



LISTENING POST

Fall 2010

A Newsletter of the *International Listening Association*

Issue 103

PRESIDENT'S PERSPECTIVE

By **Laura Janusik**



Laura Janusik

To me, ILA has been much like a duck in the last few months. Seemingly little on the surface, but paddling furiously underneath! Not only is routine work being done, like planning for the fabulous convention in March in Johnson City, but great strides are being made with three of the board's goals for the year. These goals include a better understanding of our financial situation, developing alternate revenue-producing programs, and building strategic partnerships.

First, we wanted to have a better understanding of our financial situation so that we can become proactive instead of reactive. One of our first acts was to appoint the Ad Hoc committee, chaired by Sheila Bentley, and consisting of ILA members who have a strong background in finances, primarily through education or running other non-profit associations. Not only has the Ad Hoc committee developed a powerful "dashboard", but they've also made terrific recommendations in terms of repaying the life member fund and the context that supports it.

CONTINUED ON PAGE 11



*Rocky Top you'll always be
Home sweet home to me
Good ol' Rocky Top
Rocky Top Tennessee,
Rocky Top Tennessee!*

32nd International Listening Association Convention **Johnson City, TN** **March 31 to April 2, 2011** ***"Listening for a Sustainable Future"***

For more information about the 2011 conference, please visit our website or contact Chris Bond
816.271.4504
cbond3@missouriwestern.edu



Sheila Bentley addresses attendees of the recent North America East Region conference. More about the conference on page 3.

IN THIS ISSUE

Page 2 – Membership; Page 3 – NAER Conference; Page 4 – Membership; Page 5 – Member News;
Page 6 – Interdisciplinary Perspective; Pages 7-8 – Member Views; Page 9 – Call for Award Nomination;
Page 10 – Listening Wisdom; Page 11 – President's Perspective

MEMBERSHIP

WELCOME NEW MEMBERS OF ILA!

David Bossart
North Dakota, USA

Steph Ceraso
Pennsylvania, USA

Thomas Daly
New York, USA

Brigit Eriksson
Switzerland

Louise Kaminer
Connecticut, USA

Sandra Kimmel
South Carolina, USA

Jim Kissane
Florida, USA

Nancy Kissane
Florida, USA

Luis Sanchez.
Florida, USA

Erik Van Slyke
New Jersey, USA

Gayle Wardon
Florida, USA

SPONSOR A STUDENT

By Christa Tess

Students are the future of ILA. Unfortunately, many cannot afford to join or attend conferences. The ILA's student scholarship fund allows ILA members to sponsor students who are presenting at the conference through donations.

As a sponsor, you will be introduced to "your student" at the conference. Donations can be in any amount. To contribute, log on to www.listen.org and use the donation link near the Convention information or go directly to the website <http://www.ila.camp7.org/Donate>.

If you will be attending the convention, you will also be able to make contributions when you register. If you would prefer you can mail a check (payable to "ILA" with the note "Student Scholarship Fund" on the check) to: Dr. Nan Johnson-Curiskis, Executive Director, International Listening Association Box 164 Belle Plaine, MN 56011 Toll Free (US only) 1-877-8-LISTEN (877-854-7836) Phone or send a text to 952-594-5697.

WHY SPONSOR A STUDENT?

"I joined ILA in 2004 as a student pursuing my undergraduate degree. My professor and mentor, Nan Johnson-Curiskis was a founding member of ILA and an incredible advocate for the organization. Nan helped me become involved by taking me to my first ILA conference, she showed me how to teach effective listening as a full semester course as well as embed the lessons into other classes, and she even opened the door to some consulting opportunities on effective listening in various business and educational settings. Here I am 6 years later about to finish my Ph.D. and have moved up to the executive board of the ILA. My experience has been wonderful, and I am sure others will have a great experience as well...especially if they receive a personal invite from our members!"

~ Christa Tess

**TO SUGGEST
A SITE FOR THE
2013 ILA
CONFERENCE
EMAIL
GRAHAM BODIE
gbodie@lsu.edu**

NAER CONFERENCE – OCTOBER 2010

Participants from MA, NY, NJ, MO, PA, and TN gathered at Montclair State University in New Jersey for the annual North America East Region ILA Conference, October 16. Over 35 students, teachers and professional participated in a program presented by some of ILA's premiere presenters.

