



President's Perspective

by Alan R. Ehrlich

I want to start by thanking everyone for their concern and prayers for our granddaughter's health. As some of you know, she had her leg amputated at the beginning of this month with the hope that the removal of the primary tumor site will help contain this very aggressive cancer. The chemo therapy seems to be working and with a little luck, and a lot of prayers, she will get through this. (The prognosis might not be as good for the emotional health all of the adults around her!)

Throughout this rather emotional period the importance of effective and critical listening has been very apparent, not only in trying understanding the factual information – the words – that the doctors say, but also integrating their non-verbals into the mix. In a highly emotional listening situation this becomes a difficult challenge. As hard as we want to listen for the facts, our emotions, beliefs and assumptions begin to take the form of filters and blinders. We understand the words that we want to based on our fears, beliefs and premeditated assumptions. We ask questions, not necessarily to gain better insight, but rather to bolster what we want to believe – and this could be either for a “fairy tale scene,” or to even darken our darkest thoughts. It is cognitively easier for our minds to trust a lie – our own lie in this case – if it supports our deepest convictions, then it is to expend real mental energy to assess the information and accept it or reject it based

upon real logical criteria and the deep knowledge that we have gained (or are willing to research) through our lives. Being down-line of the original conversation and getting information second or third hand only enhances the complexities. Listening for facts becomes a challenge of separating “real fact” from the assumptions, emotions and convictions of others. In these cases anxiety rules... and opens an opportunity for a serious study into multi-level listening in highly emotional situations. Anyone game?

On a slightly different tack I was talking with John Steitz a little while ago and he asked about the ILA creating specialty groups where members interested in specific subjects can get together (in person, on the web or via conference calls) to discuss listening issues that pertain to their fields of interest. John's focus was a group that focused on how the clergy can listen better. It made me think about the SIGs (Special Interest Groups) that form in the scientific, medical and technical fields and how we might apply the same ideas to help expand our impact on the world's (okay, a small portion of the world) ability to listen. It certainly fits nicely into our mission statement and can help expand our membership by providing specific forums for different professions and interest groups. I would very much like to move in this direction and I'd like to ask each of you... the members of the ILA... what your thoughts are in developing Specialty Listening SIGs.

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NEXT LP DEADLINE: FEBRUBARY 1



MEMBER NEWS

WELCOME NEW MEMBERS!

Susan Cook
Colorado

Kent Keith
Indiana

Lawrence Vaccaro
Montana

Corine Jansen
The Netherlands

Joseph Ross
New York

Debra Waddell
Washington

J. Jacob Jenkins
Florida

**Peter
Warner-Medley**
United Kingdom

Jasmine Towers
Canada

MEMBER NEWS

Andrew Wolvin is featured in a National Communication Association interview on teaching listening on the NCA's "Virtual Faculty Lounge." The interview is highlighted in the September issue of the NCA's *Spectra*.

Kay Lindahl will speak about the value of preparing to listen and the art of becoming a listening presence, two qualities which are emphasized in her recent books. She will explore practices which enhance our capacity to listen, especially to those who with opposing points of view, which leads to more peaceful ways to resolve our differences. "When we understand the power of sacred listening, we become aware that it is a key to communication in our global community." September 11, Westminster College, Health and Wellness Center, Special Events Room. 7:30 PM. Salt Lake City, Utah.

Peter deLisser's new book *Courageous Conversations* is available from Chandler House Press.



Margaret Fitch-Hauser (left) Debra Worthington (right) recently received the Auburn Author Award. The award was presented by the Auburn University Graduate School and AU Libraries for their joint book publication, *Listening: Processes, Functions, & Competency*.

COMMITTEE NEWS

NOMINATING COMMITTEE

The Nominating Committee is looking for nominees for the following offices:

1st Vice President Elect: This person makes a four year commitment to the board and ascends to first Vice President and then President and then one year as past president. The first year will be spent assisting the First Vice-President, selecting the annual conference theme, issuing the call for papers at the annual conference, serving as co-chair of the financial review committee and by-laws revision committee. Please see the complete list of duties in the ILA by-laws on line at <http://www.listen.org/Resources/Documents/2009ratifiedbylaws.pdf>

Secretary: This position is a two year commitment. This individual keeps minutes at meetings of the executive board as well as the membership. Additionally, this individual serves as co-chair of the financial review committee and by-laws revision committee.

Member at Large – Global: This board member serves for two years as the coordinator of global outreach and attends all global outreach meetings as well as coordinates ILA's global efforts. This person also works with the publications committee to ensure a global presence in ILA publications.

Member at Large – Public Relations: For two years this person serves as the chair of the ILA public relations committee and is responsible for ILA's internal and external PR and publicity efforts. This person also attends all PR committee meetings and serves on the publications committee.

Nominating Committee members: This committee will put forth the slate of candidates for 2014 and will consist of seven individuals.

