

**International Listening Association
40th Annual Convention
March 21-23, 2019
Vancouver, Canada**



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 subject to change until we release the Final Program.

Convention Program-at-a-Glance

Thursday March 21, 2019

| Time | Room 1400 | Room 1410 | Room 1420 | Room 1430 |
|---------------------------------|--|--|---|--|
| 8:00 – 11:30 | Registration | | | |
| 9:00 - 9:30 | 2018/19 Board Meeting | | | |
| 9:30 - 10:00 | Business Meeting | | | |
| 10:00 -10:30 | Opening Remarks | | | |
| 10:30 - 11:30 | Keynote Speaker (TBA) | | | |
| 11:30 – 1:30 | Lunch (on your own) | | | |
| | <i>Theory & Research</i> | <i>Business</i> | <i>Education and General/Other</i> | <i>Humanities</i> |
| 1:30 – 3:00 <i>Workshops</i> | Listening to Diffuse Conflict: The LovePOEM <i>Dr. Cynthia Hazel</i> | Listening to Engage <i>Jennifer M. Grau</i> | What Makes a Competent Listener? Identifying the Competencies of a Listening Professional <i>Dr. Sheila C. Bentley Dr. Richard Halley Dr. Laura Janusik Prof. Dr. Margarete Imhof</i> | Ears See the Tears: Listening Skills as the Foundation for Community Work Combining Artistic Expression with Trauma-Informed Care <i>Theresa M. Caldwell</i> |
| 3:00 – 4: 30 | Dessert Networking Reception | | | |
| 4:30 - 6:00 <i>Workshops</i> | Listening Swap Shop <i>Dr. Sanna Ala-Kortesmaa Dr. Donna Fogelsong, Dr. Paige Horst Dr. Laura Janusik Dr. Mary P. Lahman Dr. Janet McCormick Michael Z. Murphy Philip C. Tirpak Dr. Teri L. Varner</i> | When a Family Is Ripped Apart: How Listening Can Help to Heal <i>Michael Gingerich Tom Kaden</i> | Resolving the Conflict between Goals and Reality: Practical Ideas to Assist Students to Listen to Each Other In the Middle and Secondary Classroom <i>Catherine Black</i> | Values Drive Connection: An Experiential Workshop Drawing On Mindfulness Practices for a Restorative Conversation <i>Julie Smith Karen Gross</i> |