Planned by Carole Grau, Michael Z Murphy and Wayne Bond, was a diverse and highly interactive day of listening experiences. The conference opened with a very challenging and informative presentation by Alan Ehrlich of the Center for Listening Disorders Research entitled: Listening when the Ears & Brain Don't Agree.

The second presentation for the morning was on a topic we very seldom hear, Appreciative Listening: The Theater Connection presented by long-time ILA Member, Michael Z Murphy and members of The Theater Project, a professional theater at Union County College, NJ. Michael, Mark Anthony Spina, Artistic Director, and actresses, Daaimah Talley and Gail Lou presented very moving scenes from the play, *Crowns*. The presenters then lead the group in a discussion of the challenges of listening encountered on stage by the actors, director, technicians and the audience.

Sheila Bentley, a professional communication consultant/trainer for 27 years and former ILA President opened the afternoon session with a dynamic and highly interactive presentation on the basics of listening training. The conference participants worked in groups in devising listening strategies for addressing various problems now being faced by business professionals.



The second session of the afternoon was led by Greg Enos of Time Communications Associates. Greg walked the conference participants through an interactive activity, "Dynamic Listening--Starting with the Basics" to be used by the listening trainers and teacher when focusing in focusing on the basics of listening. Here we see Greg in action.



Another feature of the conference that added an exciting dimension to the day's proceedings was that over one third of the attendees were students from Union County College, Montclair State University and Monmouth University. It was encouraging to hear the ideas of our young leaders. Here we see several of these students working with ILA member Carol Grau to complete a listening challenge.

NAER conference photos and information provided by Wayne Bond

MEMBERSHIP

EACH ONE INVITES ONE MEMBERSHIP CAMPAIGN

By Susan Timm

Did you know that the trinumeral dates on the calendar are unique to this century? According to ThreeWorldWars.com, “we are currently in a period of eleven years all of which have a day with the last two digits of the year repeated three times in mm/dd/yy form (or dd/mm/yy or yy/mm/dd).” Consequently, 12/12/12 will be the last of these equivalent dates.

These calendar dates that we have recently experienced are days that we will see only once in our lifetimes. Such dates can be profoundly significant to those who have chosen to use them as a catalyst for their life journeys. That’s what the ILA has chosen to do. We want to make 10/10/10 and 12/12/12 momentous dates in the history of the ILA. We have decided to use 10/10/10 as the beginning of a dynamic, two-year membership campaign called EACH ONE INVITES ONE that will end on 12/12/12 with a dramatic increase in our numbers. On 11/11/11, we’ll take a pulse check to see how far we’ve come in accomplishing our goal.

The premise of our new membership campaign is quite simple really: EACH ONE INVITES ONE. Certainly, if each current ILA member were to bring in at least one new member, our beloved organization would double in size. Thus, the accomplishment of this campaign as well as the ultimate success of the ILA depends on YOU!

Keep in mind, that if you truly want to get at least one person to join, you might need to ask ten people.

The ILA Board is doing its part by assuring that the organization is solvent and has lots to offer our membership so you will be proud to invite others to join us. Indeed, this year’s theme of sustainability is something that your Board takes invite others to join us. Indeed, this year’s theme of sustainability is something that your Board seriously as we review procedures, expenses, and benefits all with the goal of assuring that this association whose mission is “to advance the practice, teaching, and research of listening throughout the world” is around for many more years to come.

We are dedicated to helping each member live out the vision of creating an association that is “the international leader of listening practices, teaching and research”. Membership is both a personal purchase and an investment in our organization’s future, in its mission and vision. Basically, the reality boils down to the following three questions. First, do you truly believe in the power of listening to transform lives and our world for the better? Second, are you committed to the mission and vision of the ILA? If you answered yes to the first two, we ask again, can we depend on you to bring at least ONE NEW PERSON INTO OUR ILA MEMBERSHIP RANKS? Together, we can truly impact both the ILA and the world!

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 Pam Hoel Cooper, editor, at HOELP@uscb.edu.

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 **“International Listening Association”** in the area that asks “Who Do You GoodSearch for?”