Deadline for nominations is January 15. Please send your nominations to committee Margaret Fitch-Hauser (fitchme@auburn.edu) or any member of the committee including

Diana Corley Schnapp

Linda Diamond lindaeve@mac.com

Michael Gilber eaclprof2@chartermi.net

Laura Janusik

Helen Meldrum

Marian Their

AWARDS COMMITTEE

The Awards Committee is looking for nominees for the following ILA awards:

Listening Hall of Fame Award

The Hall of Fame Award is presented to individuals who are recognized for notable achievements involving Listening in academic, business, or other settings. Selection to the listening Hall of Fame is the highest award of the Association. Winners have contributed to the advancement of effective Listening over a number of years. You can review the list of current Listening Hall of Fame Members online.

ILA Lifetime Achievement Award

The ILA Lifetime Achievement Award is presented to an individual who is recognized for lifetime achievements involving the ILA and its growth and development. More specific qualifications are being generated for review.

COMMITTEE NEWS

ILA Special Recognition Award –Nominees for this award should be individuals and/or organizations who have performed outstanding service to the ILA for an extended period of time, or have provided unusual service to the promotion of listening over a period of at least one full year. When gathering supporting information about a nominee for the committee, please cite dates of unique contribution with particular evidence reflecting the impact, outcomes, or effects of such contributions.

Listening Research Awards –The ILA has three categories of research awards representing different levels of scholarship. As supporting material, please a copy of the research projects should be submitted to the committee.

- **The Listening Research Award** is presented for outstanding achievement in research by an ILA member or group. To be considered, the research should have been published or, if unpublished, the data should have been collected during the last calendar year. Nominations may be made by self-nomination, or by another ILA member, or with recommendation of the ILA Research Committee.
- **The Graduate Thesis/Dissertation Award** nomination is presented to a full-time graduate student (current or previous graduate student) who has completed outstanding research in the form of a thesis or dissertation. To be considered, the research should have been published or, if unpublished, the data should have been collected during the last calendar year. Nominations may be made by self-nomination, or by another ILA member, or with recommendation of the ILA Research Committee.
- **The Undergraduate Research Award** is presented to a full-time undergraduate student (current or previous student) who has completed an outstanding research project. To be considered, the research should have been published or, if unpublished, the data should have been collected during the last calendar year. Nominations may be made by self-nomination, by another ILA member, or with the written recommendation of the ILA Research Committee.

ILA Listener of the Year –Nominees for this award should be nationally or internationally recognized listeners. Nominees should epitomize the highest standards and principles of effective listening. Membership in ILA is not a prerequisite for this award.

ILA Award for Listening in the Business Sector – The ILA Award for listening in the Business Sector is presented to an individual or organization who is recognized for notable achievements involving listening in business settings. Nominees should have contributed to the advancement of effective listening in the current year.

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

Carolyn Coakley-Hickerson Scholarship – This scholarship is awarded to a K-12 teacher who meets the following criteria: 1. Excellence in teaching, K-12 2. Teaching K-12 in a public school (preferred) 3. A desire to contribute to the field of listening 4. Preference will be given to nominees who teach in near the location of the ILA's annual convention. The winner is awarded a plaque, waived convention fees, and a one year complimentary ILA membership.

Deadline for all award nominations is March 15, 2013. Please send all nominations to committee co-chairs Melissa Beall (Melissa.beall@uni.edu) and Nan Johnson-Curiskis (info@listen.org). For all awards, please include specific supporting documentation outlining the nominee's explicit qualifications. Not sure if your nominee has already won a specific award? All award winners are listed on the ILA's website. Other committee members include Tuula-Riitta Välikoski Sheila Bentley.

NAER CONFERENCE

NAER 2012 Conference Explores Challenges, Demands and Best Practices of Listening

By Wayne Bond



(L to R) Murphy, MU student Khaled Alyami, Sara, and Bond



Don Swanson engages the conference attendees

The North America East Region of ILA convened its Fall 2012 Conference on the campus of Union County College, Elizabeth NJ and opened with a gracious welcome from host Michael Z Murphy. The day of workshops, focusing on listening teaching, training and personal skill building with an emphasis on an interactive approach throughout the day.

Carole Grau, life time member of ILA and founder of Grau Interpersonal Communication, open the program, “Through the Looking Glass: Listening from Challenges, Demands and Best Practices. A lively discussion ensued among the panel members that included Donna Karanja, a Special Education Study Team Specialist at Montclair High School; a parent of two special needs children, Jennifer Grau ; an ESL Specialist, Dr. Denise Lagos of Union County College and a teacher of listening, Professor Michael Z Murphy of Union County College. The panelists identified the listening challenges and demands in their area and explored best practices used to make it through their Wonderland.

