



LISTENING POST

Summer 2011

A Newsletter of the *International Listening Association*

Issue 105

PRESIDENT'S PERSPECTIVE



Instead of a typical President's article for the *Listening Post*, a dual interview was held between Chris Bond and Trevor Hannum, one of ILA's newest student members. Recently, Chris and Trevor sat down in June to reflect on the past convention and goals for the upcoming year.
SEE PAGE 18



SEE PAGE 4 FOR MORE ABOUT CONVENTION 2012

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NAER ILA Fall Conference

Saturday, October 22, 2011
 Montclair STATE University
 Montclair, New Jersey

Contact Wayne Bond,
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MEMBERSHIP NEWS

SO YOU THINK YOU CAN BE A MEMBER OF THE ILA BOARD?

The ILA Nominating Committee, in order to start early on its responsibility of providing a slate of candidates for the ILA 2012-2013 Executive Board, requests that you forward any names of individuals you think would make an excellent candidate to serve on the Executive Board.

In your work with ILA committees or executive board or attendance at a recent convention, perhaps you met or observed someone you feel would make excellent candidates. Or perhaps you personally would like to be considered for an executive position yourself. Whatever the case, the Nominating Committee needs your input to develop a rich and diverse list of candidates.

Currently, the Committee is interested in just gathering names; later, after discussions, phone calls and final deliberations, it will move toward recommending specific names for specific positions including Member at Large: International; Member at Large: Special Projects; 2nd VP-membership; 1st VP Elect and Student Member and members of the next Nominating Committee. Please send names to:

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973.748.0313

or to any of the committee

members:

Kae Van Engen

Jim Floyd

Dwight Harfield

Tatchen Kazuo

WELCOME NEW ILA MEMBERS!

Christa	Arnold	FL	USA
Martha	Boeglin	IL	Germany
Angela	Bules	WY	USA
Lauren	Burbach	NE	US
Theresa	Caldwell	VA	USA
Robert	Cantor	PA	USA
Steven	Cohen	MD	USA
Dean	Davis	FL	USA
Susan	Eliot	OR	USA
Somaieh	Emamjomeh	IN	USA
William	Faux	GA	USA
Steven	Gibson	CA	USA
Eric	Glover	TN	USA
Trevor	Hannum	KS	USA
Jennifer	Judy	SC	USA
linda	jurczak	GA	USA
Kathryn	Kirwan	Ky	USA
Donna	Knifong	CA	USA
Kendra	Lowther	KY	USA
Malcolm	McAvoy	TN	USA
Jennifer	McCoy	KY	USA
Mohammad	Mostafa	Dubai	U.A.E
Marci	Nimick	TN	USA
LaTonya	Richardson	NC	USA
Steven	Roberts	AL	USA
Sara	Shuster	MN	USA
Sophie	Shuster	MN	USA
Zach	Shuster	MN	USA
Marian	Thier	CO	USA
Paula	Usrey	OR	USA
Ira	Virtanen	IN	USA
Kim	Wild	NJ	USA
Debra	Youngquist	MI	USA

MEMBERSHIP NEWS

MEMBER QUOTES

Dr. Manny Steil, Founder of ILA

“Over the years we have made a difference but have just skimmed the surface.”

“It’s grown into a nice family in the past 32 years.”

Jennifer McCoy

“The ILA is kind of like a family.”

Erica Lamm

“For me, it started as an interest, and I did it because my boyfriend did it but now it’s become a passion for me. For me it’s all about students’ listening. If they are taught to listen it affects their education, their lives, and their futures.”

Gregory J. Enos

“With so much information especially useful in the digital age when many people are bombarded the presentation addressed this one tip: writing down daily priorities is critical when there are so many daily distractions.”

Linda Eve Diamond

“I’ve given a lot of poetry readings, and it’s such a uniquely special experience to read with deep, contemplative listeners of the ILA.”

“The presentations were fabulous. I had the pleasure of working with the international people on empathic listening, which is listening to help others.”

Quotes courtesy of Brandon Mitchell, member of student group handling publicity at the 32nd ILA Convention.

MEMBER POETRY

Listening to the Land

By Michael Purdy

The green hills of earth
TN and NY (where I was born)

Exuberant country
not the music.

Flourishing color
white and purple buds scream from
the fields.

Rolling hill and dale, so silent,
discordant patchwork of crops and
woods.

Lush depressions
heavy touches of brown and black.

Dilapidated farms
barns ravaged and off key.

Nostalgia country
no need to listen, I will not return.

MEMBER BRIEFS

Thier Talks about Listening

In April, **Marian Thier**, with Expanding Thought, Inc. in Boulder, Colorado, who attended her first ILA convention in March, gave a lecture entitled "Listening Mastery for Facilitators" at the International Association of Facilitators Conference. The talk focused on how facilitators can use her assessment - Hear! Hear? Your Listening Portfolio® Thier went on the road again in May to the Colorado Writers' Alliance where she gave a speech entitled "Your Readers are Listening" in which she explained that writers have to take into account the listening habits of their readers when developing plot, dialogue, character and setting.

MEMBER BRIEFS

Zimmerman co-creates Center

Under the encouragement of the Office of the Provost and the Center for Teaching and Learning at Sinclair Community College, **Kent Zimmerman**, ILA's new Secretary, co-created the Adjunct Faculty Certification Course in which adjunct instructors could learn more about effective teaching methods and be promoted sooner if they demonstrated competencies in five key areas. Zimmerman benchmarked other institutions. While there was a plethora of exceptional classroom activities available, few institutions had developed a systematic course for adjunct faculty. No other institution of higher education had designed a course that incorporated the background of classroom management skills with an opportunity to assess the classroom performance skills of the adjunct instructor. The College just announced that The Adjunct Faculty Certification Course has been selected as Sinclair's 2011 Innovation of the Year.

Wolvin/Coakley Text in China

Listening, the textbook by **Andrew Wolvin and Carolyn Coakley** has been translated and published in China by Fudan University Press/McGraw-Hill.

GOT SOMETHING
YOU WANT TO
INCLUDE IN THE
LISTENING POST?
NEXT DEADLINE IS
OCTOBER 1

CONVENTION 2012



Join us in the great Pacific Northwest on March 22-24, 2012 at the ILA's 33rd Annual International Convention. Our theme focuses on the ILA being the pre-eminent organization in the field of listening. Now is the time for us to bring our organization's core into the public's limelight: our research and our authors; our knowledge of best practices; our remarkable ability to share our listening expertise, and the wonderful sense of community that we have developed over the years. Listening is perhaps the most important and least taught skill in the human repertoire. It is the key to success in education, in our careers, and in our relationships. There is so much that we can share with those who use listening in their lives – and that's everyone!

This Convention will offer four tracks - Listening in Education; Listening for Practitioners; Listening and the Corporate Bottom Line; and Listening Dysfunction - each one designed to not only share our knowledge but to expand our membership ranks across a broad spectrum of professions. Papers and presentations can fall into multiple tracks as we will facilitate joint-track sessions throughout the program. There will also be a series of general sessions for papers and presentations that do not fall into any single track. Additionally, our convention introduces an Author's Circle – a luncheon with and celebration of our members who have shared their knowledge through books and papers – and a Companion Program to ensure that your spouse, travelling companion, or significant other will be entertained while you enjoy the ILA convention.

BUILDING A LISTENING FIELD BIBLIOGRAPHY

The 2012 Convention is going to be a celebration of us! Part of that celebration is a recognition of all the knowledge that we have shared through our books, publications, and conference papers. To do this right, I would like to compile an updated ILA Bibliography – a full blown knowledge index of the field of listening – based on the initial work of Michael Purdy. I would like to ask each and every ILA member to pull out of their CVs a personal bibliography of the materials that you have published or presented. We will compile this list into a Meta-Bibliography of Listening Knowledge. I ask that you use APA style format to make it consistent. We can make the list available on the web and/or produce a printed version that can be distributed to schools, universities and businesses that can benefit from our knowledge

Follow us as we build the 2012 Conference, check out www.ila2012.org and come back often.

For any information regarding the convention, contact

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CONVENTION 2011

Thinking with the body - a philosophy workshop presentation facilitated by Martha Boeglin at the 2011 International Listening Association Convention

By Bronia Holmes

All the ILA conventions I have attended have one thing in common. There are at least two presentations that I want to attend listed for the same time slot. The 2011 convention was no different in that respect. After careful consideration, I decided to go for philosophy. The audience was small, with only five participants at this session. Martha had us sit in a circle around a table. She spread newspaper on the table to protect the surface and gave each one of us a large chunk of clay. She asked us to work the clay to create a sculpture. This was to be done in silence. Since the theme of the convention this year was sustainability, Martha asked us to think about the word sustainability as we worked with the clay.

I didn't know how much time we would have. But time passed comfortably. I realized that a smaller piece of clay was easier for me to handle than the large chunk I had originally received. So I set aside what I didn't need and worked with a small piece to create my sculpture. When Martha asked us to stop, everyone seemed to be at a good stopping point. Then she asked us to walk around the table, again in silence, and look at each other's sculptures. At this point it was a little more difficult not to talk, since I wanted to comment on and ask questions about the creations I was observing.