MEMBER NEWS

Erika Vora

The Communication and Theatre Association of Minnesota awarded one of its Outstanding Individual in Communication and Theater Awards to Erika Vora on Friday Sept 17, at the annual convention in St. Cloud Minnesota.

The CTAM Outstanding Individual in Communication and Theater Award is designed to recognize three types of individuals. First, the award is designed to recognize individuals who have made truly significant contributions to communication and/or theater education in the state of Minnesota. Second, the award is designed to recognize individuals who have made significant contributions to the communication arts and/or theater arts in the state of Minnesota. Third, the award is designed to recognize individuals who have used the arts of communication and/or theater to make significant contributions to their professions and/or society.

Tom Wirkus

Professor Emeritus at UW-La Crosse, and ILA member for over 25 years, Tom Wirkus was featured recently for his 50 year career with the La Crosse Concert Band. Some 1200 area "listeners" attended the event at Viterbo University in La Crosse. Tom's feature number on the drum set was "Cute", a number written years ago by Neil Heftle. "Cute" was a hit recording years ago of the Count Basie Orchestra.

Bob Bohlken

Professor of Communication Emeritus, Bob Bohlken recently received the Northwest Missouri University Alumni's "Distinguished Faculty Emeritus Award for 2010. Bohlken taught for 40 years, 30 of which were spent at Northwest as a chair, dean and professor.

His research has been in the areas of interpersonal trust, semantics, and listening. He is a member of the ILA Hall of Fame. His books include "Listening to the Mukies and their Character Building Adventures" and "Listening to Rural Midwestern Idioms/Folksayings." He hopes to present a workshop on "Interpersonal Empathetic Listening

Kay Lindal

Kay Lindal was honored as one of 66 Interfaith Visionary honorees at the 50th Anniversary Celebration for the Temple of Understanding held recently in New York. These leaders from around the globe were asked to assess the challenges of the present ecological crisis and then work together co-create a new narrative in how we relate to the earth and its resources.

The visionaries formed a council, The Interfaith Consortium for an Ecological Civilization (ICEC), which has been developed by the Temple of Understanding and other organizations in connection with the United Nations Environmental Programme (UNEP).



Kay Lindal, center, was one of 65 attendees from around the world invited to a recent conference in Kuala Lumpur, Malaysia, to address issues of Faith, Shared Wisdom and International Law. The goal of these participants was to listen to what is emerging in the arena of peacemaking and environmental practices that can be supported by International Law. The result is a document that will be presented to the United Nations.

Information and photos provided by members; edited by Molly Stoltz

INTERDISCIPLINARY PERSPECTIVE

ARTICLE REVIEW

Stephens, G. J., Silbert, L. J., & Hasson, U. (2010). Speaker-listener neural coupling underlies successful communication. *PNAS* Early Edition.

By Debra Worthington

As we know, communicating with others is a joint activity. However, relatively little is known about how linguistic information is transferred from a speaker to a listener. On several occasions, I've had conversations with ILA members such as Margaret Fitch-Hauser, Andy Wolvin, Will Powers and others about the need to using brain imaging to help us see what happens "inside our heads" as we listen. The research article reviewed below reports results of a study designed to do just this.

Using an fMRI technique they developed, Princeton researchers Greg Stephens, Lauren Silbert and Uri Hasson first recorded the brain activity of a speaker relaying an unrehearsed real-life story. Next, they recorded the brain activity of a subject listening to a recording of the story and "captur[ed] the time-locked neural dynamics from both sides of the communication" (p. 1). In other words, they were able to record (a) what was happening in the story teller's brain, (b) what was happening in the listener's brain, and (c) how (a) and (b) were associated. Following the fMRI of the listener's brain, listener comprehension of the story was also assessed. Their findings have exciting implications for listening scholars.

First, the authors found that whether speaking or listening, people activated those areas of the brain associated with production and comprehension. Moreover, the areas in use tend to overlap. Thus, when listening to the speaker's story, the brain activity of the listener mirrored that of the speaker. "Neural

Coupling," as they term it, occurred in both the comprehension and production regions of the listener's brain. Listener brain activity also tended to be "time locked" to the moment when the speaker began verbalizing her story. Basically, the listener's brain activity followed that of the speaker's. Stephens et al. argue this finding suggests that listening to the speaker's story likely caused the mirrored activity they observed in the listener's brain images. Examining the correlation between neural coupling and level of listener comprehension) found that the more listener and speaker brain activity mirrored each other, the greater the listening comprehension.