The second program “Listening in the Medical Profession”, included a very special informative and at times inspiring dialogue between ILA’s Jennifer Grau, President of Grau Interpersonal Communication, and Dr. Gabriel Sara, MD, and Executive Director of Patient Services Initiative of CCNY and Oncologist cited as a top doctor since 1997 in “Top Doctors: New York Metro Area” and cited since 2008 in the “Super Doctors” edition of the New York Times Magazine. Jennifer and Dr. Sara explored listening in the world of a highly acclaimed doctor from both the doctor and patient’s perspective. For many participants, this session was one of the high lights of the conference.

After lunch and third on the program was Dr. Don Swanson of Monmouth University discussing the “Cognitive Process and Challenges of Emotional Listening”. Dr. Alan Ehrlich was scheduled as a co-presenter, but because of unforeseen circumstances was unable to attend. However, Alan’s notes were shared effectively by Don along with his own insights. Following the presentation, Don engaged the participants in a very lively discussion that elicited involvement of practically every conference attendee.

Ending the conference program was Dr. Wayne Bond, Professor Emeritus of Montclair State University, presenting a session, “Empathic Listening-An interactive Perspective” that engaged the conference participants in activities and discussion of “best practices” one might use in the teaching and training of empathic listening.

This year’s 2012 NAER ILA Conference program included highly talented professionals in medicine and health, Special Education, ESL, High School and University Professors and participants that included student, professor, listening trainers and corporate leaders. At the end of the day, many expressed their appreciation for an active day of listening and the wonderful hospitality of Michael Z Murphy and the students and staff of Union County College of Elizabeth.

CLP NEWS

INTRODUCING A NEW LOOK FOR CLP!



The ILA's *Certified Listening Professional* (CLP) program continues to go well. This year, to enhance its visibility and to kick off its marketing plan, the CLP Committee commissioned a logo and page banner. You can see the logo on this page. Part of the plan includes creating lapel pins for those who have earned the designation—CLP. Let the Committee know what you think. Send your comments to CLP Committee Chair Donna Renaud at donnarenaud@gmail.com.

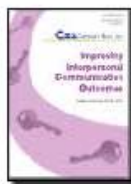
The 2012-2013 CLP Cohort recently met with the authors of one of the required readings, Dr. Debra L. Worthington and Dr. Margaret E. Fitch-Hauser. Both authors shared the philosophy of their book, *Listening Processes, Functions, and Competency* (Allyn & Bacon, 2012), which was followed by a lively discussion among participants. The current CLP Cohort is beginning the initial planning stages of their major listening projects, which they will share during the ILA's 2013 convention in Montreal, Canada. Make sure you attend to learn about this cohort's experiences.



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.

PUBLICATIONS

A Note from Margarete Imhoff, Editor of the *International Journal of Listening*



Margarete Imhoff



As of August 2012, I have been appointed as the editor of the *International Journal of Listening (IJL)* for 2012-2015 and I would like to take the chance to introduce myself to the ILA members. First of all, I would thank the following individuals and groups of people:

- ILA President Alan Ehrlich, and the Executive Board who honored my application for the position
- Previous editorials boards and editors of the *journal*, in particular immediate past editor Pam Cooper, who have set high standards for the *IJL* and who have all worked extremely hard to develop the journal into what it is today
- The 2012-15 editorial board for the *IJL* which will be an essential part of its continued success.

Let me share with you some personal information and my editorial goals. For those of you who may not know, my academic home is the Johannes Gutenberg University in Mainz, Germany, where I am full professor for Educational Psychology. As a scholar, I have authored or co-authored over 30 refereed articles published in national and international journals, written a good number of book chapters both in my own language and in English; I have written and edited books and presented papers at a wide range of conferences. Previously, I edited the online-journal *Listening Education* which I had founded as my past president's project in 2009.

As an editor of the *IJL*, my goals are to increase visibility of the journal in the scientific community by increasing subscriptions overall and access options for researchers and practitioners around the world, to attract interest and submissions from scholars from around the world and across a variety of scientific and professional areas, to publish special issues on focus themes to generate a strong profile of the journal. I am looking forward to working with listening scholars from around the world in publishing the best research available in our field.

Therefore, I send out a call for manuscripts to listening researchers from all areas. Also, if you want to propose a topic for a special issue, I would be happy to discuss your idea with the editorial board. I know that there is excellent scholarship among ILA members and I encourage you to select the *IJL* as a publication resource. Please refer to http://www.listen.org/Call_IJL for further author information or mail me at imhof@uni-mainz.de.

PUBLICATIONS

ILA Print Publications: Our Window to the World

By Eric Lamm, Editor, *Listening Education*

Whenever we call on www.listen.org we are reminded of the purpose of the International Listening Association which is committed to advance the (1) practice, teaching, and (2) research of listening throughout the world. The ILA publications are the shop-window through which visitors, prospective clients and “old” customers can see what ILA has to offer.

