



LISTENING POST

Winter 2009/2010

A Newsletter of the *International Listening Association*

Issue 101

PRESIDENT'S PERSPECTIVE by Dr. Richard "Rick" Bommelje



As we look forward to the 2010 Convention in Albuquerque and as the celebration of the ILA's 30th anniversary in March 2009, becomes a distant

memory, I am thinking more and more about what makes a sustainable organization. What will it take to create an ILA that sustains itself for decades to come? The following ingredients come to mind.

1. COMPELLING VISION, FOCUSED MISSION, & STRATEGIC PLAN THAT INVOLVES MANY AND GETS USED.

The bold Vision of the ILA is *to become THE international leader of listening practices, teaching, and research*. An organization's purpose, vision, and goals are magnets for the people, resources, and money that are needed to make the organization effective. A strategic plan is critical to success; and once created, becomes integrated into the organization's work and is used regularly to assess the organization's progress and to adjust as needed.

2. DYNAMIC AND FOCUSED PROGRAMS & PROJECTS.

The future of ILA's success will depend on exciting and relevant programs and projects. A great program attracts people, which can also attract funding. Programs need to be well thought out, doable, and able to involve many people. Above all, programs must serve a need. Sustainable organizations are able to take a program idea and implement it by creating a strategy with measurable steps. For example, the ILA *Certification Program* has been launched and is in the pilot process. Will this be a lead program that can attract excitement throughout the world?

3. AN EFFECTIVE EXECUTIVE BOARD.

The Executive Board is responsible for the ILA's effectiveness. Board composition should reflect the diversity of the organization's membership. Without an effective Board, ILA will be limited in its ability to take tangible steps forward toward realizing the vision.

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COUNTDOWN TO TRANSFORMATIONAL LISTENING: LISTENING TO CHANGE

By Dr. Laura Janusik, 1st VP

My Planning Committee and I are getting more and more excited about our 31st Annual Convention that will be held in Albuquerque on March 24-27, 2010, which is the perfect time to visit New Mexico. And true to the theme, some former ILA traditions will be "transformed" for 2010. These transformations will

compliment traditional programming, so come to Albuquerque for both the old AND the new!

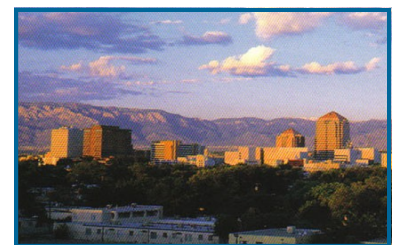
The **first transformation** is a twist on the former tradition of taking a half day off for group sight-seeing. Though we've previously discontinued that practice to ensure a full day of programming,

we've thought long and hard for a way to enjoy both these events. And, what we came up with is a fabulous mixture of touring and listening learning!

On Friday afternoon, those who elect the special Santa Fe trip will board a bus from the hotel and take the hour drive to *Museum Hill* where we'll

visit the *Museum of Indian Arts & Culture, Museum of*

(Continued on Page 5)



Scenic Skyline of Albuquerque

REGIONAL ROUNDUPS



The North America East Region (NAER) had a successful regional listening conference on October 15, 2009, at Monmouth University, New Jersey. We were very successful because of the excellent presenters, wonderful interaction, great hospitality from Monmouth University participants, good food, and a beautiful setting. We had 43 people in attendance.



The group was from New York City, Upstate New York, Boston, Maryland, Pennsylvania, New Jersey, and Michigan (Jennifer Grau, one of the speakers came to us from Michigan as did Michael Gilbert).

Dr. Andrew Wolvin opened the conference with a very informative and challenging presentation on “Listening Leadership” followed by Jennifer Grau’s highly interactive and thought provoking presentation on Listening: Foundation for Managing Conflict.”

After Lunch, Marva Shand-

McIntosh, Barbara Green, and Wayne Bond presented a “Best Practices” session that had the group actively involved in doing and discussing strategies for the teaching/training of listening.

The hospitality afforded by Don Swanson and Sherry Wien of Monmouth were extraordinary with beautiful facilities, wonderful meals, and graciousness that made the day a memorable event.

Another aspect that made the Conference really special was that the gathering was very diversified with people from academia, business, the medical profession; and several were ministers. We also had about 14 students from Monmouth University, Montclair State University, and Union

County College. This situation made the day very exciting and the discussions very rich.

The picture is of the Friday evening early arrivals at the “Snack and Chat” session.

Back row - L to R: Andy Wolvin, Carole Grau, Greg Enos, Jennifer Grau, Don Swanson.

Front row – L to R: Sherry Wien, Wayne Bond Marva Shand-McIntosh.

(Presented by Wayne Bond)

The North America West Region (NAWR) co-sponsored “Listening across the Curriculum,” which was a special day of listening, learning, and interactive activities providing world class listening training for educators to take back to their classrooms.

Central New Mexico Community College (NMCC) partnered with the NAWR for the September 12 event by providing both lunches and the wonderful facilities. Members of the *Education Committee* assisted with this event as well.

Lisa Orick-Martinez organized a group of student volunteers, including

one of our former student members, Tesa Lane, who worked on getting Donations among other important tasks.

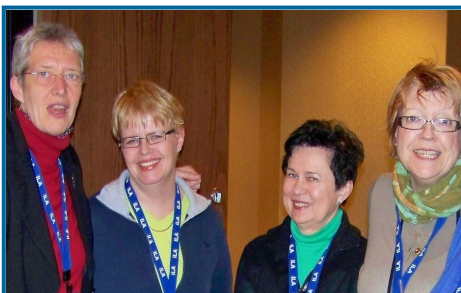
The participants in attendance received flash drives that had been donated along with practical exercises to bring back to their classrooms. Several attendees expressed an interest in learning more about listening by attending the annual convention in March.

Dr. Lisa Orick-Martinez, 2010 Local Arrangements Chair, went above and beyond when she organized this educational listening conference in Albuquerque as a precursor to the 2010 Convention.

A similar education listening conference will take place during the annual convention. You can read more about this exciting event sponsored by the Education Committee on page 8.