Next, neural response patterns were similar across all the listeners, suggesting that listeners process oral messages similarly. These findings are supported by results in a separate experiment which found that neural coupling did not occur when the speaker delivered the story in Russian to non-Russian-speaking listeners. Areas of the brain associated with hearing were triggered, but listener processing of the information did not occur. In other words, areas of the brain linked to listening comprehension and production were not activated.

Finally, the authors found that listeners sometimes anticipated elements of the story they heard. In such instances, associated segments of the brain fired before the listener actually heard the next part of the story. The authors argue that the listeners seemed to be anticipating or preceding the speaker. From a

listening standpoint, this finding reflects what we know about schema theory – when a schema is activated, information associated with that schema is pulled from our memory and is used to help us to better understand the message (see for example, Fitch-Hauser, 1984; Fitch-Hauser & Hughes, 1988).

As can be seen from these findings, speaking and listening may be related in ways not previously considered. The idea of neural coupling or mirroring suggests that interlocutors who feel particularly "in sync" may do so because they are actually "thinking alike." It also illustrates how new technology such as fMRIs may help us make connections between the internal workings and external manifestations of communication processes.

A more in depth discussion of the complementary nature of speaking and listening is made by Charles Berger, in an upcoming special issue of the *International Listening Journal*. In his article, he addresses the tendency of communication scholars to juxtapose speaking and listening. He argues that such a bi-polarity is dysfunctional. He discusses related research and argues that listening and speaking are intimately connected reflecting the "complementary nature of pre-conscious, automatic processes and deliberative processes. This complementary dynamic suggests that listening skills are fundamentally multi-leveled...." Far too often,

CONTINUED ON NEXT PAGE

MEMBER VIEWS

ARTICLE REVIEW CONT.

listening scholars focus on isolated aspects of the listening process failing to address how the concept under study fits within the broader communication process that is listening *and* speaking

From a social science perspective The Stephens et al. study is its small sample size (eleven test subjects); however, such small samples are not unusual in this type of exploratory research and similar complaints can be made about other research into brain processes. Indeed, it generally costs around \$1000 to collect fMRI data from a single individual. Given the expense of fMRI technology, we may have to be content with small studies at this point in time.

References

- Berger, C. (in press). Listening is for acting. *International Journal of Listening*.
- Fitch-Hauser, M. (1984). Message structure, inference making, and recall. In R. N. Bostrom (Ed.), *Communication Yearbook 8* (pp. 378-392). Beverly Hills, CA: Sage.
- Fitch-Hauser, M., & Hughes, M. A. (1988). Defining the cognitive process of listening: A dream or reality? *Journal of the International Listening Association*, 2, 75-88.

LISTENING IN THE NATIONAL CURRICULUM

By Charles Swanson

Listening is at least mentioned in the newly published federal Core Curriculum from the US Department of Education. This is much better than when the core standards through the twentieth century were the eighteenth century's 3R's – reading, writing and arithmetic – drawn from the Boston School Law of 1789. These new Core Curriculum standards are being adopted by a growing number of states, including Arkansas. You can find the Core Curriculum Standards site in the web. This movement jumped into my decade-old retirement, waking old issues. Maybe it's not too late; maybe these standards are not set in stone.

If the ILA is to rise beyond a secret, subversive organization, as I have believed since I joined ILA, listening must be an established and commonly acknowledged basic skill in the schools. Now, we have this giant leap into the core of school curriculum. What will ILA members do with this opportunity?

Speaking and listening have a place in the national language arts core curriculum K-12. Dusting off my retirement mind, I scanned the entire set of K-12 speaking and listening standards. What I found is a set of very general speaking and listening behaviors. These standards appear to focus on comprehension issues with no specifications on how to speak or listen beyond “don't talk

when someone else is talking.” Most of the standards were copied from grade to grade with little or no differentiations for growth. Left untouched were the issues attached and what can and should be taught in each grade.