As of now, ILA runs three regular publications. The *Listening Post* – which you are reading right now – is a means for members to keep in touch during the year, for the President, the Executive Board, convention planners and others to share news about their activities and thoughts. This is very important for all of us to understand what is going on in the Association. Go to <http://www.listen.org/ListeningPost> to find out more. Contributions are welcome to Molly Stoltz (mmstoltz@valdosta.edu).

To put our agenda into practice, we have *Listening Education* as an online publication to address part (1) of ILA’s purpose. *Listening Education* is catering to the practitioners and teachers of listening. The paper features evidence based ideas for teaching listening in all types of educational settings. We all know that it is typically a bit of a way to go from a scholarly research piece to a practical idea. Authors in *Listening Education* share their experience as they went this way, so *Listening Education* is a publication option for those teachers and trainers who have the scholarly knowledge and who are able to transform this into a classroom practice and who want to share their idea. This way, *Listening Education* becomes a resource for all those who want to develop their ideas for teaching listening. Some of you may remember the *Listening Swap Shop* where members exchanged ideas for teaching listening at our conventions. Think of *Listening Education* as an electronic form of *Listening Swap Shop*. Check it out at http://www.listen.org/Listening_Education and look for the call for papers by Erica Lamm (LEeditor@listen.org)

The *International Journal of Listening* addresses part (2) of ILA’s purpose. The *International Journal of Listening* contains scholarly research and invites contributions from different disciplines and fields. It focuses on aspects of listening in a variety of contexts, including professional, interpersonal, public/political, media or mass communication, educational, spiritual, intercultural, and second language acquisition contexts. The *International Journal of Listening* publishes studies of listening utilizing a variety of methodologies, such as empirical, pedagogical, philosophical, and historical. Members have access to the *International Journal of Listening* through http://www.listen.org/IJL_TF. A call for papers is on-line and manuscripts are submitted to Margarete Imhof (imhof@uni-mainz.de).

All three publications serve the vision of the Association which is to be the international leader of listening practices, teaching and research. When all the publications deliver high quality information, ILA will come a step closer to its goals.

DR. ROBERT BOSTROM



THE ILA REMEMBERS DR. ROBERT "BOB" BOSTROM

Sadly, the field of listening recently lost a giant. On his shoulders we still stand, and through his scholarship we can remember his contributions for decades to come. But his scholarship is only a small window revealing who he was and what he meant to so many. Over the next couple pages are tributes written by ILA members who knew Dr. Bostrom, to help to sustain the memory of him as a mentor, teacher, and friend.

Dr. Robert N. Bostrom, Professor Emeritus of the University of Kentucky Department of Communication died on September 27, 2012. He is succeeded by sons Niels Robert Bostrom (Laura) and Erik William Bostrom (Andrea), both of Versailles, and Rebecca Anne Bostrom (Gary Langfitt) of Dublin, Ohio, and four grandchildren, Maria Bostrom Galvin (Enda), Peter Christian Bostrom, Anna Rachel Bostrom, and Caitlin Amanda, as well as his sister Miriam Stambaugh of Lexington. He was born in Kearney Nebraska on November 2, 1930 and received a Bachelor's degree from Morningside College, Master's and Doctorate from the University of Iowa. He served in the US Army in Korea. He taught at Wayland High School in Iowa, at Sacramento State, Western Illinois University, and Ohio University before coming to the University of Kentucky in 1970. He was the author of eight books and many research articles. He served as president of the Southern Communication Association and was elected to the Hall of Fame of the International Listening Association. At UK he served as a Department Chairman, Director of Graduate studies and Chairman of the University Senate Council. He received the UK Alumni Association's Great Teacher Award in 1990. He was an active participant in the Arts in Lexington and was a member of the Lexington Singers, the Lexington Chamber Chorale, and the Lexington Musical Theater Association. He served on the planning committee for both the Lexington Opera House and the University's Singletary Center for the Arts. He was one of the founders of the Lexington Musical Theater and directed many of their productions. He also performed in several, most notably as Tevye in *Fiddler on the Roof*. A memorial service in honor of Dr. Bostrom will be held on Saturday, October 20th at 3pm at the Unitarian Universalist Church on Clay's Mill Road in Lexington. A reception / visitation will be held at 4pm immediately following the memorial service. Donations in Dr. Bostrom's memory should be made to the Robert Bostrom communication student scholarship fund at Woodford County High School. Please send checks to the Woodford County High School Guidance Counselor in the name of WCHS Bostrom Scholarship.

Obituary from *Herald-Leader*, Lexington, KY (10-7-2012)

Photo from University of Kentucky website

Tributes compiled by Graham Bodie

DR. ROBERT BOSTROM

I first met Bob Bostrom in the living room of Gerry Miller's house in East Lansing, Michigan when I was a Michigan State University graduate student in the middle 1960s. What a great treat it was. Bob and Gerry shared many experiences as graduate students at the University of Iowa, but they also knew each other in a number of other contexts, including singing at dance band gigs in Iowa. So, rather than talking about research, as I thought they would, the two of them engaged in an extended exercise in socially-cued recall and serial storytelling for which I served as an audience. This highly entertaining repartee lasted for hours and provoked a steady stream of laughter from us all.

