



LISTENING POST

November 2011

A Newsletter of the *International Listening Association*

Issue 106

ILA Celebrates 11/11/11

We called 10/10/10 - *A Day to Celebrate the ILA!*

As a current ILA member, you can play a *significant* role in this exciting new membership drive aimed at "Each One Invites One" that began on this momentous day!

As of 11/11/11, we're halfway through the ILA's two-year membership drive. *Where Do We Stand? Have You Done Your Part?* Read more in the next section of this issue.



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The planning for our 33rd Annual Convention – on the Bremerton Peninsula, a short ferry ride away from Seattle, Washington – is in full swing. We've made some major changes that we think will make this year's convention a great happening for all. This year's theme is **We ARE Listening!** And listen we have. Over the past years many of our members have indicated that they wanted a more consolidated program – two solid days rather than three days broken up by a Friday afternoon excursion. In October the board unanimously agreed to shorten the convention to a two day event. The convention will officially begin on Thursday evening, March 22nd with registration and a reception, and run through Saturday night's Award Dinner. But for all of you who want more... we will be offering plenty more. We're working on some great pre-convention events to be held on Thursday, and for those who will be arriving in Seattle on Wednesday, we're even planning a social dinner for Wednesday evening - in Seattle - after which we will, en mass, catch the ferry to Bremerton, party en route, and then check into our hotel – The Hampton Inn at Bremerton Harbor. To make things a little easier, we'll even register you on this evening cruise! For more social time, our hotel offers a full, hot breakfast, and the ILA will be the major occupiers of the hotel so we can plan to have some fun events at breakfast.

Get Ready to Celebrate on 11/11/11!

The accomplishment of this "Each One Invites One" membership campaign as well as the ultimate success of the ILA is dependent on **YOU!**

We called 10/10/10 - *A Day to Celebrate the ILA!* As a current ILA member, you can play a *significant* role in this exciting new membership drive aimed at "Each One Invites One" that began on this momentous day!

EACH ONE INVITES ONE:

At 11/11/11, We're Halfway Through the ILA's Two-Year Membership Drive – Where Do We Stand? Have You Done Your Part?

When we welcomed in the New Year, we saw the calendar flip to 01/01/11. This one and the other trinumeral in our datebooks are unique to this century, and so consequently, are days that we will see only once in our lifetimes.

To celebrate these exciting dates, the ILA Membership and PR committees launch a two-year membership campaign that started on 10/10/10 and will end on 12/12/12. Our hope is that these dates will prove to be profoundly significant for the ILA.

The premise of our new membership campaign is quite simple: **EACH ONE INVITES ONE**. Certainly, if each current ILA member were to bring in at least one new member, our organization would double in size. Thus, those of us who align themselves with the ILA are able to play a significant role in advancing effective listening across the globe, which as we well know is one of the most important life skills a person can possess.

We are nearing what we are viewing as the half-way point: 11/11/11. And our new 2nd VP Membership Phillip Tirpak is eager to enhance our membership. In addition, Member-at-Large – Special Projects Melissa Beall has been seeking to increase the ILA's visibility and membership within the education circles.

Invite at least
**ONE NEW
PERSON INTO
OUR ILA
MEMBERSHIP
RANKS!**

So let's see how far we've all come so far. As of September 2011, we have had 64 individuals who joined the ILA since October 2010.

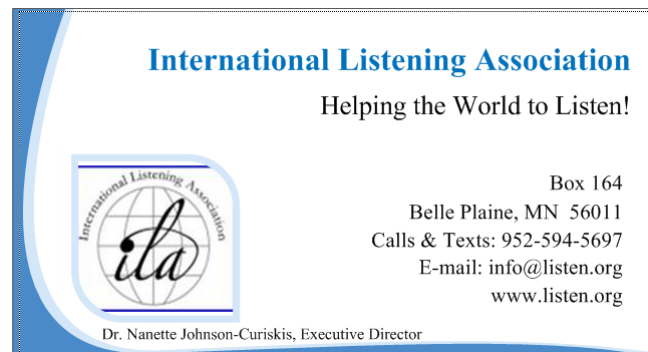
The following 22 members have invited at least one new person to join the ILA. **Is your name on this list?** Understandably, we might have inadvertently left your name off the list as some individuals didn't identify the person who invited them. We look forward to the time when we can write that indeed each one did invite one as EVERY ONE of our current members had at least one other person join the ILA!

Some of our members have been working overtime to bring in new members. Interestingly, Graham and Manny appear to be in a close race to bring in the most members. Manny has brought in five; Graham has brought in four. These two are only surpassed by our good friend the Internet who either because of a search or our own website is responsible for 14 new members.

Now, if a student went to our website as one of your class projects, and then were motivated to join, we don't always know. So make sure you tell your colleagues and students when they join the ILA to tell us that you sent them. That way, you are sure to get credit in our membership campaign.

So based on a list provided by the 2nd VP Phil Tirpak, following are those ILA members who have already invited an individual who, in turn, did join the ILA:

1. Teruko Akita
2. Sheila Bentley
3. Graham Bodie – 4 different people
4. Doris Bolliger
5. Chris Bond
6. Jerarld Catt-Oliason
7. Jennifer Grau
8. Bronia Holmes
9. Nan Johnson-Curiskis
10. Kay Lindhal
11. Connie Morris
12. Terri Redpath
13. Donna Renaud
14. Charles Roberts – 2 different people
15. Maria Loffredo Roca
16. Manny Steil – 5 different people
17. Molly Stoltz
18. Marian Thier
19. Susan Timm
20. Tuula-Riitta Välikoski
21. S.A. Welch
22. Andrew D. Wolvin



The Internet is responsible for 14 different members. And fortunately, we have a new Web Editor—Shaughan Keaton—who is helping to keep our site fresh and interactive.

The success of this membership campaign as well as the ultimate success of the ILA is dependent on YOU!

To make the process of inviting individuals into our membership easier, we have thought of the following ideas:

Invite them to join you and other fellow listeners at the ILA convention March 22-24, 2012, on the beautiful island of Bremerton, Washington, USA, which is located near Seattle. Check out the convention website at <http://www.ila2012.org/index.html>. Then, they can see for themselves how they will benefit from joining our prestigious group.

Another way that you can help is that whenever you write or speak about listening, be sure to mention the ILA. Several new members mentioned learning about the ILA by reading about it in articles, books, or online blogs.

Whenever you read or hear something about listening, ask the author or speaker if he/she is a member of the ILA. And if not, invite them to join. Often it's as simple as an invitation.

Also, those of you in other professional organizations, such as the *National Communication Association* (NCA), keep sharing the possibilities for those colleagues to get involved with the ILA as well.

In addition to getting new members, your ILA Board, under the direction of President Chris Bond, is doing its part to sustain the association. Keeping current members on our roster year after year while recruiting new ones is an important part of sustainability. In this regard, Chris is setting up Listening Sessions so that all members can indeed be assured we are listening to them. Please join in on the Listening Sessions and share your creative ideas for both bringing in new members and retaining the current ones.

The bottom line is do you truly believe in the power of listening to transform lives and our world for the better? If you can answer yes and are committed to the mission and vision of the ILA, then

Invite at least **ONE NEW PERSON INTO OUR ILA MEMBERSHIP RANKS!**
Together, we can truly impact both the ILA and the world!



ILA BOARD NEWS AND VIEWS

Your Executive Board is Listening:

A Message from Board President Chris Bond

Whether you attended the convention in Johnson City or just read the minutes in the last LP, your ILA Executive Board wants you to assure you that we are continuing to work diligently for this organization that we all love. We just completed a productive fall meeting in Iowa at the end of September during which time the Board committed to maintaining the sustainability of the ILA by enhancing our communication with membership.

One of the first steps of this commitment is the establishment of a series of listening sessions for our membership. One of the advantages of bringing diverse individuals together as the ILA does is the myriad of opinions that can be offered. Hopefully, these sessions will allow our members more time to listen and exchange these opinions as well as presenting new research, teaching exercises and new growth potentials for the ILA. After all, as the them for the 2012 convention tells us, we ARE listening! Watch for details of the listening sessions coming your way in the near future.

At the recent board meeting, we revisited some of our procedures and will be presenting some recommendations for Constitution and By-Laws modifications to the membership for voting at a later date. As you most likely already know, changes to the By-Laws can be voted on electronically that you should see within a month. Any Constitutional changes, however, will need to be voted on at the next convention in Washington State. Additionally, the idea of student listening groups emerged during the discussion of the Constitution. This could really be the panacea for a sustainable organization. Stay tuned for more information for this exciting opportunity.

On behalf of the board, we are both excited to serve you and optimistic about the progress we will be able to make for ILA this year. We have some interesting plans to help enhance communication both within the ILA and between potential members and partners. Thank you for trusting us to serve you and our organization. We look forward to listening to you all in our upcoming listening sessions and to seeing many of you at the 2012 convention in Washington.

November is “ILA Future Leaders Month”

A Message from your Nominating Committee

November is the month to really focus on nominating future leaders of ILA. You may nominate your self or suggest names you would like the Nominating Committee to consider for the various positions. These nominations are due December 1:

During December and January, the Nominating Committee will, from your suggestions, mull over, discuss, make calls, consider and think some more and then formulate the list of nominees to be submitted as future leaders of ILA. But in order for the Nominating Committee to finalize its work, would you please, during November, consider whom you might nominate and/or self nominate for our future leaders.

Here are the positions that need nominees suggested for the 2012 Executive Board election:

- 1st VP Elect—to serve a 4 year term
- Member at Large Special Projects — to serve a 2 year term 2012-2014
- 2nd VP membership: — to serve a 2 year term 2012-2014
- Student Member: 2 year term 2012-2014

Also, the 2012 Nomination Committee needs 7 members (We will work to have representation from each of the Interest Areas - Education, Business, Healthcare, Research, Global - and two At-Large Members - one nominated by the Nominating Committee and one At-Large Members to be nominated from the floor; the two At-Large Members are to be from different states.)

Your 2011 ILA Nominating Committee:
Wayne Bond, Chair, bondw@mail.montclair.edu
Jim Floyd, floydj41@everestkc.net
Dwight Harfield, harfielddr@yahoo.com
Tatchen Kazuo, chappie@cup.ocn.ne.jp
Kae Van Engen, vanengen@dordt.edu

PUBLICATION NEWS#

LISTENING EDUCATION

By [Margarete Imof, Editor](#)

Listening Education, ILA's online journal is now available in the third volume on www.listen.org. The journal contains research which is relevant for teaching listening. To give you an idea what is there for you in the recent issue (2/2011):

- Christa Arnold and Justin Coran present a program which they developed for building listening skills for healthcare providers. In a condensed and highly focused training approach, healthcare providers can be prepared for effective and supportive communication behavior with a focus on the listening part. It is a practical approach to teaching listening which is carefully based on research.
- Steven Cohen and Andrew Wolvin explore the option to use stories, listening to stories and storytelling in listening instruction. They investigate how listening practice to this special text genre affects the novice listener and suggest that these initial perceptions of the developing listener may be a good point of departure for the development of professional communication skills.
- Terry Redpath presents research on learners of English as a second language and how they master the challenge of pragmatic language knowledge. As students learn a second language they use a lot of context information to understand and to figure out the meaning of an utterance. The article raises the issue how teachers of a second language can support the social interaction which serves as the context for language learning.
- Laura Janusik and Shaughan Keaton also look at second language learning. They investigate how teachers can get a grip on what their students know about information-processing, making meaning, and learning in general and how they apply their knowledge in their first and second language specifically. Janusik and Keaton propose a first version of an instrument to measure metacognitive skills which would provide helpful information to teachers who want to support their language students in developing communication skills.