And hopefully, all members of NAWR will be helping to promote this conference and the entire convention, since these will be



Members of the **Europe and Africa Region** (EAAR) were quite busy when their region hosted the first Fall conference of the *European Association of Communication Research and Education* (ECREA)’s *Section of Interpersonal Communication and Social Interaction*. You can read more about this exciting event on page 12.

The North America Midwest Region (NAMR) partnered with the Business Committee and with NAWR when members helped to host the first ever ILA webinar. You can read more about this enlightening experience on page 4.

Imagine you are in the office of your dermatologist. You recently scheduled an appointment to have a mole removed; a mole that your doctor said was “worrisome” and should be examined for evidence of melanoma. The doctor enters the office with good news - “It’s not cancer.” Of course, you are relieved, and you exit the office cell phone in hand ready to call a loved one to share the good news.

Although several aspects of this exchange might be intriguing for those of us interested in human behavior and interaction, one stands out as perhaps the most important. That is, you believed the doctor when she told you that you did not have skin cancer. But why? Perhaps it was because she was recommended by a good friend who has never steered you wrong; thus, you believe the doctor simply because you view her as credible. Perhaps it was because you typically believe medical professionals; thus, you don’t make it a habit of questioning their judgment.

Regardless of the specifics, to believe your physician, you must first believe in the test that was used to provide your results. Without test validity, no reason exists to listen to the test result.

So how valid does that test need to be to make you comforted in the news that your mole is benign? Should it be 80% accurate? 90%? Higher? If you found

reason to question the validity of the test, would you also question the validity of your good news? Would you seek out other tests until you were more certain that you did not have cancer?



Of course cancer screenings are not the only tests that we rely upon in our daily lives. As scholars, practitioners, and educators concerned with helping others become better listeners, we rely on a host of tests to assess listening-related competencies, behaviors, and predispositions. But are these tests valid? That is, do they measure what they purport to measure?

Given the importance we subscribe to listening for relational satisfaction, individual health and well-being, and a host of other outcomes, how much stress should we be placing on the validity of our tests of listening? I contend that we should be putting much more emphasis on scale validity than we have in the past.



An article currently awaiting publication in the *Internation-*

Journal of Listening authored by Debra Worthington and me questions the validity of one particularly popular scale used in academic research, teaching, and professional consulting, the Listening Styles Profile (LSP-16). This scale has been used in several dozen conference papers and publications and continues to be the primary tool highlighted in several popular undergraduate textbooks.

Indeed, anecdotal evidence that I have gathered over my decade of attending ILA conferences suggests that educators often use this scale to assess the listening styles of their students not only for illustrative purposes but also for the purpose to generate ways in which students can improve their habitual ways of listening. The catch is that these recommendations seem to be predicated on a test that, until now, was assumed to be valid. It is as if the physician came in and said, “Well, I’m rather certain that I removed a mole, but I can’t say for certain if it has cancer. Our test has not yet been validated. But if it gives you any consolation, it said you did not have cancer, and I have used it in the past to tell others this good news.” I would gather that most of us would not be very enthusiastic about this statement.

Overall, our article presents the field of listening training and education with a dilemma: how do we know that our various scales assessing various listening concepts can literally help our students become better listeners?

Certainly we want to provide our students with useful information about who they are as listeners and how they can best improve.

Unfortunately, the results we present strongly urge against using the LSP-16 for this purpose. Other scales have been questioned in the past and studies have found evidence that popular tests of listening comprehension like the Watson-Barker Listening Test and Brown-Carlson Test also have questionable validity.

It’s high time we listened to these studies and started to fully consider developing



tests that do a better job at measuring listening behaviors and cognitions.

The good news? Listening scales do exist that have empirically demonstrated validity. For instance, the Organizational Listening Survey has gone through a rigorous series of validity testing as has the Active-Empathic Listening Scale (AELS) developed in the context of salesperson performance by Drollinger and colleagues and extended to the realm of everyday interaction by yours truly.

In addition, Debra and I (along with an LSU doctoral student, Chris Gearhart) are working to

BUSINESS COMMITTEE PLANS EXCITING CONVENTION PROGRAM

Chair - Dr. Susan Timm



This past October, the Business Committee took a leap of faith and explored a new approach to presenting information via technology. It sponsored a free, hour-long webinar on Listening and Customer Service during National Customer Service Week, which was hosted by Alan Ehrlich, Jennie Grau, and Susan Timm. Hopefully, more committees will use webinars to have continued discussions as

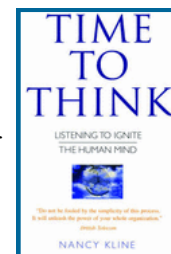
well as to host listening informationals related to their specific areas of interest.

In addition, the Business Committee hosted an exciting book discussion this past year. All involved were really impressed with the text Time to Think. Listening to Ignite the Human Mind by Nancy Kline.

Because this discussion was so interesting, the Business Committee decided to host an interactive convention program based on the listening concepts presented.

Although we weren't able to arrange for Kline to physically be in Albuquerque, she will join us from England via technology. During the convention workshop, Kline via computer will answer any questions attendees have as well as share some of her own thoughts on listening.

Plan to join us too for what is sure to be an exciting discussion.



EDUCATION COMMITTEE'S ON-LINE JOURNAL AND LISTENING CONFERENCES - Chair - Dr. Margarete Imhof

The Education Committee has been quite busy this past year. In addition to getting its on-line journal up and running, this active group hosted an education and listening conference in Albuquerque this fall with the Western Region (see page 2) and has organized a second conference for teachers at this next convention, as has been mentioned in other articles in this LP issue.

The online journal, *Listening Education*, is tailored to the interests of teachers and trainers in listening. The scope encompasses research articles on

all issues of listening training and, specifically, activities for teaching listening.

So far, two issues are out; a third issue will be online by the end of January 2010. The issues include suggestions for teaching listening. Thus, we would like to attract your interest both as readers and as contributors to the journal.

The editors welcome any contributions on techniques for teaching listening, reviews of classroom material, and all kind of research pertaining to the educational setting. The journal offers a platform for manuscripts that are practice oriented and meet quality standards, but which might

not make it into more research-oriented, scholarly journals.

Why not take a look at the issues that are currently available and consider if you want to contribute to the next issue. The range of ideas that can be included, is broad.