Although many knew Bob Bostrom as a researcher and teacher, in order to understand him, one had to know that he was a singer of songs, from opera and choral music, through Broadway show music and popular songs to folk music. In addition to his intense interest in singing, he had other, somewhat eccentric, extra-academic interests such as bee keeping. These activities provided a context that enabled Bob to remain a broad-minded, understanding, accepting and kind human being, as well as an interesting person with whom to converse. Academic publications all too quickly disappear into the mists of history, but Bob's qualities of character, combined with his wonderful sense of humor, are the things that we will both remember about him and greatly miss.

Charles R. Berger, University of California, Davis

My memory of Bob Bostrum began when I was a debater at Northern Illinois University, and he was one of my judges. He was fair, and I recall he provided valuable critiques of our performance. Over the years after graduate school we became colleagues not only in the speech association but in the newly formed International Listening Association. I remember Bob served as editor of the ILA journal and accepted my first article in that journal. It was always enjoyable to spend time with him and other colleagues informally at the numerous conventions over the years. He was a pioneer and will be missed.

William Arnold, Arizona State University

I met and worked with Bob during the founding years of the ILA. He was smart, dedicated, the consummate scholar, and a heck of a lot of fun! He has been absent from ILA over the last few years; however, his early contributions to the ILA will remain part of our history.

Nanette Johnson-Curiskis, ILA Executive Director

Bob had nerve. What other faculty member would work with grad students to research the effects of three levels of profanity on speaker credibility. Attendance at the conference presentation of our findings was enthusiastic, though I heard that not all thought the topic appropriate.

Charlie Rossiter

DR. ROBERT BOSTROM

When I began studying listening, Bostrom's name, to me, represented one of the giants of listening. I was, and continue to be, influenced by his perspective of cognitions. In June of 2007, one of my articles was published in *Communication Studies*, and one highlight of my researching career was an unsolicited email from Bostrom! He said he enjoyed the article and thought it was a "productive line of inquiry to get at what we all mean by listening." And, to show me his human side, he added, "Keep up the good work, and if you see your three "experts" (Wolvin, Roberts, and Halley) please say hello. Tell them I am enjoying retirement." Five years later, that email still sits in my inbox as inspiration. It's amazing how thoughtful and inspirational short email messages from giants can be!

Laura Janusik, Rockhurst University

Although I had corresponded with him several times before, I first met Bob in 2009. He had agreed, somewhat reluctantly, to be a part of a panel on the representation of listening within interpersonal communication scholarship. The first few emails he sent basically indicated that he had nothing nice to say, so he thought he would say nothing at all. Luckily, Chuck Berger convinced him to stay on, and the email I received from Bob after the special issue of *IJL* was published suggested that he was thankful for that push. From these exchanges I saw a glimpse of a very humble and thoughtful man. The emails made me want to know him better, to sit down over a beer and listen to his story. I am saddened I never had the chance to do that, but I am very grateful of the opportunity I did have to exchange ideas and listen to his views on how listening still remains underrepresented in our scholarship.

Graham Bodie, Louisiana State University

I took a course in persuasion from Bob Bostrom during my first or second term as a doctoral student at Ohio University. He was determined that we would know and remember what he considered to be the critical literature in this area. One did not come to class unprepared because what a significant portion of each class period consisted of was what he called parrot time. He would describe a portion of a study (enough that it could be distinguished from others, call on a student as he said "squuuuaack" and the student was required to produce the citation. Or, he would cite a study and ask for a variable, or method, or even the statistical result.

Also during that same course, Bostrom was working on a formula to predict persuasive results. I had a large data set from my MA thesis available and was able to have a lot of fun manipulating his formula multiple times and running it against my data. I remember fondly the delight he expressed at my being able to do this on the IBM 360 that was available in the computer center and his intense interest in tweaking the formula and saying "can you run it that way?" One other thing I remember vividly is that one condition for Bob's move to Kentucky was that Kentucky had to pay to move his grand piano. I understand they did so. I am guessing they really wanted him to come as they well should have. He was a wonderful teacher, a great person, and a very good researcher.

Richard D. Halley

LISTENING AND DIALOGUE

Dangerous Listening: The Story of Ambassador Christopher Stevens

By Susan Eliot



You may know that Christopher Stevens, late American ambassador to Libya, was killed in an assault on the United States Consulate on September 11, 2012. But do you know what kind of listener he was? According to friends and colleagues, his willingness to allow others to be heard, even when he had an important message to impart, made him an unusual American diplomat. So unusual that he may have risked his life to listen.

Stevens yearned to mingle with Arabs in the streets and felt annoyance with security measures aimed at keeping diplomats confined. He played down the dangers inherent in opening a diplomatic mission in Benghazi and instead focused on doing what it took to support a democratic transition in Libya. Though his family worried about him at times, his brother said they knew that “[Chris] wasn’t afraid in places other people might think scary.”