We sat down again next to our own sculpture and Martha asked us to talk about the sculpture we created and to explain how it related to sustainability. She also directed us to hold any comments about each other's sculptures. After the initial long period of silence while working and looking at each other's sculpture, everyone explained her sculpture so articulately and profoundly. It was easy for me to report what I had discovered, that less is more manageable. Also, during the process of working with the clay, the thought came to mind that sustainability is not necessarily positive. It can sometimes amount to sustaining an inadequate status quo, or to resisting change. So I mentioned these points.

After each of us had a turn explaining our sculpture and discussing sustainability and the experience of working in silence, we were finally allowed to comment on each other's work and ideas. Our discussion included a variety of negative and positive thoughts about sustainability. Martha encouraged us to come up with a collective answer to the question: What is sustainability? The way we communicated and truly listened to each other's points of view seemed much more peaceful, open and respectful than the ways I have experienced in most other professional interactions. I can only attribute this experience to the collective silence and creative work we were allowed to share before we began to speak. After a lengthy discussion including some disagreements, we came to the consensus that: Sustainability is committed action taken each day to protect and preserve the interdependency of nature and humanity.

This workshop made it very clear to me that when my hands are creatively involved I can think more clearly and consciously. I was so inspired by the above definition that I had to share it with all of you.

Thank you, Martha, for facilitating a very memorable session.



LINK TO WHAT HAPPENED AT BUSINESS MEETINGS IN JOHNSON CITY!

Link to regular meeting minutes from 32nd Convention
http://www.listen.org/2011_Pending_Minutes_Regular

Link to special meeting minutes from 32nd Convention pending approval
http://www.listen.org/2011_Minutes_Special_Pending

Link to minutes from 31st Convention Approved at 32nd Convention
http://www.listen.org/approved_minutes_2010

CONVENTION 2011

Better Outcomes through Better Listening: ILA Joins with East Tennessee State University Quillen School of Medicine to Offer Joint Conference on Listening in Healthcare at ILA Convention

By Sheila Bentley

The 2011 ILA Convention offered a first-time event--a joint conference with the East Tennessee State University Quillen School of Medicine which offered Continuing Medical Education credits for healthcare professionals.

The Conference began with a panel of healthcare professionals from the ETSU faculty and ILA members with research or work experience in healthcare. The panel, chaired by Kathryn Duvall, PhD, consisted of Kyle Covett, M.D., Joy Wachs, Ph.D., Sarah Melton, PharmD, and ILA members, Laura Janusik, PhD, Chris Bond, PhD, and Sheila Bentley, PhD.

The panel addressed the topic: The Impact and Challenges of Listening in Healthcare and laid groundwork for the day by identifying some of the issues in listening in a healthcare setting. Issues identified included:

1. Healthcare professionals are often not prepared to listen. They may not have read the patient's chart prior to the interaction, and they may first need a dose of humility so that they are open to listening to the patient.
2. Healthcare professionals are often focused on data and data systems, rather than the patient's "story."
3. 200,000 patients die per year because of healthcare errors, and these are a systemic problem.
4. Nurses and other providers are sometimes not listened to due to the medical hierarchy.
5. Pharmacists and many other healthcare providers are often overworked and deal with constant interruptions, such as phone calls or other practitioners needing assistance.
6. The healthcare setting is often not conducive to good listening, since it frequently lacks privacy.
7. Patients may have cognitive disabilities in addition to their physical health problems.
8. Patients aren't always given opportunities to talk. For instance, asking, "Do you have any questions?" may not be as effective an invitation as "What questions do you have?"
9. There is frequently just not enough time to do a good job of listening, and the effectiveness of the healthcare provider's listening to the patient is rarely measured.

Over 40 healthcare practitioners and ILA members attended the symposium; all were enthusiastic about continuing with this type of partnership. Session presenters and their topics included: Kittie Watson, PhD; Christa Arnold, PhD; Catherine Thompson, PhD; Michelle Pence, MS; Helen Meldrum, PhD; Chris Bond, PhD; Sheila Bentley, PhD,



Alan Ehrlich



Donna Renaud, Terri Redpath, Susan Timm



Edith "Edie" Cole and Kay Lindahl

CONVENTION 2011

Time to Think in Johnson City, TN

By Carole Grau

In 2010, the International Listening Association gave the Listener of the Year Award to Nancy Kline, founder of the Time to Think organization and author of *Time to Think* and *More Time to Think*. If you have not yet gotten around to reading these intriguing books do yourself a favor and make the time. In her books, Nancy describes a truly different way of listening to another person for the specific purpose of allowing them “time to do their very best thinking”. She suggests that developing this style of listening is exceedingly valuable to the colleagues and loved ones in your world and ultimately to yourself, if you manage to establish your own “thinking partnerships.”

To help us better understand this unique approach to listening, the ILA Business track invited Sara Hart, one of the Time To Think organizations’ trainers, to join us for a pre-conference seminar in Johnson City. ILA members and newcomers alike participated in a half day workshop to familiarize us with the theory and practice behind this unusual listening style. We worked in pairs to get a taste for thinking partnerships and we also worked in groups to get a brief feel for how this technique can be expanded for team meetings. We got an opportunity to experience, hands-on, what it meant to provide a “thinking environment” for another person. Lou Hampton, ILA member from the Washington, D.C. area said: “My wife and I came solely for the Time to Think seminar. Our round trip from home took four times the length of the workshop...and was worth every minute of the drive. I’d studied Kline’s book, but being able to experience the techniques in a group setting was invaluable. I so appreciate ILA making this opportunity available.”

Last year, in Santa Fe, New Mexico, ILA member Sheila Bentley, had the pleasure of presenting Nancy Kline with her ILA Award. Ms. Kline demonstrated she is a wonderful model of the ideas she shares in her writings and seminars. It was then that the Johnson City seminar began to take shape. Sheila was the driving force in making the event happen. Ms. Kline, who resides in England, was not available. She put us in touch with Sara Hart, a consultant who is part of her organization, so that we could move forward. Sheila comments, “It’s hard to teach a group of listening experts listening techniques that they haven’t already experienced, but the Time to Think seminar did just that. When Sara Hart instructed participants to listen intently and pay focused attention, but without head nodding or vocal “uh huhs”, participants were somewhat skeptical that the speaker would know that good listening was taking place. She pointed out that head nodding and vocalics can influence the speaker’s thinking because listeners tend to use those behaviors when they agree with what is being said...thus possibly influencing the thinking. This workshop certainly provided an “ah ha” moment for many.



Chris Bond and Laura Janusik



ILA Past Presidents



International ILA Members

CONVENTION 2011



CLP NEWS

CONGRATULATIONS NEW CLPS!!

At the 2011 convention, 4 people became Certified Listening Professionals (CLPs) after a year of research and study under the guidance of Richard Halley and the CLP committee.



Janice Newton

Project: Democratic Listening:
What Kind of Listening Does
Democracy Require?



Dwight Harfield

Project: Developing a Skillful
Listening Program.



Chrissie Evling (with Richard Halley)

Project: Intercultural Listening in
Sweden: A Study of Concepts of
Listening in the North and South

Not pictured: **John Steitz**
Project: Circle Processes and
Listening in the Context of a
Congregation in Conflict

My Journey to CLP By Dwight Harfield

I live in the city of Winnipeg, which is almost the geographic centre of Canada. I have spent over twenty years working as a business consultant. My introduction into the study of listening was very gradual and over the course of a number of decades. Some years back I was working through a management textbook. The Communication Section had a segment on Listening. The work caught my eye and I just ate it up. There was definitely a need for this kind of training and thinking, and I could not think of anyone doing this. I let it sit on the shelf in my mind for a couple of years, waiting for the right opportunity.

In 2007 I went to work a Boeing (the airplane people). In 2009 Boeing gave me an opportunity to start something great, they laid me off. I decided it was time to start working on my listening training program. Shortly thereafter I discovered the ILA and the rest is history.

There is a big distinction that can be made between my program and courses that are available, at least for industry. The difference is that my course offers a foundation on the topic of listening. The programs I have learned about are very specialized on this very broad subject. An example would be a company giving its managers eight hours training on the

nuances of nonverbal information. I liken this to having desert before the meal.

My course is called 'Skillful Listening'. We start with an introduction to the subject, the program and the HRUIER* listening model. The course can essentially be divided into two programs or levels. Level one is a foundation and discusses: thinking preferences and how each quadrant of the brain gathers information and communicates differently. We then move into a section on focus and attention which segues into a section on memory. Level two starts with a section on hearing. We then move into discussions on the mechanics of listening with sections on understanding, interpretation, evaluation and close with a section on responding.

* The HRUIER model differs from the HURIER model in that it makes memory more prominent and brings it into the discussion earlier. The Remembering bubble in the HRUIER model has been enlarged to encompass Understanding, Interpretation and Evaluation.

Visit the ILA website for
more information on how
to become a CLP

THANK YOU ILA!

