in anxiety and depression, inability to focus, and feelings of isolation and loneliness. A daily practice of mindfulness teaches awareness and connection of self and self in relationship with others. The experiential knowledge of the fully present moment and calm enhances spirituality, empathy and compassion.				

<b>Day</b>	Friday	<b>Time</b>	10:20 AM	<b>Room</b>	
<b>Title</b>	<b>Best Practices for Sustaining ILA and Other Organization's Through Listening</b>				
<b>Presenters</b>	Dr. Christopher Bond				
<b>Track(s)</b>	Business, Off-Track				
<b>Description</b>	This will be an interactive workshop allowing participants to examine and discuss ILA's beginnings, recent history, and current status. Participants will chart the trajectory of ILA and reflect on both effective and ineffective means of communication and listening. Participants will then develop individual, small group and organizational best practices to achieve action goals that will sustain the organization for one to 20 years. Participants should receive a procedural rubric to take this workshop back to their respective businesses and academic institutions.				

<b>Day</b>	Friday	<b>Time</b>	10:20AM	<b>Room</b>	
<b>Title</b>	<b>Multi-Tasking and Listening: The Reality in The Information Age</b>				
<b>Presenters</b>	Greg Enos, CLP				
<b>Track(s)</b>	Business				
<b>Description</b>	<p>Listening plays a critical role in the success of working professionals who have to cope with significant distractions as part of the normal work day. This workshop will examine how listening and multi-tasking co-exist. It will build upon research for the 'Coping With Information Overload' project and includes the first-hand experiences of a practical personal productivity facilitator.</p> <p>Multi-tasking has become a part of the workplace and the daily activities of many employees, volunteers, and thought leaders. Many people believe that multi-tasking is what they do every day. This is reinforced as accepted practice because the term appears in help wanted advertisements, job descriptions, performance reviews, and</p>				

	published articles. Participants will gain a perspective on the reality of multi-tasking.
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<b>Day</b>	Friday	<b>Time</b>	10:55AM	<b>Room</b>	
<b>Title</b>	<b>Advances in Research on Supportive Listening</b>				
<b>Presenters</b>	Dr. Graham D. Bodie; Andrea J. Vickery; Christopher Gearhart; Shaughan A. Keaton; Susanne Jones; Kaitlin Cannava				
<b>Track(s)</b>	Research, Practitioners				
<b>Description</b>	This panel will enlighten the audience regarding the most recent and cutting-edge research on listening as a form of supportive communication. Three papers will be presented followed by ample time for discussion. All work represents collaborative research conducted at The Louisiana State University.				
<b>Program</b>	<p><b>1. The Nature of Supportive Listening I: Exploring the Relation between Supportive Listeners and Supportive People</b> Dr. Graham D. Bodie; Andrea J. Vickery; Christopher Gearhart</p> <p>Supportive listening is recognized as an important element of supportive interactions, yet there is little research on the specific behaviors and characteristics of supportive listeners. Moreover, the terms supportive person and supportive listener are often used interchangeably. This study sought to investigate how supportive people and supportive listeners are described and to assess similarities and differences among these categories. In order to answer our research questions, one group (n = 206) described unsupportive/supportive persons, and a second group (n = 211) described unsupportive/supportive listeners. Thought units from these data were then categorized and compared for similarities between these two types of supportive individuals. Overall, supportive individuals – both listeners and persons – were described similarly, though differences did emerge. In general, supportive listening may be best described as a set of behavioral responses most noticeable within individual encounters whereas other categories (such as supportive persons) may be best thought of as more overarching cognitive categories used to organize various behaviors including supportive listening.</p> <p><b>2. The Nature of Supportive Listening III: Individual Listening Values Moderate the Impact of Verbal and Nonverbal Behaviors on Impressions of Helper Supportive Listening</b> Dr. Graham D. Bodie; Shaughan A. Keaton; Susanne Jones</p> <p>This study assesses the degree to which individual perceptions that listening is a principal attribute of close relationships influences the magnitude of the relationship between verbal person centeredness (VPC) and nonverbal immediacy (NVI) on impressions of helper supportive listening. Results show that individual listening values moderate the relationship between perceived listening activity and observed person centered support. These results suggest that people who value listening may be more responsive to the presence (or absence) of person-centered behavior.</p> <p><b>3. Language Style Matching in a Supportive Listening Context</b> Kaitlin Cannava; Dr. Graham D. Bodie</p> <p>This study examines the relationship between Language Style Matching (LSM), which is the degree to which conversation partners coordinate their word use, and the need for re-evaluation of a stressful event and the subsequent degree of affect change from the discloser of the event. This study will look at dyads, a discloser and a listener, in a 5-minute long conversation talking about a stressful event. This study proposes that</p>				

	<p>listeners who mimic the discloser of the stressful event will impact the need for re-evaluation of the discloser about the event. Also, it is proposed that listeners who mimic the discloser will impact the degree of affect change of the discloser. Implications of this study will shed light on variables that effect cognitive reappraisal and coping outcomes in a supportive communication situation.</p>
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<b>Day</b>	Friday	<b>Time</b>	10:55 AM	<b>Room</b>	
<b>Title</b>	<b>Differences And Disabilities In Classroom Listening Experiences</b>				
<b>Presenters</b>	Alan R. Ehrlich, Dr. Beth Walters, Marva Shand-McIntosh				
<b>Track(s)</b>	Dysfunctional Listening; Education				
<b>Description</b>	<p>Listening is a critical classroom skill that is all but taken for granted by many teachers and educational leaders. This session will highlight three maladies that affect relatively large numbers of children and affect their ability to effectively listen. Listening issues will be presented from the “student’s” perspective.</p>				
<b>Program</b>	<p><b>The Listening Spectrum</b> Marva Shand-McIntosh</p> <p>There are no perfect listeners. All have listening challenges, however, like speaking, reading and writing, there are listeners with varying listening abilities and attitudes. The Listening Spectrum provides a continuum that is similar to a bell curve. The continuum includes 1) The Talented Listener; 2) The Average Listener; 3) The Quirky/Borderline Listener and 4) The Disabled Listener.</p> <p><b>Autism: Listening with Your Eyes</b> Dr. Beth Walters</p> <p>People with autism often possess higher-functioning visual skills along with language-processing challenges. Yet, traditional classroom instruction often requires them to learn using their auditory deficits rather than rely on their visual strengths. Combining visual-spatial strategies with auditory ones can help capable visual thinkers learn more comfortably and thrive in a classroom environment.</p> <p><b>Minimal Hearing Loss: How Much Hearing Do You Really Need?</b> Alan R. Ehrlich, CLP</p> <p>It doesn’t take much of a hearing loss to cause academic underachievement. Children with what is (mistakenly) called a ‘minimal hearing loss’ - between 16 and 25 dB-HL - have a much higher failure rate than those with better hearing. It is estimated that over 8 million school children in the United States have some type and degree of hearing loss... most don’t even know they have a problem</p>				

<b>Day</b>	Friday	<b>Time</b>	10:55 AM	<b>Room</b>	
<b>Title</b>	<b>Listening and Democratic Politics</b>				
<b>Presenters</b>	Dr. Janice Newton, CLP, Jerold Catt-Oliason, Dr. Michael Purdy, Dr. Richard Halley (Moderator)				
<b>Track(s)</b>	Off-Track, Practitioners				
<b>Description</b>	<p>What is the role of listening in democracy? Does the democratic arena offer a unique context for listening research? What are the implications of listening for our understanding of democracy and democratic participation? This panel presents three papers that grapple with these questions.</p>				
<b>Program</b>	<b>The Critique of Ideology through Listening: An Appeal to an (Habermasian) Appendix for Listening Research</b>				

	<p>Jerold Catt-Oliason</p> <p>Uses Habermas to explore the implications of critical listening theory to address the power listeners face and the face of powerful listening confronting transformative inquiry listening and democratic politics.</p> <p><b>Listening and Democratic Politics: Where to focus, a phenomenological analysis</b></p> <p>Dr. Michael Purdy</p> <p>Explores the distinctive phenomenological dimensions of doing listening research in the democratic arena.</p> <p><b>Listening and Democratic Theory</b></p> <p>Dr. Janice Newton, CLP</p> <p>Explores the implications that different models of democracy have for the kinds of listening needed in democracy, which in turn has radical implications for how we understand democratic citizenship, participation and social justice. We hope the discussion of these papers will deepen our appreciation of the role of listening in democratic contexts.</p>
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<b>Day</b>	Friday	<b>Time</b>	1:20 PM	<b>Room</b>	
<b>Title</b>	<b>Theory and research. The argumentative grounds for expertise and education of Finnish professions. Cases of judges in a court, medical doctors and journalists/reporters.</b>				
<b>Presenters</b>	Dr. Tuula-Riitta Valikoski; Sanna Ala-Kortesmaa; Marjanna Artkoski; Marjanna Artkoski; Dr. Teija Waaramaa				
<b>Track(s)</b>	Research, Education, Practitioners				
<b>Description</b>	<p>Interpersonal communication, listening and social interaction are core elements in human life. There are certain professions where those elements are vital and present daily. Professions are oriented differently towards interpersonal communication and social interaction but people in those professions like journalists/reporters, medical doctors and judges in a court meet lay people every day. Studies indicate that communication between an expert and a layman is the focus of a satisfactory relationship (cf. Metzger 1996, Välikoski 2004). Satisfied communication is closely related to a succeeded commitment in the areas of medical care (McWilliam, Brown &amp; Stewart 2000, Stewart, Brown, Donner, McWhinney, Oates, Weston &amp; Jordan 2000), verdict in the court (Metzger 1996, Välikoski 2004) and good audience contact (Tahvonen 2010, Waaramaa-Mäki-Kulmala 2009).</p> <p>There is still some lack of information regarding speech communication as a discipline or listening as a research interest in the professions mentioned above. The information in question and the substance knowledge combined with the willingness and ability to use the information, form the foundation for the professional expertise.</p> <p>This panel presents studies that focus on communicational elements of Finnish medical doctors, judges in a court, and journalists/reporters. The educational intervention of interpersonal communication and listening focusing strictly on the studied professions was then created on the basis of the findings.</p> <p>After giving a short presentation of her research the panelist will ask for audience participation in the matter. The panelists come from the University of Tampere, School of Communication, Media and Theatre (Ala-Kortesmaa, Artkoski, Välikoski)</p>				