In a nutshell, I think that the current issue of Listening Education provides relevant information for all those who consider curriculum development in listening for certain target groups, but wouldn't it be the topping on the cake if the issue also included hands-on examples of what you can do in class to teach listening? If you feel this way and if you have an idea for the classroom, I encourage you to share it. Submissions of any kind are welcome

INTERNATIONAL JOURNAL OF LISTENING

By [Pam Cooper, Editor](#) .

We have renewed our contract for the International Journal of Listening with Routledge/Taylor and Francis for 2012. Along with a new contract comes a new option for access to the Journal. With this new contract we will be saving the ILA about \$2,500 per year.

In an effort to reduce both production costs and the impact on the environment, Taylor & Francis is changing the author complimentary copy policy. Instead of receiving hard copies of the journal in which their article is published, authors will receive electronic reprints (or e-prints) of their articles. This will become effective with the first issue of 2012.

You all have online access to the Journal as a part of your membership at www.listen.org. Hard copies of the International Journal of Listening will cost \$15.00 per year. If you want hard copies of the Journal, please let us know before October 15, 2011. For hard copies, send a check to the ILA, Box 164, Belle Plaine, MN 56011. Alternatively, you could send your credit card and expiration date by mail or fax. (FAX: 952-856-5100) The \$15.00 will cover 3 issues of volume 26 for 2012. The last issue for 2011 was in the mail Sept. 29; therefore, when you pay for the Journal, you will be paying forward for 2012. (You may also choose no journal access at all—just let Nan know.) If we do not hear from you, we will assume you are happy with digital access for the Journal. Please let Nan know if you have questions.

We all owe Nan a special thanks for a terrific job of negotiating the new contract. She has worked long and hard to make this new contract a reality. It is just one of the things she does for this organization. Please send Nan a "thank you" note to show your appreciation! Her job is often a thankless one and a short note will let her know how much she is appreciated.

RESEARCH IDEAS

What is a "good" listener?

By Graham Bodie



After my daughter's first day of school this semester, her teacher expressed the best compliment I can think of ... "Eden is such a good listener!" As I blushed from pride I also began to think about what this meant. Did Ms. Kyra mean that Eden exhibited the behaviors that constitute "good" listening found in the extant literature (e.g., uses appropriate eye contact, asks questions)? Did she mean that Eden minded? What DID she mean? And, how did she come to her conclusion?

So, the researcher in me, although not spoiling my enjoyment of this compliment, made me curious about what constitutes perceptions of "good" listening for teachers of young children. Basically, the question is - What traits and behaviors on the part of the student and cognitive processes on the part of the teacher interact to cause a value judgment related to listening?

If anyone knows of any research that addresses this, I would appreciate citations. If there is no research, I am interested in pursuing it and partnering with people who have access to the particular population of interest. I think it would best to attempt to gather data from various parts of the US as well as other countries. Though the logistics might be messy, it should be worth it in the end.

Please contact me directly at gbodie@lsu.edu with your insights and enthusiasm.

A Proposal: A Listening Forum

By Sheila Bentley

What makes the ILA unique? While our focus on listening is somewhat unique, other organizations also study listening. We often hear that ILA has a "family" feel to it that might make us a unique professional organization. But, if we can't readily answer this question, perhaps we need to take steps to identify our uniqueness and magnify it, or else create it.

With this in mind, I would like to propose the creation of a Listening Forum. This could take on a variety of faces. The concept I would like to start with is the creation of a monthly "conversation" via conference call or some protocol that facilitates live talking and listening. We could select a topic, select a moderator for that topic, set a time for the conversation, and have interested parties call in to talk and listen. The session could even start with something to listen to--such as a presentation by an expert on the chosen subject. What would follow would be discussion--pure and simple--an opportunity to practice what we preach. Topics could range from listening to promote peace, to listening to children, to listening to hatred, to listening to performances or poetry, to listening to politics, to discussions of research topics, questions that need answers, etc. We could also continue the Listening Forum concept at conventions. The scope and range are limitless.

The idea has several purposes: one is to offer a listening opportunity that might be a unique experience. Another purpose might be to develop networks, connections, relationships, and rapport--potentially positive outcomes of listening to each other. Let's promote not just the **topic** of listening, but the **practice** of listening.

If this is of interest to you, email or call me, and let's start a dialogue on how to make this happen. (bentleysc@aol.com or 901-853-7690)

RESEARCH NEWS

At the recent ILA Convention, the Research Committee presented a study about ILA members' thoughts on listening research. The findings indicated that research plays a large role in the organization both in quantity and significance. To evidence this, a majority of the 71 ILA members who completed the survey reported conducting listening research (N = 58; 82%), and 35 do so on a “periodic” basis or more. Also, on a scale of 1 to 10 with 10 being “Very important”, on average people reported that listening research was over 7.0. As such, the RC is focused on serving the needs of this important group as well as helping make listening research above 8.0! In doing so we hope to directly respond to participant requests that were offered in the survey. Specifically, we aim to do the following 3 items:

- 1) The research translation articles by Debra Worthington in the past several issues of the Listening Post received rave reviews from respondents! We will continue this practice and . if anyone would like to translate one of their own pieces, or have a piece that you would like translated, please contact the RC president Christopher Gearhart (cgearh1@lsu.edu).
- 2) The RC hopes to highlight scholars’ listening research that is published and presented across the social science discipline. Therefore, a short catalog in the Listening Post to highlight recent listening research will be developed so please keep us informed of any of your listening related conference presentations or research. In addition we hope to establish a section on the website that has a collection of abstracts of accepted paper presentations for upcoming non-ILA conferences.
- 3) ILA members reported a strong desire for a way to increase collaboration between listening researchers. Accordingly, we propose to set up an online system, similar to a Craigslist Bulletin Board or message board where ILA members can advertise opportunities, recruit help or develop ideas. Ideally, this collaboration space will also become a place for practitioners to share their consulting and training expertise and knowledge in hopes that these ideas can stimulate research on ideas and strategies that have demonstrated value and usefulness in organizations. We will be working with the executive board to develop this idea further, with hopes of debuting a working collaboration tool in Seattle.

Overall, we as a Research Committee would like to make ourselves and listening research more accessible to others in the organization. For the conference in Seattle we hope to plan panel presentations that support the various contexts of the organization, such as health care. We would appreciate having a practitioner act as a respondent on research panels to offer worldly and practical perspectives and advice on research ideas. Finally, roundtable discussions about research between practitioners and researchers, such as the provocative Research Breakfast in Johnson City, should be continued in the future.

As evidenced by the survey, research is a significant part of the ILA organization and we would argue important to the development of sound listening practices and teaching. ILA has a truly diverse membership – one that believes listening is a fundamental component of what it means to be human. Whether you are in health care, a practitioner, a researcher, a student, or just a listener: We ARE Listening.



Michael Gilbert presented his paper, Connecting with Students for Academic Success: An Examination of the Process Teaching Model at the 6th annual Education for Changing Environment conference in Manchester, England in July.

RESEARCH REVIEW

Although the *International Journal of Listening* continues to be the best one-stop-shop for high quality listening research, listening scholarship is also presented in several other outlets. What follows is a short annotated bibliography of recently published (some still "in press") work in the following areas: (1) research reviews on listening, (2) measurement issues and scale validity, (3) supportive communication and listening, (4) processing supportive messages.

Research Reviews on Listening

Bodie, G. D. (in press). Listening as positive communication. In T. Socha & Pitts, M. (Eds.), *The Positive Side of Interpersonal Communication*. New York :Peter Lang.

Listening is deeply rooted in the context of its ability to help create, maintain, and enhance positive interpersonal relationships. One might go as far as to say that listening is the quintessential positive interpersonal communication behavior as it connotes an appreciation of and an interest in the other. Despite the recognition of listening as a positive element of communication, many scholars claim listening is the “‘Cinderella skill’ of language, eclipsed by its sister skills of speaking, reading and writing” (Jalongo, 2010, p. 11). Thus, listening seems “a kind of human behavior that almost everyone thinks important” (Weaver, 1972, p. 24), though this importance is not always matched by fervent academic inquiry. One potential reason for this paradox is that although listening has been studied in a range of specific contexts like social support and physician-patient interaction, it is less often incorporated into theoretical frameworks that allow for more comprehensive empirical study. This chapter suggests that listening be incorporated into a variety of theoretical perspectives that can speak to the role and function of an assortment of interdependent communicative actions and behaviors. More specifically, this chapter attempts to provide a broader conceptualization of listening and to serve as a ready resource of the myriad perspectives through which one can come to understand the positive potential of the complex phenomenon known to communication scholars as listening.

Measurement Issues and Scale Validity

Bodie, G. D., Gearhart, C., Denham, J. P., & Vickery, A. J. (in press). The temporal stability and situational contingency of active-empathic listening. *Western Journal of Communication*.

This article presents three studies furthering the validity evidence for a self-report measure of active-empathic listening (AEL), an important component of communication that is largely ignored in the extant literature. Study 1 investigates the temporal stability of the AEL scale, revealing a statistically sound model with no decline in general fit over time, supporting the scale’s measurement of an individual trait-like difference. Studies 2 and 3 investigate the contribution of trait-level AEL and various characteristics of situations to the utilization of AEL. A general discussion focuses on areas for future research with respect to how AEL might help (or hinder) the development and maintenance of close, personal relationships.

RESEARCH REVIEW

Gearhart, C., & Bodie, G. D. (2011). Active-empathic listening as a general social skill: Evidence from bivariate and canonical correlations. *Communication Reports*, 24, 86-98.

This study attempts to provide further validity evidence for a scale that measures the tendency to enact active-empathic listening (AEL), one type of listening noted as especially important in close relationships and associated contexts like supportive episodes. In particular, we investigated the degree to which AEL is empirically related to various general social skills that reflect interaction competencies such as emotional sensitivity. Strong correlations between a measure of AEL and four of the six social skill dimensions measured by the social skills inventory (SSI) provide validity evidence for this scale. The paper concludes with a discussion of future research possibilities.

Bodie, G. D. (2011). The Active-Empathic Listening Scale (AELS): Conceptualization and evidence of validity with the interpersonal domain. *Communication Quarterly*, 59, 277-295.

Although several theoretical perspectives highlight the importance of listening, our field has largely neglected developing valid listening measures. The purpose of this article is to provide a conceptualization and measurement of one type of listening important to relational and individual well-being: active-empathic listening. Results from two studies provide evidence of construct validity of a self- and other-report version of the Active-Empathic Listening Scale. The discussion focuses on directions for future research using this scale and for the need to develop additional measures that tap components of listening.

Bodie, G. D., Worthington, D. L., & Fitch-Hauser, M. (2011). A comparison of four measurement models for the Watson-Barker Listening Test (WBLT)-Form C. *Communication Research Reports*, 28, 32-42.