A Great Big Thank You from Japan

By Teruko “Teri” Akita

It is almost one month since the annual convention in Johnson City. Thank you for the spontaneous fundraising drive at the convention for people victimized in the March 11 earthquake and tsunami. I am honored by the generosity of those who dug deep into their pockets with little notice to give what they could at the moment. I can still feel the warmth of the kind words members shared with me and the generosity they showed through this donation. The funds amounted to \$250 and were handed to me by Dr. Dick Halley at the end of the convention with the idea that I would find a worthy organization in Japan, which will be able to make the best use of the ILA's goodwill.

After returning to Japan, while I was trying to find just the right group, a newspaper article caught my eye. It had a photo of a girl standing in utter despair within a town reduced to rubble. Her name is Kumiko, and she just turned 13. She lost her parents, grandmother, and a brother and a sister in the earthquake so is now an orphan.

According to the Japanese Health Ministry, 132 children are currently known to have been orphaned by the earthquake, and the number is expected to increase. This figure doesn't include the many other young ones who have lost one parent or siblings.

In the aftermath of the devastating earthquake and tsunami, victimized children face an increasing need for help in coping with the death of loved ones. The mental and physical health and development of these children who have experienced such a shocking incident have to be protected.

For these very reasons, I chose UNISEF Japan. I sent them a total of US\$300, adding \$50 myself, which is equivalent of ¥24,306 (US\$1=¥80.02). You can see a copy of the receipt in Figure 1 that shows the money being donated from the International Listening Association.

Again, I deeply thank you, my colleagues in the ILA for your thoughtfulness and caring for those of us who are in Japan. Our recovery is slow and painful; but as a nation, we find a sense of comfort knowing that many from around the world are concerned for our welfare.



Teri is pictured here in the quarterly magazine of her university in Japan along with an article highlighting her accomplishment in being named CLP in 2010.

LISTENING RESEARCH

On Caring About Research: Volume II – The Validity of Claims

Prepared for the Listening Post By

Members of the Department of Communication Studies
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Graham D. Bodie, Jonathan Denham, Renee Edwards, Christopher Gearhart, James Honeycutt, Ashley Jones-Bodie, Shawn Keaton, Loretta Pecchioni, Michelle Pence, Michael Rold, Andrea Vickery

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How can one become confident in a certain piece of information? What makes some claims more valid than others? Like many other questions in life, the answer to this particular query is: “It depends.” If you ask a practitioner, he or she is likely to say, “Good claims are those that are useful.” Indeed, two of the authors of this column had a conversation in Johnson City with a practitioner who linked the *utility* of a piece of information to its *validity*, suggesting that the former is a measure of the latter. This same sentiment was put forward in a panel that debuted the new Watson-Barker Listening Test when one of the test designers suggested that although the instrument may not be psychometrically sound (Bodie, Worthington, & Fitch-Hauser, 2011) it could still be used to heighten awareness of potential listening barriers. In yet another panel, one of the presenters claimed that elements of the voice are “more important” for listening than the actual words, which basically perpetuates the myth that 93% of communication is nonverbal.

So, there are two primary motivations for writing this column. First, we wish to address notions of validity in the evaluation of claims. In particular, if *utility* is the only criterion used to assess validity, then we are left to accept such practices as astrology because reading horoscopes is deemed useful for some people. This is not to suggest that usefulness is altogether unimportant; however, as researchers we are not only concerned with the usefulness of information, but also its veracity. Second, we were motivated due to a recent LP column published by Peter DeLisser that seemed intent on rehashing the fallacy that 93% of communication is nonverbal (which is certainly pervasive as our anecdotal evidence from the conference illustrates). After a brief response to that column by one of the present authors, we were invited to publish our thoughts about other myths. What follows are three of our favorite myths, ones that are important to refute for a variety of reasons. We introduce each and provide some evidence that these beliefs are, in fact, more myth-like than fact. We hope our explication will cause the reader to think about the validity of the information she comes across and to do a bit of investigating before incorporating just any claim into her teaching and training.

1. One cannot (not)communicate.

This statement is not so much a myth as a misappropriation. Typically, this statement is used to forward the claim that behavior is synonymous with communication such that when you cross your legs toward someone you are communicating your level of attraction to that person. Indeed, this notion is used by a variety of self-proclaimed nonverbal experts who go on several popular pundit shows and give “expert” opinions about what such-and-such politician “really

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meant.” When these claims are made, the “expert” always bases her assessment on the nonverbal behavior displayed by that politician. But the original statement was a tentative axiom of communication (Watzlawick, Beavin, & Jackson, 1967) meant to convey the notion that every behavior has the potential to carry meaning and can be interpreted

by those in our environment. The logic went like this (pp. 48-49): Behavior does not have a counterpart (i.e., there is no anti-behavior); thus, one cannot not behave. All behavior in an interactional situation has message value, i.e., is communication. Therefore, it is not possible not to communicate.

The authors clarify by stating that “[activity] or inactivity, words or silence all have message value: they influence others and these others, in turn, cannot *not* respond to these communications and thus themselves communicating” (p. 49). In general, this tentative axiom does not mean that you can accurately know what someone *really* means by looking at her nonverbal behavior. Instead, it simply means that we should be aware of our nonverbal behavior because other people are likely to attach meaning to it even though we may not intend that particular meaning, or any meaning for that matter (see, e.g., Bavelas, 1990, for an extended discussion of this distinction).

2. There exist universal tells for deception detection.

This longstanding myth is exemplified by claims such as “if you look up and to the left you are lying” and “I could tell she was lying because she [fill in the blank].” In reality, science has yet to discover a universal tell that unequivocally separates truth tellers from deceivers, and focusing on nonverbal behavior may not be the best strategy to “catch a liar” (Levine & Kim, in press). This myth has likely become even more popular with the new television show *Lie to Me*. In that show, Dr. Cal Lightman, a detection deception expert, goes around helping law enforcement solve crimes by spotting “leakage cues” that signal someone is lying.

In a recent study, Tim Levine and his colleagues (Levine, Serota, & Shulman, in press) asked participants to judge a series of honest and deceptive interviews. Prior to this task, participants either watched an episode of *Lie to Me*, an episode of a different drama, or did not watch a program at all. Those asked to watch *Lie to Me* were not only equally bad at detecting lies but were also more likely to misidentify honest interviews as deceptive interviews suggesting that the show makes people unduly suspicious. As the authors conclude, “the lie detection methods depicted on the show are an undifferentiated mix of empirically tested theory (most of which the preponderance of the literature fails to support) and pure fiction...[which] leads [the viewer to confuse] fiction and fact” (pp. 6-7). In general, people (both trained and untrained) are rather bad at detecting lies (and this is for a variety of reasons). Perpetuating the myth that there are universal tells only makes this worse.

3. A good first impression is always good.

Research on nonverbal communication on the topics of physical appearance, clothing, and vocal cues often identifies features associated with positive first impressions. In fact, one of the landmark studies that investigated physical attractiveness and beliefs about personality was titled “What is beautiful is good” (Dion, Berscheid, & Walster, 1972). Although some students may be led to believe that “a good first impression is always good,” this conclusion is problematic. First, good first impressions may create problems for the individuals who hold those impressions (the perceivers). An individual who makes a good first impression (the target)

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may not be a good person, as exemplified by con artists who use their attractiveness and social skills to gain trust but then betray it. Although anyone can be a victim of a con artist, the FBI (2011) reports that senior citizens are especially vulnerable. In the case of a con artist, a “good” first impression is hazardous to the victim. Con artists represent an extreme form of this problem, but “good first impressions” can also lead to problems for perceivers in the selection of friends, dating or marriage partners, bosses, employees, or roommates.

A second problem may occur when an individual (the target) uses impression management to gain a position that is not appropriate for her. In this case, the individual may convey a first impression

that is not consistent with her self-schema, and then be placed in a situation that is incompatible with her actual interests. For example, a job applicant may seem to be the “perfect person for the job” but, in reality, have skills or a disposition that would make her better suited for a different position. Research on self-verification conducted by Swann and his colleagues reveals that individuals desire situations and communication partners that confirm self-conceptions (even when those conceptions are negative), feel dissatisfied when their partners view them differently than they view themselves, and actively leave jobs and roommates when self-views do not match the perceptions of bosses or roommates regarding their self-worth (Swann, 2005). In this case, a “good first impression” creates problems for the person creating the impression because it does not match the self-conception.

These three claims are only a sample of the many myths about nonverbal communication that are perpetuated in our culture. Some might argue that veracity is not the important issue but that certain claims are seen as useful. For instance, many might argue that their ability to introduce an audience to the importance of nonverbal communication by using one of these myths as an “attention gaining device” may be more important than the reality they may or may not reflect. Using any of these claims, however – even as an attention-gaining device – is a gross misrepresentation of the vast literature that seeks to understand nonverbal communication. Research is perhaps the most useful of all the practices of our organization, and we should use it wisely. The gold standard of scientific pursuit is producing testable hypotheses. When the hypotheses are not supported, we must revise our research and practices.

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LISTENING RESEARCH

Listening Post Highlighted Article

By Debra L. Worthington, Ph.D.