	and from the School of Education (Waaramaa), Finland.
<b>Program</b>	<p><b>1. Lawyers and listening: Challenges for post graduation listening education</b> Sanna Ala-Kortesmaa, PhD. Student</p> <p>This qualitative study (N=36) explores the comprehensions Finnish attorneys and judges in a court have about their own listening skills and maps out the need for further listening education in legal context. The data were gathered with semi-structured interviews and approached from the theoretical perspective of relational dialectics. The results indicate that in a professional context, the participants consider their listening skills to be slightly inadequate due to the lack of formal training. The results also suggest that the tensions of asymmetry, revelation, and judgment affect the comprehension of the participants regarding their listening skills. This seems to present specific challenges for listening education in post graduation seminars.</p> <p><b>2. Doctors successful interaction strategies crucial in breaking bad news</b> Marjanna Artkoski, PhD. Student</p> <p>Doctor-patient communication belongs under health communication but it can also be seen as a sub-concept to interpersonal communication, especially in such a demanding interaction context where the physician has to break bad news to the patient. The doctor's medical knowledge, communication and listening skills as well as emotional sensitivity are needed to reach a sort of mutual understanding after an outburst of feelings. The data of this qualitative study is based on the interviews of 28 Finnish physicians with several years' experience. According to the results, doctors seem to be information-centric and goal-oriented and they also use different interaction strategies to reach their aims. It emerged further that training in speech communication and listening training was fairly unknown to these doctors, and updating courses awoke moderate interest among them. But because, according to myriads of international research, good communication is essential in doctors' work, our universities nowadays offer optional speech communication studies for the medical curriculum and tailored extensive courses for experienced medical doctors.</p> <p><b>3. Listening to the reporter's voice</b> Dr. Teija Waaramaa</p> <p>TV and radio reporters are usually educated to make programs and to write news and reports. However, they are generally lacking of knowledge of the most important tool they have, their voice. Expressiveness of the voice, how to produce good voice quality, how to use the voice in different situations and how to make the contact to the TV watchers and radio listeners by the voice should be trained more. The aim of the training is to give knowledge of 1) voice production, 2) emotional expression of the voice, 3) perception of different voice qualities, and 4) the voice as a carrier of the image of the speaker. All of these aspects affect the listener and his/her interpretations. The present study is based on the researcher's doctoral dissertation focused on expression and perception of emotions from the speaking voice and the empirical experience gathered by training the professional reporters in the Finnish Broadcasting Company YLE.</p>

<b>Day</b>	Friday	<b>Time</b>	1:20 PM	<b>Room</b>	
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<b>Title</b>	<b>Listening from the Dark Side</b>
<b>Presenters</b>	Dr. Michael Purdy, Jerald Catt-Oliason; Dr. Richard D. Halley,
<b>Track(s)</b>	Off-Track; Practitioners
<b>Description</b>	A panel of listening scholars who have been very involved in the contributions that quality listening can make to the positive development of communities, try to parse out some of the listeners that also listen well but not for such honourable purposes. We will touch on those who develop a language to sell a concept that might otherwise be seen as counter to the public good. We will look at a difficult listening environment where some are working for the general good and others are focused on their own concerns to the exclusion of the good for others. And we will look at a variety of categories of people who generally listen well in order to manipulate those they are listening to.

<b>Day</b>	Friday	<b>Time</b>	1:20 PM	<b>Room</b>	
<b>Title</b>	<b>Marketing Listening to the Corporate World</b>				
<b>Presenters</b>	Marian Thier; Dr. Margaret Fitch-Hauser; Dr. Sheila Bentley; Dr. Rick Bommelje				
<b>Track(s)</b>	Business				
<b>Description</b>	Poor listening causes corporations billions of dollars a year in poor decisions, employee turnover, and customer retention. The need for skilled listening is clear, yet companies are not beating down the doors of ILA and its members to provide products, services, research and expertise to help mitigate their problems. This panel, comprised of people who do market into corporations, will present their marketing strategies and examine ways in which ILA and its members can become known for their cutting edge work on listening.				

<b>Day</b>	Friday	<b>Time</b>	2:25 PM	<b>Room</b>	
<b>Title</b>	<b>Sound Advice: Incorporating Listening Activities into the Writing Classroom</b>				
<b>Presenters</b>	Dr. Cindy King				
<b>Track(s)</b>	Education				
<b>Description</b>	This interactive workshop will include exercises and tips instructors can use in their classrooms to help students hone their listening, comprehension, and writing skills. The Talk, Tape, Transcribe Exercise will show participants how to assist students with the first steps of the writing process through the generation of “audio drafts” from which they develop personal narratives and essays. The workshop will include additional close listening and generative writing exercises that use podcasts, such as National Public Radio’s Radiolab and This American Life as well as spoken narrative and audio essay series such as StoryCorps, The Moth, and This I Believe as models for both understanding and creating the rhetoric and writing specific to these genres.				

<b>Day</b>	Friday	<b>Time</b>	2:25 PM	<b>Room</b>	
<b>Title</b>	<b>Evaluating the Listening Tasks In Standardized Tests Of Reading and Writing</b>				
<b>Presenters</b>	Dr. Carol Christy, CLP				
<b>Track(s)</b>	Research, Education				
<b>Description</b>	An additional legacy of No Child Left Behind is the belief at the Department of Education that only standardized tests provide valid and reliable evidence of student progress. Literacy tests that used to be used only by trained professionals are being used by others in schools to document student progress, determine if there are specific reading/writing/spelling disabilities, or determine if a student requires special instruction. The range of tasks on these tests moves from auditory discrimination and				



phonemic awareness to following directions, complex comprehension, or linguistic analysis. Both the test administrator and the test takers have multiple listening tasks and there are no requirements or considerations given to differences in listening ability or auditory attention span.

This paper will present the results of an analysis of these standardized measures for both parties engaged in the testing experience and categorize the listening tasks by type and by length of listening time. Implications for both students and teachers will be discussed.

The following tests will be included in the analysis:

- Brown, V., Hammill, D. & Wiederholt, J. L. (1995). *Test of reading comprehension, 3<sup>rd</sup> ed.* Austin, TX: Pro-Ed.
- Bryant, B., Wiederholt, J. L. & Bryant, D. (2004). *Gray diagnostic reading test, 2<sup>nd</sup> ed.* Austin, TX: Pro-Ed.
- Gardner, M. (2001). *Test of silent reading skills.* Psychological and Educational Publications.
- Hammill, D., Wiederholt, J. L. & Allen, E. (2006). *Test of silent contextual reading fluency.* Austin, TX: Pro-Ed.
- Mather, N., Roberts, R., Hammill, D. & Allen, E. (2008). *Test of orthographic competence.* Austin, TX: Pro-Ed.
- Reynolds, C. & Kamphaus, R. (2007). *Test of irregular word reading efficiency.* Psychological Assessment Resources.
- Wagner, R., Torgesen, J., & Rashotte, C. (1999). *Comprehension test of phonological processing.* Austin, TX: Pro-Ed.
- Wiederholt, J. L. & Blalock, G. (2000). *Gray silent reading test.* Austin, TX: Pro-Ed.
- Wiederholt, J. L. & Bryant, B. (2001). *Gray oral reading test, 4<sup>th</sup> ed.* Austin, TX: Pro-Ed.
- Woodcock, R. W. (1987). *Woodcock reading mastery test, revised, normative updated.* Minneapolis, MN: Pearson

<b>Day</b>	Friday	<b>Time</b>	2:25 PM	<b>Room</b>	
<b>Title</b>	<b>A Practically Applied Research-Based Approach to Teaching Metacognitive Listening Strategies. Or</b>				
<b>Presenters</b>	Dr. Laura Janusik, CLP				
<b>Track(s)</b>	Education, Practitioners				
<b>Description</b>	Metacognitive listening strategies do not refer to one single tactic or skill, but rather a sequence of tactics that are used to monitor understanding (Stein, 1999). The Janusik-Keaton Metacognitive Listening Strategies Scale (Janusik & Keaton, 2011) found validation in a US population, and is currently undergoing international testing. This workshop takes the scale and provides 2 – 3 specific lesson plans that can be adapted to the classroom or training room. The lesson plans include activities and materials, and each is designed to target one factor of the scale: Problem-Solving, Planning-Evaluation, and Directed Attention. Participants will leave with an activity that can be implemented in their classroom or training room				

<b>Day</b>	Friday	<b>Time</b>	3:20 PM	<b>Room</b>	
<b>Title</b>	<b>Research Paper Panel II</b>				
<b>Presenters</b>	Rohini Ramesh; James Terra; Terri Mesnick				
<b>Track(s)</b>	Research, Dysfunction				
<b>Description</b>	<p><b>Acoustic and Perceptual Analysis Of Speech Sounds In Normal Hearing, Hearing Aids and Cochlear</b>  Rohini Ramesh  The purpose of the study was to analyze the acoustic and perceptual characteristics of voice of prelingually hearing impaired children who are using a) Hearing aid/s (HA) b) Cochlear implantation (CI); Compare the acoustic and perceptual evaluation results with normal hearing children and to determine the differences in the speech intelligibility of prelingually hearing impaired children as a function of hearing device</p>				
<b>Program</b>	<p><b>Vodcasting and Traditional Lecture: Retention and Attitudinal Viewpoints of Students</b>  James Terra  Learning is practiced and/or achieved through many different types of communication. The classroom has long been thought of as the primary setting where learning occurs. Technology is quickly changing not only how we communicate but also how we learn. Vodcasts are changing traditional classroom behaviors and also changing the way we communicate with each other. This study examined how students react to learning through the use of vodcast vs. traditional style lecture. Differences were scored between students learning at a basic level of retention, as well as at the attitudinal level for each media. A standard exam type questionnaire and attitudinal Likert scale were given following a traditional lecture or a video cast lecture. Results indicate that while there was no significant difference in exam type retention scores, student attitudes tend to favor the addition of video type lecture (vodcast), when added to traditional style lecture.</p> <p><b>Non-Listening Community</b>  Terri Messick  Authentic listening is fundamental to every relationship. Therefore listening is fundamental to the broader community in which each relationship exists. But, presuming a community of non-listening, what might be learned? I assert that nowhere can we better understand the need for listening than in its absence</p>				

<b>Day</b>	Friday	<b>Time</b>	3:20 PM	<b>Room</b>	
<b>Title</b>	<b>The Listening Leader as Conflict Coach</b>				
<b>Presenters</b>	Dr. Don Swanson				
<b>Track(s)</b>	Practitioners				
<b>Description</b>	<p>Leaders in contemporary organizations face unexpected episodes of disruption stemming from interpersonal conflict between persons who work in their unit. Most conflict episodes don't appear to be so serious that they require the intervention of formal dispute resolution procedures. To the leader they are very problematic because it is often the leader's responsibility to effectively deal with the counterproductive interaction of the parties to ongoing disputes. The leader often does not have the option of proposing formal third party involvement, such as mediation, because frequently the parties to the dispute don't agree to participate and the resources to conduct the mediation are not available. Consequently a leader must attempt to coach each of the parties individually in an effort to manage the ongoing situation. Leaders are expected to be coaches, and they should be trained to conduct conflict coaching.</p>				

