

# International Listening Association 40<sup>th</sup> Annual Convention

## “Program Abstracts”

*Preliminary Convention Program for the 40th Annual International Listening Association Convention Vancouver, Canada on March 21-23, 2019. The events listed in this Preliminary Convention Program are tentative and subject to change until we release the Final Program Schedule.*

### **Active Listening, Conflict Resolution and Communication: A Multidisciplinary Approach to Examining Conflicting Listening Schemas**

**Dr. Teri L. Varner**, Ph.D., Associate Professor of Communication

**Dr. Roger Gans**, Ph.D., Assistant Professor of Communication

**Dr. Nancy Salisbury**, Ph.D., Visiting Instructor of Social Media and Public Relations

**Julie Armstrong**, MA, APR

**Dr. Billy Earnest**, Ph.D., Assistant Professor of Communication

**Dr. Luke LeFebvre**, Ph.D., Director, Assistant Professor

If you want to resolve conflicts, both scientific studies (Bodie, Keaton, & Jones, 2018; Kourmoussi, et al., 2018); and anecdotal experience (Bickford, 2018) show that there is a particular skill that can make or break your efforts: active listening. This panel takes a multidisciplinary approach to exploring conflicting listening schemas created by our perceptions of difference, and it offers evidence-based approaches to bridging those barriers in a global society.

### **Arm the Conversation Corps! An Experiment Training Volunteer Facilitators of Public Dialogue on Challenging Topics**

**Larry Schooler**, Senior Fellow, National Civic League, Adjunct Faculty, Northwestern University

**Simone Talma Flowers**, Executive Director

**Julie Armstrong**, MA, APR

The growing desire among public agencies to facilitate more robust dialogue with citizens has led to several innovations in how governments “listen” to the community. Two such cutting-edge programs were born in Austin—Conversation Corps (a partnership between public agencies and area non-profits) and the Red Bench hosted conversations with people of differing faith backgrounds on community issues. This session will involve a simulation of the two conversations, as well as an in-depth discussion of how these programs promote listening to conflict and can serve as a model for other communities.

### **Audio Description: Listening to Movement**

**Dr. Joel Snyder**, Ph.D., President of Audio Description Associates, LLC, Director of Audio Description Project, American Council of the Blind

Audio description, enhanced by Laban Movement Analysis fundamentals, provides access to the arts for people who are blind or have low vision. Describers observe, select, and then succinctly and vividly use language to convey the visual image that is not fully accessible to a segment of the population who are visually impaired. Effective audio describers strive to offer language that has a foundation in the “The Four Fundamentals of Audio Description” developed by Dr. Snyder: Observation, Editing, Language and Vocal Skills. With greater access to our culture and its resources, people become more engaged with society and more employable.

### **Best Practices in Listening and Communication Consulting and Training**

**Dr. Laura Janusik**, Ph.D., Professor and McGee Chair of Communication

**Dr. Sheila C. Bentley**, Ph.D.

**Kathy O’Brien**, Founder and Managing Director, Red Shoe Communications

Join three panelists who discuss “best practices” in their consulting and coaching work. These best practices will include marketing the topic of listening, building clientele, positioning listening as a cornerstone of executive communications, and tips and exercises

to improve listening effectiveness. If you're currently a practitioner, come share your best practices, too! We change the way the world listens...one person at a time!

### **Can Teaching EMT Students Listening Skills Make Them Better Healthcare Providers and Improve the Quality of Care?**

**Dr. Franca Ferrari-Bridgers, Ph.D., Prof. Daniel Armstrong, Prof. Rosanne Vogel**

In this talk we look at how developing critical listening skills in Emergency Medical Technician students can help them to perform better in potentially life threatening emergency situations. Limited contact time, patients with challenging behaviors and problematic conditions, multi-tasking and communicating with other first responders are a few of the many challenges EMTs face daily. These challenges can easily become sources of error that compromises the patient's care and safety. Teaching EMT students critical listening skills while in training is an asset that reaches beyond improving individual education by potentially decreasing morbidity and mortality rates in the communities they serve.

### **Capturing and Leveraging the "Voice of the Consumer" – Identifying and Understanding the Potential Impact of Discrepancies between Senior Executive and Mid-level Manager Perceptions of Organizational Listening Effectiveness**

**Dr. David Randall Brandt, Ph.D., Visiting Assistant Professor of Practice**

Organizations are increasingly acknowledging that listening and responding to the Voice of the Consumer (VoC) is a vital business process. To succeed, such a process must have strong support from senior-level executives and it must include specific features and practices that are effectively implemented and managed at lower levels of the organization. This session will share recent research results that reveal significant discrepancies between senior executives and mid-level managers regarding perceived current VoC listening effectiveness. The potential impact of these discrepancies on vertical and horizontal member interactions, as well as VoC process sustainability, will be addressed.