Auburn University

Heaton, H., & Nygaard, L. C. (2011). Charm or harm: Effect of passage content on listener attitudes toward American English accents. *Journal of Language and Social Psychology*. doi: 10.1177/0261927X10397288.

Listeners often judge how friendly, trustworthy, or intelligent people are by how they speak. We may speak fast or slow, have a nasally tone, or have high or low pitch. However, how much influence does an accent have on our perception of a speaker. Haley Heaton and Lynne Nygaard address this question in their article, "Charm or harm: Effect of passage content on listener attitudes toward American English accents." Previous research has demonstrated that listeners ascribe differing personality attributes when comparing standard and nonstandard British accents and when comparing English and French Canadian accents. Heaton and Nygaard extend this research in two important ways. First, they compared listener responses to Southern and Standard American English. Previous studies had not examined differential responses between these two accents. Second, examined the impact of the communicative situation on listener attitudes. As they write, "Our goal was to determine if and how the content of speech interacts with accent to determine listeners' judgments of speaker attributes" (pg. 2).

Heaton and Nygaard chose to focus on the use of accents rather than on dialects in order to isolate the impact of speaker pronunciation on listener attitudes. Their study design also allowed them to control for differences in vocabulary and syntax so that they could examine how the message topic or theme could affect listener judgments of speaker attributes.

Research participants listened to two passages (one from a female speaker and one from a male speaker). Passage topics were rated as more (hunting/cooking) or less (medicine/investment) typical of the South and were read by both Standard and Southern English speakers. (The Southern English speakers were from South Carolina; the Standard American speakers were from Ohio). Following listening to the speakers, participants first completed a set of comprehension questions, then they completed an attitudes assessment instrument designed to assess listener judgments of the speaker's status and competence ((e.g., intelligent, well-educated), as well as sociality (e.g., friendly, trustworthy, nice).

Initial results revealed no significant differences in perceptions/responses between the male and female speakers. As a result, subsequent analysis focused on comparing general perceptions of Southern and non-Southern accents. Findings suggest that both passage content and speaker accent affected listener perceptions of the speaker. When compared to the non-Southern passages (medicine/investment) and speakers, the Southern passages and the Southern-accented speakers received lower status, but higher sociality attributes.

In keeping with previous research, deviations from standard speech patterns were associated with increased perceptions of sociality, while standard speech patterns resulted in higher status ratings. Southern speakers appear to be disadvantaged when it comes to listener ratings of status, but advantaged in terms of increased perceptions of friendliness and trustworthiness.

Arguably, Heaton and Nygaard's most important finding was the potential for passage content and speaker's accent to interact with one another. Follow-up analysis found that attitudes toward Southern speakers were relatively stable across the two topics. However, this finding did not

LISTENING RESEARCH

hold true for sociality ratings of non-Southern speakers. Listener evaluations of Standard English speakers changed with the topic (e.g., hunting/cooking versus medicine/investment). Heaton and Nygaard argue that in some cases the theme or topic of a message may “override speaker accent in the evaluation process” (p. 7). They suggest that the differences in listener responses to the Standard English speaker may be that the accent was somewhat neutral and thus did not elicit strong sociality attributes from study participants. Subsequently, when listening to the different passages listeners were more “flexible” in their evaluations of the speaker. However, the Southern accent, because it was more pronounced triggered initial expectations or biases regarding the speaker’s traits.

Although Heaton and Nygaard do not use the language, they are essentially arguing that a Southern accent triggers a stronger schema of attributes associated with Southern speakers. Both the passage topic and the speaker accent can prompt the use of specific listener schemas. Accordingly, their analysis would be strengthened by a discussion of the impact of cognitive schemas (associated with both the topics and the speaker accents on listener perceptions and biases. This criticism aside, their study raises several important points and provides numerous possibilities for future research. For example, listening and communication researchers typically study one variable or communication element at a time: What is the relationship between listening style and personality or How does speaker rate affect listener comprehension? However, as we often point out to clients and students, communication and listening are dynamic. Unfortunately, the interactive nature of communication and listening elements often are not addressed. This study illustrates the importance of developing complex study designs.

Second, as Heaton and Nygaard note, “the content of spoken language may act as one kind of linguistic context that frames the listener’s overall assessment of characteristics of that speaker” (p. 8). These findings suggest that speakers could strategically enhance or downplay an accent depending on their goals. As a speaker of Southern English, I know that at times I strategically use my accent (emphasizing it or deemphasizing it) depending on the speaking context. Of course, this begs the question, does deepening my accent actually increase listener evaluations of my sociality or does just having a Southern accent suffice? Third, speaker and listening scholars and consultants should be aware of the potential interactive nature of message content and speaker accent. When training that corporate CEO or that expert witness, how might their accent affect listener perceptions or expectations?

I end with one final suggestion for future research. The authors examine the differential effect of one Southern accent (South Carolina). Additional research incorporating other regional accents is needed. Do listeners respond similarly when other American English accents (e.g., Jersey, Minnesota, Texas) are compared to a Standard American accent (or to one another)? Heaton and Nygaard provide an interesting study – one that raises many more questions than it answers. I look forward to reading about the research that answers these questions in a future issue of *The Listening Post*.

LISTENING EDUCATION

Listening Education: An investment in our future!

By Margarete Imhoff
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The online journal *Listening Education* is available on www.listen.org. It is currently in its third volume as a resource for listening in the classroom. The journal is meant to cater to all those who teach listening at various levels from elementary education through higher education and beyond. By teaching listening, we can educate the next generation of learners to understand the importance of listening and to develop and practice their listening skills. *Listening Education* features articles on classroom research to investigate issues in teaching methodology in a systematic manner in order to test the implications of teaching strategies and teaching technology. The journal also offers a selection of classroom activities for teaching various aspects of listening. These contributions come from colleagues who generously share their ideas for the classroom. This section highlights the fact that ILA has a great number of experienced teachers with a great potential. It also contains short reviews of teaching material which might be helpful to generate ideas of how to select material for your own purposes. Check out *Listening Education*.

I would like to encourage you to submit your ideas to the *Listening Education*. There are templates available on our website to guide you through the writing process. Please contact me with any questions you might have concerning the publication of *Listening Education*.

Four Hundred 4th and 5th Graders Have a Ball Practicing the FUNdamentals of Listening!

By Peter deLisser
peter@delisser.com

What a great surprise! An elementary school principal invited us to conduct a listening workshop at the fourth and fifth grade monthly class assemblies: Over two hundred students at each of 2 assemblies sat on the floor of the school gymnasium and practiced 3 *FUNDamentals of Listening*.

With the help of a teacher-interpreter, we demonstrated the first of 3 practice exercises. Quickly the elementary school students teamed up, engaged their partners as we requested, and then HAD A BALL! Some of them quickly created their own vocabulary in a dictated sentence and interpreted the exercise as *How to Listen to Your Friends*.

Results! After the workshop one teacher confirmed the success this way. "It was really a good presentation, and much needed. We had a good talk about conversation skills back in the classroom following the presentation. Today, one of my girls told me she was going to use the listening exercises as a game for her friends at her birthday party." Imagine a new birthday game teaching listening skills spreading across the country.

Most seasoned business executives, experienced teachers and interested parents have never had such an opportunity to practice Listening. However, these fourth and fifth graders had the opportunity to explore how to listen to each other and responded creatively, with passion.

I estimate that only 5% of people have ever practiced

listening. Where did we get that 5% statistic? At each listening workshop I have conducted I asked the audience, "By a show of hands, how many of you have ever *practiced listening*?" In a workshop of 88 business people, 2 people put up their hands. In occasional workshops, no one has put up hands.

On a national basis I wonder what the listening statistics would be if school districts required elementary school children to practice listening. If practicing listening became a priority, I also wonder how long it would take currently failing or low performing schools to climb out of those categories. My guess is within a few years those two categories, throughout these districts, would almost disappear.

To this end, I would like to encourage parents to request that Listening FUNDamentals be taught in your children's elementary schools. The great American Poet Robert Frost said: "Education is the ability to listen to anything without losing our temper or self-confidence." Once elementary schools start to practice Listening FUNDamentals, the graduation rates and the levels of learning throughout our educational system will vastly improve all children will have had a BALL sitting on the floors of their gymnasiums practicing how to listen to their friends."

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INTERNATIONAL
JOURNAL OF
LISTENING!
www.listen.org

LISTENING EDUCATION

CONCEPT KEYS:

The key to increasing learning!

By Will Powers and Laura Janusik

You've probably heard the buzz about Concept Keys over the last year. In 2010, the ILA Board and Concept Keys, owned by ILA member Will Powers, entered into a partnership agreement that was renewed in 2011. This means all ILA members who purchase Concept Keys (CK) products and use the special ILA Purchase Code (*ILA 2011*) will receive a 10% discount for all of their participants. In addition, the ILA will receive 10% of all revenue generated by ILA members.