Stevens had a huge smile, broad curiosity, cool demeanor and insatiable interest in people from obscure corners of the world. His candor put him in favor with Arabs as well as with other journalists in the Middle East. He relished interpersonal contact even with unsavory characters like Muammar el-Qaddafi. In any situation, Stevens listened by maintaining cultural sensitivity, cultural accommodation, and humility.

Conversational Sensitivity

From all accounts, Stevens was a master of conversational sensitivity. News reports after his death consistently described Christopher Stevens as someone who “was a good listener,” “listened to a lot of people,” and “had a great capacity to listen.” He was revered for his listening.

Stevens enjoyed conversation and excelled in picking up cues in social interactions. His ability to suspend his own reality and immerse himself in the reality of those he was serving demonstrated tremendous empathy. This willingness to accept particular Libyan feelings and ideas that differed from his own set him apart from many other diplomats.

Prior to his diplomatic appointment in Libya, Stevens’ propensity for empathic listening helped build relationship bridges with tribes and militias strong enough to topple Qaddafi. He listened in order to build relationships because that’s how he got things done. He also had patience. One of his colleagues at the State Department said, “It takes a lot of tea. You don’t rush into talking points; you develop a relationship and a personal connection and a series of connections becomes a network.”

Stevens had the ability to understand emotions (his own and others) and manage them. “He was a consummate professional, calm and deliberative with a real sensitivity to the Arab world,” said a former colleague. “He was good on the ground and he had a way about him that endeared him to a lot of people; he listened and was not highly opinionated.” His even temperament gave others the opportunity to feel heard and understood.

LISTENING AND DIALOGUE

Cultural Accommodation

Though the tendency for most is to under-accommodate due to differences in experience, Stevens adjusted his communication behavior and delivery style to every speaker of every culture. His respectful approach created the space to accommodate differences. Many U.S. diplomats don't speak Arabic and if they do, they don't try but Stevens spoke French and Arabic and was learning Farsi. At six foot two, Stevens regularly sat on the floor bent over to talking with locals, eating their food and drinking their tea. "He was a complete anomaly," said a friend. "Wherever he was living he was able to let go of everything else and live in that place completely.

Humility

It takes a certain amount of humility to listen well. Stevens had the unusual capacity "to listen [first] and speak last." As a diplomat, Christopher Stevens' many small listening accomplishments on the ground could never be quantified or directly associated with the overall success of the mission. But that was probably just fine with him. A colleague said, "I think he'd probably be embarrassed by what people are saying about him . . . he'd probably say he was just being himself, doing his job."

Listening was Stevens' powerful gift. But a gift he treasured. He told us that listening to the peoples of Israel, Egypt, Saudi Arabia and Libya was a tremendous privilege and honor. He most likely would have said that the gift he gave was small compared to the one he received. And, given the opportunity, he would have told us that he'd do it all over again and wouldn't have changed a thing.

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Richter, P. "At Consulate in Libya, a Model Diplomat is Lost." *Los Angeles Times*. September 12, 2012.



Susan Eliot is an applied qualitative researcher and sole proprietor of [The Listening Resource](#). For the past 15 years she has worked with nonprofit organizations, helping them design focus groups, in-depth interviews, case studies and other qualitative methods to listen to what constituents, staff, and partners have to say. Susan has been an ILA member since 2010 and is currently enrolled in the Certified Listening Professional (CLP) certificate program.

LISTENING AND DIALOGUE

Dialogue Groups for Listening Practice

By Michael Purdy, Emeritus Professor, Governors State University .

This year I joined a dialogue group here in the Southwestern United States. I saw a one-line ad in a local paper and was intrigued by the announcement of an open discussion at the Peace & Justice Center. The group, like many across the United States is based on the work of David Bohm (with Donald Factor and Peter Garrett). Bohm was a quantum theoretical scientist but was also very interested in the need to listen. A little known essay by Bohm, et. al., entitled *Dialogue - A Proposal* (http://www.david-bohm.net/dialogue/dialogue_proposal.html), concerns the purpose and meaning of dialogue, starting a dialogue and its role in organizations. The initial assumption is we cannot dialogue to solve important human issues unless we listen first. The dialogue group I belong to sees the group as a place to practice listening. One of the outcomes of listening first is the chance to become aware of and hence change the assumptions we hold so dear.

I have read and heard about other dialogue groups that see dialogue as starting with speaking and pass a speaking stick around the group with only the holder of the stick being allowed to speak. Bohm's dialogue group is intrigued me because it is predicated on the primacy of listening; listening that is about learning from others. However, before speaking in any situation serious listening is already at work. Listening begins immediately with the mood of a room as we enter, the feel of the nonverbal interactions of the others in the group, the sense of spatial layout and dynamics of the group, and an intuitive presence in the situation as the individuals settle down and get ready to interact as a group. Long before speaking one is already actively listening.