	<p>This presentation overviews the use of empathic listening and active listening as the coach listens to and confronts the essential dimensions that are relevant in each conflict coaching intervention. Concepts considered in this presentation:</p> <ul style="list-style-type: none"> <li>• The listening leader as coach</li> <li>• Listening and responding to competing conflict narratives</li> <li>• Listening and responding to Identity issues</li> <li>• Listening and responding to emotions</li> <li>• Listening and responding to power issues</li> <li>• Listening in order to enable confrontation, confirmation and comprehension</li> </ul>
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<b>Day</b>	Friday	<b>Time</b>	3:20 PM	<b>Room</b>	
<b>Title</b>	<b>Investigating the Relationship between Communicator Style and the HURIER Profile</b>				
<b>Presenters</b>	Dr. Ali Zohoori				
<b>Track(s)</b>	Research				
<b>Description</b>	<p>The proposed study will use the assertive-responsive model of communicator style (Lashbrook, et al., 1978) and Brownell's (2006) HURIER Profile (hearing, understanding, remembering, interpreting, evaluating, and responding) to investigate the following research question: Compared with those who believe they are responsive communicators, do individuals who believe they are assertive communicators perceive themselves as more effective listeners? The proposed study will report on the data analysis of a survey conducted among 460 college students in the United States regarding their perceptions of their communication style and their perceptions of being effective listeners.</p>				

<b>Day</b>	Friday	<b>Time</b>	3:55 PM	<b>Room</b>	
<b>Title</b>	<b>iListening with iPads in an Australian Early Literacy Classroom</b>				
<b>Presenters</b>	Terri Redpath				
<b>Track(s)</b>	Research, Education				
<b>Description</b>	<p>This presentation reports the findings of a qualitative study that investigates the use of iPads to support literacy learning. Specifically, it focuses on emerging patterns of iPad use in an Australian Preparatory (first year of compulsory schooling) classroom and showcases the listening affordances the iPad interface offers young children. Data captured on video are used to illustrate a shift from traditional linear print- based literacy towards oral-aural-visual modes. Children's independent use of iPads combines powerfully with the teacher's dialogic scaffolding.</p>				

<b>Day</b>	Friday	<b>Time</b>	3:55 PM	<b>Room</b>	
<b>Title</b>	<b>Certified Listening Professionals – Project Presentations and Reviews</b>				
<b>Presenters</b>	Dr. Donna Renaud & Dr. Richard Halley (Moderators)				
<b>Track(s)</b>	Various				
<b>Description</b>	This year's CLP program participants will present their projects.				

## Program Details

### Saturday, March 24, 2012

<b>Day</b>	Saturday	<b>Time</b>	8:00 AM	<b>Room</b>	
<b>Title</b>	<b>Olfactory Listening: An Analysis of Olfactory Responses of Third-Hand Smoke to Receiver</b>				
<b>Presenters</b>	Dr. Christopher Bond				
<b>Track(s)</b>	Research, Education				
<b>Description</b>	Olfaction has played a significant role within scent marketing and advertising to consumers; yet, limited research exists on the role of scent on listening and classroom progress. This research project examines how a student's (n=83) olfactory cues of third-hand smoke affect receiver apprehension scores and perceived classroom performance. Student gender, scent sensory, and smoking status was also correlated to receiver apprehension and performance.				

<b>Day</b>	Saturday	<b>Time</b>	8:00 AM	<b>Room</b>	
<b>Title</b>	<b>Listening to Increase Alumni Involvement and Build Organizational Identity</b>				
<b>Presenters</b>	Dr. Lynn Cooper, Keri Kerns				
<b>Track(s)</b>	Business				
<b>Description</b>	Alumni giving has decreased in colleges and universities across the nation. To compensate for the shortage of donations, many colleges and universities turned to dramatic tuition hikes, but this produced higher numbers of people in debt, a shrinking donor pool, and limited amounts alumni are willing or able to contribute. Faced with this reality, college administrators have started to look for new strategies. One of these approaches involves intensive listening interviews with alumni in order to determine points of reconnection.				

<b>Day</b>	Saturday	<b>Time</b>	8:00 Am	<b>Room</b>	
<b>Title</b>	<b>Learning to Listen Again... The Need For a Five Part, Multi-Disciplinary Program of Listening Rehabilitation</b>				
<b>Presenters</b>	Alan Ehrlich, CLP				
<b>Track(s)</b>	Education, Practitioners, Dysfunction				
<b>Description</b>	Hearing loss generally occurs slowly - over many years After spending a lifetime developing the neural pathways necessary to understand language - matching a sound stream with an object or concept - people expect that by simply getting hearing aids they will instantly both hear and listen better. Hear better... yes, listen better... maybe. More than 50% of people who purchase hearing aids either return them or stop using them. The answer is a program of listening rehabilitation that includes building understanding, hearing rehabilitation, and a set of new listening strategies that encompass both the individual as well as their friends and family.				

<b>Day</b>	Saturday	<b>Time</b>	8:35 AM	<b>Room</b>	
<b>Title</b>	<b>Deep Listening and the Circle of Trust</b>				
<b>Presenters</b>	Dr. Rick Bommelje, CLP				
<b>Track(s)</b>	Practitioners				
<b>Description</b>	A Circle of Trust is a space in which noise within us can subside and we can hear our own inner voice. As described in Parker Palmer's book, A Hidden Wholeness,				

	members explore the intersection of their personal and professional lives, making use of stories from their own journeys, and insights from poets, storytellers, and various wisdom traditions. During this session, participants will learn about the Circle of Trust and the critical role that deep listening plays in the process
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<b>Day</b>	Saturday	<b>Time</b>	8:35 AM	<b>Room</b>	
<b>Title</b>	<b>A Time When I Felt Listened To</b>				
<b>Presenters</b>	Dr. Sheila Bentley, CLP, Dr. Graham Bodie, Jennifer M. Grau				
<b>Track(s)</b>	Practitioners, Research, Business				
<b>Description</b>	This session explores peoples' perceptions of specific listening behaviors and/or clusters of behaviors associated with being listened to in a significant and meaningful way. While these behaviors may be context and environmentally specific, the session seeks to identify patterns of behaviors or clusters of behaviors associated with feeling satisfied about the quality of the listening an individual has experienced.				
<b>Program</b>					

<b>Day</b>	Saturday	<b>Time</b>	8:35 AM	<b>Room</b>	
<b>Title</b>	<b>Visual Teaching Strategies to Improve Auditory Learning</b>				
<b>Presenters</b>	Dr. Beth Walters				
<b>Track(s)</b>	Education, Practitioners				
<b>Description</b>	This workshop will provide educators with practical ways to identify students with higher visual/lower auditory skills. Attendees will learn fun and effective educational strategies to engage students' visual attention and memory to help them improve listening, speaking, reading and writing skills. Materials and techniques are all based on best educational practices, recommendations of the American Speech and Hearing Association, and principles of Applied Behavior Analysis.				

<b>Day</b>	Saturday	<b>Time</b>	10:00 AM	<b>Room</b>	
<b>Title</b>	<b>The Dark Side of Listening – A Workshop Presentation</b>				
<b>Presenters</b>	Dr. Laura Janusik, CLP, Dr. Mark Brady, Dr. Yukari Kunisue				
<b>Track(s)</b>	Dysfunction				
<b>Description</b>	The Dark Side of Listening. In this interactive, multimedia workshop, the presenters will provide research evidence and explore anecdotal accounts illustrating the dark side of listening. Using recent findings from social neuroscience, traumatology, positive psychology and interpersonal neurobiology, and communication, attendees will be offered a unique perspective on how trauma disorganizes in the brain and body. In addition, presenters will address how listening, unskillfully applied, can add to the existing neurological disorganization, and how it may manifest behaviourally. The audience will be invited to participate in the discussion by sharing personal and third-person anecdotes.				

<b>Day</b>	Saturday	<b>Time</b>	10:00 AM	<b>Room</b>	
<b>Title</b>	<b>The Trait-Like Qualities and Situational Contingency of Listening: Different Perspectives</b>				
<b>Presenters</b>	Jonathan P. Denham; Christopher Gearhart; Dr. Graham D. Bodie; Andrea J. Vickery; Shaughan A. Keaton; Michelle E. Pence; Robert V. Keteyian				
<b>Track(s)</b>	Research, Education, Practitioner				
<b>Description</b>	This panel will enlighten the audience regarding the most recent and cutting-edge research on measuring listening as an individual difference variable. Two papers will be				

	<p>presented that should generate a lively discussion regarding the trait- and state-likeness of listening. All work represents collaborative research conducted at The Louisiana State University.</p>
<p><b>Program</b></p>	<p><b>1. The Stability of Listening Styles as a Function of Listening Goals</b> Jonathan P. Denham; Christopher Gearhart; Dr. Graham D. Bodie</p> <p>This paper is an investigation of the situational stability of listening styles. In particular is a focus on the tendency for listeners in a real-life listening situation to report utilizing their primary listening style, as previously measured by the LSP-R. Thus, listening styles can be said to be stable to the extent that listeners report using their primary listening style regardless of type of listening situation. Additionally, this paper investigates several key features of listening situations that may influence listeners to change or maintain a particular listening style, such as companionship and emotional content.</p> <p><b>2. The Relation between Intrapersonal Communication and the Listening Process: An Examination of the Functions and Characteristics of Imagined Interactions and Active Empathic Listening</b> Andrea J. Vickery; Shaughan A. Keaton; Michelle E. Pence; Dr. Graham D. Bodie</p> <p>Participants (N = 276) from a large US southeastern university in the US completed the short-form II scale (Honeycutt, 2003) and the active-empathic listening scale (Bodie, 2011) to investigate the relationship between mental representations of conversations and listening behaviors. Results suggested that simply having more frequent imagined interactions impacts one’s tendency listen actively and empathically. Those who proactively use imagined interactions to rehearse conversations and to compensate for lack of actual interaction display a tendency to show others nonverbally that they are listening, listen for more than verbal language in the other’s account, and summarize main points of agreement and disagreement in the other’s account when appropriate. These same individuals do not tend to utilize IIs for catharsis, suggesting that the focus is not on the self but the other. Individuals who utilize IIs for purposes of self-understanding were not self-dominant, proactive, or cathartic, and displayed a stronger inclination to ask questions that show their understanding of the other’s position, assure others they will remember what is said and listen for more than spoken words. They are also not as likely to assure others they are listening using verbal acknowledgements or summarize points of agreement and disagreement. Because AEL represents only one type of listening, further research may wish to consider other listening behaviors, or other reported conversational behaviors, to further understand the association between IIs and actual conversations.</p> <p><b>3. ‘Real Men’ Don’t Listen: Investigating the Listening Behaviors of Highly Sensitive Men.</b> Christopher C. Gearhart; Dr. Graham D. Bodie</p> <p>Author Elaine Aron (2000) makes a number of statements regarding men who exhibit symptoms of high sensory-processing sensitivity and their listening behaviors. Specifically, Aron claims that highly sensitive men are not considered “real men” in American society in part because of their tendency to listen closely and empathically to their relational partners. These claims, however, are baseless and dangerous; thus, the current research project investigates the veracity of the belief that highly sensitive men listen differently than their non-sensitive counterparts. To do so, several self-report studies will investigate differences between highly sensitive men and non-sensitive men across a number of listening constructs such as active-empathic listening, evaluative</p>