Friday March 22, 2019

| Time | Room 1400 | Room 1410 | Room 1430 | Room 1420 | Room 2290 |
|--|---|---|---|--|---|
| | <i>Theory & Research</i> | <i>Business & General/Other</i> | <i>General/Other</i> | <i>Humanities</i> | <i>Education</i> |
| 7:30 – 11:20 | Registration | | | | |
| | Committee Meetings | Committee Meetings | Committee Meetings | Committee Meetings | Committee Meetings |
| 8:30 - 10:00 <i>Workshops</i> | It's Not In Your Head It's In Your Imagination: Reclaiming and Checking the Fitness of the Body-Mind Through iRest <i>Sandra Sommers Jerry Catt Dr. Richard Halley</i> | How to Make Listening Fun <i>Bob Berlin Carolyn L. Raines</i> | Vibes Included: A New Way to Listen <i>Sofia Bodniza</i> | Arm the Conversation Corps! An Experiment Training Volunteer Facilitators of Public Dialogue on Challenging Topics <i>Larry Schooler Julie Armstrong</i> | Publishing Listening Research in the International Journal of Listening <i>Prof. Dr. Margarete Imhof</i> |
| 10:00 - 10:20 | Refreshment Break | | | | |
| 10:20 - 10:50 <i>Lectures</i> | What Do Primary Grade Teachers Do For Listening Instruction? <i>Dr. Donna Fogelsong</i> | Listening to Conflict in Animal Care Settings <i>Dr. Helen Meldrum</i> | The Ethics of Listening: Regarding the Pain of War in Colombia <i>Dr. Juan Pablo Aranguren Romero</i> | Listening in Context: Creating Appreciation for the Power of Listening Well In a Variety of Organizational Settings <i>Dr. Janet McCormick</i> | Helping Future Teachers Learn To Listen and Teach Listening When They Claim To Be Bad Listeners <i>Dr. Carol Christy</i> |
| 10:50 - 11:20 <i>Lectures</i> | Can Teaching EMT Students Listening Skills Make Them Better Healthcare Providers and Improve the Quality of Care? <i>Dr. Franca Ferrari-Bridgers Prof. Daniel Armstrong Prof. Rosanne Vogel</i> | Listening Rules <i>Eva Göksel</i> | Not Listened To: Phenomenological Research into the Traumatic Lived Experience of Incarcerated Women <i>Teresa Elder Hanlon</i> | Listening to Be an Ally in Disrupting Systems of Oppression <i>Dr. Cynthia Hazel</i> | L2 Listening Issues That University Learners Of English Experienced in a Mexican Context <i>Dr. Graciela Arizmendi Gonzàlez</i> |
| 11:20 - 1:10 | Lunch (on your own) | | | | |
| 1:10 - 1:40 <i>Tedlike Talks</i> | The Restorative Power(s) of Listening to Painful Personal Memories in a Post-Conflict Context <i>Dr. Luis Carlos Sotelo Castro</i> | Listening at Intersections: A Macro and a Micro Case Study <i>Jennifer M. Grau Dr. Nagesh Rao</i> | Listening and Conflict in Work Teams <i>Tony L. Kroll</i> | Culturally Cognizant Listening on Campus <i>Dr. Laura Landry Meyer</i> | How to Get Training to Stick: Informing Folks Is Only the First Step <i>Michael B. Gilbert</i> |
| 1:40 - 2:10 <i>Lectures</i> | Social Listening as a Tool in Examining Voices behind Sexual Assault in the Twittersphere <i>Dr. Tanya Drollinger</i> | Capturing and Leveraging the "Voice of the Consumer"... <i>Dr. David Randall Brandt</i> | (Re-) setting Rapport: Making Space for Listening in Stress and Shame Situations <i>Dr. Deborah Leiter</i> | Leadership from Listening to Horses <i>Deanna Koebernick</i> | Standing on the Shoulders of Giants: Lessons Learned From My ILA Colleagues <i>Dr. Lyman K. (Manny) Steil</i> |

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|--|--|--|--|---|--|
| 2:10 - 2:30 | Refreshment Break | | | | |
| 2:30 - 4:00 <i>Workshops</i> | Listening and the Conflict of Interpretations: Integrating Imagination into Halley's Concept of Checking Fit in the Interest of Transforming Conflict <i>Jerry Catt</i> <i>Dr. Richard Halley</i> | The Conflict Balcony and Deep Listening <i>Dr. Rick Bommelje</i> | Conflicts Are Within The Message. In the Seven Levels of Listening, the Conflict is Between Them <i>Dr. V.T. Pierau – Schoeber</i> | Stimulating Deliberative Listening When Public Issues are Divisive <i>Dr. Ronald Hustedde</i> <i>Dr. Rosalind Harris</i> | Best Practices in Listening and Communication Consulting and Training <i>Dr. Laura Janusik</i> <i>Dr. Sheila C. Bentley</i> <i>Kathy O'Brien</i> |
| 6:00 - 10:00 | Gala Dinner | | | | |

Saturday March 23, 2019

| Time | Segal Centre Conference Rooms | | | |
|----------------------|---|---------------------------|---------------------------|---------------------------|
| 7:45 - 8:45 | Registration | | | |
| | Committee Meetings | Committee Meetings | Committee Meetings | Committee Meetings |
| 8:45 - 10:15 | Active Listening, Conflict Resolution and Communication: A Multidisciplinary Approach to Examining Conflicting Listening Schemas <i>Dr. Teri L. Varner</i> <i>Dr. Roger Gans</i> <i>Dr. Nancy Salisbury</i> <i>Julie Armstrong</i> <i>Dr. Billy Earnest</i> <i>Dr. Luke LeFebvre</i> | | | |
| 10:15 - 10:45 | More Listening = Less Conflict: How The Listening Gap© and The Listening Challenge© Can Reduce the Intensity and Incidence of Conflict <i>Catherine Lampton</i> | | | |
| 10:45 - 11:00 | Refreshment Break | | | |
| 11:00 - 12:30 | Managing Conflict Situations with Listening: Who Does it Best? <i>Dr. Sanna Ala-Kortesmaa</i> | | | |
| | Civil Communication and Common Sense Etiquette in the Workplace <i>Dr. Erica J. Lamm</i> | | | |
| | Listen, There is a Unique Way to Resolve Conflict: Introducing Collaborative Practice <i>Dr. Anita Dorczak</i> | | | |
| 12:30 - 2:00 | Past Presidents Luncheon | | | |
| 2:00 - 3:00 | 2019/20 Board Listens: "Looking into the Future" | | | |
| 3:00 - 4:00 | 2019/20 Board Meeting | | | |