This article compares 4 measurement models for the Watson-Barker Listening Test (WBLT)-Form C and constitutes the first confirmatory test of this listening comprehension measure. Results show that data does not conform to (a) a 5-factor correlated model, (b) a second-order model, or (c) a unidimensional model; and no model was sufficiently better than (d) the independence model. Exploratory analyses provide additional evidence that items are largely unrelated to one another. Given these findings, the use of the WBLT-Form C in assessments of listening comprehension is not recommended. The discussion explores what these findings imply for the conceptualization and measurement of listening and for potential revisions of the WBLT.

Bodie, G. D. (2010). The Revised Listening Concepts Inventory (LCI-R): Assessing individual and situational differences in the conceptualization of listening. *Imagination, Cognition, and Personality*, 23, 301-339.

Although research at the crossroads of communication and social cognition recognizes the importance of thought to the message reception process, none to date has systematically tested how “thinking for listening” might influence the listening process. One reason for this lacuna is the lack of a valid scale capable of measuring the many conceptualizations people have about listening. Consequently, this article sets out to develop and provide validity evidence for a measure to assess individual conceptualizations of listening. In Studies 1 through 3, evidence is gathered for the construct and nomological validity of the Revised Listening Concepts Inventory (LCI-R), whereas Study 4 provides evidence that listening conceptualizations vary across four listening situations. The general discussion argues for the importance of studying message reception processes as they occur in interaction and the role the LCI-R can play in helping to advance the theory building and practice of listening.

RESEARCH REVIEW

Supportive Communication and Listening

Bodie, G. D., & Jones, S. M. (in press). The nature of supportive listening II: The role of verbal person centeredness and nonverbal immediacy. *Western Journal of Communication*.

This study examines an untested research assumption that a key component of supportive communication is active listening. Participants (N = 383) viewed a five-minute conversation featuring a person who disclosed an emotionally upsetting event to a confederate who provided emotional support that varied in verbal person centeredness (VPC) and nonverbal immediacy (NVI). Participants then evaluated the extent to which the support provider was an active listener. Results showed that helpers who used higher levels of both VPC and NVI were rated as better listeners than those who used less person-centered and immediate support, although effect sizes were small. Results were also dependent on the operationalization of active listening.

Processing Supportive Messages

Bodie, G. D. (in press). The role of thinking in the comforting process: An empirical test of a dual-process framework. *Communication Research*.

Using data from 192 undergraduates asked to imagine a stressful experience, this study finds support for two primary contentions of a dual-process theory of supportive message outcomes: (a) message content impacts anticipated affect improvement (AAI) when processing motivation is high but not when low and (b) processing extent mediates the relationship between verbal person centeredness (VPC) and AAI for highly motivated participants. In addition, the dual-process framework was used to forward a modified theory of conversational induced reappraisals. In support of this model, positive emotion words and situation reappraisal mediated the VPC-AAI link only when recipients afforded close attention to message content. The discussion focuses on how the dual-process framework might assist in modifying theories of supportive communication in other ways.

Bodie, G. D. (in press). Task stressfulness moderates the effects of verbal person centeredness on cardiovascular reactivity: A dual-process account of the reactivity hypothesis. *Health Communication*.

The current study sought to investigate the impact of person-centered comfort on cardiovascular reactivity and to test a recently developed dual-process theory of supportive message outcomes proposing that the impact of supportive communication is moderated by the motivation and ability to attend message content. Participants (N = 179) completed a public speaking task that served to experimentally manipulate stress. During the preparation period, instant messages containing either low or high person-centered messages or containing no imbedded supportive message were sent. Results indicated that, in line with theoretical predictions, message content did influence mean arterial pressure and heart rate for participants exposed to moderate but not to low or high stress. Results are discussed in terms of the dual-process theory of supportive message outcomes, and the discussion offers both theoretical and practical implications of the research.

RESEARCH REVIEW

Bodie, G. D., Burleson, B. R., & Jones, S. M. (in press). Explaining the relationships among message quality, message evaluations, and message outcomes: A dual-process approach. *Communication Monographs*.

Research on supportive communication has been concerned with two primary classes of dependent variables. Message evaluations refer to judgments about the supportive message and/or the sender of that message, and message outcomes refer to cognitive, affective, and behavioral effects of messages. Most studies have utilized variables from one or the other class with less attention paid to the association between evaluations and outcomes. Indeed, there is a common assumption that message evaluations are a valid proxy for other outcomes of interest. This assumption is tested empirically in this article. Results from two studies show that (a) evaluations of messages mediates the effect of message quality on outcomes and (b) degree of message scrutiny moderates this mediating effect by altering the degree to which message quality influences evaluations. We use a dual-process theory of supportive message outcomes as the framework for interpreting supportive message effects and for examining the link between message evaluations and outcomes.

Bodie, G. D., Burleson, B. R., Gill-Rosier, J., McCullough, J. D., Holmstrom, A. J., Rack, J. J., Hanasano, L., & Mincy, J. (2011). Explaining the impact of attachment style on evaluations of supportive messages: A dual-process framework. *Communication Research*, 38, 228-247.

This article reports tests of hypotheses derived from a theory of supportive message outcomes that maintains that the effects of supportive messages are moderated by factors influencing the motivation and ability to process these messages. Participants (N = 331) completed measures of attachment style, which provided individual-level assessments of processing motivation, and responded to either a mildly or moderately severe problem, which manipulated situational motivation. They subsequently evaluated the helpfulness of comforting messages that varied in person centeredness and were attributed to either an acquaintance or a close friend. Although message evaluations were strongly influenced by person centeredness, this effect, as expected, was also moderated by attachment style and problem severity. Results are discussed in terms of the dual-process theory of supportive message outcomes.

Bodie, G. D., Burleson, B. R., Holmstrom, A. J., McCullough, J. D., Rack, J. J., Hanasano, L. K., & Rosier, J. G. (2011). Effects of cognitive complexity and emotional upset on processing supportive messages: Two tests of a dual-process theory of supportive message outcomes. *Human Communication Research*, 37, 350-376.

We report tests of hypotheses derived from a theory of supportive communication outcomes that maintains the effects of supportive messages are moderated by factors influencing the motivation and ability to process these messages. Participants in two studies completed a measure of cognitive complexity, which provided an assessment of processing ability, and reported their degree of upset with a problem situation, which was hypothesized to impact both motivation and ability; they subsequently evaluated the helpfulness of comforting messages that varied in person centeredness. Consistent with predictions, an index of message processing depth—the degree to which participants discriminated between the helpfulness of better and worse supportive messages—was associated with the factors additively in both studies and interactively in one study.

RESEARCH REVIEW

Burleson, B. R., Hanasono, L. K., Bodie, G. D., Holmstrom, A. J., Rack, J. J., Gill-Rosier, J., & McCullough, J. D. (2011). Are gender differences in responses to supportive communication a matter of ability, motivation, or both?: Reading patterns of situational responses through the lens of a dual-process theory. *Communication Quarterly*, 59, 37-60.

Women process information about support situations and messages more extensively than men, but little is known about whether these gender differences reflect underlying differences in processing ability, motivation, or both. Two studies examined information processing by men and women in both relatively less serious and more serious situations. Participants in Study 1 responded to more and less serious experimental scenarios, whereas participants in Study 2 reported on a recent bereavement situation. In both studies, the pattern of observed gender differences was most consistent with women possessing both greater ability and greater motivation to process information about support situations and messages.

Review Article By Debra L. Worthington, Ph.D.

Dodds, T. J., Mohler, B. J., & Bülthoff, H. H. (2011). Talk to the virtual hands: Self-animated avatars improve communication in head-mounted display virtual environments. *PLoS ONE*, 2011; 6 (10): e25759 DOI: [10.1371/journal.pone.0025759](https://doi.org/10.1371/journal.pone.0025759). Available at: <http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0025759#s1>

Most of us have heard of “talk to the hand,” that verbal come-back that tells us that the speaker is unwilling to listen to us. Talking to the hand takes on a whole new meaning when translated to the world of virtual reality. While electronic communications have been expanding widely (and some might say wildly), the research undertaken by authors Trevor Dodds, Betty Mohler, and Heinrich Bülthoff reinforces the important contributions of nonverbals to listening behavior and suggests a new means of studying nonverbal communication.

Previous research in Virtual Reality (VR) has established that individuals manipulate and respond to avatars as if they were in the “real world,” suggesting that individual responses to avatar communication may closely reflect that made between real people. Because communication is a dynamic process with multiple communication channels being used and responded to simultaneously, it can be difficult to disentangle the impact and influence of a particular communication process (e.g., eye contact, gesture, etc.). However, avatars can be manipulated in very specific ways allowing researchers to control for specific aspects or channels of communication.

Dodds, Mohler and Bülthoff conducted two initial studies exploring factors impacting avatar communication. In both studies, paired participants interacted via avatars and worked on a word description task. In one condition, each participant wore a virtual reality suit which allowed the on screen avatars to reflect the motions of their owner. In the other two conditions, participants either viewed a static display (person on the screen), or had the avatar act out prerecorded gestures.

Their research had several goals. First, Dodd and his colleagues wanted to better understand the effect of a listener nonverbal feedback on speaker behaviors and on task completion. The authors also wanted to demonstrate “how full-body motion tracking in virtual reality can be used for researching nonverbal communication by measuring of the rate of communication and the usage of gestures using a state-of-the-art motion tracking facility.”

Results indicated that the best communication between participants was obtained when the avatars reflected their owner’s movement. This finding held true for both speakers and listeners. The importance of the listener’s body language is emphasized by the effect it had on the dyad’s ability to successfully complete the

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assigned task. Partner's wearing the virtual reality suits were more successful when compared to avatars in the other two conditions (static displays or pre-determined gestures).

More specifically, results of the first study found that participants moved more and performed better when engaged in bidirectional nonverbal communication. However, these results raised additional questions – Were static avatars simply more distracting? Was simply having an active listener enough to improve task performance?

Thus, Study Two focused on the “listener” avatar, once again comparing task performance across the three conditions. Based on the results, Dodd et al. concluded that non-intelligent animation (i.e., pre-recorded movements) cannot substitute for real nonverbal feedback. They argue that the pre-recorded movement was likely more distracting than informative as evidenced by participants in this condition who either slowed or terminated the task. For researchers in communication, these findings are certainly not earthshaking. However, the methodology they used opens up an number of interesting avenues for teaching and researching listening behavior. Dodd, addresses this best when he notes that, “this research demonstrates that virtual reality technology can help us gain a greater understanding of the role of body gestures in communication. We show that body gestures carry extra information when communicating the meaning of words. Additionally, with virtual reality technology we have learned that body gestures from both the speaker and listener contribute to the successful communication of the meaning of words. These findings are also important for the development of virtual environments, with applications including medical training, urban planning, entertainment and telecommunication.”

However, virtual reality, as with all methodology has limitations. The authors report that the paired subjects tended to be more constrained in their movement than in real life, and that the camera perspective in the virtual environment needs careful consideration as it may affect study results.