	<p>listening, and relational listening. In addition, we hope to answer the question if highly sensitive men are viewed by their relational partners as less masculine.</p> <p><b>4. Intersection of Communication Styles and Listening Styles: An Examination into the Associations among the Revised-Communication Components Inventory, the Revised-Listening Styles Profile, the Survey of Imagined Interactions and the Active Empathic Listening Scale.</b> Shaughan A. Keaton; Dr. Graham D. Bodie; Robert V. Keteyian</p> <p>This paper is an investigation of the situational stability of listening styles. In particular is a focus on the tendency for listeners in a real-life listening situation to report utilizing their primary listening style, as previously measured by the LSP-R. Thus, listening styles can be said to be stable to the extent that listeners report using their primary listening style regardless of type of listening situation. Additionally, this paper investigates several key features of listening situations that may influence listeners to change or maintain a particular listening style, such as companionship and emotional content.</p> <p><b>5. Does Self-Focus and Self-Preoccupation Negatively Predict Active Empathic Listening? An Initial Exploration into Ego, Self, and Listening Behaviors</b> Michelle Pence; Shaughan A. Keaton; Dr. Graham D. Bodie</p> <p>This presentation will focus on the results of four separate analyses. First, the researcher will discuss how self-focused egocentrism and self- preoccupation (both personality tendencies) predict those who score high on the AEL (Active-Empathic Listening Scale) versus those who score below the mean on the AEL. Second, the researcher discusses the effects of self-focused egocentrism and self-preoccupation in regard to predicting one's level of each of the subscales of the AEL.</p>
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<b>Day</b>	Saturday	<b>Time</b>	10:00 AM	<b>Room</b>	
<b>Title</b>	<b>Listening Lessons Learned Over 48 Years of Training Listeners in the World of Education &amp; Business</b>				
<b>Presenters</b>	Dr. Dr. Lyman K (Manny) Steil, CLP, Listening Hall of Fame				
<b>Track(s)</b>	Education, Business, Practitioners				
<b>Description</b>	This session will explore "Key Listening Lessons Learned" during 48 years of training listeners around the globe at all levels in the worlds of education and business. This program is based on Steil's 20 years of teaching listening at the High School, College, and University levels; plus his concurrent, 48 years of developing Corporate Listening Training programs and materials, and training listeners in the international Business arena. Dr. Steil's "learned listening lessons" are universal and applicable to all who desire to promote the development, advancement, and teaching of listening anywhere and everywhere.				

<b>Day</b>	Saturday	<b>Time</b>	11:05 AM	<b>Room</b>	
<b>Title</b>	<b>Research Paper Group III</b>				
<b>Presenters</b>	Dr. Yukari Kunisue; Dr. Doyle Srader; Christopher Gearhart; Dr. Graham Bodie				
<b>Track(s)</b>	Research				
<b>Description</b>	<p><b>Listening to the Natural World: Ecopsychological Perspective From Hawaiian Spiritual Tradition</b> Dr. Yukari Kunisue</p> <p>This research paper examines listening from Hawaiian and Polynesian spiritual</p>				

	<p>tradition focusing in eco-psychology from a transpersonal perspective. Eco-psychology recognizes strong relationship and balance with one's natural environment. For many centuries, Hawaiian Kahuna (medicine man, shaman) tradition, loosely translated as "the keeper of secret," worked as an impetus of healing and balancing human psych with the natural environment. This paper will introduce how listening has been recognized in traditional spiritual world and how such spiritually-based tradition might be able to contribute to what Robert Lifton calls "psychic numbing" to the pain of the Earth</p> <p><b>Performative Listening</b> Dr. Doyle Srader</p> <p>Appreciation of the importance of listening never seems to reach its tipping point, due to a critical gap in the most widely taught model of communication. Communication as transaction implies the importance of listening, but leaves room for the mistaken impression that listening fails to shape the content of the encounter. Listening scholarship focuses on the act's constituent elements and its effects, but has left unaddressed the ways the listening act is entirely sufficient to fulfill duties and/or create relationships. Borrowing the elements of speech act theory, I describe three categories of illocutionary performative listening, listening toward relationship, toward leadership and toward fairness, and call for research into such corollaries as listener credibility and meta-listening.</p> <p><b>Is the Highly Sensitive Person a Sensitive Listener?</b> Christopher Gearhart; Dr. Graham Bodie</p> <p>This presentation reveals the results of the research project that was awarded the 2011 Synergist Award. Dr. Graham Bodie and his PhD. candidate Christopher Gearhart investigated the ways in which sensory-processing sensitivity contributes to better or worse listening abilities.</p>
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<b>Day</b>	Saturday	<b>Time</b>	11:05 AM	<b>Room</b>	
<b>Title</b>	<b>The effects of Communications Mediated by Technology</b>				
<b>Presenters</b>	Jo Ann Fjellman; Members of the Seattle ASTD				
<b>Track(s)</b>	Education, Practitioners, Business				
<b>Description</b>	This session will have representatives from businesses and organizations in the Seattle/Puget Sound area who will each describe the problems they are encountering in business situations where much of the communication is mediated by some form of technology, such as voice mail, conference call, SKYPE, or what had been face-to-face or spoken communication is now being conducted via email, Twitter, Facebook, or text messages.				

<b>Day</b>	Saturday	<b>Time</b>	11:05 AM	<b>Room</b>	
<b>Title</b>	<b>Exploring Problems Faced in Listening to a Second Language</b>				
<b>Presenters</b>	Dr. Carol S. Christy; Prof. Kazuo Akasaka; Bronia Holmes; Teruko Akita Dr. Richard Halley (Moderator)				
<b>Track(s)</b>	Education; Dysfunction				
<b>Description</b>	This program will explore some of the issues that a listener confronts when listening in a second language environment. These will include but not be limited to: Social conventions that may seem strange to someone new to a culture and thus hard to process, problems with being able to process sounds that are not normally part of one's first language, problems with understanding jokes in another culture, and a				

	college listening program in Japan.
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<b>Day</b>	Saturday	<b>Time</b>	1:45 pm	<b>Room</b>	
<b>Title</b>	<b>Increasing Listening Understanding and Quality With KLAS</b>				
<b>Presenters</b>	Dr. William Powers; Dr. Laura Janusik, CLP; Dr. Margaret Fitch-Hauser; Dr. Graham Bodie; Dr. Debra Worthington				
<b>Track(s)</b>	Education, Practitioners, Business				
<b>Description</b>	The Key Learning and Application System (KLAS) is an online tool for teachers and trainers that will allow the listening community to advocate, research, and educate enhanced listening understanding and skill development with special emphasis in both the Education and Workforce Development areas. As with many technical educational innovations, insight through experience is most productive. This panel will provide ILA members with the special insight that only experiences by their colleagues can provide. An extensive Q & A Session will be available.				

<b>Day</b>	Saturday	<b>Time</b>	1:45 PM	<b>Room</b>	
<b>Title</b>	<b>Getting Your Audience to Listen When the Stakes Involve Millions of Dollars</b>				
<b>Presenters</b>	David & Christi Skinner				
<b>Track(s)</b>	Business				
<b>Description</b>	This presentation will describe the strategies used by a major transportation company as they prepare proposal presentations that are part of the bidding process for large transportation projects, such as the light rail system in Phoenix and Honolulu, freeways in Los Angeles, and . . . These presentations are highly competitive and result in millions of dollars of profit for the successful bidding company.				

<b>Day</b>	Saturday	<b>Time</b>	1:45 PM	<b>Room</b>	
<b>Title</b>	<b>Creative Listening: The Life Of A Poem</b>				
<b>Presenters</b>	Linda Eve Diamond, Jerald Catt-Oliason				
<b>Track(s)</b>	Off-Track				
<b>Description</b>	Author, Linda Eve Diamond, will share her original, listening-themed poetry. After participants have had an initial opportunity to listen, Jerry Catt-Oliason will invite exploration of the interpretive activities participants employed during the listening process. This open dialogue will allow participants to consider the creative role listening can play in human interaction. The focus of this exploration will be on how we process metaphorical language and the importance of metaphor as part of the generative core of language. The facilitators will also engage participants in various activities in response to poems shared.				

<b>Day</b>	Saturday	<b>Time</b>	2:50 PM	<b>Room</b>	
<b>Title</b>	<b>Listening and Leading in the Round: The Power of Circle Practices</b>				
<b>Presenters</b>	Kay Lindahl, CLP				
<b>Track(s)</b>	Off-Track				
<b>Description</b>	This workshop is designed to provide an experience of being in a circle together, including practices, guidelines, types of circles, and how to start a circle. It is at the core of Women, Spirituality and Transformative Leadership: Where Grace Meets Power, Kathe Schaaf and Kay Lindahl, senior editors.				

<b>Day</b>	Saturday	<b>Time</b>	2:50 PM	<b>Room</b>	
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<b>Title</b>	<b>Caregivers and Young Adults with Mental Illness: Perspectives on Listening Needs and Quality of Life</b>
<b>Presenters</b>	Dr. Janis Davis, CLP, Genevieve Tuazon, Jennifer Bueby
<b>Track(s)</b>	Research, Practitioners
<b>Description</b>	This research paper discussed the results of surveys and focus groups of youth with mental illness and caregivers of youth with mental illness. There appears to be a disconnection between what youth need from caregivers who listen and the listening behaviours caregivers feel are important when listening to their loved one with mental illness. Implications for practice will be discussed.

<b>Day</b>	Saturday	<b>Time</b>	2:50 PM	<b>Room</b>	
<b>Title</b>	<b>The Impact of Voice Quality on Information Processing and Social Perception</b>				
<b>Presenters</b>	Dr. Margarete Imhof; Dr. Tuula-Riitta Vilikoski				
<b>Track(s)</b>	Research, Dysfunction				
<b>Description</b>	Using the dual task paradigm, an experiment was conducted to test the hypothesis that listening to a distorted voice demands more mental effort than listening to a healthy voice and that the person behind the distorted voice would be judged to be less agreeable. The increased investment of mental effort was found to result in a loss of information and a more unfavourable perception of the personality of the speaker. Results are discussed against the backdrop of cognitive load theory and a practical perspective for voice and speech training is developed.				

<b>Day</b>	Saturday	<b>Time</b>	3:45 PM	<b>Room</b>	
<b>Title</b>	<b>Decoding Communication Styles: How We Listen and Speak</b>				
<b>Presenters</b>	Robert Keteyian				
<b>Track(s)</b>	Education, Practitioners, Business				
<b>Description</b>	Discover your core processing strengths and how they drive your communication style—the way you listen and how you speak. This innovative approach to communication styles offers a practical set of tools tailored to your needs. Finally, learn about the numerous applications of the Communication Styles Framework at home and in the workplace.				