Templates for electronic submission and instructions for authors are at www.listen.org; refer to the "Listening Education" page. Send your thoughts to Margarete at imhof@uni-mainz.de.

We are looking forward to your electronic submissions.

ILA's newest committee is the Healthcare Committee, which was approved at the 2009 Business Meeting in Milwaukee

HEALTHCARE COMMITTEE UPDATE - Chair - Dr. Janis Davis

The formation of an ILA *Healthcare Committee* was approved at the 2009 Convention Business meeting in Milwaukee. Now, the committee is gearing up to become a presence at the 2010 ILA annual convention in Albuquerque this March. Chairing the ILA Healthcare Committee is Janis Davis, an associate professor of Occupational Therapy at *Dominican University of California* in San Rafael.

Janis has taught listening for over 17 years and is currently enrolled in the *Certified Listening Professional (CLP)* training program sponsored by the ILA.

Janis's goal is to lead this new Committee in supporting listening in healthcare environments, in university programs training future healthcare professionals, and in research.

If you would like to be a part of this exciting group

and/or have ideas for the committee's purpose, policies, and procedures or goals, please contact Janis at janis.davis@dominican.edu.



Also, attend the *Healthcare Committee's* meeting at the annual convention in March.

International Folk Art, and *Wheelwright Museum of the American Indian*. Joyce Begay-Foss, director of education at the *Museum of Indian Arts & Culture*, is Navajo. She has agreed to run the docent-led tour at the museum through the perspective of a listening lens.

Another guide will do the same at the *Museum of International Folk Art*. In addition, outside of the museum is a beautiful labyrinth, where our own Kay Lindahl will run a session on *Contemplative Listening*. This museum also has volunteered some space inside for other panels or presentations.

The third museum you can visit at your leisure. Then, at 5 p.m., when the museums close, the bus will take us to the heart of Santa Fe where we'll have an hour or two to stroll *Antique Row*, catch dinner, or otherwise enjoy the beauty of this capital city of New Mexico that ranked as the fifth most popular North American Travel City in *Travel + Leisure Magazine's 2009 World's Best Awards Readers Poll*. You can then choose to return to Albuquerque on the ILA tour bus or stay in Santa Fe and return later via the *Rail Runner*, a commuter train that cost less than \$10.

Thus, this convention transformation integrates sessions with sight-seeing. Voilà! We CAN have the best of both worlds!

Although you may find your own transportation, the low

excursion price of \$60 includes bus transportation, a box lunch, entry into two museums, and special programming at both museums. Note that family and friends joining you at the convention are able to sign up for this event as well!

The ILA is a wonderfully rich organization, and we have so much to offer. Thus, the **second transformation** will take place on Saturday during which we've packaged two programs for special groups.

First, under the leadership of Margarete Imhof and Nadine Marsnik, the Education Committee is sponsoring a K-12 workshop—*A Special Day of Interactive Listening and Learning: Teaching the World to Listen One Student at a Time*.

This all-day workshop features a keynote by distinguished author, editor, teacher, and educational consultant Mary Renck Jalongo. Participants who stay for the entire program will earn continuing education credits. Since this special seminar is being held at the convention hotel, those attending the regular ILA program may attend the education workshop and/or drop in and out of individual sessions at no extra charge.

Included in this second transformational experience is a second training opportunity at the *University of New Mexico* (UNM), a short bus ride from the hotel. This half

-day session, prepared for members of *New Mexico Mediator's Association* (NMMA), will focus on communicating effectively in mediation and legal settings, with an eye towards intercultural communication. Active ILA member Jennie Grau is delighted to co-lead the training with a new ILA member, Bob Berlin, who has trained over 4,000 mediators in his career. This second Saturday session also is open and free to those registered for the ILA convention that day. In addition, members of NMMA also will earn continuing education and certification credits.

The **third transformation** includes something special for everyone. Spotlight sessions identified throughout the convention program will highlight listening in specific contexts. In addition to the previously mentioned workshops by Mary Janlongo in **Education**, and Kay Lindahl in **Contemplative Listening**, Nagesh Rao, an **inter-cultural** scholar from UNM, will present research on how individuals from certain cultures listen even though they don't ask questions.

Also, ILA's Alan Erlich will present a special session on listening in **mediated environments**, and we'll have the opportunity to listen to a **Native American panel** from the *American Indian Research Institute* at UNM.

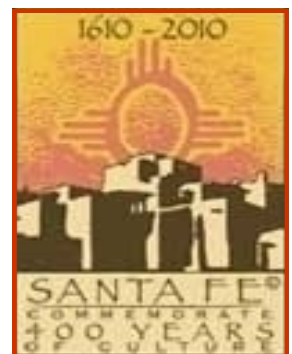


New Mexico - Land of Enchantment - is also called The Colorful State

On Friday afternoon, convention attendees can elect to take a special "learning" trip to Santa Fe, capital of New Mexico, located 60 miles north of Albuquerque.

As second oldest city in U.S., Santa Fe offers unique mix of history, architecture, culture, cuisine, activities, & shopping in setting that epitomizes American Southwest.

Santa Fe is celebrating its 400th year in 2010!



TOO BUSY TO LISTEN WHEN INSTANT MESSAGING?

By Sanna Ala-Kortesmaa, Student Member of the Board

The human need to be heard exists also when communicating in the online environment. We should be ready to listen to people no matter what the means of communication. Instant messaging (IMing) is currently one of the most popular computer-mediated communication technologies. For instance, instant messaging appears to be the communication technology of choice for teenagers in the U.S., who employ instant messaging to make plans with friends, talk about homework, share jokes, check in with parents, and post away messages or notices about what they are doing when they are away from their computers.

As the online environment is developing, listening is taking (back) its role in online communication, as online interaction begins to resemble more and more the verbal interaction in real life. Online text-based conversations require users to master a number of coordination strategies similar to the strategies used in face-to-face conversations to achieve understanding, such as managing turn-taking.