Bohm states that the results of listening in a group or organization can be summed up as:

Dialogue is a way of observing, collectively, how hidden values and intentions can control our behavior, and how unnoticed cultural differences can clash without our realizing what is occurring. It can therefore be seen as an arena in which collective learning takes place and out of which a sense of increased harmony, fellowship and creativity can arise.

Dialogue from a listening presence can bring a strong attentiveness to participant's positions, but also bring an awareness of who participants are. This understanding makes it easier to listen and harmoniously adapt to the members of the group and as Bohm says to facilitate collective learning. When listening presence is practiced by all members of the group there is a sense of respect that builds in the group allowing participants to reinforce the strengths of all members in a natural way. The presence that is shared has also led to networking and connections around common projects.

Although only a participant in this dialogue group for a few months, I am already appreciating the chance to work with some very fascinating people. I am also once more a learner in the process of listening, as I always have been in my more than forty years of studying and teaching listening.

The Clock is Counting Down to **12/12/12!**

An event that will take place only once in our lifetimes is occurring on December 12, 2012. Indeed, trinumeral dates that started with 01/01/01 are unique to this century. This December date “will mark the last trinumeral date on the calendar until the year 2101” ([Consequence of Sound](#), 2012).



This distinctive date has something in common with the ILA in that our organization is truly distinctive. The ILA is the only international non-profit association dedicated to advancing listening. The ILA offers its members unique and often life-changing experiences.



If you have been “listening” to the ILA LinkedIn conversation that started on October 8, 2012, with Haseeba Alnoor, an Administrative Officer at St. Paul’s College in India stating simply, “I would like to know more about the group,” you will see how some individuals truly believe in the power of listening. For example, Angela B. Holland, dressmaker, author, and self-described naturalist in from Florida, thanks Dr. Rick Bommelje, professor, consultant, and former ILA President, for introducing her to the concept of listening that “changed my life and mostly my personal relationships in a way that I had only dreamed of.” Corine Jansen, a Chief Listening Officer at a university medical center in The Netherlands, just joined the ILA this last week and “hopes to inspire [her] colleagues to listen better to the person behind the patient.” Peter Dopson, a consultant in Canada, wrote that he “joined to collect views that will better help me listen, to better understand, if the person asking the question is seeking answers that lead to a solution, or just conversation.” He tells us that “this is a great group with constructive views on the inner person that has helped me with my clients.” Certainly, we could all add our own stories to this mix.

Another way in which the last trinumeral is like the ILA is that they both are at an end. For the ILA, it is the culmination of a two-year membership campaign—**EACH ONE INVITES ONE**. So 12/12/12 is a *Day to Celebrate the ILA!* Both the Membership and PR committees launched this program on 10/10/10; and it will end on 12/12/12.

The premise of this 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. If we believe in the power of listening and the purpose of the IL, which is to advance the practice, teaching, and research of listening throughout the world, we each are able to play a significant role in advancing the ILA, and consequently, effective listening across the globe.

**“EACH ONE INVITES ONE”
Membership Campaign
is dependent on
YOU!**

So let’s see how far we can go together. On 12/12/12, will we be able to say that indeed EVERY ONE of our current members had at least one other person join the ILA?

Make sure you tell your colleagues, friends, family, 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. After 12/12/12, we will see how many new members have had join since 10/10/10. In addition, we will calculate which current member brought in the most new members.

The 2013 convention in Montreal is the ideal place for us to announce the **winner of our membership campaign** as the theme is **Listening: The Art, The Science, The Joie de Vivre**. The *Merriam-Webster Dictionary* tells us that joie de vivre is the keen or buoyant enjoyment of life. And what better way to get real joy out of life than through listening.



DO YOU TRULY BELIEVE IN THE *POWER* OF LISTENING?

If you answer, “Yes,” and are committed to the mission and vision of the ILA, then

Invite at least **ONE NEW PERSON TO JOIN THE ILA!**



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

International Listening Association

34th Annual Convention Call for Submissions

Montréal • June 20 - 23, 2013

Listening: The Art, The Science, The Joie de Vivre



Listening is the key to success in education, careers, and relationships. In its 34th year, the International Listening Association (ILA) is the only organization dedicated to advancing the practice, teaching, and research of listening. ILA's Annual Convention offers listening academics, professionals, and researchers a forum for sharing research and best practices, as well as teaching and professional training ideas.

The 2013 convention theme, *Listening: The Art, The Science, The Joie de Vivre*, is intended to highlight the synergistic relationship between listening research and practice as well as the importance of effective listening to daily life.

We invite submissions for papers and panels as well as short courses, practicums and workshops. Previous convention topics have covered the broad spectrum of listening practice and research, including traditional areas related to education, research, business, spirituality, and health as well as emerging issues from fields such as audiology and neuroscience. Interdisciplinary and cross cultural papers and panels are highly sought as are programs that introduce new research areas, translate research into practice and/or promote effective listening training.