<b>Day</b>	Saturday	<b>Time</b>	3:45 PM	<b>Room</b>	
<b>Title</b>	<b>Run, But Not with Scissors: the Case for Noise and Movement in Class to Enhance Listening Skills</b>				
<b>Presenters</b>	Michael Z Murphy, Dr. Dan Corey				
<b>Track(s)</b>	Education, Practitioners				
<b>Description</b>	Dan and Michael will put into practice the work of John Medina author of Brain Rules: 12 Principles for Surviving and Thriving at Work, Home, and School. In order to enhance listening in large groups like classrooms noise levels must go up and movement levels must increase. Participants will experience a Medina-enhanced learning experience. Yes, noise and movement improve listening.				

<b>Day</b>	Saturday	<b>Time</b>	3:45 PM	<b>Room</b>	
<b>Title</b>	<b>Listening: the Core of Human Relationships: How To Build Relationships in a High Technology</b>				
<b>Presenters</b>	Dr. Sheila Bentley, CLP, Darren Nerland, Starbuck's				
<b>Track(s)</b>	Practitioners, Business				
<b>Description</b>	This session will have members of ILA respond to the problems described in the first				

	<p>panel. Tools, strategies, and underlying theories of human relationships, and guidelines for achieving more effective relationships will be presented</p> <p>This session will have representatives from businesses and organizations in the Seattle/Puget Sound area who will each describe the problems they are encountering in forming effective relationships in business situations where much of the communication is mediated by some form of technology, such as voice mail, conference call, SKYPE, or else what had been face-to-face or spoken communication is now being conducted via email, Twitter, Facebook, or text</p>
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<b>Day</b>	Saturday	<b>Time</b>	4:50 PM	<b>Room</b>	
<b>Title</b>	<b>Panel on ILA Publications</b>				
<b>Presenters</b>	Dr. Susan Timm, Dr. Pamela Cooper, Shaughan Keaton, Dr. Molly Stoltz,				
<b>Track(s)</b>	Off- Track,				
<b>Description</b>	Are you a budding or established author, researcher, or practitioner? The Publications Committee is dedicated to providing the ILA with documents that will help to advance listening both within and outside the ILA. Join this panel discussion as each editor shares his/her vision for their specific works as well as what they need from the membership to be successful. Participants will be asked to share what they want to see from each of the ILA publications.				
<b>Program</b>	<b>Dr. Susan Timm, Moderator, Chair of the Publications Committee</b> <b>Dr. Pamela Cooper, Editor, International Journal of Listening</b> <b>Shaughan Keaton, Web and Social Media Editor</b> <b>Dr. Molly Stoltz, Editor, Listening Post</b>				

<b>Day</b>	Saturday	<b>Time</b>	4:50 PM	<b>Room</b>	
<b>Title</b>	<b>The Nature of Listening and How It Relates to Human Trafficking.</b>				
<b>Presenters</b>	Dayna Mitchell				
<b>Track(s)</b>	Education, Business, Off-Track				
<b>Description</b>	Listening is a political / social will. What is the nature of listening and how does it relate to human trafficking? What are the implications for listening and not listening to this issue in our society?				

## Poster Presentations

All posters will be on display Friday and Saturday near the silent auction. Presenters will have the opportunity to describe and explain their work on Saturday, March 24<sup>th</sup> at 3:45 PM through 5:15 PM. All attendees are invited and encouraged to review and discuss the posters with their respective presenters.

<b>Day</b>	Saturday	<b>Time</b>	3:45 PM	<b>Room</b>	
<b>Title</b>	<b>Caregivers and Young Adults With Mental Illness: Perspectives Of Listening Needs and Quality Of Life</b>				
<b>Presenters</b>	Jennifer Bueby, Genevieve G. Tuazon				
<b>Track(s)</b>	Education, Practitioners, Dysfunction				
<b>Description</b>	When young adults with mental illness feel they are not listened to by their family and friends, they have a decreased quality of life and participation in meaningful occupations. Effective communication is achieved when a family's listening behaviors meet the listening needs of the young adult with mental illness. Occupational therapists and other health care professionals alike can facilitate and encourage effective communication between these two parties to improve quality of life and participation in meaningful activities of young adults with mental illness.				

<b>Day</b>	Saturday	<b>Time</b>	3:45 PM	<b>Room</b>	
<b>Title</b>	<b>Listening and Occupational Therapists</b>				
<b>Presenters</b>	Michelle Asuncion				
<b>Track(s)</b>	Practitioners, Research				
<b>Description</b>	This study fills the gap in the literature through its exploration of the beliefs and experiences of listening from occupational therapists working in end of life care. Listening is a learned and adapted skill healthcare practitioners may integrate into their practice to improve their patients' treatment satisfaction and quality of care. The purpose of this study was to determine how occupational therapists listen to patients with a terminal illness, how they acquired their listening skills, and whether they require training to improve their listening abilities. Listening appears to enhance not only the therapeutic relationship, but also the patients and family's experience of death and dying, and finally, the occupational therapist is benefited by the opportunity to be present and authentic which may increase job satisfaction.				

<b>Day</b>	Saturday	<b>Time</b>	3:45 PM	<b>Room</b>	
<b>Title</b>	<b>Teaching Critical Listening in the Basic Communications Course</b>				
<b>Presenters</b>	Dr. Daniel O'Neill				
<b>Track(s)</b>	Education				
<b>Description</b>	This poster session will detail how critical listening instruction can be taught as a unit of study in the basic public speaking course. The session will outline a series of questions that might be asked by student listeners to evaluate quality of argument and evidence. Secondly a series of possible questions students might ask to evaluate rhetorical quality and standard of speech presentations.				



# Our Presenters

## **Professor Kazuo Akasaka, CLP**

Emeritus Professor of Communication, Former President of the Communication Association of Japan, former president of International Association for Health-Communication Sciences (IAHCS), Author of an extensive set of e-lectures on communication, Long time the Mainichi Newspaper columnist discussing international cultural issues in Japan

## **Sanna Ala-Kortesmaa**

Sanna Ala-Kortesmaa is a researcher and a doctoral student (speech communication) at the University of Tampere, Finland. Her research focuses on courtroom communication, communication relationships in professional contexts, and listening. Research project (2009-2012): 'Interaction in Professional Communication Relationships'.

## **Marjanna Artkoski**

Marjanna Artkoski is a doctoral student (speech communication) at the University of Tampere, Finland. Her main research interests are: doctor-patient communication, and listening in nursing. Her doctoral thesis in process is entitled 'How the Doctor Breaks Bad News'. She is also participating in Professor Pekka Isotalus's research project 'Interaction in Professional Communication Relationships' (funded by the Finnish Academy 2009-2012).

## **Michelle Asuncion**

Michelle Asuncion is a graduate student in the Occupational Therapy Department at Dominican University of California.

## **Dr. Janet Beavin Bavelas**

Dr. Janet Beavin Bavelas, is a professor of psychology at the University of Victoria. Her research and practice is in the area of dialogue and listening in the area of psychotherapy. Dr. Bavelas has published three books, including "Pragmatics of Human Communication" (with Watzlawick & Jackson) and about 70 articles or chapters on communication or research methods

## **Dr. Sheila Bentley, CLP**

Sheila Bentley, Bentley Consulting, is a past president of ILA, has been a member since 1984, and has presented at numerous ILA Conventions. She has had a consulting business for 28 years with clients nationwide.

## **Dr. Graham Bodie**

Graham is a leading researcher in the areas of listening and social support and has published extensively in the International Journal of Listening as well as other outlets such as Communication Monographs, Human Communication Research, and Communication Research. He especially enjoys practicing the positive art of listening with his wife, Ashley, and his daughters, Eden and Lydia.

## **Dr. Rick Bommelje, CLP**

Dr. Rick Bommelje has over 30 years of professional experience in leadership, management, and adult education. Rick is a senior faculty member in the Department of Communication at Rollins College in Winter Park, Florida. Dr. Bommelje also is the past President of the International Listening Association and received the association's highest award, induction into the ILA Hall of Fame in 2011. With a Master's Degree in Management and a Doctorate in Administration, and

advanced leadership study at Harvard University and Northwestern University's Kellogg School of Management, he specializes in the development of listening and leadership.

Rick Bommelje has been serving professionals in organizations in the areas of leadership and communication development since 1977. Over the years, his courses, seminars, and workshops have benefited thousands of leaders from an impressive list of organizations worldwide including: Olive Garden Italian Restaurant, Whirlpool Corporation, Sara Lee Foods, Dimension Data, Dow Jones & Company, Certified Slings, Inc., Infant Swimming Resource, Walt Disney World, AT&T, U.S. Army, Coca Cola Bottling Company, Department of Defense, Hong Kong Broadband Network, Darden Restaurants, Western Digital, FedEx and many others.

The appeal and effectiveness of Rick's programs are found in his practical and "real world" approach to education and development. His informal delivery style focuses on practical and substantive content that offers participants immediate and measurable benefits. In 2006, he received the International Listening Association's "Outstanding Teacher of Listening" Award. Dr. Bommelje and Dr. Lyman Steil have authored the pioneering book, *Listening Leaders: The Ten Golden Rules to Listen, Lead, and Succeed*. He is also co-author of the internationally acclaimed Watson Barker Listening Test, 2011 edition.

#### **Dr. Christopher Bond**

Christopher Bond, PhD, CLP is an assistant professor in communication studies at Missouri Western State University. He is currently serving as the 2011-12 ILA President and is the director of the Clean Air Research and Policy Program. Dr. Bond has given many presentations on leadership and listening and studies listening pedagogy within various classroom and professional settings. His primary research interests examine listening behavior as they correlate to receiver apprehension and health risk avoidance within health contexts.

#### **Dr. Mark Brady**

Mark Brady, Ph.D. has taught graduate courses in deep listening for the last dozen years. He has written three books, numerous articles for journals and national magazines, and has also won the Jack London Prize for fiction.

#### **Jennifer Bueby**

I was raised in Flint, MI and received my Bachelors of Science at the University of Michigan for Brain, Behavior, and Cognitive Sciences in 2008. I moved to California to pursue a Master's Degree in 2009. I am currently in my last semester at Dominican University of California for my Masters of Science in Occupational Therapy and am scheduled to graduate in May of 2012. My husband and I recently moved back to Michigan to be closer to family, and to complete my last internship at a pediatric outpatient clinic in my hometown.

#### **Kaitlin Cannava**

Kaitlin Cannava is earning her Master's degree at The Louisiana State University in Communication Theory. Her research interests include Conflict Management, Language, and Mimicry.

#### **Jerald Catt-Oliason**

Catt-Oliason teaches listening in the Communication Department at Boise State University. His interest in listening research revolves around teaching and learning critical-hermeneutic approaches to communication, particularly listening analysis.

**Dr. Carol Christy, CLP**

Associate Professor of Education, 10 years teaching overseas, former ILA board member, ILA member since 1992.

**Dr. Lynn Cooper**

Dr. Lynn O. Cooper received her doctorate from the University of Illinois, and is a Professor of Communication at Wheaton College. Her teaching interests include Group Dynamics and Organization Communication. Lynn has led staff development workshops and in-service training for private organizations and non-profits in the areas of conflict management, managerial communication skills, business communication, public speaking and organizational diversity. She is published in her area of expertise, organizational listening competency, as well as on communication assessment.