Since humor is often used as a verbal adaptation for expressing relational intentions that might be articulated using nonverbal cues when face-to-face, listeners need to be as ready as they are in traditional conversations to focus on catching the clues that represent the nonverbal elements. However, multi-tasking that often happens while IMing may

set challenges, because listening requires the investment of attention resources, and therefore, is limited by the scope of currently available central processing capacity. A sender may find knowing difficult as to whether a non-response reflects some message effect (e.g., his/her last message insulted the addressee), or the addressee is otherwise engaged (e.g., multi-tasking), or he/she is no longer at the computer. Therefore, if the communicators want to keep each other engaged in the conversation, the expectation of an instant response requires active listening from communicators.

Often, IMing is considered to be light-hearted chatting that can be managed while multi-tasking; but even then, it serves the need of maintaining interaction. Sometimes topics that are more meaningful to the communicators are suddenly thrown into the conversation in the middle of all the small talk. In these kinds of situations, active listening should be engaged immediately – your friend might really need a listener right then, when you are IMing AND watching television, studying, reading news, tweeting, or playing video games ... or better yet, how about just focusing on the person who just IMed you instead of multi-tasking?

**P R E S I D E N T ' S P E R S P E C T I V E** (Continued from Page 1)**4. CLEAR COMMUNICATION WITHIN A "LEARNING ENVIRONMENT".**

By regularly and openly asking, "How are we doing?" the ILA can create an organizational culture where actions are not mistakes" or "wrong," but instead, are opportunities to learn how to do things better for the next project or for the next step. Constant feedback and review processes create a culture of accountability.

5. CLEAR AND ACCURATE FINANCIAL MANAGEMENT & BUDGETING.

Clear and accurate financial management provides the needed management tools to make decisions and to plan for the future. The Executive Board and the Executive Director have the responsibility to create and manage an effective financial system that includes budgeting, reporting, and review.

6. APPROPRIATE TECHNOLOGY THAT SUPPORTS THE ILA'S WORK.

Effective organizations have technology that makes work easier and more efficient and effective, especially in the communications area. Technology that's appropriate and used well can maximize time. Modern computer hardware and software as well as web, networking, and email access for leaders, members, and staff is a must. Sustainable organizations are continually assessing the effectiveness of their current technology and evaluating what new additions would increase their effectiveness. They make certain that each piece of technology is supporting and serving the work of the organization, not vice versa.

7. ABILITY TO CELEBRATE SUCCESSES AND ENJOY THE WORK.

A culture where major and minor victories are celebrated and where members, leaders, and staff feel valued and appreciated is critical to long-term sustainability. Dedicated volunteers especially need to feel they are spending their time in a place that's creative and life supporting.

As we look into the future, building a sustainable ILA will take the commitment and energy of each and every member. Otherwise, our exciting vision could, unfortunately, become a pipe dream. The reality is that our destiny is in our hands.

I look forward to seeing you all in Albuquerque.

Make Today Count! ~ Rick



Night starts to fall on Albuquerque

Additionally, Carole Grau, on behalf of the **Business** Committee, is organizing an interactive session that will include a visit “via technology” with Nancy Kline, author of *Time to Think. Listening to Ignite the Mind*. Some of those who have already read her book believe that Kline’s ideas on listening are remarkably similar to ILA’s own Dr. Nichols.

The **fourth transformation** involves making the time to listen even more to each other. Consistent feedback on convention evaluations includes the desire for more time to network and enjoy old and new friends. Two twists will address this wish.

First, we’re striving to have most meals as “speaker-free” zones. While most luncheon presenters we’ve had previously have been entertaining and informative, this new twist will allow us to get back to our roots and understand better why ILA is a unique convention that includes listening more to each other.

Second, a sacred space will be provided at the convention for reflecting on what both the ILA and listening mean to each of us. And you will be given opportunities to share your thoughts on listening and the ILA with others.

The **final convention transformation** involves a *Sip, Nip, and Nosh* event, which will replace the formal awards dinner as the closing activity. The occasion

will be more tapas-style, with individuals moving freely from station to station. Award winners will be highlighted at different locations, and seating will be available for those who prefer it. This style allows for more free flow mingling and additional listening to each other.

You can see that we’ve worked hard to keep what works well for ILA and to add some new approaches to make the convention an even better listening event. What better place to do so than in Albuquerque—a city that has elements of the future while showcasing past traditions.

As you can see, the 31st Annual Convention is one that **you won’t want to miss**. Come to enchanting New Mexico and be transformed!

Convention Details to Remember:

Hotel room reservations and convention registration must be completed by March 2 to avoid late fee penalties and high room rates.

Although *the Convention hotel is sold out* during our time in Albuquerque, the **ILA still has some rooms available** through our reserved room block. Yet, these won’t last forever, so if you want to stay at the Convention hotel, we urge you to make your reservations quickly!

As you plan your trip, keep in mind that the convention program runs from Thursday, March 25 at 8 a.m. through Saturday, March 27 at 11 p.m. For those who arrive Wednesday, an evening *Welcome Reception* is planned.

The process for reserving one of the ILA rooms requires a few more steps than what is typically needed. First, call 888-421-1442. Then, ask for group reservations AND an agent who can access the *Passkey System*.

Not all reservation agents are trained in this system, so that’s why **you must ask for a Passkey agent who can access the system and see what’s occurring**

in real time. Also, make certain you tell them that you are going to be attending the *International Listening Association’s* annual convention.

While a particular preferred room type may not be available (i.e., kings may be available, but not doubles), we are *guaranteed* a certain number of rooms per night, and the Passkey agent will be able to assist you.

Our reserved block is quickly filling up, however! And with the hotel already being sold out, your options are quite limited.

Convention rates are as follows:

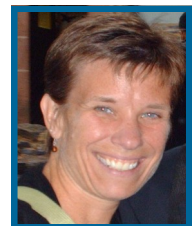
Single or Double Rooms - \$129.00; triple rooms - \$154; Quads - \$179.

You may make reservations online at <https://resweb.passkey.com/go/listen> <<https://resweb.passkey.com/go/listen>>.

Note that when making your reservations via the Internet, you might get a “sold out” notice due to the room type selected. In that case, simply call 888-421-1442 and follow the process outlined in this article.

Although the *Passkey System* might seem a bit cumbersome, we appreciate your patience in assuring you are able to reserve a room at the ILA Convention hotel.

Direct questions to the Convention Chair, Dr. Laura Janusik, 1st VP, at laura.janusik@rockhurst.edu.