Issues that can be taught include: Listening behaviors; topic/subject identification; identifying supporting points; identifying the conclusion; recognizing and analyzing logical structure; recognizing and analyzing propaganda techniques and strategies. In addition, one can teach how to listen to literary elements – characters, setting, conflict, climax, narrator's voice, poetic devices and techniques – and how to listen to poetry, narratives, stories, news, how to listen in class, conversations, discussions, and debates.

Montessori's three developmental levels keep popping to mind when thinking about what listening skills need to be established in each grade level to promote growth to the next level. Scholars with the energy and passion could make major contributions to schools. I suspect that as the Core Curriculum standards are adopted, teachers are going to be looking for ways to teach each standard. ILA needs to have a strong impact on these standards and the schools using these standards.

WANT TO SUBMIT TO THE *LISTENING POST*?

CONTACT MOLLY STOLTZ

mmstoltz@valdosta.edu

229.245.4324

MEMBER VIEWS

LISTENING: OUR GREATEST GIFT TO OURSELVES

By Peter deLisser

Our greatest gift to ourselves and every other human being is to become a Skilled Listener, something only 5% of our population is. What makes becoming a Skilled Listener our greatest gift? Becoming a Skilled Listener provides us with the freedom to develop the necessary self-esteem needed to reach our highest potential as a human being.

In contrast, what makes being Unskilled Listener the greatest threat to our ability to reach our highest potential as a human being? When communicating with Unskilled Listeners, we experience feelings of inferiority in almost every conversation because Unskilled Listeners are often trying to change us- to be like them – or at least that’s what we hear. Two ways Unskilled Listeners try to change us, thus limiting our growth, are: 1 – They judge our character; 2 – They give us unsolicited solutions

Judgments of our character may sound like this: A – “That was a stupid question you just asked.” B – “You’re not a “team” player.” C – “You can’t be serious.” Our Skilled Listening responses to these character judgments might sound like this: A – “When you call my question stupid, it would be helpful if I could hear specific examples.” B – “Thanks for your opinion. I’d appreciate a few facts to confirm what you mean by saying I’m not a team player.” C – “You seem so angry that I’m having a hard time listening to you.”

These statements to express listening in response to people judging our characters clearly do not seem to exemplify the usual definition of listening. The commonly

accepted definition of listening is what we hear with our ears. Contrary to public opinion, Skilled Listening is, in fact, the speaking we do to clarify what was said by the other person. This definition will be used throughout the rest of this article

Unsolicited solutions, a second effect of Unskilled Listening, may sound like this: A – “Stop talking until I tell you what you need to know.” B – “Don’t ask anymore questions.” C – “Just pick up the phone and tell him to get over here quickly.” Our Skilled Listening responses to the unsolicited solutions may sound like this: A – “I’ll stop talking as soon as I hear what I need to know.” B – “I will continue to ask questions to make sure I understand what you are saying.” C – “I’ll be

glad to call him and tell him you want him to get here quickly.”

Because most of us are Unskilled Listeners, we quickly sense people are trying to change us and immediately defend ourselves against by saying something like A – “I’ll stop talking when you say something intelligent.” B – “My questions are better than yours.” C – “You pick up the phone and call him yourself.”

When we learn to Listen Skillfully to these two communication roadblocks, we will eliminate feeling inferior and be willing to risk the courage necessary to build our self-esteem in every conversation, the greatest gift to ourselves and others.

S.A.F.E Listening Fundamentals – The Foundation of All Skilled Listening

What then are the fundamentals we need to master to become Skilled Listeners? Skilled Listeners do not allow judgments of our character or unsolicited solutions to attack our self-esteem. Instead we turn them into information gathering so we may excel at what we do by adding needed information to become who we are.

Statement clarifies the words the speaker just said

- I’d like to clarify two things you just said ...
- I want to be sure I understand what you said about...

Ask a question to clarify what was said

- What did you mean by
- How do you intend to do.....