**Dr. Pamela Cooper**

Pamela is a life member of the ILA and the current editor of *The International Journal of Listening*. She has published widely in the fields of communication education, intercultural communication and gender communication.

**Dr. Dan Corey**

Daniel R. Corey, PhD has 43 years of diverse, concurrent teaching experience: Public School (5-12), Montclair State University, Cornell/CUNY Consortium in Manhattan business world. Daniel has designed courses and lectures in Public Speaking, Interpersonal Behavior, Communication Analysis, Fear Management, Listening, and Self Talk/Awareness. Scoutmaster, NJ Best Actor Award, Director of 50+ plays, Toastmaster complement his Life Membership in the International Listening Association.

**Dr. Janis Davis, CLP**

Janis Davis is an associate professor in Occupational Therapy at Dominican University of California in San Rafael, California. She teaches listening skills and group process to Master's level students in occupational therapy. Her research interests include practitioner listening in mental health contexts. She enjoys mentoring students in her classes and in her research on listening.

**Jonathan Denham**

Jonathan Paul Denham is currently a doctoral student at LSU who is working on a variety of projects including listening, imagined interactions, and profanity. He has an amazing hard working wife, and they enjoy wine and cooking.

**Linda Eve Diamond**

Linda Eve Diamond is an author and poet. She is also the creator of <http://ListenersUnite.com>, the recipient of two ILA awards, and a former *Listening Post* editor and ILA board member. Her website is <http://LindaEveDiamond.com>.

**Alan Ehrlich, CLP**

Alan has been involved in listening education for over 20 years. Over the past several years he has focused on the issues relating to listening disorders because as he says, "It's difficult to effectively teach listening if you don't understand the underlying reasons why some people can't listen. It must be something in my research engineering background that drives me to find out the reasons why things don't work the way they should." To this end, he formed The Center for Listening Disorders Research, a NJ Non-Profit Corporation to help people understand why they have trouble understanding people. His programs *Why Some People ~~Won't~~ Can't Listen* and *Why Some Children ~~Won't~~ Can't Listen* have become popular. Alan is the incoming (2012-13) president of the ILA.

**Greg Enos, CLP**

Greg helps organizations improve listening, leadership and learning through workshops and coaching. He has served on the International Listening Association executive board, promotes listening as a critical skill, and is a Certified Listening Professional.

The University of Southern California (MSEd) and Rochester Institute of Technology (BS) graduate has been active in the Senior Training Directors organization, participated in the Rhode Island Area Coalition for Excellence, and has contributed to numerous learning and development initiatives.

Honors include the Listening in the Business Sector Award (International Listening Association), Award of Excellence for Total Communications Programs (International Business Communicators), the Therese Strik Volunteer Award (American Society for Training and Development) and multiple Author's Awards (Raytheon Company).

**Dr. Margeret Fitch-Hauser**

**Margaret Fitch-Hauser** has over 30 years' experience as a consultant, trainer and coach. She has worked with people from a variety of organizations ranging from large multinational firms to small businesses. Margaret specializes in helping clients discover and develop their own communication and relationship styles and strengths. She does this by listening, diagnosing, and working with clients to problem solve and strategically map a path to improvement. Immigrating from South Korea and adopted by an American family at a young age, Margaret uses her own experiences to help clients navigate through ambiguity, change and cultural diversity. As a recognized scholar in listening, Margaret has served as an expert witness and has been interviewed by such publications as *Today's Supervisor*. A few of the organizations she has worked with include the U.S. Chamber of Commerce, McLane Company, Puckett Machinery, and East Alabama Medical Center.

Margaret earned a BA and MA in Speech Communication from Stephen F. Austin State University in Texas and a Ph.D. in Interpersonal Communication from the University of Oklahoma. She has served on the faculty of the College of Business at the University of Oklahoma, and is currently Department chair at Auburn University. She is a past president of the International Listening Association.

**Jo Ann Fjellman**

A team-development designer and facilitator, Jo Ann is known for her creative and decisive inquiry skills and integral systems knowledge, which are embedded in her pre-design assessment and program delivery. From facilitating small executive teams, to programs with mid-size business units and several hundred all-hands department groups, Jo Ann has developed and delivered within a wide array of industries for corporate and non-profit organizations in the US and abroad.

**Kurk Gayle**

Kurk Gayle is a graduate student in Department of Communication Studies at Texas Christian University

**Christopher Gearhart**

Christopher C. Gearhart earned his M.A. in Communication Studies from San Diego State University and is currently a PhD. Candidate at Louisiana State University under the advisement of Dr. Graham Bodie. He is interested in studying individual differences in listening ability with a specific focus on the influence of temperamental dispositions.

**Steve Gibson**

Steve Gibson is a student at California State University at Northridge and has served as Director of Los Angeles Area Program of American Friends Service Committee and as a healthcare reform organizer for the AARP. Currently a student at Cal State Northridge, he supports community groups by training in community organizing, non-violent tactics and listening.

**Jennifer Grau, CLP**

Jennie Grau is President of Grau Interpersonal Communication, formerly Taliaferro/Grau Associates, a firm specializing in enhancing the speaking, listening, and conflict management skills of individuals, teams and organizations. Jennie has over 20 years experience conducting workshops, coaching clients, facilitating groups, and presenting to a wide variety of organizations. Her creative and exciting programs strengthen teams, develop leaders, empower presenters, and drive innovation. She has been a change agent for numerous neighborhood and community development organizations and taught university courses in Rhetoric, Persuasion, Gender, Interpersonal and Organizational Communication.

**Dr. Richard Halley, CLP**

Dr. Richard Halley is the author of *Listening: Models and Procedures* and *And Then I Was Surprised by What You Said: The Impact of Love and Listening On Community* along with numerous papers and presentations. Dr. Halley is Emeritus Professor of Communication at Weber State University

**Bronia Holmes**

Teaching in the English Program for Internationals at the University of South Carolina since 1980. Long time ILA member.

**Dr. Margarete Imhof**

Prof. Dr. Margarete Imhof is a professor of psychology in education. She teaches in a teacher education program at Mainz University. Her special emphasis in research and teaching is on listening and on these two questions: 1) What is going on in the mind of the listener? 2) How can listening be taught in the classroom?

**Terra James**

Terra is currently a senior at Missouri Western State University and will graduate in May with a Bachelor of Science in Communication Studies with an emphasis in Organizational Studies, as well as a Bachelor of Science in psychology. She has been on the Dean's list at Missouri Western for two years and is a recipient of the Hardman Scholarship.

**Dr. Laura Janusik, CLP**

Laura is a past president of the International Listening Association and an Associate Professor and McGee Chair of Communication at Rockhurst University. Her research focuses on listening cognitions, listening capacity, Listening education, and listening outcomes. She is currently involved in a multicultural (5-6 countries) listening metacognition study.

**Dr. Susanne Jones**

Dr. Jones conducts research in the production and perception of emotional support messages. Her research questions focus on the exploration of those message factors that make people feel better and that improve people's coping abilities. She also examines how verbal messages interact with nonverbal cues in the emotional support process. This study assesses the degree to which individual perceptions that listening is a principal attribute of close relationships influences the magnitude of the relationship between verbal person centeredness (VPC) and nonverbal immediacy (NVI) on

impressions of helper supportive listening. Results show that individual listening values moderate the relationship between perceived listening activity and observed person centered support. These results suggest that people who value listening may be more responsive to the presence (or absence) of person-centered behavior.

### **Shaughan Keaton**

Shaughan conducts a variety of research on interpersonal communication, including sport fandom, intergenerational workplace perceptions, identity and personality. He is also interested in scale development pertaining to these areas, and his work on advancing a measuring instrument for listening metacognition—along with Laura Janusik—was presented at last year's ILA conference and deals primarily with the ways in which individuals think about listening. In addition, Shaughan has published an article in *Listening Education* that describes teaching listening via the use of lyrics

### **Keri Kerns**

Keri Kerns is a junior Communication major at Wheaton College, Illinois, and was hired to work with the alumni listening program described in this paper. She honed her organizational and listening skills in a family business in Three Lakes, Wisconsin.

### **Robert Keteyian**

Robert V. Keteyian is an interpersonal communication consultant and counselor living and working on the coast of Maine. He is also the author of *Do You Know What I Mean?—Discovering Your Personal Communication Style*, published in 2009. Bob specializes in relational work with families, business, and organizations. Recently, a scale for communication styles was derived from multiple intelligence theory with seven factors (Keteyian, 2011) and empirically tested and refined (Keaton & Bodie, 2011). This study proposes an investigation on the potential relationship between these communication styles and listening styles, especially considering the interpersonal and intrapersonal components. In addition because a relationship between IIs and listening has been established, this study will examine the connection between listening, communication styles, and intrapersonal communication.

### **Dr. Cindy King**

Dr. Cindy King is an Assistant Professor of English at the University of North Texas Dallas, where she teaches courses in literature and writing. Her most recent publications include work in *Callaloo: A Journal of African Diaspora Arts and Letters*, the *Los Angeles Review*, and the *North American Review*.

### **Dr. Yukari Kunisue**

Yukari Kunisue, Ph.D. is a lecturer in Japanese at the University of Hawai'i in Hilo. She does research in the field of death and dying, including on the subject of the spiritual aspects of the listening communication between dying patients and hospice workers. She also researches cross-cultural issues. Currently she is working on exploration of Hawaiian spiritual world and connection to the transpersonal psychology. She holds a Master's and Doctorate from the Institute of Transpersonal Psychology, having pursued a Bachelor of Science degree in psychology as an undergraduate; she also holds a Master's from the University of Hawai'i in East Asian Studies, and a Master's in Education from the Teacher's College at New York's Columbia University.

### **Kay Lindahl, CLP**

Kay Lindahl, CLP, is the founder of The Listening Center. She leads retreats, seminars and workshops and is the author of *The Sacred Art of Listening*. She is co-editor of a new book on *Women, Spirituality and Transformative Leadership: Where Grace Meets Power*. an anthology of 26 diverse women's voices with a how to section for using circle processes



**Julie Lynch**

Julie Lynch currently teaches fulltime at The College of St. Benedict and St. John's University. The full-time position is divided into two sections of First Year Seminar and one section of Communication (Listening and Public Speaking). First Year Seminar is a whole year course devoted to teaching to speaking, discussing, writing and reading objectives for new students. Additionally, Julie practices contemplative listening with the Companions on a Journey (spiritual program) and individual spiritual direction.

**Marva Shand-McIntosh**

Marva Shand-McIntosh is a nationally certified Speech Language Pathologist serving in the District of Columbia Public schools. She has consulted as a teacher-partner for the Smithsonian Institute, Center for Education and Museum studies.

Her work with community organizations and professional bodies is considerable and includes school Board chair, PTA leader, President of Metropolitan Health Professional Association, and Producer of Radio Reading Service, WLRH-FM Huntsville, Alabama.