### **Conflicts Are Within The Message. In the Seven Levels of Listening, the Conflict is Between Them**

**Dr. V.T. Pierau – Schoeber, Ph.D.**

Conflicts arise partly from misunderstanding. Listening can help us to solve those misunderstandings. But what if listening itself is a source of this misunderstanding? So what we are missing in a certain way is an architecture of listening. This architecture helps us to listen to ourselves, each other and the bigger picture. In this way we will gain a bigger understanding in these fields. During the workshop we will explore the architecture of seven levels of listening and discover the sources of conflict in and between them. We will also look at the ways to solve the conflicts.

### **Civil Communication and Common Sense Etiquette in the Workplace**

**Dr. Erica J. Lamm, Ph.D., MBA**

According to a recent global poll on workplace incivility, in 2016, 62% of employees were treated rudely at work at least once a month. And, according to CBS News, 68% of respondents said the tone and civility of U.S. political debate is getting worse. In this kind of environment, how is a worker supposed to be productive and maintain high morale? This workshop will explore the definitions of civility, etiquette, communication and listening, and then offer concrete steps to create a more civil workplace. Special emphasis on effective listening in an uncivil environment will be given.

### **Culturally Cognizant Listening on Campus**

**Dr. Laura Landry Meyer, Ph.D., CFLE**

Given the climate of divisiveness, there is a need to listen to each other with respect. Culturally cognizant listening fosters respect through listening. This presentation shares the success of a service learning undergraduate college course, Listening Post. Started in 2011, students learn to listen on campus to whomever about whatever. Course content, student outcomes and service learning will be reviewed with a focus on cultural cognizance and respect using active learning strategies. Listening to each other fosters empathy and understanding of differing worldviews.

## **Ears See the Tears: Listening Skills as the Foundation for Community Work Combining Artistic Expression with Trauma-Informed Care**

**Theresa M. Caldwell, CLP**

Most conflicts begin inside individuals. Those conflicts then bloom into feelings and behaviors that can wreak havoc on that person's life, family, community and, potentially, the world. They need more empathy, sooner in life than later, and from people who understand the effectiveness of listening as a way to create that vital connection. However, skilled listeners can forget that at its most powerful, listening is a full body experience. This interactive workshop will demonstrate how listening can help us combine research about Adverse Childhood Experiences with theater to more effectively address the needs of individuals and communities in conflict.

## **How to Get Training to Stick: Informing Folks Is Only the First Step**

**Michael B. Gilbert, Ed. D.,** Professor Emeritus in Educational Leadership and CEO of ATOIRE Communications, LLC

Many of us have spent much time preparing and presenting the outcomes of our research and ideas for enhancing knowledge and improving skills. We have gotten relatively quick feedback on the quality of the presentation and the value of the content. How do we know the longer-term impact of our presentations? Have the concepts stimulated other work? Have the skills been implemented to change behavior? Are there measurable personal or organizational outcomes attributable to our presentations? This session will explore techniques to assist change that begins with professional development presentations.

## **How to Make Listening Fun**

**Bob Berlin, JD,** President and Founder of The New Decision Management Associates, Inc.

**Carolyn L. Raines, AA,** CEO

The World is a noisy place. We are taught to speak and fight to be heard. Not being heard leads to unfulfilled expectations which lead to CONFLICT. Only 2% of us are taught how to Listen. Listening creates mutual connections. By listening, we become more efficient, motivated and attached to our families, organizations and communities. All of the information and activities in this session are designed to create an opportunity for learning how to effectively recognize, process and resolve Conflict. ALL participants are guaranteed to have FUN.

## **Helping Future Teachers Learn To Listen and Teach Listening When They Claim To Be Bad Listeners**

**Dr. Carol Christy,** Professor of Education

For future teachers working with early childhood or special education, using oral language in instruction has a larger role than for secondary teachers. So I was very surprised when both of my classes recently said they couldn't understand class lectures and they didn't think they were very good at listening. This presentation focuses on interviews and surveys identifying specific instructional changes to meet student needs at all levels and increase listening success. As my students became more sensitive to listener needs, they learned to assess multiple types of listening so they can identify the listening needs of their own students.