Feeling expressed is confirmed

- I didn’t realize you were so mad.
- I had no idea I disappointed you

Evaluate Body/Facial Gestures

- When you look at your watch, I wonder if you have enough time to complete this discussion?
- From the look on your face I realize what I said must have been confusing

ILA AWARDS 2011

DEADLINE FOR 2011 ILA AWARD NOMINATIONS IS DECEMBER 31, 2010

By Kimberly Batty-Herbert

You are invited to submit your nominations for the 2011 ILA Awards. Each award has specific criteria which should be reviewed prior to making your nomination. All nominations must be accompanied by documentation fully supporting the individual as meeting the established qualifying criteria. The Awards Committee will review all recommendations and announce the winners during the 2011 convention in Johnson City, TN. **The deadline to submit your nominations is December 31, 2010.**

Submit your nominations and supporting documentation by December 31, 2010 to: battyhek@southflorida.edu

-or-

Kimberly Batty-Herbert
3327 Sparkling Dr.
Sebring, FL 33870

ILA Research Award

The Listening Research award is presented to an ILA member or group for outstanding achievement in research. The research should have been published no earlier than 2009. Submission may be by self-nomination or another ILA member and with recommendation of the ILA Research Committee.

Undergraduate Student Research Award

Nominees must be full-time undergraduate students whose paper or project reflects outstanding scholarship in research. Submissions for this award may be made by the student or by another ILA member

Graduate Student Research Thesis/Dissertation Award

Nominees must be full-time graduate students whose thesis or dissertation reflects outstanding scholarship in research and completed in 2010. Submission may be made by self-nomination or by another ILA member with written recommendation from the student's advisor.

Listening in the Business Sector Award

Nominees should be an individual or organization who has contributed to the advancement of effective listening in business settings. Nominations may be self-made or by another ILA member.

ILA Special Recognition Award

Nominees must be individuals and/or organizations who have performed outstanding service to the ILA for an extended period of time, or who have provided unusual service to the promotion of listening over a period of at least one full year. Submissions may be self-nominations or by another ILA member.

ILA Listener of the Year

Nominees should be nationally or internationally prominent listeners. Nominees should epitomize the highest standards and principles of effective listening.

ILA Hall of Fame Award

The Hall of Fame Award is presented to individuals who are recognized for notable achievements involving listening in academic, business, or other settings. Nominees should have contributed to the advancement of effective listening over a number of years. Selection to the Hall of Fame is the highest award of the ILA.

ILA Outstanding Educator Award

This award is presented annually to an ILA member who teaches listening at any level. The nominee should demonstrate knowledge about listening and teach listening as a course or as part of a course, such as language arts, communication, speech, or business and share his or her knowledge and techniques with others through convention presentations, publishing, teacher in-service, etc.

Carolyn Coakley Hickerson scholarship for a K-12 teacher.

Nominees for this award must demonstrate excellence in teaching, K-12 and show a desire to contribute to the field of listening. Preference will be given to educators in the public K-12 system(s) in the local area of the convention.



LISTENING WISDOM

POETRY BY ILA MEMBERS

Michael Purdy is a life member of ILA and accomplished listening scholar. According to Linda Diamond who first published “Deeply Listening,” on her website, the poem “takes us to the depths of the discomfort that may be felt when diving ‘deep off the platform of speaking’ to listen.” The second poem, “Just Listening” expresses the changes that can occur when we are in a compatible listening situation. However, even in a perfect listening situation the experience can be a joyful learning experience.

Frances Grant is a published poet, life member of ILA, and a breast cancer survivor of 18 years. Her poem "The Cancer Connection" has been published by various magazines on cancer.

Deeply Listening

Michael Purdy

(I) Dive deep off the
platform of speaking
A relationally sobering
plunge
Slicing, sinking into (your)
meaning

Immersed in dark self(ves),
disoriented
Surrounded, lost and
drowning?
Great pressure at this depth
Soundings are muted

Cannot stay long
Breath is strained
Deep feelings

I take a guilty inhale
Catch the scent, smell of
you
Mood overwhelming--no
air

Stroking away from your
pull
Racing for the shallows
Surfacing I gasp

Breath comes in sighs
Of suffocation or attention
(I) jump to life, free to
express

Just Listening

Michael Purdy

How delicate her gestures
Starting the performance
like a conductor
Managing voices, holding
her own
Not fully listening, still
alive
Yet, all was not in concert
Something played the
situation

We focused on the issues
at hand
Under the microscope
ready to dissect
Egos were off the agenda
What ease of discourse
Learning as we left truth
behind
Now, We were being
conducted
Listening, the Music
absorbed US

The silence carried us
along
Beguiled by the melody
We touched the web of
connectedness
What else could we do?