Marva is the founder of *I Love to Listen Day*, May 16th; a day designed to promote the powerful art of listening. Her poem, "Today I Will Listen," has been translated into 8 languages. She is the recipient of 4 Outstanding Leadership Awards.

**Terri Messick**

Terri is a student at Boise State University

**Dayna Mitchell**

Dayna Mitchell is a student at Boise State University and will be graduating in the spring with a major in Communication/English with an emphasis in Humanities and Rhetoric.

**Michael Z Murphy**

Michael Z Murphy is retired after a career as a New Jersey urban educator and crazed adjunct on several campuses, and currently is Assistant Professor in the Union County College English Department. He teaches Public Speaking, Dynamics of Communication, and First Year Seminar. Other factoids: award winning playwright, certified massage therapist, consultant, dad, goldfish whisperer, actor, life member International Listening Association [www.listen.org](http://www.listen.org), proud Montclair State alum, published poet, stage manager, and on New Year's Day 2012 he celebrated life without television for a full quarter century.

**Darrn Nerland**

Darren Nerland, is the Technology Learning Manager, HR Talent & Org Development for the Bill and Melina Gates Foundation. Darren oversees the rollout and sustainment of technology learning for the foundation employees. Prior to joining the foundation, Darren worked as a learning consultant with companies such as Russell Financial, City of Seattle, Adobe, HP, and Cingular. Subsequent to consulting Darren was a corporate training program manager for eight years at Fortune 500 Company - FedEx.

**Dr. Janice Newton, CLP**

Dr. Newton is a professor of Political Science and Women Studies at York University in Canada. She is also a graduate of the Certified Listening Professional Program. Her listening research is on the significance of listening in democracy and the question of how we might teach democratic listening skills in higher education.

**Dr. Daniel J. O'Neill**

Ph.D. in Communication from Michigan State University and Full Professor in the Communication Studies Department at Youngstown State University. Numerous books, articles, and scholarly presentations focusing on argumentation, critical issues speaking, and innovative teaching in the basic course in Communication. Received awards for teaching such as the Distinguished Professor award at Youngstown State University and the Ohio Communication Association Teacher of the Year recognition. Served as department chair and I received the Watson Award for administrative excellence.

**Dr. Michelle Pence**

Michelle Pence is a doctoral candidate in the department of communication studies. Her research interests include listening, intimate partner violence, and sociobiology. Michelle currently serves on the executive board of the International Listening Association.

**Dr. William Powers**

Will is an active listening scholar; an active consultant/trainer, and the founder/president of Concept Keys, Inc.

**Dr. Michael Purdy**

Dr. Michael Purdy, Emeritus Professor, Governors State University; long time ILA member and contributor to much of the important research work in listening. He is an important thinker in the area of listening.

**Dr. Linda Pysher Jurczak**

Dr. Linda Pysher Jurczak is an assistant professors at Valdosta State University. She has an interest in improving student listening skills and is active in the ILA.

**Rohini Ramesh**

Rohini has completed a Masters in Speech Language Pathology form Dr. S.R.Chandrasekhar Institute of Speech and Hearing, Bangalore, Indi

**Terri Redpath**

Terri Redpath lectures in literacy in the School of Education at Deakin University, Warrnambool, Victoria. She recently commenced a PhD in the Research School of Humanities and the Arts at the Australian National University, (ANU). Her listening research involves a comparative study of entrenched and innovative listening practices in higher education. She is also currently engaged in projects investigating the impact of digital technologies on listening and learning in both school and university settings.

**Leigh Rubin**

Leigh began his cartooning career in 1978 by establishing his own greeting card company, Rubes Publications. His first cartoon collection, the popular Notable Quotes musical cartoons, was published in 1981.

Rubes®, Leigh's syndicated cartoon, began in 1984, and the first paperback collection of Rubes® was published in late 1988. His most recent series of books include the award-winning "*Wild Life of Love*" and "*The Wild Life of Cats*." Several of his other books include "*The Wild Life of Dogs*," "*Pets, Cows, Farm Animals*" and "*Rubes® Then and Now*."

Rubes is distributed by Creators Syndicate to more than 400 newspapers worldwide.

**Dr. Chris Sawyer**

Currently ranked among the top 100 most published scholars in the field of Communication Studies, Dr. Sawyer maintains an active research program into the causes, symptoms, and treatments of speech anxiety. A former Chair of NCA's Communication Apprehension and Avoidance Commission, Dr. Sawyer has received recognition as a teacher-scholar including a nomination for the prestigious Minnie Stephens Piper Foundation award for college teaching excellence and was a recent recipient is a past recipient of the College of Communication Distinguished Research and Creative Activity Award.

**David and Christi Skinner**

David and Christi Skinner (a husband and wife team) are both vice presidents for HDR Engineering, Inc., a 7500-person civil infrastructure architecture and engineering company that specializes in projects in the areas of transportation, water/wastewater treatment, and environmental resource management.

David is currently the Washington Transportation Business Development Manager. Prior to joining HDR, David has worked as the Public Works Director for the City of Gig Harbor, a former bridge design engineer for Pierce County and a transportation design engineer for Washington State Department of Transportation. Christi Skinner has been in the transportation industry for 20 years and has been at HDR for 6 years. She is currently the West Region Transportation Strategic Pursuit Manager where she is directly involved in sales efforts for some of the company's largest transportation projects.

Christi is also the daughter of Sheila Bentley and the granddaughter of Dorothy Carver, making her perhaps the first third-generation family member to present at an ILA Convention.

Both David and Christi regularly lead teams of professionals in competitive presentations that can bring in millions of dollars in revenue to HDR.

**Dr. Doyle Srader**

Dr. Doyle Srader is associate professor of Speech and Communication at Northwest Christian University. He has published articles in *Argumentation and Advocacy*, and has taught a Listening Behaviors class for the past seven years.

**Dr. Lyman (Manny) Steil, CLP**

Dr. Lyman K. (Manny) Steil, CSP, CPAE is internationally known as "The Ambassador of Listening" and a "Speaker Worth Listening To." Dr Steil is CEO and Chairman of Communication Development, Inc.; CEO and Chairman of the International Listening Leadership Institute; Founding Partner of The Masters Alliance; founding Director of The Amara Institute; former Director of Debate, Macalester College, and Chairman of the Speech Communication Division, Department of Rhetoric, University of Minnesota.

In addition, Dr. Steil was founder and first President of the International Listening Association; author and co-author of five books; creator of the first Effective Listening Video Program; and, architect of the renowned Sperry Listening Program.

**Dr. Molly Stolz**

Molly Stolz is an assistant professor at Valdosta State University in Valdosta, GA and the editor of the ILA Listening Post. She has been active in ILA for three years and is looking forward to remaining active for a long time to come. Her interests in listening include looking at the impact of hearing on the listening process, looking at listening in the religious and spiritual context, and listening pedagogy and chairs the Publications Committee.

**Dr. Don Swanson**

Don R. Swanson, EdD, CLP, has more than 30 years experience with organizational communication improvement as an educator, trainer, coach, consultant and administrator. An experienced mediator and certified listening professional, CLP, he has extensive experience as an executive and conflict coach. Don holds an interdisciplinary doctorate in Training and Development and is Professor of Communication and founder of the Corporate and Public Communication MA program at Monmouth University where he teaches the human resources management courses. Don served as Chair of the communication department for 14 years and because of his interest in integrative studies is now Chair of the Department of Philosophy, Religion and Interdisciplinary Studies.

**Marian Thier**

Marian is President of Expanding Thought, Inc and Listening Impact. Her first career was in television; her second in higher ed as a professor and then as an administrator; her third as a trainer, designer/developer, coach, consultant and entrepreneur; and her fourth TBD.

**Dr. Susan Timm, CLP**

Susan currently serves on the ILA Executive Board as Member-at-Large Public Relations. She is an associate professor in the Business Division at Elgin Community College, Illinois.

**Andrew Topa**

Andrew Topa is a first year graduate student in the Department of Communication Studies at Texas Christian University. He received his undergraduate degree from Sam Houston State University. His research interests include listening fidelity, political communication, and organizational dissent.

**Genevieve Tuazon**

Genevieve Tuazon is a graduating student in the Occupational Therapy Program at Dominican University of California in San Rafael. She has enjoyed researching listening behaviours of youth with mental illness and caregivers, and plans to become a therapist working with children in the Bay Area

**Dr. Tuula-Riitta Valikoski**

Dr. Tuula-Riitta Välikoski is an Assistant Professor of Speech Communication in the School of Communication, Media and Theatre at the University of Tampere. Her research interests are in the areas of listening, social interaction and professional communication particularly in the legal context.

**Dr. Charles Veenstra**

Dr. Charles Veenstra has been teaching a variety of Communication courses at Dordt College for many years. A special research interest of his is listening between different groups of people internationally, particularly in the Middle East. Principles of listening have application in all kinds of communications situations.

**Andrea Vickery**

Andrea J. Vickery is a Master's Student at the Louisiana State University. She received her Bachelor's degree from Chapman University in Orange, California, and spent time working in the private sector before returning to pursue her passion in research and education. When not studying or researching, Andrea spends time with her husband, Zachary, and their pets, Sugar and Marvin

**Teija Waaramaa**

Dr. Teija Waaramaa-Mäki-Kulmala, Senior researcher at the University of Tampere, Tampere, Finland. Doctoral Thesis (2009): Emotions in voice. Acoustic and perceptual analysis of voice quality in the vocal expression of emotions. Research project (2011-2013): Framing international differences in perception of vocal emotional expressions in speaking voice.

**Dr. Beth Walters**

Dr. Beth Walters received her Ph.D. from the University of Phoenix and is the Director of VAST Educational Services, a clinic which serves children and adults with diagnosed and suspected language challenges (e.g., dyslexia, auditory processing disorder, reading comprehension). For more than 10 years she has taught elementary and middle school students in private schools in Tennessee and California. She currently teaches Developmental Psychology of Children at Amador Valley High School and writing courses at the University of Phoenix, Bay Area. Beth enjoys participating in ongoing continuing education coursework and conducting action research regarding instructional methods to improve listening skills in children with over-functioning visual abilities.

**Dr. Vincenne Waxwood**

Dr. Vincenne A. Waxwood is a graduate of the University of Washington. She has taught school and university classes around the world (eg.: Seattle, Hawaii, Germany, South Korea) and introduced classes in Listening, Family Communications, and Intercultural Communication. She has completed training in mediation and encourages peaceful resolution of conflicts.

**Dr. Debra Worthington**

Debra has been highly involved in listening research and very active in the ILA, currently the First Vice President-Elect. She is published in a variety of topic areas that range from legal communication to listening measurement.