= provided with Registration

Program Abstracts

..... *THURSDAY MARCH 21, 2019*

Listening Swap Shop

Dr. Sanna Ala-Kortesmaa, Ph.D

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

Dr. Paige Horst, Ph.D,

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

Dr. Laura Janusik, Ph.D., Professor and McGee Chair 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!

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.

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.

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.

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.

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.

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.

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.

..... **FRIDAY MARCH 22, 2019**

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.

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.

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.

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

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.

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.

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.

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.

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.

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.

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.

What Do Primary Grade Teachers Do For Listening Instruction?

Dr. Donna Fogelsong, 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!

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.

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.

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.

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.

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.

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.

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.

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.

Standing on the Shoulders of Giants: Lessons Learned From My ILA Colleagues

Dr. Lyman K. (Manny) Steil, CLP, CSP, CPAE, CEO Communication Development, Inc. & International Listening Leadership Institute

After 40 years of serving with a variety of talented ILA colleagues, it is clear we all stand on the shoulders of giants. This presentation will focus on important lessons learned from many ILA members over more than four decades. Throughout the history of ILA, listening lessons have been passed from: early mentors; decades of ILA Presidents, Board Members, Teachers and Researchers, Consultants, and Authors. Specific individual listening lessons have been impactful and collectively imperative for the ongoing development of ILA, future Giants of Listening, and the enhancement of the field of Listening.

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.

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.

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.

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.

(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.

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.

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.

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!

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.

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.

..... **SATURDAY MARCH 23, 2019**

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

Julie Armstrong, MA, APR

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

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

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

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

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

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.

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.

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.

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.

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.

Presenter Biographies



Dr. Sanna ALA-KORTESMAA, Ph.D. 

Sanna Ala-Kortesmaa is a senior lecturer in speech communication at the University of Tampere, Finland. She has specialized in the role of listening in various communication relationships, leadership communication and organizational communication. Her research interests cover practically all phenomena related to listening. In her dissertation, she both developed the theory of listening and examined listening as a professional communication competence in the organizational contexts of Finnish and American judicial systems. Currently she is involved in two projects that examine Twitter communication of corporate leaders and features of supportive listening in various communication situations.

Dr. Juan Pablo ARANGUREN ROMERO, Ph.D. 

Juan Pablo Aranguren Romero is an Associate Professor in the Department of Psychology at the University of the Andes, Colombia. He holds an MA in Social Anthropology and a Ph.D. in Social Sciences. His research focuses on the intersections of body, suffering and political violence. Aranguren is author of *Managing Testimony and Administrating Victims* (2017); *Cuerpos al límite: tortura, subjetividad y memoria en Colombia* (2016) and *Las inscripciones de la guerra en el cuerpo de los jóvenes combatientes* (2011). He currently coordinates the project entitled "The Ethics of Listening."



Dr. Graciela ARIZMENDI GONZÁLEZ, Ph.D., MA, MEI 

Graciela Arizmendi González received her BA in Languages at the Autonomous University of the State of Mexico (UNAM), MA degree at the University of North Texas in the USA with a major in teaching English as a second language. At present, after obtaining her Ph.D. at the University of Southampton (UoS), UK, her interest continues in researching second language listening apart from L2 academic writing from a process genre-based perspective at UNAM. She won the Three Minute Thesis (3MT) competition for the Humanities Faculty at the UoS and represented the Faculty in the 3MT Grand Final at the UoS in May 2017.