## **It's Not In Your Head It's In Your Imagination: Reclaiming and Checking the Fitness of the Body-Mind Through iRest**

**Sandra Sommers, MSW, LCSW**

**Jerry Catt,** Retired Instructor of Communication, Founder and Director of Listen4achange.com

**Dr. Richard Halley, Ph.D.**

Intrapersonal conflict is the life-world of many persons suffering trauma and life stresses. Biases, emotions, body sensations, and beliefs we carry impact our ability to open and listen or shut us down in protective postures effectively inhibiting listening, leading to further conflict of an interpersonal nature. Integrative Restoration (iRest) is a vital protocol that brings awareness of these inner landscapes, providing tools that integrate, restoring us to greater health, resiliency and empowerment. As we diminish barriers to listening to ourselves we open channels to listening less distractedly, less reactively and more authentically to others, creating a means to transforming conflict.

## **L2 Listening Issues That University Learners Of English Experienced in a Mexican Context**

**Dr. Graciela Arizmendi González**, MA, MEI, Ph.D.

This session will present research on an exploratory study implemented at a Mexican university with the aim of investigating listening practices and perceptions about issues inhibiting L2 listening. Data were gathered through questionnaires and semi-structured interviews. Qualitative data samples related to the factors affecting listening to English as a second language are described, including text and speaker features. Multiple case' data were selected to illustrate findings. Overall, the study provides knowledge for scholars to understand the specific factors that affect L2 listening in a Mexican university context.

## **Listen, There is a Unique Way to Resolve Conflict: Introducing Collaborative Practice**

**Dr. Anita Dorczak**, MA, LLB., Ph.D., Cert.EM, CLP, PC, Global Collaborative Law Council

In conflict? Instead of adversarial, costly and protracted litigation to win (or lose) discover collaborative practice, an out-of-court dispute resolution process allowing the parties to maintain control over the outcome and preserve relationships that matter. It is a listening focused negotiation resulting in win-win solutions for all the parties involved.

## **Listening to Be an Ally in Disrupting Systems of Oppression**

**Dr. Cynthia Hazel**, Ph.D. in School Psychology, Professor

Listening to all members of a community is a critical aspect of promoting development and challenging social inequities. An ally is someone who does not identify as belonging to a marginalized group, but wishes to support members of that group in working toward their goals. During this interactive presentation, I will review the literature on allyship and utilizing privilege to disrupt systemic inequities as well as provide examples of how listening to my peers and students has informed me of when I was colluding with White superiority and increased my capacity to recognize and challenge oppression.

## **Listening to Conflict in Animal Care Settings**

**Dr. Helen Meldrum**, Ph.D.

Those who work in veterinary settings say it is easier to deal with a dog that bites than with an unreasonable pet owner. This lecture will describe the types of behaviors that veterinary staff find hard to handle. The presenter has many years of experience in helping animal care professionals not become "reactive" to owner's comments that are provocative. Owners become emotionally charged in relation to their beloved pets who share many of the same types of medical challenges that we bipeds face. This session uses case examples to show how professional staff can acquire active listening skills to diffuse conflicts.

## **Listening and Conflict in Work Teams**

**Tony L. Kroll**, EdD, Professor of Communication Studies

Teaching teamwork is a difficult task. While conflict is recognized in the research literature as an important element for effective interaction in a small group setting, insights into the importance of listening as a way to facilitate conflict are less well defined. Qualitative findings from a study of 85 undergraduate participants in a simulated teamwork activity will be presented. Emphasis is given to the connections between conflict, listening and cohesion in work teams.

## **Listening and the Conflict of Interpretations: Integrating Imagination into Halley's Concept of Checking Fit in the Interest of Transforming Conflict**

**Jerry Catt**, Retired Instructor of Communication, Founder and Director of Listen4achange.com

**Dr. Richard Halley**, Ph.D.

The importance of Halley's "checking fit" is addressed as the means to reduce misinterpretation as a step towards transforming conflict; the discussion also explores aspects of imagination that impinge upon listening processes, specifically assigning meaning. It is asserted that imagination enters into the listening process far more often than previously believed or easily perceived and that at

times it can be used deliberately to good benefit. For those who have not been with us before we will very briefly share Dr. Halley's model of listening so that we can help participants understand where we see imagination fitting into the listening process.