As noted earlier, this research by Dodds, Mohler and Bühlhoff is exciting because it provides another avenue for studying the influence of nonverbal communication on listening behavior. It is important to also acknowledge the continuing development of VR programs as training tools in business, health, and teaching. However, this research does suggest potential weaknesses with these programs. As more VR training programs are developed, educators and trainers should focus on matching the program to the skill to be developed. While further research is needed, Dodd et al.'s research suggests that less realistic VR programming may be less effective. For example, people tend to engage less with static displays. In some cases it may be better for individuals to build skills using other training activities such as role playing. If asked to defend your training methods against the latest and greatest communication training computer program, keep in mind the strengths and weaknesses of VR programs as suggested by this article.

MEMBER VIEWS

For What it's Worth: Listening Education Thoughts

By Charles H. Swanson, Professor Emeritus, Fairmont State University, WV

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. The problem is 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 what can and should be taught in each grade. For instance such things as:
 - Listening behaviors, i.e.:
 - Eye focus on the speaker
 - Listening postures
 - Eye blink rates
 - Body cues for attention corrections
 - Topic/subject identification
 - Identifying supporting points
 - Identifying the conclusion
 - Recognizing and analyzing logical structure
 - Recognizing and analyzing propaganda techniques and strategies.
 - Literary elements, such as: characters, setting, conflict, climax, narrator's voice, poetic devices and techniques,
 - Listening to different forms of communication from 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: What listening skills need to be established in each level to promote growth to the next level?

Some ILA youngsters 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 desperately for how they can teach each standard. ILA needs to have a strong impact on these standards and the schools using these standards.

MEMBER VIEWS

Freud and Jung on Listening: Presence with the field

By Michael Purdy

This article is an offshoot of a paper I presented at a philosophy conference in October 2011. Here I present thoughts about listening as a “field” practice.

While we are not all listening therapists perhaps there is something to learn from Freud and Jung. Already in the early 20th century Carl Jung was working with Freud and both stressed the importance of listening. Freud had a definite sense how to listen in therapy (being alert for lost or hidden stories); Jung learned this lesson and developed it. Jung also lectured about how to listen in therapy, of how to be present and listen openly for what came up in a session. Jung did not have much use for preset theories about therapy—each patient’s situation was uniquely complex—so thorough and effective listening was critical.

As Freud described the listening therapist: "He should withhold all conscious influences from his capacity to attend, and give himself over completely to his `unconscious memory.'" Or put in other words: "He should simply listen, and not bother about whether he is keeping anything in mind. . . ." (Quoted in Epstein, 1996, 113-115). Epstein, writing about Freud, compares his thoughts on listening with those of Buddhist meditation: This state of simply listening, of impartiality, is at once completely natural and enormously difficult. It is a challenge for therapists to put aside their desires for a patient's cure, their immediate conclusions about patient's communications, and their "insights" into the causes of the patient's suffering so that they may continue to hear from the patient what they do not yet understand (Epstein, 1996, 113-115).

The work of Freud, at least in his therapeutic listening, was equally about relativizing the ego of the therapist, maintaining presence and not directing or controlling the situation or trying to hold onto assumptions—listening *for something* we miss what we do not yet know. Nor is this about negating the ego of the listener—which would be counterproductive—rather it is about listening for a balance among the “interests” of the total situation—spoken and non-spoken communication, mood, attitude, history, expectations, the details of the physical situation—as well as the implications for those related to the patient or the therapist. In everyday life we are not typically therapists; our friends in particular would be insulted if we tried to counsel them too often. But “Listen First and Listen Well” is a good strategy in most situations. We cannot be responsible if we do not know what we are responding to. Good listening helps us to know the other people in the situation, helps us to know the situation better, and helps us to sense the little “tells” (signals people give off). Having been present to the total field of a situation we can respond with what is required by the situation, not what we think or may project into the situation.

There is a second part to this project: the implications of listening to people’s projections. But that will have to wait for another occasion.

References:

Epstein, Mark. (1996). *Thoughts without a Thinker: Psychotherapy from a Buddhist Perspective*. New York: Harper Collins.

What's a Past President to Do? Why a Past-President Project, of course!

By Immediate Past President Laura Janusik



Being President of ILA is a challenging labor of love. It can take many hours, and when one becomes Past President, there is almost a “cold turkey” effect. After all, what's a past president to do? What can come into play now is a past-president's project.

In addition to mulling over what my past-president's project would be, I decided to apply for the MBA program at my university. While completing a pre-req for admission in April, I was tasked with developing a marketing plan for an organization. Of course, I chose ILA. Thus, I've selected three projects to develop and execute as Past President, all of which the Executive Board approved at the Fall Board meeting.

The first project is simple: encouraging members to use taglines in their email addresses. When Margarete Imhof was president and Rick Bommelje was 1st VP Elect, the Board developed the tagline, “Helping the World to Listen: One Person at a Time.” It could be morphed into many contexts, such as “Teaching the World to Listen: One Student at a Time.”

Consequently, I'd like to encourage all ILA members to modify their email signatures to include the tagline of their choice while also including the url, <http://www.listen.org/>, so that others can find us easily. The more others become familiar with us, the closer they are to becoming future members. You'll find specific instructions for how to do so in the other article in this issue: “Creating Taglines for the *International Listening Association*: Use One That Works for You!”.

The second project is targeted to increase membership as well. What we do know is that the majority of ILA members come to us through current members. You may meet someone in a line at the airport or at another conference, and inevitably, the conversation includes ILA. Because many are not familiar with it and memories are fallible, we're designing an ILA business card with space for you to put your name, too. The card includes the Association's important contact information, so it increases the chance of the receiver of the card looking us up on the Internet. Cards will be available at the Washington convention, but if you'd like some early, just let me know, and I'll be happy to send them out to you. The cost of the cards is minimal, and new members are priceless. That's a great return on our investment!

The final project is targeted at Life Members. As many of you know, the original intent of the Life Member dues was to build a fund, presumably for future projects. The dues were to be placed in an interest-bearing CD, and the annual interest from the CD could return to the operating budget. This arrangement worked well when the fund was created, as interest was approximately 20%, so the interest for each member's dues was more than enough to pay for that member's operating expenses.

As we all know, those lush interest rates haven't been seen since, and eventually, the interest has not been enough to pay for the member's operating expenses. Thus, with Board and general membership approval, money was moved from the CDs to pay for operating expenses. However, in 2010, the Constitutional amendment was passed to repay the fund, including reinvesting all interest. Thus, money that used to support life members' operating expenses is now untouchable and must be found elsewhere.

Therefore to increase operating expenses, I've teamed with Past President Sheila Bentley in the *Life Member Capital Campaign*. Put simply, life members will be invited to make a donation to ILA in an amount that would be equivalent to their annual dues. Members will have the opportunity to designate where they'd like their funds to go. We're still narrowing down the projects to a manageable number, but if you're a life member, look for your letter by the end of the year!

So there you have it. What's a Past President to do? These three projects will keep me quite busy and are what this Past ILA President is committed to doing!

Helping the World to Listen; One Person at a Time!



At three conventions during 2010, I introduced sound clips from cognitive speech by a free-speaking parrot. I explained, reinforced by recorded speech samples, how an educated bird could learn not only to speak words but also to learn grammatical elements of English. Through recording of a talking bird's speech, one finds that a talking bird is capable of learning and speaking much more cognitive speech than has been previously demonstrated.¹ Despite studies of whether parrots understand concepts related to speech and my study of language capture by a talking bird, we know hardly anything about the speech productivity of talking birds.

The QUESTION(S)

"How much time might a parrot spend each month voicing words from English speech over an extended period?"

This article examines the time spent (~ quantity) by a parrot freely speaking English expressions over an interval of more than two years. Secondary questions explored are, "If the bird's speech is seasonally affected, will the data reveal the variation?" and "What is the trend of the bird's speech production?" The investigation of seasonality requires data to be obtained by listening and recording over an extended period, so if annual cyclical variations occur, measurements made over a span of 28 months should show two cycles.

BACKGROUND

A search of the literature finds hardly any information describing the quantitative production of speech by talking birds. Perhaps, no one else has inquired, so I propose to answer the question about the capability of one parrot. Unlike my other work, it is not necessary to catalog all the words the bird says, but one has to listen to the bird's sounds to ensure that the data collected represents speech spoken by the bird.

The talking bird investigated, known as Arielle, is a large tropical parrot of the species (*Ara ararauna*), commonly known as a blue and gold macaw. The hen is a participant in my study of the ability of parrots to learn language as well as a companion bird. When Arielle was 15-years old, I decided to investigate whether her vocalizing followed a seasonal pattern and if her talking sessions were increasing in duration.

The data from earlier speech recordings revealed that Arielle conservatively speaks between 12-16 words per minute, often many more. In determining the range, I excluded uttered parrot sounds including purrs, squawks, and screams during the sessions and non-speech sounds related to human speech such as laughter, simulated sneezes, and replicated kisses. Once the speaking rate is known, the time the bird devotes to speaking provides a measure of speech productivity; the number of words spoken (W) during a specific interval (T) is determined by simply multiplying the rate of vocalizing (r) by the time devoted to speaking. [$W = rT$]

In this experiment, no human cues the animal to compel her to speak. Her recorded utterances are of the free-speech variety, so Arielle volunteers information spontaneously like a child at play. An African Grey parrot is on the porch positioned on a separate perch about ten feet from the macaw; however, while he is nearby, he does not often react to her chatter. Any interaction between the two birds is so infrequently as to be considered nonexistent. I mention this because on some recordings the Grey parrot whistles and speaks, which confuses unaccustomed listeners. While the experiment is in progress, only limited interspecies (man and bird) interaction occurs while feeding the birds breakfast and lunch outdoors. It takes just several seconds to dump food in her bowl, and on occasion she speaks to me or makes a comment. At lunch she often makes the announcement as I approach, "Hot!" because I serve her a bird-sized portion of pasta, sweet potato, vegetables, and occasionally meat warmed in a microwave oven.

PROCEDURES

I work in a computer room indoors behind her play perch on a screened porch (see bordering picture). From inside, behind the glass doors coated with a darkening foil and with the lights off, I observe her; however, she cannot see me as I monitor her activity.

Almost every day, I listen to her speech and record her talking sessions using two microphones located near her play gym.

Cables from a Nady 900 cardioid microphone and an Audio Technica AT-897 short-shotgun microphone bring the electronic signal of the bird's vocalizations to a Mackie 1202-VLZ Pro audio mixer. The audio signal from the mixer feeds Beyer Dynamic 550 stereophones and a Tascam CD-RW700 compact disc recorder, which produces mechanical evidence (CDs) of Arielle's speech. I watch the macaw's movements and listen to her speech at a desk behind the doors.



Arielle on her gym—note the two microphones for recording. (Dec '08)

Arielle frequently speaks during and after meals and less often at intervals throughout

the day; I monitor her activity from the desk near the glass doors. If I see her speaking, hear a few words through the glass, or hear speech sounds through my earphones, I record her vocal expressions. From the desk, I can clearly see her movements while I transcribe a rough draft of her statements in real time.² When Arielle stops speaking or pauses for an extended period, I manually terminate recording until she resumes vocalizing.³

Most days Arielle speaks freely in bursts interrupted by playing with toys, riding on her swing, listening to noises outside, or sitting quietly while observing the yard; some days she volunteers only a few isolated statements. I record her utterances, which consist of words, holophrases, multi-word phrases, isolated statements, and sequences of topical English sentences. When Arielle stops her monologue, I quickly terminate recording.