Prof. Daniel ARMSTRONG 

Professor Armstrong is a former student of Queensborough Community College, who feels great pride in being able to come back to his *alma mater* and teach as a faculty member. Queensborough has had a profound influence on his life. It was there where he was inspired by the faculty to pursue an education in the allied health field. Professor Armstrong holds an AA and AS from Queensborough, a BA from Queens College, a MS from Brooklyn College and a DPT from CUNY Graduate Center. His research interests are in EMS education, Sport Injuries and Listening in Emergency Medicine.



Julie ARMSTRONG, MA, APR 

Prior to teaching, Ms. Armstrong had a 20+ year career in health care communication working in major hospital systems. Direct patient contact health care employees such as physicians, nurses, and technologists work in complex, stressful environments that are prone to conflict. Dysfunctional conflict has the potential to negatively affect the health care workplace on a variety of levels, including impacting the quality of patient care, employee job satisfaction, and employee wellbeing. Ms. Armstrong will address managing and mitigating certain *communication* issues that can arise and how to best manage conflicts in healthcare settings from hospitals to hospice to private practices.

Dr. Sheila C. BENTLEY, Ph.D. 

Sheila Bentley has over 30 years of experience in the business of listening consulting, training, and coaching on a range of listening, communication and leadership topics. Her clients include IBM, FedEx, The New York Times, the U.S. Army, Bank of America and numerous other agencies. Sheila also has served as adjunct faculty at Arizona State University and the University of Memphis for a total of 24 years. She is a Past President of the ILA and of the Memphis chapter of the Association for Talent Development and chaired the International Day of Listening for the past 2 years.



Bob BERLIN, JD, President, Founder of The New Decision Management Associates, Inc. 

Mr. Berlin holds a J.D. from Mercer University School of Law has been an attorney for 56 years, a judge for over 25-year period and a Marriage & Family Therapist for 25 years. He has been elected to the Georgia State House of Representatives and appointed to various State Commissions of Georgia Government. He has held leadership positions on many non-profit boards.

Sofia BODNIZA, Ambiance Conductor 

Sofia Bodniza fiercely believes in the power of supporting people and enriching the lives of those around her by providing a space to express and exercise deep listening. Ms. Bodniza has been designing and facilitating creative connection events around the New York and Miami area. She has worked with global companies such as Soho House, Unconventional, and Wellness in the Schools, among others. Her sweet spot is the intersection between health,



wellness and community building. Her hope is to improve lives.



Rick BOMMELJE, Ed.D., CLP 🇺🇸

Dr. Bommelje is a listening seeker and teaches what he needs the most help in. Serving as a Professor at Rollins College in Winter Park, Florida, he guides learning journeys on listening and leadership at the undergraduate and graduate levels. His goal is to provide leaders at all levels with a practical and "real world" approach to education and development. He focuses on action learning in which participants achieve measurable results. A lifetime member of the ILA and CLP, Rick has served in a variety of roles including Past President. He was also inducted into the Listening Hall of Fame.

Catherine BLACK, Literacy Consultant, BA and PGDipEd 🇺🇸

Catherine is an independent education consultant. She specialises in literacy in-service and resources for upper primary and lower secondary teachers of all subject areas. Much of her work is helping high school teachers, who traditionally have little training in literacy, to develop strategies to assist their students to come to terms with the literacy demands of their subjects. Catherine is a secondary teacher who has taught in Australia and the United Kingdom. She is particularly interested in the neglected literacy of listening and the impact that explicit listening activities have on student success.



David Randall BRANDT, Ph.D., Visiting Assistant Professor of Practice 🇺🇸

Dr. Brandt (Ph.D. Michigan State University) is Visiting Assistant Professor of Communication in the College of Informatics at Northern Kentucky University. He teaches undergraduate and graduate courses in interpersonal, organizational, and small group communication, as well as quantitative research methods. His research interests center on interpersonal and organizational communication and listening, particularly within business contexts, and in relation to communication among companies and consumers. He has published numerous articles in a variety of academic and professional journals, including *Communication Quarterly*, *Human Communication Research*, *International Journal of Listening*, *Journal of Business and Industrial Marketing* and *Journal of Services Marketing*.