Have a safe trip. See you in Albuquerque!

As chair of the ILA Education Committee, I am pleased that we are able to present another special day of listening at Albuquerque on Saturday, March 27, 2010, as part of the annual convention. The goal is to enable and encourage educators to incorporate listening instruction into their teaching.

Expert listeners will offer a workshop to faculty on all levels K-12 and College. The program starts with a general lecture by Mary Renck Jalongo, a leading educator, on “Young Children as Listeners: Research and Recommendations”.

In the following break-out sessions participants have a choice of topics on which they may work. Melissa Beall and Nanette Johnson-Curiskis are offering a program on “Listening and Literacy”. Marva Shand McIntosh will talk about “Listening First: Then Speaking, Reading and Writing”. Melissa Beall will look also at “It’s an Art: Storytelling and Listening Assessment”. Alan Ehrlich will present “I Can Hear You Talking But I

Can’t Understand the Words You’re Saying’ - Listening Disabilities and Learning”. Barbara Pennington and Margarete Imhof will co-present on ideas about how to teach “Listening and Critical Thinking”.

The challenge for the participants is to develop their own teaching project from the content of the workshop presentation and carry the ideas into their classrooms under the guidance of experts.

The program has been accredited through the *University of New Mexico’s Department of Continuing Education*. Anyone who participates in the workshop will be able to earn .5 Continuing Education Units (CEUs).

Participants may add another .5 CEUs for a project that they develop from the workshop content and that they complete in their schools or educational practice. The idea is that workshop participants take some of the ideas into their classroom and document how they integrated listening into their lesson plans and reflect on how the process worked for them.

The workshop is free for ILA members who have registered for the convention. This event is being held at the convention hotel—the Hyatt Regency Albuquerque.

The cost for all other participants is US \$85 (registration after February 1); Early Birds can “catch the worm” at US \$75. The fee for CEU credit is US \$20, payable at the conference.

So, if you are interested, please join us for this special day of listening – and/or recommend the special day of listening to friends and colleagues if you know someone in the Albuquerque area who might be interested in being part of this exciting event.

Please refer to www.listen.org and check out both the convention and conference for educators. You will find an informational flyer and directions for registration.



**The *International Listening Association*:
Teaching the world to listen, one classroom at a time!**



CERTIFIED LISTENING PROFESSIONAL (CLP)©

Are you ready to take an important step in your professional and personal growth as a listener? Then become a *Certified Listening Professional (CLP)©*. This certification appeals to a wide range of professionals who spend time listening to a variety of constituents in diverse settings.

Once you become certified, you are able to add “CLP” after your name. This designation says that you have successfully met a global standard in listening. It also tells others that you have a specific level of listening education and experience. In addition, your work demonstrates that you can think strategically, establish meaningful goals and objectives, and measure your success in relation to listening. Your work will have been reviewed by peers and will have successfully stood the test that demonstrates a well-rounded listener.

Fast Track applicants are already proven experts and leaders in the field of listening who are active members of the ILA. The Traditional Track CLP program is designed for those individuals who wish to improve their listening skills and learn how to develop strategies to complement their fields of expertise. The basic framework of the listening certification program is built around the ILA definition of listening: “Receiving, constructing meaning from, and responding to spoken and/or nonverbal messages”. It has three levels: Foundations, Teaching/Training (pedagogy), and Assessment/Evaluation. A limited number of applicants are accepted each year. More details about becoming a CLP are available at www.listen.org or from a CLP Planning Committee member. (Read article on CLP training on next page.)

"When I agreed to meet with the CLP Planning Committee in Kentucky this past summer, I wasn't exactly sure what I was getting myself into; however, now that the initial trial run of the CLP training program is underway and so far doing pretty well, I can honestly say that this adventure has done wonders to revitalize me and has strengthened my passion for listening," shares Dick, who along with Donna Renaud and Susan Timm, continues to find working with each other to be delightful. We make a good team as we've challenged each other while creating an international certification training program that meets the highest standards.

Dick reminisces - "As an ILA past president, I recall clearly how for years, members of the Executive Board and others discussed the importance of the ILA developing a listening certification program. To see the program finally go into effect and to be so successful is quite fulfilling." Indeed, the CLP is going to do wonders to enhance the visibility and to advance the image of the ILA.

We are happy to have five candidates in our pilot group, and they are very different from each other, which provides diverse slants from everyone when we have our discussions and online exchanges. Members of this first group don't only span the U.S., we have one member who is from across the ocean. Dick, who is the lead CLP facilitator, has personally found very interesting ideas in each of the trainee's perspectives.

The group is now at the point in the process where they are working on their projects with mentors. They need to apply some elements of listening to an aspect of their work. In addition, they are preparing for the written exam.

We are excited to hear about how the final projects have materialized. Several in this group are working on gathering materials that will help them deliver a course in listening or run a training session. Others are researching ways to help share ideas about listening that are not always easily available in their fields or country.

The training will culminate at the convention. Thursday morning, CLP trainees will engage in some exercises. Then that afternoon, they will discuss their projects. We hope that ILA convention attendees will join us at the afternoon ses-

sion when these projects are shared. This panel will be especially helpful to those who are contemplating signing up for the next training cohort, which is scheduled to begin after the 2010 convention.

We have learned a great deal about how to best proceed with this training process from the experiences with this pilot group. We are very appreciative of this first cohort who has helped us tremendously by their participation in this pilot project. With their help, we are already making plans for proceeding just a bit differently with next year's group.

We believe that the CLP training experience provided for this year's group has been very beneficial both for the candidates and for those of us who are working with them. I guess we will find out more about the truth of that claim when we ask for evaluations later in the process!

For those of you thinking about joining the next CLP Training Cohort, we invite you to write or to call any one of us who have worked closely with

the project this year. You will also find some details as well as an application on the ILA website.

And if you are qualified for certification through the *Fast Track* program, we encourage you to sign up to be a CLP so that you too might get the awesome opportunity to mentor one of the CLP trainees as he/she works on applying what she/he is learning.