**Dr. Ali Zohoori**

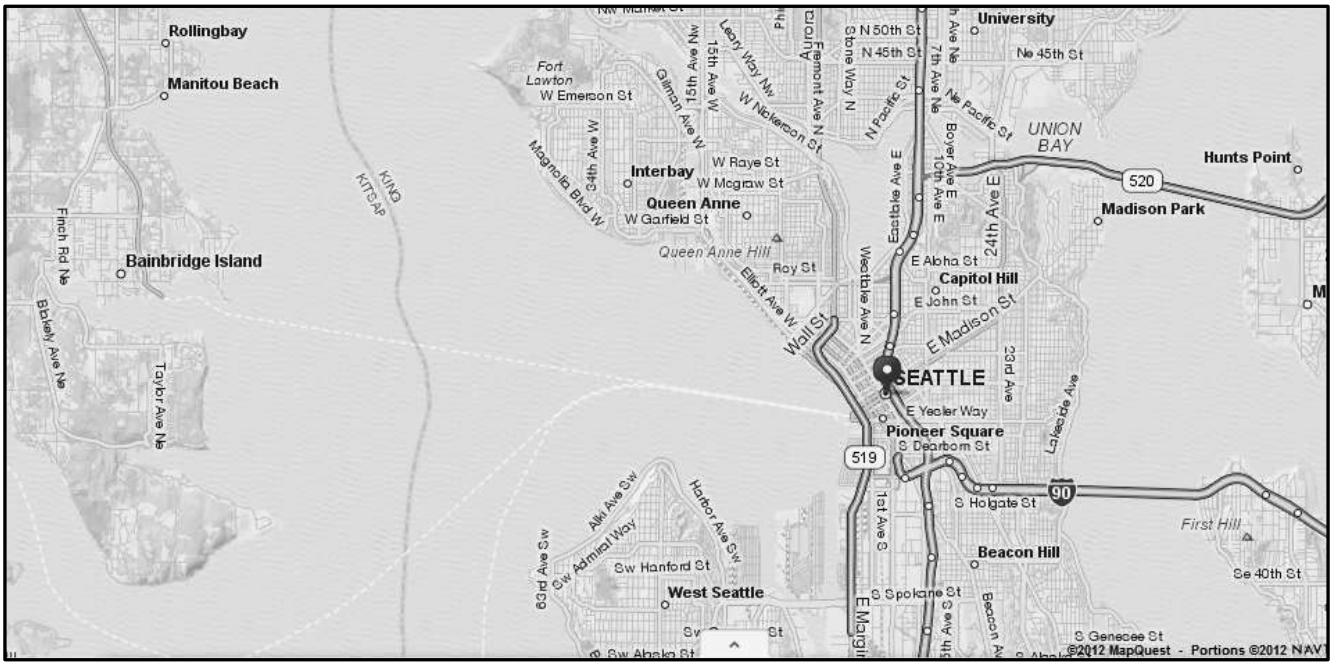
Ali Zohoori was the Chair of the Department of Communication Arts at the State University of New York - Oneonta, prior to being appointed as the Chairperson of the Department of Communication at Bradley University in 2000. In August 2007 Ali returned to full-time teaching. Ali holds a B.S. Degree in Cartography from Tehran University in Iran, a M.S. Degree in Mass Communications (Radio-TV-Film) from Oklahoma State University, Stillwater, Oklahoma, and a Ph. D. in Mass Communications from Indiana University, Bloomington, Indiana. Ali has taught for over 30 years, and his teaching areas and research interests include mass communication, intercultural communication, and listening.



# ILA Companion Program

## Interesting Things to Do and Places to Go in the Seattle Area

*Plan your own tour of Seattle*



### ARTISTIC VIEW IN SEATTLE

**Seattle Art Museum:** Visit this museum and show the ticket at Seattle Asian Art Museum (SAAM) on the same day for a free entry. 1300 First Ave. between University and Union Streets.

**Seattle Asian Art Museum:** See art from China, Korea, Japan and other Asian countries. 1400 E. Prospect St. Conservatory is also located on this property.

**Northwest African American Museum:** View African American lives in the Americas. 2300 S. Massachusetts Ave.

**Wing Luke Museum:** Observe Asian Pacific American Experience. 719 S. King St.

**Seattle Symphony:** Offers some afternoon concerts on Thursdays/Fridays. 3rd Ave. at Union/University Streets, Benaroya Hall.

**Galleries:** Many are located on 2nd Ave. north of the Seattle Art Museum.

**Seattle Public Library:** Architectural challenge outside and inside. 1000 4th Ave. (tel.:386-4636).

### EDUCATIONAL VIEW

**University of Washington:** Two major libraries, Burke Museum and Henry Art Gallery (15th N.E. Ave. @ 40th-45th Streets).

**Seattle University:** Catholic Higher Education accessible from downtown. 900 Broadway.

### SCIENTIFIC VIEW

**Burke Museum:** The people, plants, and animals of the Northwest. University Way @45th St.



**Conservatory:** On the campus of SAAM. Orchids, et al. warm up in the cactus room.

**Pacific Science Center:** On the Seattle Center campus, celebrating its 50th year. Take bus 16 to Seattle Center on 5th Ave.

**Seattle Aquarium:** at the water's edge. 1483 Alaskan Way. Turn left from the ferry exit.

**Theo's Chocolate: Daily Tours.** (Closed shoes; fragrance free required) or wander through the chocolate tables, discovering the exciting wonders (smell,look,touch,taste) of chocolate. Call (206) 632-5100 to reserve a space on a tour.

## **TOURIST VIEW**

**Pike Place Market:** restaurants, stores with fresh food, souvenirs, variety of international and tribal treasures at 1st Ave@ Pike and Pine Streets. Walk away from the water on Pine Street to reach Macy's, Nordstrom's, theatres, more restaurants and shopping. From Pine or Pike St. turn right on 5th Ave. for the Fifth Ave. Theatre. Half way up the hill it will be on your left.

**Seattle Center:** World's Fair location 50 years ago: Pacific Science Center, Food Circle, Opera House, Music Hall, Sports Arena. Ride the monorail there (4th and Pine St.). Hungry? There's a food circle. OR Go to west side of the center and turn right (north), then left on Mercer St. to find unusual restaurants- More up Queen Anne Hill (by riding #2 or #13 bus up the hill. Both buses will bring you back downtown, if you cross the street).

**Ballard Locks:** Watch the ships pass through the locks. Take Bus #17 to end of line. Cross the street and enter the park gate (Garden on the right). Continue to a building on the left with historical video, museum, restrooms. Head west to the locks (pass garden on your left). Sometimes tours are available (and you can see the fish below).

### **Places I Want to Visit**


# Transportation Information

## Ferry Schedule – Bremerton to Seattle

As of today, the Bremerton Ferry is on winter schedule. The schedule changes on March 25<sup>th</sup> – the day we leave Bremerton for Seattle and home. This is the schedule for Sunday, March 18<sup>th</sup> (Winter Schedule). As soon as the Spring Schedule is posted this will be updated.

Winter 2012 Sailing Schedule for Sunday March 18, 2012			
<input checked="" type="checkbox"/> Round Trip	Bremerton	To	Seattle
		On	3/18/2012
Leaving Bremerton		Leaving Seattle	
Depart	ADA	Depart	ADA
<b>AM</b>		<b>AM</b>	
6:20		6:00	
7:20		7:35	
8:45		8:30	
9:45		10:00	
11:10		11:10	
<b>PM</b>		<b>PM</b>	
12:20		12:35	
1:45		1:30	
3:00		3:00	
4:15		4:20	
5:30		5:30	
6:40		6:45	
7:55		7:50	
9:00		9:05	
11:40		10:30	
		<b>AM [3/19/2012]</b>	
		12:50	

For those interested in the weekday schedule (again the Winter Schedule):

Winter 2012 Sailing Schedule for Friday March 23, 2012			
<input checked="" type="checkbox"/> Round Trip	Bremerton	To	Seattle
		On	3/23/2012
Leaving Bremerton		Leaving Seattle	
Depart	ADA	Depart	ADA
<b>AM</b>		<b>AM</b>	
4:50 <sup>1</sup>		6:00	
6:20		7:35	
7:20		8:30	
8:45		10:00	
9:45		11:10	
11:10		<b>PM</b>	
<b>PM</b>		12:35	
12:20		1:30	
1:45		3:00	
3:00		4:20	
4:15		5:30	
5:30		6:45	
6:40		7:50	
7:55		9:05	
9:00		10:30	
11:40		<b>AM [3/24/2012]</b>	
		12:50	

<sup>1</sup> Monday through Saturday only.

## ILA Convention Sites

<i>Year</i>	<i>Planner/ Incoming President</i>	<i>Location</i>	<i>Theme</i>
1980	Manny Steil	Atlanta	None
1981	Manny Steil	Denver	None
1982	Sally Webb	Washington DC	None
1983	Bob Miller	Minneapolis/St. Paul	None
1984	Andrew D. Wolvin	Scottsdale	The Field of Listening: Directions in the 80s
1985	Marguerite Lyle	Orlando	Building Bridges through Listening
1986	Larry Barker	San Diego	Conceptual Frontiers in Listening
1987	Carolyn Coakley Hickerson	New Orleans	Listening in an Age of High-Tech-High-Touch
1988	William E. Arnold	Scottsdale	Listening Makes a Difference
1989	Kittie W. Watson	Atlanta	Listening: The Next Generation
1990	Ethel C. Glenn	Indianapolis	Centering Listening in an Oral Culture
1991	Wayne Bond	Jacksonville	Listening as an Agent for Change
1992	Judi Brownell	Seattle	A Listening Mosaic
1993	Michael Gilbert	Memphis	Listening as Empowerment
1994	Sheila Bentley	Boston	Listening: An Agent for Positive Change
1995	Margaret Fitch-Hauser	Little Rock	Listening in a Natural State
1996	Philip Emmert	Sacramento	Listening: Building Foundations
1997	Susan Ellen Bacon	Mobile	Listening: Celebrate the Past, Prepare for the Future
1998	Janet Cherry	Kansas City	Listening: The Heart of Humanity
1999	Charles Roberts	Albuquerque	Listening Enchantment
2000	Harvey Weiss	Virginia Beach	The Listening Spirit
2001	Dick Halley	Chicago	2001 An Odyssey Toward Effective Listening
2002	Kimberly Batty-Herbert	Scottsdale	Listening: The Foundation of Community
2003	Melissa Beall	Stockholm, Sweden	Touch the World: Listen
2004	Ray McKelvy	Ft. Myers	Listen to Bridge the Gulf
2005	Barbara Nixon	Minneapolis/St. Paul	The Power of Listening
2006	Maria Roca	Salem	Listening: The Language of Peace
2007	Margarete Imhof	Frankfurt, Germany	Listen and Make the Connection
2008	Lisa Orick-Martinez	Portland, ME	Listening Lights the Way
2009	Rick Bommelje	Milwaukee	Growing Our Listening Legacy: Treasuring the Past, Embracing the Present and Creating the Future
2010	Laura Janusik	Albuquerque	Transformational Listening: Listening to Change
2011	Chris Bond	Johnson City, TN	Listening for a Sustainable Future
2012	Alan Ehrlich	Bremerton, WA	We ARE Listening!





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Fitch-Hauser*



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