Theresa M. CALDWELL, CLP 🇺🇸

Theresa Caldwell, CLP, is Chair of the Petersburg, VA, Wellness Consortium; leads workshops on Adverse Childhood Experiences with the Petersburg Health Department/Crater Health District (VA Department of Health), and Integration Solutions. She is a Certified Trauma Professional, Certified Group Fitness Instructor and volunteer member of the Richmond region's Fitness Warriors. Theresa's experience includes working in radio and television in Boston, MA and Washington, DC, with a former Member of Congress, managing a successful Chicago City Council campaign, directing the Abraham Lincoln Bicentennial Commission's national town hall program, and serving as press secretary for Rev. Jesse Jackson, Sr.



Jerry CATT, Retired Instructor of Communication 🇺🇸

Jerry is a retired Boise State University instructor interested in researching listening phenomena. An active and lifetime member of the ILA, his life's work is devoted full-time to his soulmate, Sandra, and discovering how listening might change the world. His current interest in listening study involves the phenomenology of imagination and how imagination factors into listening. Jerry's dream is to establish a center for reverie and restoration where people can take time out from routines and distractions and together learn to better understand the nature of listening and how to listen in a way that brings change to the world. (www.Listen4AChange.org).

Dr. Carol CHRISTY, Professor of Education 🇺🇸

Dr. Christy is a professor in the JHL College of Education at Georgia College where she coordinates the Literacy and Language program that provides support to all levels of teacher preparation programs. She has taught in 7 countries including Canada where she worked with the University of Alberta during a Fulbright Scholarship. The majority of her work is focused now on literacy and language instruction and assessment of children with special needs or those who speak English as an additional language.



Dr. Anita DORCZAK, MA, LL.B., Ph.D., Cert.EM, CLP, PC, Global Collaborative Law Council 🇨🇦

Dr. Dorczak (www.DrAnita.Lawyer) received her Ph.D. and LL.B from the University of Alberta in Edmonton, Canada both in 1990. She is a trilingual collaborative lawyer and mediator in Edmonton, Canada. She is a member of CBA, ABA, IACP, FMC, APFM, GCLC, EMIN, is a Certified Listening Professional and a life member of ILA. She is a voracious reader and an insatiable traveller. Dr. Dorczak is passionate about listening-focused, unconventional and non-adversarial methods of conflict resolution and has presented on them in Europe, North and South America and Australia. She is the incoming President of ILA.

Dr. Tanya DROLLINGER, Ph.D. 🇨🇦

Dr. Drollinger is a professor at the University of Lethbridge in the Dhillon School of Business and is the current director of the Institute for Social and Consumer Well-being. She received her Masters and PhD at Purdue University. Her research interests include the role of active empathetic listening in B2B sales as well as fundraiser and major donor relationships. She has published her research in various academic outlets and is currently investigating the role that social listening can play as an instrument to inform research on highly controversial topics such as sexual assault and drug addiction.



Dr. Billy EARNEST, Ph.D., Assistant Professor of Communication 🇺🇸

Dr. Earnest is an Assistant Professor of Communication at St. Edward's University, Austin TX. He is co-author of the widely-used textbook – *Lying and Deception in Human Interaction*. He will discuss the ways and situations in which we avoid telling our truths, especially when we are actively listening and start to feel the threat of difference. He will also help us explore whether we are capable escaping becoming defensive listeners and of the kind of self-disclosure that can bridge the divides between us.

Dr. Franca FERRARI-BRIDGERS, Ph.D. 🇺🇸

Dr. Ferrari-Bridgers is an associate professor in the Speech Communication and Theater Arts department at Queensborough Community College. Dr. Ferrari-Bridgers' research interests are in the field of listening assessments, linguistics, psycholinguistics, pedagogical research and higher education in prison. Dr. Ferrari-Bridgers has been part of the ILA since 2014 and she is a Certified Listening Professional.