For this investigation, the nature of what she says is nearly immaterial; although one must listen closely to the sounds to prevent inflating the times attributed to speech during sessions that might otherwise consist of whistles, squawks, or screams, which she occasionally directs at squirrels in the backyard or hawks she observes flying at a distance in the sky. I place the recorder in pause mode while listening to edit distractions from Arielle's regiment of speaking about different topics. Though experience I recognize when she is ending a session. Upon winding down, I place the disc recorder in pause mode; the machine automatically terminates the previous track and then sets up to record a new track. By closely limiting recordings, the time associated with recorded tracks parallel how long Arielle spoke.

RESULTS

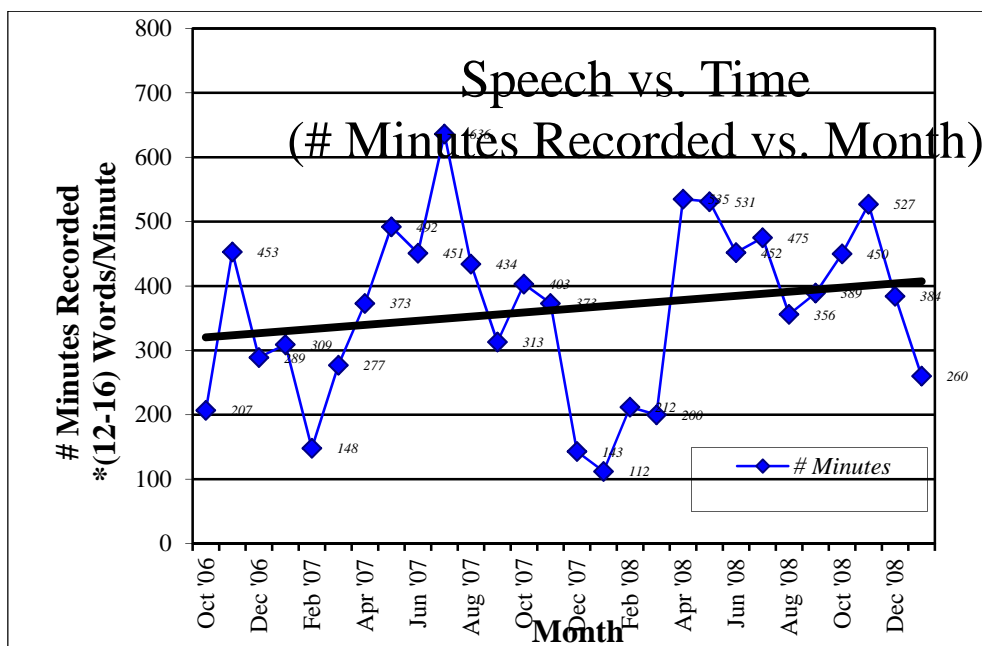
What we would like to discover is: "How much time does Arielle spend voicing English speech over the study period?"

The question can be answered by checking the length of recorded tracks of her vocal sessions. Some days she might not speak at all; on other days she might say a few words or her speaking bout might last one to three minutes. At the opposite extreme are recorded sessions (CD tracks) lasting from 5 to 30 minutes. There are often between two (2) and twenty (20) tracks recorded on any day. The variability of Arielle’s vocal sessions raises the question of how to handle the data analysis, and it seems inadvisable to look at the data for each bout or even for the total time she spoke on a single day. Because of the variability, I elected to evaluate Arielle’s verbal production based on the monthly total for her speech sessions.⁴

The total time Arielle spent speaking during each month is calculated in a rudimentary way. When beginning to record, I note the time to the nearest minute on the transcription sheet, and, when Arielle stops talking, I again note the time on the paper as well. The difference provides a rough indication of the elapsed time, which is then checked by noting the length of the recorded CD track to the nearest one-sixth of a minute. The datum for each track is marked on the label for the disc. The elapsed times for all discs made during a month are tallied from the labels to determine how long Arielle spoke during each period.

Next, the aggregate speaking time for each month was tabulated in a computer database and automatically plotted. No attempt to smooth the data was attempted, because as previously indicated, the period of talking sessions fluctuate from day to day and from session to session.

In this effort, a determination of the time Arielle spends generating free speech over an extended time shows that she is a prolific speaker. This study is unlike my linguistic studies, which require extensive time to transcribe Arielle’s statements and to analyze her declarations. Using the track-time information from compact disc recordings, one can explore the proclivity of one talking bird to vocalize in English, which has previously escaped description. The number of words spoken each month ($W = rT$) is the product of the rate ($r = 12-16$ words per minute) multiplied by the speaking time (T)—the number of minutes recorded for the month. The time shown on the vertical axis is a parametric representation for the number of words spoken during any interval.⁵ The plot of the more than two years data appears in the *Speech vs. Time* graph.



On the *Speech vs. Time* chart, the number associated with the corresponding month represents the aggregate time for all the tracks of Arielle's speech recorded during that month. The range of monthly talking varies from a low of 112 minutes per month (January 2008) to a high of 636 minutes per month (July 2007). In addition to the data points, the computer-calculated trend line shows the overall direction of her speech. Red markers on the plotted data indicate her age at two points along the graphed timeline.

On average Arielle spoke about 360 minutes a month. The total time of Arielle's locutions during the term of this experiment was more than 10,000 minutes.⁶ Conservative calculation using 12 words per minute (the low end of her speaking rate of 12-16 words per minute), she spoke 4300 words on average during a month and a minimum of 52,000 words per year.⁷

The *Speech vs. Time* plot, based on her considerable talking sessions, shows a seasonal component influencing the time she spent speaking. Her speech production was more prolific during April through October, which corresponds to times of the year exhibiting a greater period of daylight (also corresponding to the warmer months in Florida). She vocalized significantly less during the winter from December to March.⁸

COMPENSATION for MISSING DATA

To make the data as representative as possible, I compensated Arielle's peak speaking periods if my family was on vacation at the time. Missing 7-13 days' recordings would deleteriously affect results, so, a realistic compensation is to add a number of minutes based on the average of the flanking sessions spoken by Arielle. A representative figure results from this approach, which is a practical way to correct for the days during which no data collection was possible.

There is no correction for the different number of days in months.⁹ Due to the general variability of Arielle's speech, I did not envision a method to compensate for sessions that might have been missed during cold mornings when the birds did not go outside. Sporadically during the year I missed a few of Arielle's talking sessions, especially on mornings when I was away on business. Because I was unable to determine a suitable adjustment for infrequently missed morning set up or for potential bouts during cold weather, I applied no additional compensation to the monthly totals.

CONCLUSION

The intervals over which the macaw spoke, which comprise the data for this effort, were tabulated, graphed, and evaluated to show how many English expressions one bird speaks monthly. One average Arielle spoke 360 minutes a month, generating more than 4300 words.

The investigation revealed a seasonal component to the time Arielle devoted to impromptu speech. The practicalities of one person listening to and recording a bird's speech 365 days a year pose a restriction on the absolute measure of the time a bird speaks throughout the year. With those limitations in mind, this is the first attempt to determine a metric for the English productivity of one free-speaking parrot. There appears to be a repeatable, but variable, pattern to Arielle's speech that links with the season of the year. The topic of voluntary speech production by another parrot might make a good Ph. D. thesis for an investigator wishing to corroborate the effects uncovered in the course of this investigation.



At seventeen-years old, Arielle's rate of producing speech as measured by recordings of her utterances showed her vocalizing increased slowly over time. From the trend, one finds that during the period of the study, Arielle's talking sessions increased slowly at roughly three minutes per month. The finding confirms my impression that she has been speaking increasingly over the course of the last few years.

Please communicate comments or questions by e-mail; write to mike@ParrotSpeech.com .

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- ¹ For more information, including examinable evidence in the form of recordings, consult my book, *Another Kind of Mind: A Talking Bird Masters English*; the speech samples are at the web site: www.ParrotSpeech.com .
 - ² Because of the rapidity of some of her speech, it is difficult to keep up with her and sections of her utterances are easily missed on first hearing. The purpose of capturing her talking sessions on recordings is to be able to review her statements later to make corrections to the initial transcription and determine the missing sections. At a later time, when the previously detailed steps are complete, it is then possible to investigate and analyze whether the content of a bout contains statements of linguistic interest.
 - ³ On rare occasion, she does not speak, but normally she generates more than one recorded track each day.
 - ⁴ Terminating recordings to eliminate non-speech sounds gives rise to highly variable recorded monologues; however, it effectively prevents inflating the accumulated monthly talking times. Additionally, starting and ending errors tend to cancel with increasing numbers of tracks, and a second lost or gained becomes immaterial as the accumulated time becomes > 1000 seconds. Consequently, long pauses between talking sessions, the few days during which no recording took place, and short utterances have limited bearing on the data. The total time Arielle spent speaking for a particular month often spans recordings on several discs and occasionally, on discs with recordings from different months.
 - ⁵ The numbers on the ordinate when multiplied by the minimum rate, 12 words per minute, provides a measure for the minimum number of words spoken during an interval ($W = rT$) in agreement with the figures in the text.
 - ⁶ 10,184 minutes
 - ⁷ Previous, less conservative, estimates arrived at between 120,000 and 160,000 per year. Few will be upset if the parrot speaks many more words than is reported here in this first study of speech productivity of a parrot.
 - ⁸ The results during the winter reduce partially because the birds are inside mornings during cold spells, which typically peak between late-January and mid-February in the Tampa Bay Area. When the ambient falls below 50 degrees Fahrenheit and the temperature does not rise quickly, the parrot stays in the house until the temperature rises to nearly 55 degrees Fahrenheit. However, Arielle is frequently out for her afternoon talking sessions, which are typically longer, despite missing occasional morning sessions over the winter.
 - ⁹ Over vacation, there are no recordings. Since Arielle usually speaks well during the missed summer periods, I compensate by adding the average daily talking time, which she likely would have spoken during the missing peak talking periods. This prevents vacation periods from unduly influencing the monthly totals, particularly for late June 2007 and into early July 2007, as well as for August 2008 (adjusted for 11 to 14 days during the years).

GET TO KNOW *YOUR* NEW ILA EXECUTIVE BOARD MEMBERS:

Meet Michelle E. Pence, Secretary



Michelle is one of the individuals whom Graham Bodie brought to the listening convention a couple of years ago. According to Michelle, “on behalf of all LSU students, we’re extremely grateful for all the opportunities the ILA has given us; and we are forever grateful for the guidance of Graham Bodie.” Graham had told the students that the ILA provided them with an excellent opportunity to share their research and to get involved with the key leaders in the field. And Michelle is finding his words to be true for her personally as she now serving on the ILA Executive Board.

Michelle received her B.A. in Communication Studies from the *University of Missouri - Kansas City* and her M.A. in Communication from the *University of Missouri - St. Louis*. Currently, she is a doctoral candidate in the Department of Communication Studies at *Louisiana State University*. Her research areas are social neuroscience, communication in romantic relationships, intimate partner violence, and listening. Her work within social neuroscience has led to her involvement with the Pennington Biomedical Research Center.

Because of her interest in researching listening, in 2010, Michelle was selected to participate as a member of a panel that shared updates in the area of mapping the characteristics of competent listening at the ILA’s annual convention. In 2011, Michelle again was part of a student team that presented listening research at the annual listening convention. This last year, the students’ research earned them a top paper award.