### **Listening in Context: Creating Appreciation for the Power of Listening Well In a Variety of Organizational Settings**

**Dr. Janet McCormick**, Ph.D., MA, BA, Professor

This session will focus solely on the final presentation expectations and outcomes in a 3-credit Listening course at MTSU. "Listening in Context" is an assignment which requires students to work in teams in order to create a 45 minute interactive experience exploring the significance of effective listening in organizational life. The goal is for students to find EXCELLENT examples of organizational success/failure (conflict) due to (in) effective listening skills and engage their peers in appreciation of the power of listening well in organizational contexts of their choice. The presenter will share specific details of the assignment and examples of student work.

### **Listening to Diffuse Conflict: The LovePOEM**

**Dr. Cynthia Hazel**, Ph.D. in School Psychology, Professor

This workshop will present a model of listening to deescalate a conflict back to a disagreement. Following a discussion about conflict and disagreement and presentation of the LovePOEM (love, pause, observe, empathize and message), participants will be invited to apply the LovePOEM to a conflict in their lives, support each other in deeply listening with love to all parties, and discuss how the LovePOEM can inform how we engage with and listen to each other.

### **Listening to Engage**

**Jennifer M. Grau**, BA, MA, CLP, President of Grau Interpersonal Communication

How do you engage and support people so they can do their best work and mitigate destructive conflicts? It all starts with listening. Effective leaders listen to understand people in an effort to answer the following questions: who they are, what matters to them, how can we connect these things to the big picture of the organization, company or project, how can we best involve them, and incorporate their ideas, where might we support them, how might we reward and challenge them. Join us for this fast paced, interactive workshop experience.

### **Listening at Intersections: A Macro and a Micro Case Study**

**Jennifer M. Grau**, BA, MA, CLP, President of Grau Interpersonal Communication

**Dr. Nagesh Rao**, Ph.D., B.Com , PGDBA (MBA), MS

One skillset, two big payoffs. How did effective listening resolve a community conflict and enable the expansion of a major healthcare system? How did a lack of listening shape the way we respond to racism and train physicians today? This case study-based talk looks at listening from organizational, interpersonal, and intrapersonal perspectives to highlight the varied roles listening plays in determining access to and receiving quality healthcare. Both cases highlight the critical aspect of simultaneously listening to self and to the other in co-creating solutions.

### **Listening Rules**

**Eva Göksel**, MA

Listening comprises a significant part of a student's daily school routine. In fact, it can be described as "ruling" the day. This talk presents preliminary findings from a pilot study being conducted in a primary school in Zurich, Switzerland. Two grade 4 teachers aim to improve their students' listening skills by developing a concrete set of rules to scaffold students' habits around listening to instructions. The perceived successes and challenges of this approach will be discussed. The researcher invites the audience to share their thoughts about the *listening rules* which will be with the Swiss teachers.

### **Listening Swap Shop**

**Dr. Sanna Ala-Korteesmaa**, Ph.D

**Dr. Donna Fogelsong**, Ph.D., Assistant Professor of Practice

**Dr. Paige Horst**, Ph.D

**Dr. Laura Janusik**, Ph.D., Professor and McGee Chair of Communication

**Dr. Mary P. Lahman**, Ph.D

**Dr. Janet McCormick**, Ph.D., MA, BA, Professor

**Michael Z. Murphy**, CLP

**Philip C. Tirpak**, M.A., Instructor of Communication Studies

**Dr. Teri L. Varner**, Ph.D., Associate Professor of Communication

We've resurrected the Listening Swap Shop! In this highly interactive session, participants will visit numerous tables. At each table, participants will be walked through one idea for teaching or training listening. Participants will spend approximately 10 minutes at a table, allowing them to visit 7 tables and walk away with 7 new activities for their teaching or training arsenal. We change the way the world listens...one person at a time!

### **Leadership from Listening to Horses**

**Deanna Koebernick**, B.Sc.Ag, LLB. Q.Med, Registered Collaborative Family Law Lawyer, Mediator

Leadership is an essential element in conflict resolution and requires creating safety and listening to those in conflict with the intention of hearing what needs are not being met. A conflict is the result of an unmet need. Horses are a path to experiencing ourselves, through deeper relationship with ourselves and the horse. By listening to the horse and ourselves, we move into relationship. We create safety and trust. And the horse, as a prey animal has a nervous system that is sensitively attuned for danger. We, as the human, must be congruent in our own selves to experience the horse as a true partner.