Dr. Richard D. Halley, CLP - Lead CLP Training Facilitator (right in picture) rhalley@weber.edu

Donna Renaud, CLP - Chair, CLP Planning Committee (center in picture) donnarenaud@gmail.com

Dr. Susan Timm, CLP - Member, CLP Planning Committee (left in picture) stimm@elgin.edu



INTERNATIONAL JOURNAL OF LISTENING (IJL) Call for Submissions

The IJL accepts submissions on an ongoing basis. Of special interest are articles and book reviews on the following topics:

- Listening and Second Language Acquisition
- Listening Assessment
- Listening, Audience Behavior and Media Studies
- Listening, Audience Behavior and Political Rhetoric
- Historical Studies of Listening and Audience Behavior
- Intersections Between Listening and Reading
- Listening in Professional or Managerial Communication
- Insights of Cognitive Theory, Psychology, Philosophy on Listening
- Listening and Rhetorical Theory
- Listening Research in K-12 Education
- Listening in Health Communication
- Listening and Service Learning
- The Intersections between Musical Listening and Listening to Messages (listening as aesthetic vs. Epistemic process)

Please send IJL submissions to James Floyd, editor, at floyd@cmsu1.cmsu.edu.



Each year, an ILA member is selected as a *Listening Legend*. In 2010, we are giving tribute to Harvey Weiss, one of the founders of the ILA. Harvey was previously quoted in 2005 in a former ILA publication, *Listening Professional* (Vol 4, Iss 1). The essence of that information is repeated in this interview.

If you've ever attended an ILA convention, then you've most likely seen Harvey running around taking pictures. He is a mem-

ber of the *Archives Committee*, a task he takes quite seriously, although his wonderful sense of humor will leave you laughing every time.

What led you to first develop an interest in listening? As a public school, junior high teacher, I began digging around for ways to motivate students, and I found the now infamous "The Ten Worst Listening Habits of the American Public" audio tape by Dr. Ralph Nichols. I wanted to know more about this professor named Nichols. Eventually, I ended up on the St. Paul Campus of the University of Minnesota and met Nichol's successor, Dr. Lyman K. "Manny" Steil. When I finally began teaching at the high school level, I told my department that of the four communication skills, listening was not being taught, and that I could do that. They agreed, and I went on to develop a semester-long, introductory listening skills course.

Who or what was your greatest influence when you first started? I was most inspired by discovering the *Brown-Carlsen Listening Comprehensive Test* in 1968, which was the only test in existence at that time. The Dr. Nichols' journey is what led me to this gem. Now, I could pre- and post-test students on five major areas. It was so inspirational that I used it for my master's thesis while still teaching at the junior high level. I was looking at strategies for enhancing students' listening with instructional curriculum geared to each of the five sections of the test. When I began teaching in senior high, the assessment was used extensively; and gradually, it was complemented by several other tests that came along.

Who or what has been your greatest inspiration as you continued your work? After almost ten years of struggling to teach listening by myself, Manny accepted my invitation to speak to my four high school sections of *Effective Listening 101*. Fortunately, I ended up in Manny's Rolidex. Thus,

I was included when he sent out the initial invitations to the first *State of the Art of Listening*, two-day seminar in August 1979, with the express purpose of sharing and exploring listening activities and ideas with each other. Then, in the afternoon of the second day, we heard about an idea for forming the *International Listening Association* (ILA), which we did.

In addition, Dr. Ralph Nichols truly inspired me throughout the rest of my career, especially as I had the chance to get to know him and his wife, "The Colonel," better at future ILA conventions.

What are some of your contributions to the field of listening? Fortunately, I loved accomplishing everything I did, which were just the most natural and logical things to do at the time, which made the work even more stimulating and exciting! So what are my contributions? Let me count the ways! **First**, I was asked to serve on the first ILA Executive Board as Member-at-Large, which I gladly did for three years ('80, '82, & '83).

Second, being one of the few high school teachers in the original organization, I used a lot of audio-visual materials in my classes. So I compiled and published the first, and rather extensive, bibliography of books, films, audio tapes, etc, on all aspects of teaching listening. This document gradually morphed into the current official *ILA Listening Bibliography*, available on the ILA website.



Third, I attended and presented at almost all of the annual conventions, with the exception of Sweden.

Fourth, prior to the current *Listening Post* newsletter, I published my own *Quarterly Journal of Listening* out of my basement. I worked out of my house for over three years in the early '80s.

Fifth, I started my own consulting firm, *Lend Me Your Ear, Inc.*, and spread the word about the ILA around the Twin Cities and the Midwest.

(Continued on page 15)

The ILA had a great showing at the *National Communication Association* (NCA) convention in Chicago this past year. Our ILA members who are also associated with NCA made sure that we had workshops on listening throughout the entire convention.

One such presentation was a panel discussion that ILA's 1st VP Laura Janusik chaired. Presenters were Graham Bodie, Robert Bostrom, Brant Burleson, Renee Edwards, Susanne Jones, and Paul Schrod. The distinguished respondent to the panel was Professor Charles Berger, who is best known for his formulation of the uncertainty reduction theory.

Thank you to all NCA members for continuing to work hard to keep listening at the forefront of this prestigious communication group, which will certainly help us to find new listening researchers and to attract new ILA members.

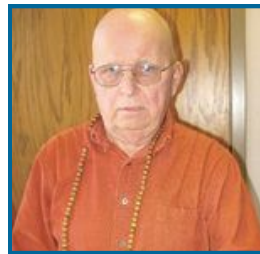
Dr. Graham Bodie was named a 2009 LSU *Rainmaker*.

Rainmakers are the **top 100 creative research faculty** at the flagship campus. The award recognizes outstanding contributions to research in a given year.

Congratulations, Graham. Keep up the good work.



Dr. Kenneth Paulin continues to spread love and peace while sharing his heart through listening. A Theravadan Buddhist monk, Ken continues to serve others, both by listening and by talking about listening, especially through his work with Lake Superior Hospice.



This past November, Ken shared his thoughts on "Silence in Hospice Work" during a presentation to the *Unity of Inner Peach* group in Marquette, Michigan. Indeed, listening is one of the first *and last* acts of love and compassion.



WELCOME

MEET ILA'S NEWEST MEMBERS

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ON CARING ABOUT RESEARCH

(Continued from page 3)

develop a new scale that assesses individual listening styles (the LSP-R) and hope to present a new version of that scale (as well as several other scales including the AELS) at the convention in Albuquerque.