Dr. Donna FOGELSONG, Ph.D., Assistant Professor of Practice 🇺🇸

Dr. Fogelsong received her Ph.D. from Virginia Tech, specializing in Curriculum and Instruction with a focus on listening literacy skills. She received her MA in Reading and Education Leadership as well as her BA from Radford University. As an Assistant Professor of Practice in the Elementary Education program, she teaches courses for future elementary teachers. Before coming to Virginia Tech, she taught kindergarten and first grade. Her research focuses on literacy practices including transitioning from 'telling' students to listen toward 'teaching' students to listen in order to create a more balanced approach to literacy instruction.

Dr. Roger GANS, Ph.D., Assistant Professor of Communication 🇺🇸

Dr. Gans is an Assistant Professor of Communication at the University of Texas at Arlington and a veteran of decades as a copywriter and creative director in the advertising industry. He will describe how well-intended public communication campaigns tend to exacerbate inequalities, disparities and polarization between the "have's" and "have-not's" of society. He will offer suggestions for more effective listening behavioral change strategies.



Michael GINGERICH, Co-Founder and CEO of "Someone To Tell It To" 🇺🇸

Michael is a graduate of Lancaster Theological Seminary and Indiana University of Pennsylvania. He has served his career in churches and the non-profit world. Michael and his wife Kathy have three sons and five grandchildren. Michael lives in Pennsylvania and has co-authored two books – *Someone To Tell It To: Sharing Life's Journey* and *Someone To Tell It To: Moved with Compassion*.

Michael B. GILBERT, Ed. D., Professor Emeritus and CEO of ATOIRE Communications, LLC 🇺🇸

Michael Gilbert is a Charter Member of ILA, a member of the ILA Hall of Fame, recipient of the ILA Education Award and a Professor Emeritus in Educational Leadership at Central Michigan University. He has presented at numerous ILA conferences for more than 30 years. He continues his work in human communication and interaction in his retirement.



Eva GÖKSEL, MA 🇨🇭

Eva Göksel completed her Master's degree at the Department of Language and Literacy in the Faculty of Education at the University of British Columbia, in Vancouver, BC, Canada. She currently works at the Centre for Oral Communication (Zentrum Mündlichkeit) at the University of Teacher Education Zug (PH Zug), in Switzerland. Her research interests include Drama in Education in second and foreign language teaching and across the curriculum, as well as storytelling, and a focus on listening for fun in primary schools. Eva is currently working towards a doctorate in education at the University of Zurich.

Jennifer M. GRAU, BA, MA, CLP, President of Grau Interpersonal Communication 🇺🇸

For more than twenty years, Jennifer's work as a consultant, trainer, coach, facilitator, and presenter, has changed the way people work by changing the way they listen, speak, and resolve conflict. Her creative and interactive programs develop leaders, strengthen teams, build capacity, support organizations, and drive innovation. Jennifer is President of Grau Interpersonal Communication whose clients include Fortune 500 corporations, non-profit organizations, educational



institutions, and government entities. Her work has been noted in the Wall Street Journal, US News & World Reports and Lansing State Journal. She is an International Listening Association Business Sector Awardee and Listening Hall of Fame inductee.



Karen GROSS, J.D. Founder + CEO of Citizen Discourse 

Ms. Gross earned her Bachelor's from the University of Texas and her law degree from the University of Houston Law Center. She had the honor of serving as community director for the Austin Anti-Defamation League, a non-profit committed to securing justice and fair treatment for all. She oversaw the strategic growth and development of the office including the Austin/Travis County Hate Crimes Taskforce. Ms. Gross developed the vision for Citizen Discourse. Less than two years in and she's as committed and focused as ever to build a movement towards a kinder and more civil society online and off.

Dr. Cynthia HAZEL, Ph.D. in School Psychology, Professor 

Dr. Hazel is the Chair of the Teaching and Learning Sciences Department and Professor in the Child, Family, and School Psychology Program at the University of Denver. Dr. Hazel's research interests include multi-tiered system of supports, positive youth development, student voice, listening, consultation and student school engagement. All of her work is grounded in the Convention on the Rights of the Child, social justice, and striving for zero correlation between a student's demographic characteristics and educational outcomes. She has authored books and articles, and presents nationally and internationally, to promote equity and wellness for children, families and school communities.



Dr. Richard HALLEY, Ph.D. 