Her continued interest in listening and her enthusiasm for researching this important area of communication caught the attention of the ILA membership attending the annual conventions; and then this year, Michelle was elected to serve on the Executive Board. As Secretary, Michelle is responsible for recording the minutes of both the Board and business meetings. She’s excited about the opportunity to serve in such an important position for an international association.

When asked her thoughts on serving the ILA membership, Michelle commented that

being involved as a Board member for the ILA means a chance to serve the academy of which I am a part—to further advance opportunities for listening researchers and interested students by strengthening the reputation of the ILA, while ensuring the organization serves in the best interest of its membership.

Michelle jumped right into her role at the Fall Board meeting that was held recently in conjunction with the Iowa Communication Association’s annual convention. Her enthusiasm, openness, and ability to look at situations from various perspectives are going to prove valuable to the association. We are thrilled to have her as part of our Executive Board team.

GET TO KNOW *YOUR* NEW ILA EXECUTIVE BOARD MEMBERS:

Meet Philip C. Tirpak, 2nd VP – Membership

“We are what we repeatedly do. Excellence; therefore is a habit.” – Aristotle

This quote is Phil’s mantra and has been his guiding principle in life even before he ever came across the quotation or even knew that much about Aristotle. Phil shares that

When I look back at the ups and downs of this rollercoaster called life, I realize that the fine line between success and failure, achievement and mediocrity, happiness and misery isn’t anything so great. Instead, it is the choices we make that determine our fate; and there is nothing that we cannot overcome if we are committed to striving for excellence.

That’s Phil, the Philosopher, or so it appears; but actually, he’s the real deal. Welcome to the wonderful world of Philip C. Tirpak, the new Second Vice-President of Membership for our association. He is truly humbled having been elected to serve in this position; and by building on the tremendous work of his predecessor, Greg Enos, he pledges to give the ILA his best. You can read more about the continuing membership campaign, *Each One Invites One*, in another article in this one and in previous editions of the newsletter.

This continued quest for excellence has brought Phil to where he is today—Assistant Dean of Liberal Arts for Communication Studies and Theatre at the Annandale Campus of *Northern Virginia Community College* (NOVA). He earned his B.A. in Journalism and Communication from *Rutgers University* and his M.A. in Communication from the *University of Oklahoma*. Phil has been teaching at NOVA for about ten years, seven of those as an Adjunct. Therefore, he is quite familiar with many aspects of academia, a field he entered via a non-traditional route compared to most of his colleagues.

Phil entered collegiate administration and teaching through a military track. He served for 15 years in the U.S. Army Judge Advocate General’s Corps, which included a two-year stint in Saudi Arabia following Desert Storm. He was also the Executive Assistant to the Assistant Judge Advocate General for Military Law and Operations and was involved in JAG’s task to develop Military Commissions. Phil believes that all of these experiences have made him a better teacher and administrator and a more effective listener.

The ability to see situations through a more multicultural lens as well as the keen legal eye he has developed over the years are excellent qualities that will help him serve the ILA membership well. Phil is looking forward to sharing some exciting and innovative approaches to growing our membership and hopes to see many of you at our annual convention in March.

GET TO KNOW *YOUR* NEW ILA EXECUTIVE BOARD MEMBERS:

Meet Pamela Cooper, *International Journal of Listening* Editor



Pamela joined as a Life Member at her first listening convention because “I felt ‘at home’”. She recognized the ILA immediately as “a place where new members are embraced and all members are valued”. Pam’s wealth of knowledge and experience add depth and help enhance the ILA Executive Board, where she serves as the Editor of the *International Journal of Listening* (IJL).

Pamela tells us that the reason I joined and the reason I applied to be journal editor are the same—ILA is my professional home. I believe we can truly make a difference in listening education in a variety of contexts. Although listening is the communication skill we use most, it is the one we are trained in least. I wanted to become more involved in ILA and serve as a way of paying back all that ILA has meant to me. When the journal editorship became open, I made the decision that the editorship was a way to serve and to learn a great deal as well.

After 25 years at Northwestern University, Pam decided to retire in Hilton Head Island, SC. Partly because of her reputation for excellence and her desire to continue to impact the future of communication and more specifically listening, Pam agreed to a faculty appointment at the *University of South Carolina Beaufort*, which is the newest four-year institution in the *University of South Carolina* system.

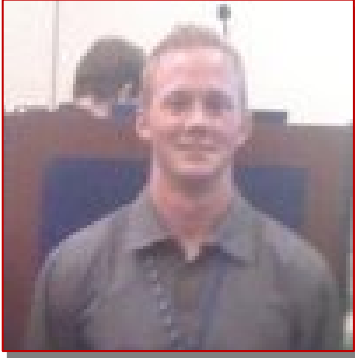
Pam has been an educator at the junior high, high school, and for the past 40 years, university levels. She also has taught internationally at *The Chinese University of Hong Kong*. One of the global leaders in communication, Cooper’s has written 17 books on basic speech; storytelling; and relational, multicultural, and gender communication, one of which is *Communication for the Classroom Teacher* now in its ninth edition. She also has written numerous book chapters and articles and many convention presentations (over 300). Her extensive publications make her the ideal candidate for this important editor’s position.

The IJL publishes original research from various disciplines that focus on aspects of listening in a variety of contexts, including professional, interpersonal, public/political, media or mass communication, educational, intercultural, and international (including second language acquisition contexts). The Journal publishes studies of listening utilizing a variety of methodologies, such as empirical, pedagogical, philosophical, and historical methods. Articles appearing in this journal, with the exception of invited essays and book reviews, undergo a rigorous blind review by two or three qualified reviewers.

As the IJL Editor, Pam is responsible for appointing an Editorial Board to assist in selecting, editing, and publishing the scholarly writing and must make final decisions to meet established publication deadlines. She also works closely with Taylor and Francis, the academic publisher, to promote the marketing and distribution of the IJL.

GET TO KNOW *YOUR* NEW ILA EXECUTIVE BOARD MEMBERS:

Meet Trevor Hannum, Student Member



The ILA was first introduced to Trevor Hannum, undergraduate student of Speech Communication at *Missouri Western State University*, when he served as last year as an Event Planning Intern for the annual listening convention. Trevor's studies in public relations have already been instrumental as he used his expertise to design the Certified Listening Professional[®] (CLP) bags that were given out at the 2011 Convention in Johnson City.

Trevor likes to have fun. In that regard, he brings a great sense of humor and a willingness to learn to our Executive Board. As the Student Member of the Board, a place that is often reserved for graduate students, Trevor is responsible for organizing efforts to both recruit new and retain current student membership and serves as a Board liaison for all student members. Hannum's emphases in public relations will serve him well as he helps the ILA move forward in accomplishing its goals.

Trevor had the opportunity to share his unique insights and personal plans for serving the ILA during the recent Fall Board meeting that was held in conjunction with the *Iowa Communication Association's* (ICA) annual convention. The ICA invited the ILA Board members to meet in conjunction with its annual convention because of its continued partnership with the ILA to bring greater attention to the critical role listening plays in all human activity. So in addition to actively participating in the ILA Executive Board meeting, Hannum was part of the ICA convention program; he discussed the findings of his research paper entitled *Breaking Down Barriers: Communication and Sex*.

Currently, Hannum is the youngest member of the Board. But don't let his youth fool you. He has proven himself worthy of this seat through his extensive involvement in the association and his dedication to advancing listening. Trevor will graduate this December 2011 with a B.S. in Speech Communication and emphases in Public Relations and Organizational Communication and with a minor in General Business. Understandably, this ambitious young man is already being recruited by graduate programs, especially those associated with listening.

GET TO KNOW *YOUR* NEW ILA EXECUTIVE BOARD MEMBERS:

Meet Shaughan Keaton, Web Editor



Shaughan Keaton is an energetic graduate student who is always at the center of fun. You can tell simply by reviewing the picture to the left that is of him performing live, which is one of his hobbies along with writing music and travel. And travel he did last year to his first ILA convention. If you attended our annual listening convention in Johnson City, Tennessee, certainly, you would have seen him. His tall stature makes missing him quite difficult.

This Student Member didn't waste any time getting involved in listening research and the ILA. While at his first convention, Shaughan presented with then ILA President Laura Janusik on metacognition and was part of the LSU student panel that ultimately won the Best Convention Theme award. His creativity and enthusiasm caught the attention of the ILA members at the 2011 convention; and this year, Shaughan was selected to serve on our Executive Board as Web Editor. In this three-year position, he is responsible for updating the web site and working on its design. The Web Editor also helps to make the website user-friendly by learning about and following best practices.

When asked what attracted him to the ILA, Shaughan states honestly that he

didn't have a huge major reason for getting involved. It just looked interesting and fun. I'm not really versed on the Constitution and the By-Laws and all that jazz; I'm pretty much interested in accomplishing what benefits the members of the organization best. I really enjoy research, and I volunteered for the web design because I think it's fun too.

Shaughan is a doctoral candidate in the Department of Communication Studies with a focus on sport fandom at *Louisiana State University*, where he also teaches public speaking. (Are you seeing a pattern here? Yes, Shaughan is yet another individual whom Graham Bodie has introduced to the ILA and to the listening conventions.)

Originally from outside of Columbus, Ohio, Shaughan went to college in Orlando at the *University of Central Florida* where he earned both his BA and MA in English. This writing knowledge and the creativity of his youthful mind are going to bring welcomed insights to how our website can appeal to more people, especially the younger generations, which are the future of the ILA.

Shaughan is no stranger to technology as he loves playing Xbox. His media interests show that he's in touch with current trends in language and in design. His "fav" movie, as Shaughan puts it, is *Ghostbusters*. Some of his favorite shows include *The Wire*, *Frisky Dingo*, *Aqua Teen Hunger Force*, *Futurama*, and *Arrested Development*. He loves animals and has four pets—three cats and a boxer.

Thank you, Shaughan, for your willingness to serve the ILA. We'll do our best to help you have fun in the process!

Creating Taglines for the *International Listening Association*: Use One That Works for You!

By Immediate Past President Laura Janusik and PR Member at Large Susan Timm

During one meeting when Margarete Imhof of Germany was President and Rick Bommelje was 1st VP Elect, your Executive Board at the time came up with some creative ideas for getting the word out to our friends and colleagues about the ILA. One idea was the use of taglines, which are simply one-line statements—short, catchy phrases—that are added to the end of a message. Using taglines, often referred to slogans since they are frequently used for advertising something, is a great way to promote the ILA; and doing so doesn't cost us anything; therefore, we get a great return on our investment!

Many members of the ILA Board have been using some form of a tagline in our reports, in the LP, and in the listening certification (CLP) promotional materials. Now, as one of my Past President's projects, I am promoting the widespread use of ILA taglines by our members.

Taglines can serve as a type of slogan that can be used to brand a product or idea—a memorable phrase that sums up our mission and vision and reinforces the ILA in everyone's memory so that when they think of listening, they automatically think of the ILA. As an organization, we have been looking at ways to brand the ILA for years. We made progress in New Mexico with the PR experts who shared their expertise with us. Now, we're ready to do more.