Why consider CK for your classroom or training session? In a nutshell, it is because the program produces a meaningful increase in comprehension, retention, and application. CK has two product lines to use for the classroom or the training class: 1) Available Public Programs in the CK Inventory authored by well-established professionals and 2) Private Label Programs where YOU can write your own program

as an extension of your training or to supplement your teaching or training. You can write a program with as few as 10 keys or as many as 60 keys. You get to choose!

Laura Janusik, immediate past president of ILA, authored her own program titled *Improving Interpersonal Outcomes* for her Interpersonal Communication classes, and she's used it with three separate sections. As Laura says, "Concept Keys changed the way I teach and my students learn. I think of it as a *delivery system*. I wrote my own program by identifying the top 30 "Keys to Success" tips an interpersonal communicator would need to become effective. I scheduled which Key my students would receive on which day. The Key showed up via a link in their email box, and students logged into the site and engaged in the material for five minutes a day. Their understanding of the course material increased exponentially, because they worked with the material five days a week instead of just once or twice a week. While students glad you did!__were

initially a bit skeptical of the program, they quickly saw it as a great investment to learn how to better succeed in life."

Will is happy to walk you through the website over the telephone. The unique feature of the CK teaching/training tool is the online Key Learning APPLICATION System (KLAS). This approach is based on Occam's Razor and simplifying the learning/application process in this crazy world of information overload. Concepts are broken down into fundamental Key to success that are embedded in brief micro-lessons and typically provided on a daily basis surrounded by multiple motivational supplements within KLAS. And, of course, Teachers and Trainers have easy access to all participant input via direct connection or in group spreadsheets. Interested in learning more? Check out the website at <http://ILA.conceptkeys.com> or contact Will directly at wgp@conceptkeys.com.



The ILA and Concept Keys Partnership Benefits for Members

Looking for Classroom Enhancements to your textbooks for the Fall? Double-check the following online learning programs. All ILA members (and their students) receive a 10% DISCOUNT on the special ePrograms written by ILA members Dr. Laura Janusik, Dr. Margaret Fitch-Hauser, and Dr. Will Powers: YOU (and your students) will also receive the same discount on ALL available programs; please check these out after visiting the partnership landing page: <http://ila.conceptkeys.com>

If you choose to author your own content on the special Key Learning Application System (KLAS) as a Private Label Program; you will receive that same discount on the wholesale price available to each author!



Improving Interpersonal Communication Outcomes (2nd Ed.)
by [Dr. Laura Janusik](#)



Improving Customer Service Relationships
by [Dr. Margaret Fitch-Hauser](#)



Listening Effectively: How to Understand What Others Really Mean
by [Dr. Will Powers](#)

Interested in a quick sample of any program or have questions?
Contact fellow ILA member Will Powers at wgp@conceptkeys.com.

PRESIDENT'S PERSPECTIVE



Chris Bond

Hard Listening: Perspectives from the new ILA President: By Christopher Bond with Trevor Hannum



Trevor Hannum

Instead of a typical President's article for the *Listening Post*, a dual interview was held between ILA President Chris Bond and Trevor Hannum, one of ILA's newest student members. Recently, Chris and Trevor sat down in June to reflect on the past convention and goals for the upcoming year.

Trevor: What is one take-away for you from this past convention?

Chris: Great question. I have two actually. First, I realized just how diverse of an organization that we have become and how we need more and more of an International focus. There are many diverse approaches to the listening discipline and how ILA as whole should function. We need more research, more programs, and more members. Second, I realized that ILA is encountering a growth spurt . . . and with growth, many foreseen and unforeseen opportunities exist for us as an organization. I really hope to not only sustain our organization this year but to also grow it as well.

Chris: I'll ask you the same question: What is one take-away from this past convention?

Trevor: My personal favorite was during the *Time to Think* Pre-conference, when we heard the story from Teri Akita about the Tsunami and the cabbage farmer in Japan. Her story was gripping. It wasn't a happy story, but it made me realize that the world isn't always a pretty place and that one day everything could be gone. So, it made you really appreciate everything and everyone around you. We listened intently. It was "hard listening," but in a different way. . . we felt connected to everyone in the room

Trevor: What is one goal you hope to achieve this year with ILA?

Chris: I believe most members agree ILA must make changes to sustain our organization. I believe these changes can be accomplished through more listening. . . yes, it may sound a little ironic that a listening organization needs to listen more, but I firmly believe this. Many of us only see each other during the convention. Many members have indicated that ILA needs more time to actually listen to one another – to hear our concerns about ILA, our thoughts, new programs, new research, etc. ILA conducted both a business meeting and a special meeting with each containing copious amounts of information. This year, I hope to create listening sessions that will hopefully allow our members the opportunity to discuss items of concerns, to present new ideas and to simply listen to one another.

Chris: Who was one person who inspired you at the recent convention and why?

Trevor: Susan Timm. Susan was having fun the entire time. She made the most out of every moment and it just made the trip memorable.

Trevor: How is ILA going to move forward with adding new students?

Chris: Our new second Vice-President of Membership, Phillip Tirpak, offered some new ideas regarding student membership. I look forward to working with Phillip to implement these ideas. Our student members hold the key to the organization's sustainability. Each member, regardless of profession, can facilitate students' participation in ILA. By the way Trev, I hope you stay active in ILA for many years no matter your career path.

Trevor: Are you going to continue to hold pre-conferences or training sessions from outside sources?

Chris: Yes! I know Alan has some exciting programs planned for the 2012 convention in Bremerton, WA. Personally, I would love to see *Time To Think* programming at future conferences. Its tenets were life-changing for many of us in Johnson City.

PRESIDENT'S PERSPECTIVE

Chris: What is one thing you think ILA members don't know about me?

Trevor: Most members probably do not know how dedicated you are to tobacco control, prevention and research efforts in Missouri. Actually, your tobacco involvement began my journey in ILA. I was hired as an intern to support your Tobacco Control grant. Because of your mentorship, I began to see the relationship between listening and a broad variety of subjects. Your passion for both listening and tobacco cessation inspires people – it did me!

Trevor: Why Seattle, doesn't it always rain? Are we going somewhere sunny soon?

Chris: That is a good question. I think this will be a good location since the conference has not been in the northwest in many years. In addition, the Bremerton, WA area provides a beautiful locale easily accessible to our international members.

Chris: If you had to describe the convention in one word, what would that be and why?

Trevor: Would it be cliché to say sustainable? LOL. But, honestly I would say, "friendly." Simple and easy but that's what it was. Every person there was happy to be there and happy to meet you (me). People you had never met before who were whole-heartedly happy that you were there and were interested in what you had to say.

Trevor: What are some big tasks you see for the board during the upcoming year?

Chris: There are several large projects the board will be tackling this year. Currently several board members are combing through constitutional amendments passed and defeated at the recent business meeting. The team is correlating the new amendments to bylaws the membership will vote upon electronically. This should be completed by the end of summer. . . . Additionally, the board is currently looking for a web editor, a redesign of the website and convention planning for 2012 and 2013. We are also holding a fall board meeting this September. The board will spend a day and half establishing long-term goals for the organization and tackling smaller issues. I also hope to have the first listening session implemented by the end of summer.

Chris: At the convention, did you learn any new listening skills or approaches?

Trevor: I definitely learned a lot from the *Time to Think*. Because it was something I could immediately apply, I saw instant results and changes, The presentation impacted the way I think and evaluate my environment. I definitely gained new listening skills. I try and apply them everyday whether its in normal conversation with a friend or at work. I try and take some of the things we learned and practice and see how they affect what I am doing today, and I can really tell a difference. I am still working to get better at them everyday. . .they aren't skills you master in a day, or a week or a month even.

Chris: Any other comments?

Trevor: I just want to thank everyone who welcomed me with open arms. I know most would probably do that anywhere but even as a student and a new member I felt welcomed. I never felt that any of the interaction was less than whole-hearted.

The people made the convention: Carole Grau, Sheila Bentley, Susan Timm, Donna Renaud, Graham Bodie and many others. If I didn't get a chance to visit with you in 2011, I look forward to seeing you in Washington!

Trevor: Any parting comments for you? Anything else you'd like to cover?

Chris: Thank you, Trevor, for doing the interview. I hope this adds a personal touch and a new perspective to the President's article. I can guarantee ILA will continue to open the door for you and other students to further your educational growth. Personally, I would like to thank the many, many members who continually support me in my ILA journey to Presidency. I am also looking forward to the opportunities presented to ILA this year. I really believe the future of ILA is not only sustainable but attainable.