Important Dates & Deadlines:

Short Course/Workshop Deadline: December 1, 2012

Papers/Panels/Posters Deadline: February 1, 2013

Tentative Notification of Acceptance: March 10, 2013



Convention Planner: Debra L. Worthington, Ph.D.
ILA Vice President
worthdl@auburn.edu

Convention location: Delta Montréal
Montréal, Quebec, Canada

Convention Registration & Hotel Reservations:
www.listen.org/montreal2013

ILA 2013 Convention Proposal Submission Form Cover Page

The 2013 ILA convention provides you with a number of presentation opportunities. You may send in an individual paper, submit a discussion panel or a paper panel, or submit proposals for practicums, workshops or short courses. If you have questions about the submission type, please contact the Convention Program Planner, Debra L. Worthington, Ph.D. at worthdl@auburn.edu.

Please use this cover page for your submission and follow the steps outlined below.

1. Corresponding presenter/coordinator:

Last name _____ First name _____

Affiliation _____ Title: _____

Preferred mailing address: _____

City _____ State/Province _____ Zip _____ Country _____

Telephone/Mobile Phone _____ E-mail _____

Paper/Program Title:

2. Check all that apply:

Individual Paper (individual papers will be assembled into grouped panel presentations of 3-5 papers)

Discussion/Paper Panel

Note: Paper & discussion panels should be organized with 3-5 speakers to fit within a 75 minute time period. It is recommended that all panels include a moderator/chair. Paper panels may also wish to include a respondent.

Student Authored

Workshop/Short Course/Practicums

Note: Workshops, Short Courses and Practicums will automatically be considered for placement as a pre-convention program. If accepted as such, please note that a minimum enrollment is required and if not met, the program will be cancelled. Pre-convention programs require an additional registration fee to help cover additional costs.

Please *do not* consider my submission proposal as a preconference program.

Request Double time slot

Note: Short courses, practicums, workshops, etc. may request a double time slot of 90 minutes. Only a limited number of extended programs will be considered as part of the regular conference program. Programs requesting more than 90 minutes will only be considered for preconference programming.

NOTE: Submissions are automatically entered into the convention's top paper, panel, research & student paper awards. *Only completed paper submissions are considered for top paper awards.*

The presenting author of all accepted proposals is required to register for the convention and pay the convention fee. ILA members receive discounted convention fees. Only registered convention goers may attend sessions. For more information, visit the ILA convention website at www.listen.org/montreal2013.

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

3. Convention Program Description: _____

4. Description of the Proposal

Papers: If you are submitting a completed paper, you should include an abstract (100-200 words). If the paper is part of a panel presentation, please note the name of the panel on the cover page of the paper. If you are submitting a work in progress, please provide an extended abstract of the paper (500-750 words) to assist in review.

Panels (all types) (500-750 words) that details the purpose and rationale of your panel. Discussion panels should include 3 or 5 speakers presenting different perspectives of the primary subject as well as a Moderator/Chair to introduce the speakers and direct questions from the audience. Paper panel descriptions should include the title and a brief abstract of each individual paper, and should include a Moderator/Chair. The inclusion of a respondent is encouraged.

Practicum/Workshop/Short Courses (no more than 4 pages) that describes the rationale for the workshop, the intended audience, the nature of the workshop (e.g., interactive, round-table), and a brief outline of what will be covered. These programs should be interactive and should share best practices or introduce material that can be taken back and put to immediate use.

5. Additional Presenters. Panels and programs with multiple presenters should attach a separate page with the following information for all presenters: names, addresses, phone number, fax number, E-mail, institutional affiliation, title/position and role (e.g., paper presenter, discussant, chair, moderator, reviewer, etc.) Also include a short 2-3 sentence biography of each presenter.

6. A/V Needs: ILA provides only limited AV support. *Presenters are expected to provide their own computer, external drives, etc.*

___ Projector ___ Other: Please specify: _____
(if requested, presenters may be asked to cover any rental costs)

Identify any special room or setup requirements: _____

Submit proposals to worthdl@auburn.edu or hardcopies via mail to arrive by the stated deadline to:

Debra. L. Worthington, Ph.D.
2013 ILA Convention Planner
Department of Communication & Journalism
217 Tichenor Hall
Auburn University, Alabama, USA 36849

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Why should you join the International Listening Association?

- To connect to a network of professionals from diverse academic and career fields
- To access members-only materials, products and services, including the *International Journal of Listening*; *Listening Education*; and the *Listening Post*
- To stay current on listening related research and training developments
- To learn strategies for promoting listening in your business or career area
- To be exposed to cutting-edge research



For more information,
and to connect with a dedicated group of academics, trainers, and other professions, visit:

www.listen.org

ILA 2013 convention website: <http://www.listen.org/montreal2013>