### **Managing Conflict Situations with Listening: Who Does it Best?**

**Dr. Sanna Ala-Kortesmaa**, Ph.D

Previous research indicates that in order to offer support in a conflict situation people have to have certain personality traits and listening values as well as an ability to express person-centered supportive messages. However, how can they improve their listening in order to be supportive and manage conflict situations diplomatically? This research states that certain areas in listening profiles seem to promote both the use of person-centered supportive messages as well as management of the tensions occurring in conflict situations. In addition, there are certain listening profile areas that are not related to supportive messages but still promote successful tension management.

### **More Listening = Less Conflict: How The Listening Gap© and The Listening Challenge© Can Reduce the Intensity and Incidence of Conflict**

**Catherine Lampton**, MA, principal in Mediation & More

This dynamic presentation explores destructive and constructive conflict and how listening helps determine in which direction the interaction flows. Attentive listening generates interested questions, and the two are key in understanding and resolving interpersonal conflict. PhD candidate Catherine Lampton introduces two tools to help lessen and turn around destructive conflict. First, The Listening Gap© is used to help you monitor and control your own thoughts and responses. Second, The Listening Challenge© is used to empower your communication and to increase your chances of being heard. She created and practiced TLC for one year and invites, nay dares, you to accept.

### **Not Listened To: Phenomenological Research into the Traumatic Lived Experience of Incarcerated Women**

**Teresa Elder Hanlon**, MA, Cand. D.Min

What happens to unheard stories? How are they manifested in society today? How does the body experience not being listened to? How is our creative center, our soul affected by rejection, the silent treatment, or abuse? In this session Teresa shares her Doctor of Ministry qualitative research on not being listened to which used a methodology inspired by Max van Manen in *Phenomenology of Practice* (2014). She interviewed women released from jail and examined numerous published stories and poems by incarcerated women. This research deepens our understanding of not being listened to when in conflict.

## **Publishing Listening Research in the International Journal of Listening**

**Prof. Dr. Margarete Imhof**, Ph.D.

Presenters at ILA conventions have interesting insights to share. To follow up on a presentation, it might make sense to write up the research and to submit a paper to the International Journal of Listening. In this workshop, I will present the options and requirements connected with the publication process. I will explain the steps of the process and the support which is available, in particular for first-time authors and authors with a non-English language background.

## **(Re-) setting Rapport: Making Space for Listening in Stress and Shame Situations**

**Dr. Deborah Leiter**, Ph.D., Lecturer in Speech Communication

This presentation will discuss the ways to re-set rapport in situations where people feel threatened—in other words, a situation where (di) stress or shame predominates. In such situations, people have a hard time listening well. When shame is in the mix, feelings of inadequacy make this even harder. Brene Brown, in her book *Daring Greatly*, discusses how to enact shame resilience from the inside out—this paper will discuss, using an episode of *West Wing*, how to help re-set rapport for others as well as yourself.

## **Resolving the Conflict between Goals and Reality: Practical Ideas to Assist Students to Listen to Each Other In the Middle and Secondary Classroom**

**Catherine Black**, Literacy Consultant, BA and PGDipEd

This workshop aims to provide participants with practical ways to encourage students to listen to and learn from each other in middle and secondary classrooms. While listening is often included in curriculum documents, the translation to genuine classroom practice is inconsistent. The workshop will address the tendency for students to only listen effectively to the teacher or audio/audio-visual text, why students need to listen to each other – impact on achievement and classroom strategies for use in all subject areas – integrating listening with content objectives.

## **Social Listening as a Tool in Examining Voices behind Sexual Assault in the Twittersphere**

**Dr. Tanya Drollinger**, Ph.D.

Data from twitter (#WhyIDidn'tReport) as a source of social listening are used to examine the highly sensitive topic of reporting sexual abuse using the theoretical framework of the theory of planned behavior. Social listening is becoming more common as a tool to investigate topics that are highly controversial or stigmatized and can provide rich data into topics that traditional forms of research cannot normally capture. Due to the anonymity of the contributor and open dialogue that is encouraged by social media people often disclose sensitive information. The pros and cons of using social listening data will be discussed.

## **Stimulating Deliberative Listening When Public Issues are Divisive**

**Dr. Ronald Hustedde**, Ph.D.

**Dr. Rosalind Harris**, Ph.D.

This workshop is intended to address divisive listening and speech that occurs in public settings regarding contentious issues. We will explore four tools for moving away from evaluative listening, towards empathic, appreciative and comprehensive listening and include rituals that provoke emotions of kindness and understanding, ground rules that influence listening and other forms of behavior, re-framing public questions from an “either/or” argument into more than two choices for solving public problems and developing deliberative listening structures for walking in the shoes of critics and defenders of public policy choices.