Connect with the President at: www.facebook.com/ChrisBond101 or cbond3@missouriwestern.edu

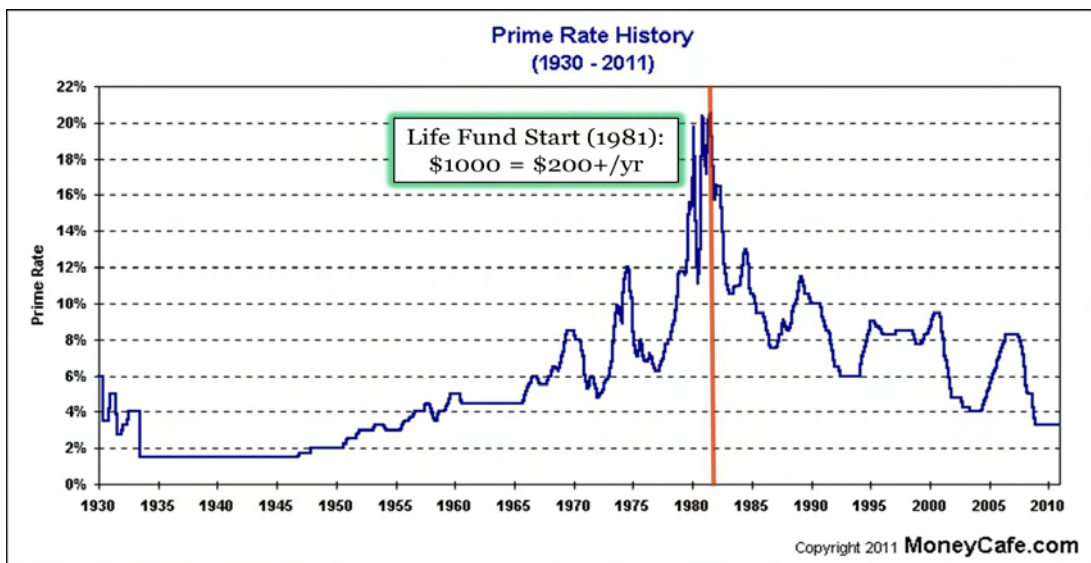
PAST PRESIDENT'S PERSPECTIVE

By Laura Janusik

Wow! That was quite a year! Even though I've been on the board for over 10 years, nothing could have prepared me for this past year as president of the International Listening Association. It was a humbling experience, and it was an honor to serve in that capacity. As I indicated at the convention banquet, I had read in the *Kansas City Star*, upon the election of a new mayor, that the mayor will not shape the issues, but the issues will shape the mayor and his team. This rang true for the 2010-2011 ILA executive board. The issue that shaped us was Fiscal Responsibility.

We were the first board in ILA history that entered into office with a deficit that was mandated to be paid. The constitutional amendment passed in March of 2010 required that the deficit to the life member fund be repaid, and that its interest be returned to the fund until the fund was fully repaid. This sounds innocuous, that is, until one really understands the finances of the association. The deficit is in excess of \$40,000, quite a hefty sum. This is more challenging because ILA has always been a convention association, meaning that the two revenue producing activities were membership dues and the convention. However, the latter often has been run as a break-even proposition, to keep costs lower for members so that more could afford to attend the convention. That would leave dues to repay the \$40,000 deficit.

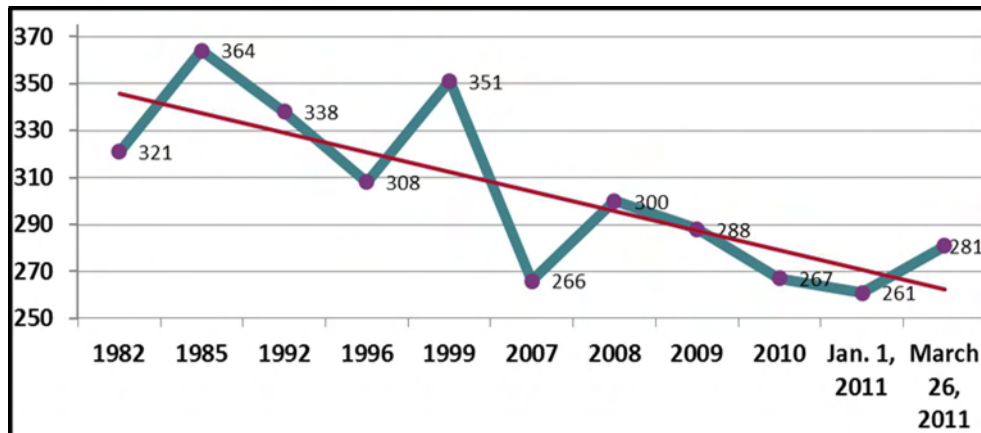
Theoretically, our current dues structure should cover all operating costs. It does not. It would come closer to covering all operating costs if all dues money went into the operating costs. Therein lies the challenge. With 31% of our membership being life members, these members, myself included, contribute nothing to the annual operating cost. That's because our dues were deposited into a CD where the interest was supposed to pay our annual operating costs. While this worked when the life member fund was established in 1981, a quick look at the chart below shows why it does not work today:



That is, in 2010 -2011 most of the life member CDs are gaining 1.85% interest, or \$18.50 per year per life member. With an annual carrying cost of approximately \$137.57 per member, one does not need a math degree to see that 31% of the population is currently being carried by others. In fact, no membership category pays their full share of the association's administrative costs. This, too, would not be as problematic if we were a large association. However, we are not. One of the key reasons for the board's request for a VP-Finance was to add a second set of eyes on the books, especially in the costs vs. revenues area. Our constitution currently calls for one person to manage the association's finances, and many of us felt that from a business perspective, it's wiser to have multiple eyes. Not only is it unfair to put that much reasonability on one person, but without institutionalized checks and balances, finances can get out of balance without anyone noticing until it's too late. Thus, another area the board focused on in terms of Fiscal Responsibility was looking at membership.

As the graph below shows, we've been steadily declining in membership since 1985, with admirable peaks in 1999 and 2008. I'm proud to say that last year's membership efforts, led by Greg Enis and supported by many others, has seen an increase in members. As of the convention, we were at 281 members, and Greg's goal is 300 by May 15th. We're well on the way to meeting that goal.

PAST PRESIDENT'S PERSPECTIVE



From my perspective, the bottom line is that we cannot continue to run the association as it's been run in the past. That's how we acquired the deficit of over \$40,000 in the first place. It's critical that we run it with more of a business mentality. That means increasing membership, offering more value to our current members, and offering fee-based products for non-members. While I'm personally disappointed that the virtual membership did not pass this year, I firmly believe that we need to extend our outreach to those who cannot afford to come to the convention annually and provide them with a reason to join. The beauty of the virtual membership is that in many ways, it is a revenue-generating membership. These individuals would receive services, but be a nonvoting member, so those not attending the convention would not be a factor in determining the future of the association. Unfortunately, we did not address the voting aspect prior to the convention, and had we, it might have passed. I imagine you're as frustrated as I am in having to wait yet another year to bring it up for a vote.

When I step back and look at the year from a larger perspective, I'd like to think that I and last year's board leave an important legacy. We were successful in getting a handle on our finances in a way that no board ever has in the past. Our collective level of understanding was great, as we became very clear of the need to develop alternative revenue-producing streams besides the convention and dues. And, we're taking steps in that direction. For example, Alan is developing sponsorship options for the 2012 convention, and we're looking for special trainings and seminars to be held in the Washington area for non-members in an effort to develop additional revenue. In addition to exploring numerous options to improve the long-term financial health of ILA, the board also streamlined the financial review process by creating a monthly dashboard, and we began using social media more than in years past. We explored opportunities to make the convention more user-friendly, and we began to increase our membership. Not only did the board work hard in these areas, but many members did as well, and we'll be eternally grateful to them.

Ultimately, I'm very proud of the work that last year's board accomplished, as I believe we uncovered the true foundation on which our association stands. That foundation, of course, is passionate people, but we also recognize that passionate people alone can't pay the bills. My hope is that the current board and future boards continue to build on that foundation, while increasing alternative revenue streams, so that we can fulfill our mission: "To advance the practice, teaching, and research of listening throughout the world!"

I appreciate the opportunity that you gave me to serve as president, and I look forward to working with you in the future in other capacities. I thank you.

ILA AWARDS

U.S. FIRST LADY MICHELLE OBAMA RECOGNIZED AS 2011 *LISTENER OF THE YEAR!*



Photo taken from
The White House Official Website

The 2011 choice for Listener of the Year is especially interesting in that the U.S. First Lady Michelle LaVaughn Robinson Obama's husband, the incumbent U.S. President Barack Obama, earned this same prestige two years earlier in 2009. Since on the official White House website, Mrs. Obama describes herself "first and foremost" as "Malia and Sasha's mom"

(<http://www.whitehouse.gov/administration/first-lady-michelle-obama/>), we can assume that she is going to teach her daughters

some listening lessons as well. Perhaps, she is the driving force behind her husband's listening abilities too!

What caught the Awards Committee's attention is the amount of time that First Lady Obama has spent listening starting at her positions in Chicago, Illinois, after graduating from Harvard Law School. Currently, she listens to families and their concerns, especially those who have loved ones serving in the military. Also, she is working hard to bring together a diverse group of individuals, including community leaders, teachers, doctors, nurses, and parents, so that they can listen to each other as they make a concerted effort to deal with the challenges related to childhood obesity.



Mrs. Obama gained widespread publicity for healthy eating when she planted the first White House vegetable garden since former First Lady Eleanor Roosevelt's World War II victory garden. Her goal is to teach children about eating healthy and locally grown fruit and vegetables (<http://www.nytimes.com/2009/03/20/dining/20garden.html>).