The Power

Frances Bethea Grant

When people speak
Do you listen?

Words
Can devour and cut.
Words
Can console and cheer.
Words
Can help and heal.

Each day
Use kind words.
Be a blessing to somebody.

Remember
Words are powerful.
A kind loving person
Gave me
These words
Of wisdom.

And I listened

A Woman Spoke:

I Listened

Frances Bethea Grant

I have to speak.
Will you listen to me?

I am a woman.
I represent
Your past, your present
And your future...

I am a woman.
I care about you.
I'm your mother or your
grandmother
I am your sister...
Perhaps, I am your auntie.
We share thoughts and
secrets.
I am your wife
The mother of all our
children.

I am a woman.
I am your friend.
Listen, as I speak to you.

I'm a strong woman.
I'm like a mustard seed.
I have great potential.
Will I become a tree? Yes!



PRESIDENT'S PERSPECTIVE

CONTINUED FROM PAGE 1

More specifically, the “dashboard”, developed primarily under the direction of Jennie Grau, is a system by which the data input of the executive director doesn't change, but the output changes dramatically. That is, the dashboard represents our finances, to the penny, at any point in time. Thus, it's accurate in tracking our budget, both income and expenses, and it will give the board much more predictive power for the future in terms of budgeting and spending decisions.

The second part of the Ad Hoc committee, led by Sheila, was charged with developing a plan to repay the life member fund. They recognized that they couldn't do that without investigating the larger context of ILA's financial situation. Their work culminated in a nine page document, delivered to the Board, prior to our October meeting. The board already has taken action on one item, which was making a \$2,000 good faith effort contribution to the life member fund. This was no easy feat, as budgets, up until this year, never included a line item for special projects. Thus, the board has been restricted in developing programs and projects. For the 2010 budget, the line item “Vision Fund” was added, and now that money is being used to fund items that are consistent with our mission and vision. There are many more recommendations made by the Ad Hoc committee to consider, and it's a document that will certainly assist this and future boards in becoming more fiscally responsible.

One of the areas of fiscal responsibility includes developing projects and programs that don't break even, but make a profit. The profit will be used to fund other projects and programs that will draw members and provide more valuable resources to current members. That was the second goal of the board this year. It began in Albuquerque with the mediator's and education conferences. Both were open to ILA members and other non-members, and the income from both exceeded \$600. It's a model we'd like to continue in Johnson City, and we're discussing how to be most strategic with it. Rick Bommelje's past president's project was to develop a revenue-producing webinar, and he and Manny Steil are offering *Listening for Profit in Challenging Times* on both October 28th, and November 4th. I certainly hope you engaged in the “Tell one” campaign!

Finally, developing strategic partnerships continue to be a focus. In addition to Rockhurst University, the Helzberg Foundation, *Concept Keys*, and *Described Captioned Media*, we've recently added the Center for Listening Disorders Research. These, and future strategic partnerships, have the ability to spread the great work of the ILA and potentially increase membership and revenue. The board had the honor of meeting, some face to face and others virtually, at the North American East regional meeting in Montclair, NJ, in October. The meeting was attended by various members, as well as many

students. A special thanks to Wayne Bond and the planning committee. Events like that not only help us spread the word about the International Listening Association, but they also assist in keeping the bonds of members strong.

As you can see, there are many exciting plans in the works for ILA, and I invite you to get involved. I look forward to working with all of you as we continue to grow this wonderful interdisciplinary association! Feel free to contact me by sending an email to Pres2010@Listen.org.

HOW IS YOUR TREE GROWING?



As many of you saw at the last convention, the past ILA presidents and a few others received a tree from the Arbor Foundation to promote the theme for the 2011 Convention: *Listening for a Sustainable Future*. Trees were literally planted across the globe. To share a story about your tree for the next edition of the *Listening Post*, contact Chris Bond.

DEADLINE FOR MATERIAL FOR NEXT LP: FEBRUARY 1

Questions? Contact LP Editor Molly Stoltz