## **The Conflict Balcony and Deep Listening**

**Dr. Rick Bommelje**, Ph.D., Ed.D., CLP

During this action-learning workshop, participants will learn how to use a conflict leadership technique called the “conflict balcony”. Deep Listening is at the center of this 5-step process. Selected participants will share current conflict situations that will be processed using the technique. The goal is for participants to become fully equipped to use the conflict balcony in their own circles of influence.

## **The Ethics of Listening: Regarding the Pain of War in Colombia**

**Dr. Juan Pablo Aranguren Romero, Ph.D.**

The lecture will present the results of the project “The Ethics of Listening” the objective of which was to develop an analysis of the political violence in Colombia. The research seeks to recognize how to build an ethics of listening by picking up the experiences, lessons learned, the mistakes and successes of people who have dedicated part of their lives to hear testimonies, memories, stories and experiences of war and political violence in Colombia.

## **The Restorative Power(s) of Listening to Painful Personal Memories in a Post-Conflict Context**

**Dr. Luis Carlos Sotelo Castro, Ph.D.**

Drawing on a series of experiments on listening with Colombian refugees, this lecture explores the extent to which the restorative power(s) of listening to painful memories in the current transitional justice system in Colombia is being hampered by how the media and other forces frame testimonies by victims of guerrilla group FARC. Since there are no clear guidelines as to how to apply restorative justice in the context of the current post-conflict institutions in Colombia, I draw on insights gained from an engagement with how restorative justice is being practised in Canada.

## **Values Drive Connection: An Experiential Workshop Drawing On Mindfulness Practices for a Restorative Conversation**

**Julie Smith, Director of Learning & Engagement**

**Karen Gross, J.D. Founder and CEO**

Join Leadership Austin, a non-profit leadership development organization that increases and improves civic engagement, and Citizen Discourse, a start-up social impact organization committed to creating spaces online and off for conversations that matter, for an experiential workshop that helps you get out of your head and into your heart. Through an intentional, facilitated conversation, attendees will practice dialogue techniques that lead to positive interaction, even with those whom they disagree with most. We will engage attendee’s senses, incorporate mindfulness practices and offer guests a restorative space for connection.

## **Vibes Included: A New Way to Listen**

**Sofia Bodniza, Ambiance Conductor**

Vibes Included is a new way to listen to and express our inner conflict. We live in a culture that strongly believes in connecting with our eyes open, yet finds it intimidating and as a result, we miss the opportunity of true intimacy. We believe in generating togetherness through an unconventional route: eyes-closed conversations. Our hope is to empower you to start playing a more active role in the art of deep listening -- to yourself and to those around you.

## **What Do Primary Grade Teachers Do For Listening Instruction?**

**Dr. Donna Fogelson, Ph.D., Assistant Professor of Practice**

An entry point for engaging teachers in actively teaching listening in their classrooms is to understand their current perceptions and methods of instruction. Primary grades are the foundational education platform for listening instruction; thus this type of research is essential to increasing and raising the level of teaching not telling students to listen. This investigation was conducted with practicing teachers in PreK - 2nd grade classrooms in order to understand their current perceptions of listening instruction. Do teachers teach or tell students to listen? Do they know the difference? Come join in the discussion!

## **What Makes a Competent Listener? Identifying the Competencies of a Listening Professional**

**Dr. Sheila C. Bentley, Ph.D.**

**Dr. Richard Halley, Ph.D.**

**Dr. Laura Janusik, Ph.D., Professor and McGee Chair of Communication**

**Prof. Dr. Margarete Imhof, Ph.D.**



What makes a listener effective enough to become a Certified Listening Professional? This session reviews the process that the Certified Listening Professional Committee has been using to define the competencies that are essential for a Certified Listening Professional. In addition, participants will contribute their thoughts about what is or should be required of a CLP.

### **When a Family Is Ripped Apart: How Listening Can Help to Heal**

**Michael Gingerich**, Co-Founder and CEO of *Someone To Tell It To*

**Tom Kaden**, Co-Founder and CEO of *Someone To Tell It To*

Someone To Tell It To's mission is cultivating meaningful relationships through compassionate listening and training others to do the same. Our work has allowed us to support many families in crisis, disconnection and pain. This workshop will focus on the stories of two different families who were broken apart. We will also share a story of personal conflict between us and how we resolved it. Participants will learn how listening without judgment and blame and with intention and compassion has helped to begin the process of healing, reconciliation and finding unity.