The ILA received a nice letter from Frances Starkey, Mrs. Obama's Director of Scheduling who wrote, "Thank you for inviting the First Lady to the International Listening Association's annual conference and for honoring her with the award of this year's Listener of the Year". Perhaps an ILA representative can present the award to the First Lady face-to-face. ILA member Donna Renaud was able to give President Obama's plaque to one of his assistants when

she visited the White House with her husband, Eldon. Who knows? This time, she might get an audience with the Mrs. Obama. Now wouldn't that be an exciting opportunity to share the good news about the ILA with those serving at the highest level of the U.S.?

ILA AWARDS

THREE LISTENING EXPERTS INDUCTED INTO THE *LISTENING HALL OF FAME*

Dr. Richard K. “Rick” Bommelje, CLP, bills himself as a listen-coach and is an internationally recognized expert in listening. He co-authored the book, *Listening Leaders. The Ten Golden Rules to Listen, Lead, & Succeed* with Dr. Lyman K. “Manny” Steil, CSP, CLP, who is shown in the picture to the right giving Rick (left side) his plaque.



Rick shared in his outgoing president’s speech at the 2010 convention that he found enhancing his own listening skills to be his saving grace, both professionally and personally. So he has dedicated much of his life to helping others enhance their own listening skills as well.

A Certified Listening Professional, Rick has been spent over 30 years in the fields of listening and leadership. In addition to being the chair of the Department of Communication at *Rollins College*, Florida, Rick is the president of the International Listening Leadership Institute.

On top of serving on the ILA Executive Board for four years, starting with First Vice President Elect and ending this past year as Past President, Rick was the *Listening Post* editor for three years; and he continues to serve on the Business Committee. His Master Mind Alliance Book Club was a great hit with the business group, and one of his excellent book choices—*Time to Think. Listening that Ignites the Mind*—resulted in the ILA being exposed to the author who eventually became the 2010 Listener of the Year—Nancy Kline. He also volunteered his time to organize a webinar on listening as part of a membership campaign, which ultimately brought several new members to the ILA.



Dr. Michael B. Gilbert, CLP, is a program evaluation consultant, a professor, and the Chair of the Department of Educational Leadership within the Language and Communication Services Department of the *Central Michigan University (CMU)*. He specializes in communication aimed at educational leaders. Michael is also a trainer in the Kahler Communications Parenting Program in Arkansas

According to the CMU website, Michael helped launch and develop the “Doctor of Education (Ed. D.) degree in Educational Leadership, based upon his experience of coordinating doctoral studies at the University of Arkansas at Little Rock. He has supervised many dissertations and theses over the years” (<http://www.cmich.edu/ehs/x26704.xml>).

Michael has been quoted extensively and given numerous workshops and training sessions, especially in matters of communication and listening. He was recently quoted this past February 21 in the *Seattle Times*. This April 2011, he was inducted into Who's Who in Curriculum & Education Higher Education.

ILA AWARDS

THREE MORE MEMBERS INDUCTED INTO THE LISTENING HALL OF FAME - Continued -

Tom Wirkus, *University of Wisconsin – LaCrosse (UW-L)*, Professor Emeritus. Don't let the retired title fool you; he's as spry and sassy as ever as shown in the picture to the right, which was taken last year for an article about him in the *LaCrosse Tribune* (http://lacrossetribune.com/entertainment/article_dc1261b4-6a82-11df-a71b-001cc4c03286.html).

Tom's been playing in bands and orchestras since he was 11 years old, a past time that has lasted 66 years so far and something for which you need a keen sense of listening. In the 60s and 70s, he was the drummer for the Tom Lee Orchestra. He also played drums on three occasions with the well known Guy Lombardo Band.

You have to figure that someone must have enjoyed listening to him bang on those drums. He also worked in radio and played in dance bands to help pay for college. He was the voice of the UW-L marching band for 25

years, something for which those radio years mostly likely prepared him. This summer marks his 51st year in the LaCrosse Concert Band and his 78th birthday. Tom plans on playing drums for this band for many more years to come. Since he's proven that this area is his passion, he's sure to accomplish just that.



Maybe his love for music spurred him into eventually studying and teaching listening. He certainly believes that the listening skills he acquired came from the experiences of his youth playing in a band. In 1959, Tom became an instructor in communications at UW-L, where he continued teaching listening and speech classes for 35 years. Although he is retired, he continues to share his knowledge about listening, including giving free workshops at the local library. A member of the ILA since 1982—right after the founding membership level was no longer an option—Tom has served on several committees over the years; we are grateful that he continues to stay active in our organization.

Certainly you've seen and talked with Tom at one of the many conventions he's attended over the years. What I want to know is how come he never played the drums for us. Maybe we can get him to do so at the convention in Washington State this next year. Can I have a drum roll, please?

ILA AWARDS

ONE OUNCE OF RESEARCH EQUALS A GRAHAM OF RESPECT!

You don't have to attend more than one ILA convention or read much about listening research before you come across the name Dr. Graham D. Bodie. No wonder that one of the classes that he teaches as an assistant professor of Communication Studies at *Louisiana State University* in Baton Rouge is research methods. Graham continues to be a listening research powerhouse, a trend he started while still a Student Member of the ILA.



Earning multiple ILA awards is nothing new to Graham who in 2009 took three separate honors. But this year, he really stood out—literally—as he had little if any time to sit between the four distinct awards he earned.

First, the Graduate Student Team that he mentored took **top honors for paper that best fit the convention theme**—*Listening for a Sustainable Future*. Graham presented the workshop with the students: “Towards a Sustainable Research Future for ILA: It’s All About the Student Membership and Their Exciting Research.”



Second, Graham along with his co-presenter Christopher Gearhart, also of *Louisiana State University*, won the **Synergist Award** for their work entitled “Is the Highly Sensitive Person a Sensitive Listener? An Initial Investigation into the Relationship Between Sensory Processing Sensitivity and Recognition of Emotions.”

Third, Graham with Dr. Susanne Jones, of *University of Minnesota’s* Department of Communication Studies, earned the **Top Paper** award for “The Nature of Supportive Listening II: The Role of Verbal Person Centeredness and Nonverbal Immediacy.”

And fourth, the **Research Award** also Certainly, the Awards Committee could choosing this recipient was a definite undeniably deserving of this



was given to Graham. see as can anyone else that no-brainer. Graham is recognition.

When you look at all the awards he’s how he finds time for a personal life. probably researched work-life balance spend time with his wife, Dr. Ashley daughters, Eden (3 years) and Lydia wife also is an avid research faculty specializing in organizational rhetoric and non-profit wrongdoing. Go figure! Who else could put up with a research addict like Graham? In the picture to the right, Eden is holding Lydia under the watchful eye of Mom.

earned, you have to wonder Then again, Graham so that he could be sure to Jones-Bodie, and two (just born on May 3). His

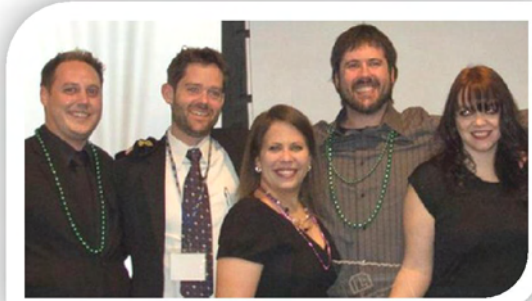
ILA AWARDS

LOUISIANA STATE UNIVERSITY NEARLY SWEEPS RESEARCH AWARDS



Except for the Graduate Thesis/Dissertation Award, representatives from *Louisiana State University* won *all the other research awards* handed out at the 2011 convention in Johnson City. Are you wondering what I am? Is LSU taking over? Indeed, these individuals are like their mascot—tigers.

ILA Student members have been focusing their studies on advance listening research. And their hard work is paying off, in awards anyway. The LSU Graduate Communication Student Team of Jonathan Denham, Chris Gearhart, Shaughan Keaton, Michelle Pence, Mike Rold, and Andrea Vickery (four who are pictured above) earned the honor of having their **paper declared the best in relation to the convention theme—*Listening for a Sustainable Future***, which was a special award created by Chris Bond, the 2011 Convention Chair. Faculty mentor, Dr. Graham D. Bodie, join the students in presenting the workshop “Towards a Sustainable Research Future for ILA: It’s All About the Student Membership and Their Exciting Research” on the first day of the convention.



LSU students pose after receiving the award for best paper related to convention theme. (Far left – Chris Gearhart, Graham Bodie, Andrea Vickery, Shaughan Keaton, and Michelle Pence—far right)



Next, Graham Bodie and Dr. Susanne Jones (pictured left), of *University of Minnesota’s* Department of Communication Studies, earned the **Top Paper** award for “The Nature of Supportive Listening II: The Role of Verbal Person Centeredness and Nonverbal Immediacy.” Susanne teaches graduate courses in interpersonal communication, nonverbal communication, communicating emotional support, and communication theory. Her research has appeared in *Sex Roles*, *Communication Monographs*, *Human Communication Research*, *Communication Research*, and *Communication Studies*.