Interestingly, taglines are perfect for our international association since this concept is known globally:

- In the UK, they are *end lines*, *endlines*, or *straplines*.
- In the USA, they are *tags*, *tag lines*, or *taglines*.
- In Germany, they are *claims*.
- In Belgium, they are *baselines*.
- In France, they are *signatures*.
- In the Netherlands and Italy, they are *pay-offs* or *pay offs*.

(Taken from *The Art and Science of the Advertising Slogan* by Timothy R. V. Foster
<<http://www.adslogans.co.uk/ans/nomenclature.html>>.)

Some of you might have read or even heard some version of the ILA tagline that we originally created that goes something like the following:

The *International Listening Association* - Helping the World to Listen, One Life at a Time! Or
One Heart at a Time!
Become a *Certified Listening Professional*[®]. Find out more at www.listen.org.

OR

The *International Listening Association*: Teaching the World to Listen,
One Classroom at a Time! Or One Student at a Time! Or One Learner at a Time!

Become a *Certified Listening Professional*[®]. Find out more at www.listen.org.

OR

The *International Listening Association*: Encouraging the World to Listen,
One Discussion at a Time!
Become a *Certified Listening Professional*[®]. Find out more at www.listen.org.

OR

The *International Listening Association*: Advancing Listening, One Research Project at a Time!
Become a *Certified Listening Professional*[®]. Find out more at www.listen.org.

And so on and so forth.

Leaving the first action verb as well as the final “one ‘*something*’ at a time” up to the individual allows room for creativity and accommodates the various interests our members have in regards to listening and the ILA. What you add after that line might be “Become a *Certified Listening Professional*[®]” and/or “Let’s Listen Together at the 2012 annual convention in Washington State, USA” and/or “Find out more at www.listen.org”. You get the idea, right?

As a Board, we are eager to have our membership add some derivative of our creative listening tagline in their e-mail Signature Blocks and on their social media sites. Almost all of us use e-mail for both personal and professional uses. So why not add this new tagline after our names?

Many e-mail programs have Signature Blocks you can create in advance so that you don’t have to type the information in each time. If you are interested in adding an ILA tagline to your e-mail but aren’t sure how to do so, simply e-mail or call/text our MAL – PR Susan Timm (stimm@elgin.edu or 630-712-0372). She’ll help you get set up quickly.

Just imagine the immediate publicity and name recognition we would gain for the ILA if all of us made a commitment to add an ILA tagline to our e-mail accounts! This method is a simple one for us to promote the organization we so dearly love. Remember, our vision as an association is to be the international leader of listening practices, teaching, and research. Can we count on you to do your part to help us accomplish this goal?

So we can showcase the creativity of our members in a future LP article, please send me the taglines you create to Laura.Janusik@Rockhurst.edu.

The *International Listening Association*:
Helping the World to Listen!

We Found a *GOOD* Way We All Can Help the ILA!

Do you love the *International Listening Association*? Would you like to donate money to the ILA without having to pay even a dime out of your own pocket directly to the ILA bank account? If you answered “Yes” to these questions, then you simply have to get the *International Listening Association* listed as the organization for which you search the web and shop online. You do so at www.goodsearch.com. Using the site is free.

Use GoodSearch to help your on-line search process.



Like Google, GoodSearch is a Web search engine powered by Yahoo! that allows you to look for various sites and information on-line. Around the world, many of us in education are searching and/or having our students search on-line for information for research and other projects. Our business consultants are constantly looking for new ideas and updated materials. Same goes for those in any profession, including our retired members. More and more of us daily are using the Internet to search for information of all kinds.

A simple way to financially help the ILA is by using GoodSearch and GoodShop.

In addition, research shows that more of us are buying on-line. The *Pew Internet & American Life Project* found that “two-thirds (66%) of online Americans say they have purchased a product online, such as a book, toy, music, or clothing” (Horrigan, 2008). [You can read more about this research at <http://pewresearch.org/pubs/733/online-shopping>.] The number of online shoppers is certainly higher today.



As we get ready to celebrate the upcoming winter holidays of Bodhi Day, Boxing Day, Christmas, Hanukkah, Kwanzaa, Las Posadas, Ramadan, Winter Solstice, among others, and/or the beginning of a new year, let's remember the ILA. When we make our on-line purchases through GoodShop AND have the ILA listed as the organization for which we search the web and shop online, the ILA gets a percentage of the sales, all at no extra cost to us. Now how's that for a GOOD deal in exchange for doing the same things we are doing already anyway?

When you GoodSearch and GoodShop for the ILA, the organization gets approximately one penny for every search and a percentage of the sales, depending on the company. Now, this amount may not seem like much; however, these pennies and percentages certainly add up.

As of September 30, 2011, the ILA had earned \$126.60 from GoodSearch and GoodShop.

Count me in; now, what do I do?

All you have to do is go to www.goodsearch.com and type in “International Listening Association” when asked who you GoodSearch for; then, click “verify”.

Registering is simple and takes less than five minutes. Afterwards, you’ll receive an e-mail verifying your membership and for whom you GoodSearch. Creating a GoodSearch account helps you easily raise funds for the ILA through simple everyday actions and be recognized for your support! For example, when I used GoodSearch to find the research on online shopping that I quoted in this article, I earned us three more cents! Go in and see for yourself how simple raising money for the ILA can be.

As we begin making plans for our new year, let’s make sure we do our part to make sure 2012 is a GOOD year for the ILA. Sign up at www.goodsearch.com today!

Following are three *easy* ways you can earn funds for the International Listening Association! (adapted from information provided by the GoodSearch Team)



Add the GoodSearch Toolbar—the toolbar is a great way to ensure that every purchase and web search you make will count as a donation to *International Listening Association!*



Shop and Save Money at GoodShop.com—Shop through GoodShop.com where you can find the most up-to-date coupons and deals at over 2,500 popular online retailers and have a percentage of every purchase go to *International Listening Association!*



Make GoodSearch.com your home page—Homepage or not, use Yahoo! powered GoodSearch so that every time you search the web about a penny goes to *International Listening Association!* Plus, find exciting new offers and more ways to raise money for your cause!

Watch your Contributions & Achievements grow!

Your GoodSearch profile shows off how much you've raised for the *International Listening Association* and the good things that you're doing to give back!

Track how much money you've raised for your cause!

Promote the cause you care about—*International Listening Association*—on your profile!

- Be recognized for recruiting your friends to give back!

We Found a *GOOD* Way We All Can Help the ILA!

Do you love the *International Listening Association*? Would you like to donate money to the ILA without having to pay even a dime out of your own pocket directly to the ILA bank account? If you answered “Yes” to these questions, then you simply have to get the *International Listening Association* listed as the organization for which you search the web and shop online. You do so at www.goodsearch.com. Using the site is free.

Use GoodSearch to help your on-line search process.



Like Google, GoodSearch is a Web search engine powered by Yahoo! that allows you to look for various sites and information on-line. Around the world, many of us in education are searching and/or having our students search on-line for information for research and other projects. Our business consultants are constantly looking for new ideas and updated materials. Same goes for those in any profession, including our retired members. More and more of us daily are using the Internet to search for information of all kinds.

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Shop and Save Money at GoodShop.com—Shop through GoodShop.com where you can find the most up-to-date coupons and deals at over 2,500 popular online retailers and have a percentage of every purchase go to *International Listening Association!*



Make GoodSearch.com your home page—Homepage or not, use Yahoo! powered GoodSearch so that every time you search the web about a penny goes to *International Listening Association!* Plus, find exciting new offers and more ways to raise money for your cause!

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Your GoodSearch profile shows off how much you've raised for the *International Listening Association* and the good things that you're doing to give back!

Track how much money you've raised for your cause!

Promote the cause you care about—*International Listening Association*—on your profile!

- Be recognized for recruiting your friends to give back!

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.

FACT SHEET: CONVENTION 2012

DATES: Thursday March 22 – Saturday, March 24

Location: on the Bremerton Peninsula, a short ferry ride away from Seattle, Washington

Hotel: The Hampton Inn at Bremerton Harbor

Transportation:

Getting from the airport: There have been a number of questions regarding getting from the airport – SeaTac – to the ferry dock or downtown Seattle - have no fear... we're going to take good care of you.

Typically, a taxi would charge you around \$45 for the trip from the airport to the ferry dock or one of the downtown hotels. If you go by shuttle van, the cost is approximately \$33. We've talked with the shuttle service and they will provide us with 10 or 20 passenger vans at a great, per-person discount – roughly \$12/person including gratuity. What we will need to do is schedule these vans at certain times based on the number of people arriving at SeaTac. We will survey all registrants as to their travel plans and arrange for van service within a reasonable time of arrival.

Ferry service – I've had some wonderful conversations with people who felt that the ferry ride was going to add significantly to the cost of transportation – and I can assure you that it won't. The ferry costs \$7.50 round-trip from Seattle to Bremerton and for those fortunate enough to have attained senior status (65+) the cost drops to \$3.75 for the cruise. And it does get better – for those younger than 65 we're going to purchase bulk tickets at a 20% discount – dropping your cost to just \$6 for the cruise.

The last nighttime ferry leaves the dock at around 12:30am, so please plan your travel accordingly.

Stay tuned for additional information about our pre-convention events and additional social activities. Our membership values the social interaction that we have during our once-per-year event and we're making sure that, even with a more consolidated event – there will be plenty of time to catch up with our ILA friends from around the world.

We will be sending out email blasts as well as giving you updated information in the coming issues of the Listening Post.

Questions??? Check out our convention website at www.ila2012.org or contact me at arehrlich@gmail.com. I'm excited about seeing you all in the Great Pacific Northwest.

Call For Papers, Panels, Posters & Workshops



INTERNATIONAL LISTENING ASSOCIATION Annual Convention

March 22-24, 2012

Convention Website: www.ila2012.org

Sharing Listening Expertise With All Who Listen



Kitsap Conference Center at Bremerton Harborside
Bremerton, WA, USA

Convention Coordinator:

Alan R. Ehrlich

VP, International Listening Association

609.619.0039 or 818.554.6480

Join us in the Great Pacific Northwest • March 22-24, 2012
International Listening Association's

33rd Annual Convention

Our theme this year is:

We ARE Listening!
(Advocate, Research, Educate)

Sharing Listening Expertise With All Who Listen

Listening is, perhaps the most important, and least taught skill in the human skills repertoire. It is the key to success in education, careers, and relationships. The International Listening Association (ILA) is the only organization dedicated to advance the practice, teaching, and research of listening throughout the world. For thirty-three years, the ILA's Annual Convention has offered listening professionals a forum for the free exchange of research, techniques, best practices and listening exercises that can be used in their classrooms, research, consulting and businesses.



This year, the ILA is excited to be holding its 33rd Annual Convention in the Great Northwest - in the Seattle Area - on the Bremerton Peninsula - and is inviting everyone who uses listening in their lives (isn't that everyone?) to join us at the Kitsap Conference Center at Bremerton Harborside to share their listening expertise with other listeners — crossing all academic and professional boundaries.

LISTENING PROFESSIONALS AND PROFESSIONAL LISTENERS

This Convention will offer five tracks, each one designed to share knowledge between listening professionals and professional listeners:

- Listening in Education
- Listening for Listening Practitioners
- Listening and the Corporate Bottom Line
- Dysfunctional Listening and Listening Disorders
- Basic Research in Listening

Papers, panels, posters and workshops can fall across multiple tracks as we will try to facilitate joint-track sessions throughout the program. There will also be a time-block set aside for presentations that do not fall into any track.