Of course, scale validation is never fully complete as a particular scale can be valid in one context but not in others. Thus, ongoing research is needed to provide evidence of validity; such research needs to continue to be an important aspect of the field of listening. Without validity, we can't be confident that what we are prescribing to our students and clients is worth listening to at all.

Graham D. Bodie, Ph.D.,
<gbodie@lsu.edu> is faculty in the
*Department of Communication
Studies at
The Louisiana State University.*



Margarete Imhof, Pekka Isotalus (Chair of the ECREA Section of Interpersonal Communication and Social Interaction) and Tuula-Riitta Välikoski.

ILA members Imhof & Välikoski received a prize for having one of the Top Three Research Abstracts.

Now three years old, the *European Association of Communication Research and Education* (ECEA) <<http://www.ecrea.eu/>> is the academic society for communication scholars across Europe and beyond. Individuals, institutions, and associations have chosen to become members of ECREA to join a large community devoted to the development and quality of communication research and higher education in Europe.



One of University of Tampere's Campuses—Site of the ECREA's Section of Interpersonal Communication and Social Interaction 1st Fall Conference

One of ECREA's 17 sections is the *Section of Interpersonal Communication and Social Interaction*, which was founded in 2007 and now has about 100 members.

The division held its 1st Fall Conference at the *Department of Speech Communication and Voice Research* in the *University of Tampere*,



**LISTENING AROUND THE WORLD:
MEMBERS HELP THE "INTERNATIONAL"
IN ILA TO FLOURISH!**

LISTENING RESEARCH GOES TO EUROPE
by Dr. Tuula-Riitta Välikoski

Finland, October 21-23, 2009. The autumn conference centered around three themes: Interpersonal communication and social interaction in close relationships and in professional context and mediated interpersonal communication. The keynote speakers were Prof. Owen Hargie from Ireland and Prof. Brant Burleson from the U.S.

Although this research conference received 52 submissions, less than 30 were accepted. Three of the accepted papers had a listening focus and were submitted by ILA members.

Marjanna Artkoski and Sari Ortju based their work on the research of Debra Worthington, Margaret Fitch-Hauser, Margarete Imhof, Seihill Kim and Tuula-Riitta Välikoski. The title of Marjanna's paper was "Primum est non nocere ... Or is it so?" What and How Doctors Communicate When Breaking Bad News". Sari Ortju's presentation was "Listening in the Performance Review".

Margarete Imhof and Tuula-Riitta Välikoski presented the gender aspect of the research in their session entitled "Listening and Privacy Management in Cell Phone Conversations".

The research specified interesting differences between male and female users of mobile phones, and the results raised some interesting question about the need to stay in touch and the social networks that

are created. The abstract of their paper was ranked one of the three top abstracts at the conference.

Many other papers had listening perspectives, too; for example, all research that dealt with supportive communication and the keynote by Burleson, who talked about



Prof. Brant Burleson mentioned ILA scholars during his keynote.

"Supportive Communication in Close Relationships: Similarities and Differences across Cultures."

ECEA was honored to have him as a speaker, and ILA members were particularly proud when he referred to his research team back home and mentioned specifically the names of ILA scholars Jennie Gill-Rosier and Graham Bodie.

(Continued on page 14)



Visible among those in the audience are ILA members Sari Ortju and Marjanna Artkoski



Mohammed Alnughaimish, a specialist in business administration, completed the first of its kind research in the Arab world related to the habit of interrupting speakers. The topic of the academic research is “Listeners Interrupting the Speaker: The Case of Arabic Talk Shows and the Kuwaiti National Assembly” (Parliament).

Follow the link provided to read an interesting article published this fall by the Kuwait News Agency (KUNA): Kuwaiti study: 70 pct of ppl on Arab talk shows “lack in discussion etiquette”: <http://www.kuna.net.kw/newsagenciespublisite/ArticleDetails.aspx?id=2036201&Language=en>

Mohammed conducted this research for his new book: “Don’t Interrupt Me!” an Arabic publication. Because of his book and its interesting study, Mohammed has been interviewed (live) on a few leading TV shows. Moreover, his book and study were front-page news in several Arabic newspapers!



Interestingly, Mohammed’s research revealed problems in the Kuwaiti National Assembly (Parliament) with the ministers and the MPs, which seem to mirror those issues in India that prompted Sardool of India to stress listening more.

Mohammed lives in Kuwait City. His new book is part of the “Listening: The Forgotten Virtue” series that he’s been authoring. The first two books are “Listen to be Loved” and “Women Love Good Listeners”. The ILA is grateful to have such dedicated members around the world! Keep up the good listening work, Mohammed!

ENTHUSIASM FOR LISTENING IN INDIA GROWS THANKS TO ILA MEMBER—MEET SARDOOL SINGH

Sardool Singh has degrees in both science and management, which help him well with his career in the pharmaceutical industry. He has worked in Wockhardt Ltd., an Indian giant multinational as a senior manager in Sales & Marketing for more than 15 years. In this capacity, he has traveled extensively throughout much of India and into other countries, such as Nepal, Bangladesh, Bhutan, and Hong Kong.



Sardool has conducted and attended more than 500 scientific seminars related to his work, and he has received numerous awards from his company, including the being *All India Top Regional Manager* for three consecutive times, earning *All India Top Zonal Manager* four times, getting special recognition from *Proctor & Gamble (P&G)* for *Best Team & Innovation* that was presented during an alliance between Wockhardt and P&G.

Among the things that Sardool believes makes him successful is listening. This leadership skill is more important than his ability to build a winning team and to think innovatively and strategically. His listening combined with integrity and having the “right attitude” have helped him. To succeed in his industry.

Sardool joined the ILA to help spread the good news about listening in India and throughout Asia. He wants to contribute to the ILA’s vision to be a global leader in listening. When he sees his country’s Parliamentarians (MPs) functioning during ongoing sessions in Parliament, he believes that their behavior, which they are showing to the world through televised events, is really disgraceful.