Graham along with his co-presenter Christopher Gearhart (pictured right), also of *Louisiana State University*, won the **Synergist Award** for their work entitled “Is the Highly Sensitive Person a Sensitive Listener? An Initial Investigation into the Relationship Between Sensory Processing Sensitivity and Recognition of Emotions.” Gearhart has been affectionately nicknamed Little Chris so as not be mistaken with ILA President Chris Bond. The final **Research Award** was given to Chris’ mentor, Graham Bodie, for his excellence in researching listening and listening-related areas.



ILA AWARDS

SPECIAL RECOGNITION AWARD GOES TO TWO INDIVIDUALS WHO ARE SPECIAL INDEED



Dee and Manny Steil at 2004 convention in Fort Meyers, FL.

If you wanted to find someone very special to recognize, you would be hard pressed to find individuals more worthy of Lyman "Manny" and Dee Steil, who some say is Manny's better half. How do you really show the deep appreciation you are feeling anyway when words cannot suffice to speak the whole heart? This Special Recognition award is one simple attempt to do so. Thus, with gratitude and appreciation beyond words we honor these dreamers, these creative innovative souls who reached out to pull others together for a common, unselfish purpose—to advance listening.

Much value can be found in tracing your roots. Honoring the past is how the Milwaukee convention theme worded it. For those of you who are new to the ILA, you might not know that in the 32 years since its conception, Manny has never missed a convention. Until recently, Dee would accompany Manny each year. Those of us who were able to get to know her are deeply saddened by her absence each year and pray that the next year, she might be able to join us physically again even though she continues to be with us in spirit. Undoubtedly, without her unwavering support, Manny would not have had as much success as he did in getting the organization up and running.

During that first gathering of fellow listeners who had been invited by Manny to what he called "the First State of the Art of Listening Symposium," those present decided to accept unanimously Manny's proposal to start a professional organization dedicated solely to listening. At that first event, Dee had Manny invite all 25 participants to their home for dinner. That is just the type of gracious host Dee is.

ILA AWARDS

That first group became the Founding Members of what we now call the International Listening Association. Listening and those who love to study, research, and teach others about listening have come a long way. Whereas we once had to dig deep to find any meaningful research, today, we have many who are forging a path as our research awards attest. Still, the legacy that has been left for generations yet to come started with a young man and his wife—Manny and Dee Steil. That alone gives them both a special place of recognition in all listeners' hearts.

For the first three years of the organization, Manny served as the President; then, in 1982, Sally Webb took over the presidency at the third annual convention. When handed the handmade gavel whose story Manny recalls each convention, Sally responded with these words: "Ralph Nichols is usually thought of as 'the Father of Listening.' Certainly, Manny Steil should be thought of as the "Father of the ILA." After all, she went on to explain, "Manny was the person who proposed the formation of the International Listening Association" in the first place." Then, Manny was given the "Ear of the Year Award" designating him as the "Founding EAR, Member #1.



Nanette Johnson-Curiskis, ILA Executive Director, presents Manny with the Special Recognition Award.

After he passed the responsibilities to Sally, Manny didn't put the work aside feeling satisfied for a job well done. Although he would have been justified in doing so, he instead, supported wholeheartedly by his love and soul mate, Dee, continued to be a Listening Ambassador and a change agent for listening. He kept writing books and articles and conducting numerous seminars and workshops. He mentored others and freely shared his theories, beliefs, and even his self-made materials. He provided guidance and suggestions and has served in every possible position, even if only informally. We can be certain that Dee has always been right beside him, encouraging him to follow his heart and his dream.

Thank you, Manny and Dee, for continuing to give so much of your hearts and souls into helping to sustain this wonderful legacy, which has stood the test of time. When you review the membership roster today, you see a highly diverse group of individuals with a variety of interests and expertise in listening. As an organization, we will continue to have some growing pains; which is good in some ways because it is indicative of expansion. However, with dedication and commitment both to the organization, to the relationships we have developed, and to effective listening, we are sure to continue making progress into the future.

ILA AWARDS

LISTENING IN THE BUSINESS SECTOR

As a Certified Listening Professional (CLP) and a Lifetime member of the ILA, **Jennifer Grau**, President, *Grau Interpersonal Communication*, Michigan, formerly Taliaferro/Grau Associates, has done more than her fair share of advancing both listening and the ILA within the business sector and beyond for over 20 years.

Jennie has been a member of many professional associations including International Communication Association, Speech Communication Association, International Listening Association, and American Society for Training and Development. She received her B.A. from Oberlin College, her M.A. from Michigan State University, and has completed four years of doctoral course work in organizational and interpersonal communication at Michigan State University. Jennifer has written and presented a variety of papers. She is published in both social science and business professional journals.

In addition to her consistent attendance at each convention, Jennie has promoted listening and the ILA in workshops across the country. A little over a year ago, she bartered with Rochelle and Michelle to give the ILA some marketing expertise at the convention in Albuquerque, providing her own services in exchange. These women not only arranged to videotape our thoughts about both listening and the ILA, they also presented several workshops and lead us through an opening listening exercise that helped to bond us as a group.



Jennie receives her award from her business partner and Mom – Carole Grau.

Indeed, Jennie is such a giving and caring person that she also gives sacrificially to the undertakings of the Business Interest Group, of which she is an active member. In 2008, she was one of the key organizers for the business mini-conference that was held in conjunction with the Maine chapter of the American Society for Training and Development (ASTD) during the ILA's annual convention. As already mentioned, Jennie has recruited many of her friends and business associates to join us at the conventions and to share their expertise by presenting workshops so we can all benefit. Those of us who were in Maine will fondly remember her friend, Arnie Katz, a certified massage therapist, who discussed listening to our pets and who gave the neck and shoulder massages to benefit the student scholarship fund. In addition, when the Business Committee decided to do something different, she again volunteered her time to be one of the three presenters in the ILA's first webinar, which dealt with customer service and listening.

A particular joy of Jennie's business partner and Mother at the convention was that she was able to present her daughter with this well-deserved award. What greater joy can a mom feel than being proud of her children?

ILA AWARDS

Outstanding Teacher of Listening Discovered in Germany



Margarete Imhof, Department of Educational Psychology, *Institute of Psychology*, Mainz, Germany is well deserving of this award.

When the listening convention was held in Germany, Margarete organized and facilitated a pre-convention education conference that was well attended. Also, Margarete is currently the Listening Education Editor. She's written several of the articles herself that provide applicable tools for teachers and continues to provide listening workshops in across the globe.

Margarete went to Finland to assist Tuula-Rita and her students at Tampere University in their efforts to advance listening at their institution. In addition, Margarete served as a listening mentor to a member of the 2010-2011 Certified Listening Professional (CLP) training cohort. In this position, she was responsible for providing assistance yet also challenging the participant to strive for excellence in regards to their listening project. She eagerly shares whatever she has.

Margarete served on the ILA Board for four years and also served as the Web Editor. At that time, she used her own financial resources to hire a professional to design a more functional and user friendly web site. Thus, not only has Margarete worked hard to advance listening wherever she is, she also does as much as she can to strengthen the ILA.

PRESIDENT'S AWARDS



President Laura Janusik had such trouble choosing between two individuals for her President's Award she gave the award to both Sheila Bentley, CLP, and Jennifer Grau, CLP.

Dr. Sheila Bentley (pictured left) of Bentley Consulting trains employees to be more effective leaders and communicators. She is a past President of the International Listening Association and is President of the

Memphis chapter of the American Society for Training and Development. Jennie Grau (pictured receiving her placque from ILA



President Laura Janusik) is the President of *Grau Interpersonal Communication*, Michigan, formerly Taliaferro/Grau Associates, a firm specializing in enhancing the speaking, listening, and conflict management skills of individuals, teams and organizations. Jennie's and Sheila's knowledge of both business and the ILA was instrumental as they served the ILA's Ad Hoc Committee and assisted with developing plans to help brighten the ILA's financial situation.

Graduate Thesis/Dissertation Award

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Judith Burnside Lawry, Lecturer in the School of Media and Communications at *Royal Melbourne Institute of Technology* (RMIT), Australia, earned this award for her excellent doctoral dissertation entitled “Participatory Communication and Listening: An Exploratory Study of Organisational Listening Competency.” Dr. Andrew Wolvin, whose work Judith used in her study, had the honors of presenting Judy her award (pictured below to the right).

She earned her Doctor of Philosophy (Communication Studies) from RMIT University. Previously, she received a Masters in Business Administration, Griffith University, Australia; a Bachelors of Education, Queensland University Technology, Australia; a Graduate Diploma in Health Promotion, Queensland University Technology, Australia; and a Dip Arts, Griffith University, Australia.

Judy is a full-time lecturer in Applied Communications, teaching in both the Masters of Communication, and Bachelor Communication (Public Relations) programs. Judy is Course Coordinator in the Masters of Communications program for Public Relations Theory and Practice, Strategic Communication Management, Intercultural Communication, and Organisation-Stakeholder communication.

Judy’s research interests include organisational communication, participatory communication, Habermas’s theory of communicative action, listening, public relations, service quality, corporate social responsibility, international and cross cultural communication.