Additionally, this year's convention introduces:

- *Author's Circle* - a luncheon get together with, and celebration of, the great number of ILA members who have shared their knowledge through books and papers.
- *Companion Program* - bring your spouse, companion or significant other and enjoy the wonders of the Seattle area. Feel comfortable that your partner will be safe and well entertained while you experience and learn at the ILA convention.

The 2012 convention theme is intended to highlight the key role that listening plays in our lives and the number of professions that rely on a honed skill of listening to educate and assist people. We would like to encourage papers and panels that highlight, not only the role of effective listening, but the challenges that affect the listening process. We encourage the sharing of research, concepts and techniques because listening is such a critical component of a successful life.



The table below is provided as a guide to the convention's four applied tracks. A special, open track for Basic Research Papers is interwoven throughout the program's schedule. We look forward to entertaining a broad array of proposals that fit both within and outside of this structure. Please don't hesitate to contact the Convention Coordinator with any questions regarding ideas for papers, panels or workshops

	Listening In Education	Listening for Practitioners	Listening and the Corporate Bottom Line	Listening Dysfunction
Sample Topics	<ul style="list-style-type: none"> • Curriculum Development • Listening Exercises • Best Practices • Classroom Acoustics • Teaching Listening Styles • Recognizing Problematic Listening • Listening Technologies • Listening Styles in the Classroom 	<ul style="list-style-type: none"> • Listening Strategies for Listening Professionals • Critical Listening Situations • Separating Yourself from Your Listening • Psychology of Listening Styles • Listening Research in the Professions 	<ul style="list-style-type: none"> • Listening and the Sales Process • Listening to the Customer • Interview Listening • Listening: A Management Priority • Global and Cross-Cultural Business Listening • Structural Research Through Listening 	<ul style="list-style-type: none"> • Effects of Hearing Loss on Understanding • Auditory and Language Problems • Psycho/Social & Emotional Aspects of Listening • Language and Cultural Barriers
Outreach Topics	<ul style="list-style-type: none"> • Educators • School Speech Specialists • Speech Pathologists • Speech Therapists • Curriculum Developers • School Board Members • Counsellor • Reading Specialists • Researchers 	<ul style="list-style-type: none"> • Religious Leaders • Counsellors • Psychologists • Mediators • Healthcare Workers • Attorneys • Social Workers • Emergency Workers 	<ul style="list-style-type: none"> • Sales & Marketing • Human Resources • Consultants • Market Researchers • Customer Service Personnel • Project Managers 	<ul style="list-style-type: none"> • Audiologists • Speech Pathologists • Speech Specialists • Paediatricians • Psychologists • Educators • Early Education Specialists • Reading Specialists

General Guidelines for Submissions:

- **Deadline:** All submissions must be completed no later than December 1, 2011. To avoid problems, early submission is strongly encouraged.
- **Eligibility:** We strongly encourage submissions from all sectors: academics, business, healthcare, etc. You do not need to be a member of the International Listening Association to submit a proposal for the convention.
- **Convention Registration:** Submission of your proposal or paper does not enroll you as an ILA member, nor register you for the convention. If your proposal is accepted for presentation at the ILA Convention, you will be notified and must then register for the convention and pay the convention fee. ILA members receive discounted convention fees. An online membership application is always available on the ILA's website: www.listen.org. If you are not currently a member of the ILA, we encourage you to join the Association.

Everyone planning to attend the convention must complete the registration process. This includes presenters, non-ILA members, as well as ILA members.

Submission of Papers, Rights and Agreement:

As part of the convention, this submission may be included and/or made available on the ILA website, printed in convention documents, or other online or electronic media. After the convention, accepted submissions will be archived and may be distributed as part of a post-convention program. Authors grant these rights and privileges to the ILA: a non-exclusive, royalty-free, transferable license to reproduce, distribute, create derivative works from, publicly display the submission in all languages, in whole or in part, to end users through and only through the International Listening Association. An author submitting a paper to this convention retains the right to publish this work in a journal or other publication without limitation by the ILA.

Paper, Panel, Workshop Proposals

(For poster submissions, see page 6)

Please use this proposal format for your submissions.

Last name _____ First name _____

Affiliation _____ Title: _____

Preferred mailing address: _____

City _____ State/Province _____ Zip _____ Country _____

Phone _____ Cell Phone _____ Fax _____ E-mail _____

Program Title: _____

Please check one of the following proposal types:

Research Paper (Reviewed) **Discussion (Reviewed) Paper**

Student (Reviewed) Submission

Attach a proposal description (500 words) that details the contribution and perspective of the paper. If all authors are students, you may indicate the manuscript as a “student submission” on the cover page. [NOTE: Completed manuscripts will be sought from all accepted proposals to compete for a top research, discussion, and top student paper award, respectively.] Papers will be allocated 30 minutes, unless a specific request for additional time is made. (Presentation: 20 min. - discussion: 10 min).

Requested time frame for Paper: 30 minutes 60 minutes (we will try to accommodate longer presentations as the schedule permits.)

Moderated Panel Discussion **All Student Panel**

Attach a complete proposal description (500-1000 words) that details the purpose and rationale of your panel. Panels should include 3 or 4 speakers presenting different perspectives of the primary subject. A Moderator will be assigned to introduce the speakers and direct questions from the audience. Panel Discussions will be allocated up to 60 minutes (unless otherwise requested) with each speaker having 10 - 20 minutes.

Requested time frame for Panel: 30 minutes 60 minutes (we will try to accommodate longer presentations as the schedule permits.)

Practicum/Workshop

Attach a brief workshop description (no more than 2 pages) that describes the nature of the workshop (e.g., interactive, round-table). Practicum/Workshops should be interactive and should share best practices or exercises that can be taken back and put to immediate use.

Requested time frame for panel / workshop: 30 minutes 60 minutes (we will try to accommodate longer presentations as the schedule permits.)

Identify track(s): Listening in Education Listening for Practitioners Research
 Listening and the Corporate Bottom Line Listening Dysfunction Off-Track Program

Each submission must have a brief (3-4 sentence) description attached that clearly explains the content of the proposed presentation. This should be suitable for publishing in the program listing if accepted. Submissions in the reviewed categories will receive a certificate of recognition if accepted.

Presentation Description (for the Convention Program): _____

All papers and presentations will be included in an e-book edition of *The Proceedings of the 33rd Annual ILA Convention*. We request that all presenters provide a copy of their paper and/or presentation (in PDF format) prior to the Convention. The e-book will be available, by download, after the Convention, to attendees at no cost. Copies of the *Proceedings* will be available to the public at a nominal cost. ILA members will be able to purchase the *Proceedings* at a discount.

Please attach a page with the following information for all presenters: names, addresses, phone number, fax number, E-mail, institutional affiliation and a short 2-3 sentence bio.

A/V Needs:

Flip Chart Overhead Computer/Projector Sound System
 Other (if requested, any rental cost is to be paid by the presenters)

Specify Other: _____

Identify any special room or setup requirements: _____

Mail hard copy (received by December 1, 2011) to the Convention Coordinator:

Alan R. Ehrlich, CLP
First Vice President, International Listening Association
c/o The Center for Listening Disorders Research
100 Middlesex Blvd., Ste 212
Plainsboro, NJ 08536 USA
or E-mail to: info@ila2012.org

Direct any questions to:

Alan R. Ehrlich
E-mail: info@ila2012.org - Phone: 818.554.6480 or 609.619.0039

Poster Session Proposals

ILA poster presentations provide an excellent forum for attendees to showcase their work and for conveying interesting, innovative, and relevant information that enhances the skills of listening professionals, consultants and practitioners.

Please use this proposal format for your poster submissions.

Last name _____ First name _____

Affiliation _____ Title: _____

Preferred mailing address: _____

City _____ State/Province _____ Zip _____ Country _____

Phone _____ Cell Phone _____ Fax _____ E-mail _____

Program Title: _____

Submission Areas

- **Research Reports:** These reports should present completed, original research in the areas of listening, hearing, listening disorders or best-practices.
- **Research in Progress:** These posters represent preliminary results of ongoing studies. The author may discuss the direction the results are taking and offer insight into relevance and importance of the research.
- **Curriculum Outlines:** These posters should present innovative teaching techniques or specific tips and tricks that have proven to be effective in the classroom. If you have ideas that cannot fill out a full presentation, this is your place to present.
- **Healthcare Tips and Tricks:** Effective listening is critical to improved patient outcomes. Offer your ideas, insight, tips and/or tricks to professionals from around the globe. You'll get instant feedback and while you bask in the warm glow of sharing.
- **Corporate Concepts:** Listening is key to customer service, targeted product development, sales, marketing and just about every other aspect of running a business. Share your lessons and experiences in corporate listening effectiveness with others that can and will put them into immediate practice.
- **Repeat Presentations:** Offered the topic at a previous ILA conference and you think it is still relevant? Review your topic during the poster sessions and relive the excitement.
- **Highlights of Commercial Offerings:** These posters can offer the attendees a view of your current or proposed commercial offerings – books, seminar programs, profiling materials, videos, etc. There can be no sales activities at the poster sessions. Tables and booths will be available to those who wish to offer their wares to our attendees.

- **Other:** Use this category for any proposed poster presentation that does not fit into any of the above listed categories.

Each submission must have a brief (3-4 sentence) description attached that clearly explains the content of the proposed poster presentation. This should be suitable for publishing in the program listing if accepted.

Poster Presentation Description (for the Convention Program): _____

Please submit your poster concepts for the International Listening Association's 33rd Annual Convention by emailing them to: info@ila2012.org or mailing them to:

Alan R. Ehrlich, CLP
First Vice President, International Listening Association
c/o The Center for Listening Disorders Research
100 Middlesex Blvd., Ste 212
Plainsboro, NJ 08536 USA

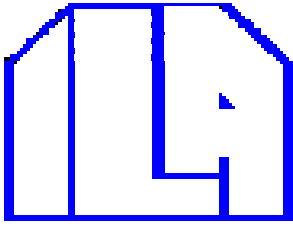
Direct any questions to:

Alan R. Ehrlich
E-mail: info@ila2012.org - Phone: 818.554.6480 or 609.619.0039

Your submission must include:

- Your name and contact information
- The title and submission area of your poster
- A short (200 word) outline of your poster's content suitable for inclusion in the Convention Proceedings (electronic)
- A shorter (2-3 sentence) description of your presentation suitable for inclusion in the convention's program

All poster session submissions must be received by December 1, 2011.



International Listening Association

Why should you join the International Listening Association (ILA)?

- To be instantly connected to an entire network of professionals who are from a diverse array of career fields.
- To access members-only materials, products and services, including the *International Journal of Listening*; the On-Line Journal *Listening Education*; and the *Listening Post*
- To gain new ideas to keep current in relation to listening in your career field.
- To learn strategies for promoting listening within your own career field.
- To get exposed to cutting-edge research that gives you a better understanding of how listening affects all areas of humanity.



For more information,
or to join fellow listeners from around the world in this dedicated group, go to

www.listen.org

or email: **info@listen.org**

Convention Website: www.ila2012.org