The MPs tend to be very poor listeners—inattentiveness and shouting compound their ineffective communication at times. Thus, the benefits of a session in the Parliament and the valuable contributions to the country’s progress become a big question mark. Also, Sardool notes that in schools and other institutes and in many other areas of life in India, listening is poor.

Since Sardool’s one important reason for being successful in his career has been his focus on listening, he wants to spread the **POWER OF LISTENING** and how **LISTENING CAN CHANGE A PERSON’S LIFE FOR BETTERMENT**.

In that regard, Sardool would love to have the ILA host a



Continued on page 14.



ADELMANN CONTINUES TO *LYSSNA* IN SWEDEN

LISTENING IN INDIA

(Continued from page 13)

convention in India. (Future Site Selection Committee members—make special note of this offer!)

Sardool is strongly committed to personally promoting ILA’s mission and vision. And he has already been working on this important task.

Thanks, Sardool, for bringing listening to the forefront in India.



Dr. Kent Adelman, who teaches at the School of Education at Malmö University in Sweden, has created a listening website in Swedish as an information centre for listening, listening education, and listening research: <www.lyssna.org>.



The address is identical to the ILA’s, except that the Swedish word for “listen” is used—“lyssna”. So now you know a word in Swedish!

The site is sponsored by Kent’s private business, *Adelman Listening Consulting*. This past year, he published the first textbook in Scandinavia, *The Art of Listening* (2009).

Thank you, Kent, for helping people to lyssna better in Sweden!

LISTENING RESEARCH GOES TO EUROPE (Continued from page 12)

Three weeks after the ECREA conference in Tampere, Burleson attended the NCA conference in Chicago and presented in a panel that was sponsored by NCA *Interpersonal Communication Division* and the ILA. You can read more about the ILA and NCA presentation on page 11. Isn’t it a small world?



ARE YOU A LISTENING CHAMPION OR STAR?

Members of the "Ad Hoc Committee to Generate Income" (Sheila Bentley, Margaret Fitch-Hauser, Greg Enos, Mike Purdy, Susie Berkheimer, and Lori Joubert) want to remind you of an opportunity to shine, as either a Champion or a Star!!! And, since the ILA is a non-profit organization, if you live in the U.S. you can tax deduction as well.

To become a **Listening Champion**, generate \$100 of income or provide services valued at \$100 to ILA. Be creative. Some suggestions for things that would generate \$100 include the following:

- | | |
|---|-----------------------|
| Donate an item to the Silent Auction that generates \$100 | Bring in a new member |
| Place an ad in <i>Listening Post</i> or <i>International Journal of Listening</i> | Sponsor an event |
| Make a cash donation to ILA | |

To become a **Listening Star**, generate even more money for ILA. All levels of **Listening Stars** receive their own star certificate:

- | | |
|---|---|
| Listening Starlet (\$250) | Listening Star (\$500) |
| Listening Super Star (\$750) - Payable over two years | Listening Mega Star (\$1,000) - Payable over four years |

The **Listening Star** program is intended to be a fundraising opportunity for all ILA members. Some things that you can do to raise funds include things like “squeezing” money from your friends and family, hosting a fundraising event to generate dollars, or becoming a life member.

Why is this important? The members of ILA have a vision to spread the word about the importance of listening. We can accomplish this goal by sponsoring and hosting regional conferences, presenting workshops, funding research, and so forth. All of these efforts cost money. Won’t you help ILA make the vision a reality?

For years, I conducted listening seminars in schools and businesses and taught continuing education classes, all while propagandizing heavily for the ILA.

Sixth, my ILA career culminated in 2000 when I served as the ILA President.

Seventh brings us to today where I serve on the *Archive Committee* and help to keep all of the pictures taken at the conventions organized.

What has been the most rewarding aspect of your extensive work in the field of listening?

Everything has been very rewarding to me, like traveling all over the country, meeting so many cool cats, and knowing I have helped lots of students and people along the way. The MOST rewarding, however, was having the opportunity to teach students the important skill of listening for over 25 years. Nothing says it better than earning recognition of your peers, people you respect, and being inducted into the *Listening Hall of Fame*, as I was in 1997 (pictured at right).



What has been the greatest challenge? How have things changed for the better or worse? The biggest challenge was, and still is, that at the K-12 level at least, we are hard pressed to find comprehensive attention paid to listening skills in the classroom. It just isn't very much of a priority. At the college level, things are going much better, but it needs to start in preschool to have a long-term effect on one's core values.



One thing that has changed for the better is a lot of attention is being paid, lip service maybe, on how important listening is. Before the massive *Sperry—We Understand How Important It is to Listen*, Campaign. in the early '80s, business was not paying much attention to listening as a critical managerial skill. They do now, and I have to believe we all had a lot of to do with raising the consciousness.

What do you see as the future of listening? I think that non-listening is being abused immensely today. People have their own agendas, and cognizant dissonance is the order of the day. I used to call them *Emotional Filters*. The fences are up, and circle the wagons!

People today are so polarized that listening to the other sides of the issues is not an alternative. That's a shame. Because of it, we have more prejudice, suspicions, fears, and outright hatred—because of these *Emotional Filters*. Non-listening has divided us right down the middle. Just like in any organization, the tones are set from the top.

The flip side of that is the need to listen more to each other and to listen better than before are being highlighted. That puts a high price on the ability to listen well for the betterment of everyone.

Editor's Note: As you can read in the international articles provided in this LP, the ability to listen well is a universal skill that is prized around the world. And with professionals who have a passion for advancing listening, such as our *Listening Legend* Harvey Weiss and the many other dedicated ILA members, including those showcased in this edition, as an organization, we are well poised to make a global impact on this important area. Keep up the good work, everyone! ☺

Every time you conduct a GoodSearch, the ILA gets money!

Goodsearch also has a program called Goodshop that you can access on the ILA's website, which will donate a percentage of your purchase amount to ILA every time you shop on the Internet. Whether you use Goodshop or Amazon, you never pay more for your purchases.

Spread the word. The more people who use Goodsearch and Goodshop, the more money the ILA receives. Go to www.goodsearch.com, and type in



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March 25-27, 2010
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Albuquerque, NM, USA

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<http://www.ila.camp7.org/2010Registration>

The *International Listening Association* promotes the study, development, and teaching of listening and the practice of effective listening skills and techniques.

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