Emeritus Professor of Communication, former Lead Facilitator of the Certified Listening Professional Program of the ILA, former President of the International Listening Association and member of Listening Hall of Fame. Dr. Halley published three books on listening. Over the past 35 years he gave numerous presentations on listening.

Teresa Elder HANLON, MA, Cand. D.Min. 

Ms. Hanlon is a sociologist, spiritual director and retreat leader just completing her Doctor of Ministry qualitative research on "What may be an incarcerated woman's lived experience of NOT being listened to?" The analysis is rich description in prose and poetry evoking what it describes. Her masters' research of Blackfoot Circle Justice developed a theory of transformative justice. In her SD practice she listens lovingly and often to those who present with stories of conflict, trauma and grief. She enjoys public speaking, playing piano, contemplative silence, listening to children and painting. She and her husband Vincent enjoy several grandchildren.



Dr. Rosalind HARRIS, Ph.D. 

Rosalind Harris (Ph.D. Rural Sociology - Penn State University) has a background in community organizing, with families in rural communities, in Hawai'i. Depth storytelling/narrative was a central organizing principle of this work, drawing on deep listening. This background influences her current work with grassroots organizations and universities that are working in partnership to more effectively address persistent poverty within the Black Belt South. Sustaining authentic community-university partnerships is also at the core of her work, with students at the University of Kentucky, where listening circles have been essential in her food justice and youth restorative justice work.

Paige HORST, Ph.D. 

Paige Hayes Horst is an Assistant Professor in the Radford University English Education program, where she teaches courses for future teachers, and supervises teacher candidates in their student teaching experiences. Over the course of her career, she has taught a wide variety of students from preschool to graduate school, and experienced a diverse assortment of day jobs, including; successful freelance editor and writer (ongoing), book buyer for an independent bookstore, and freelance dog trainer. When not teaching someone something, somewhere, she can be found reading, spending time with family, enjoying her menagerie of animals, or writing poetry.



Dr. Ronald HUSTEDDE, Ph.D. 

Dr. Hustedde is an Extension Professor of community and leadership development at the University of Kentucky. Part of his outreach work involves creating frameworks for deeper listening about controversial public issues and stimulating environments for openness and creativity. He has received significant external funding for his work and is the recipient of several national awards. He is past president of the Community Development Society. Hustedde has a Ph.D. in Sociology from the University of Wisconsin-Madison.

Prof. Dr. Margarete IMHOF, Ph.D. 🇩🇪

Dr. Imhof is a full professor for psychology in education at the Johannes Gutenberg University in Mainz, Germany. Her primary research interest is in listening in educational contexts, such as instruction and teacher training. Her research and teaching goal is to understand the skills and competences which make up listening behavior and how to integrate the teaching of listening skills into the general curriculum. She currently serves as the editor of the International Journal of Listening.



Dr. Laura JANUSIK, Ph.D., Professor and McGee Chair of Communication 🇺🇸

Laura Janusik is a dynamic professor, trainer, researcher, speaker and business consultant. She is a Professor and the McGee Chair of Communication at Rockhurst University. Laura has won numerous research and teaching awards from different professional and academic associations. All of Janusik's work is supported by the most current research which she shares and applies in training, coaching, and consulting. Laura is a past president of the International Listening Association (2010-2011), and is published both nationally and internationally. She holds a Ph.D. in Communication from the University of Maryland at College Park and an MBA from Rockhurst University in Kansas City, MO.

Tom KADEN, Co-Founder and CEO of "Someone To Tell It To" 🇺🇸

Tom is a graduate of Asbury Theological Seminary and Messiah College. He has served his career in churches and the non-profit world. Tom and his wife Sarah have four children. Tom lives in Pennsylvania and has co-authored two books – *Someone To Tell It To: Sharing Life's Journey* and *Someone To Tell It To: Moved with Compassion*.



Deanna KOEBERNICK, B.Sc.Ag, LLB., Q.Med, Registered Collaborative Family Law Lawyer, Mediator 🇨🇦

Deanna Koebernick is a registered Collaborative Family lawyer, Qualified Mediator and current Chair of the Association of Collaborative Family Professionals Edmonton and the President of a Canadian Registered charity that she started with her 6 year old daughter, The Give A Shirt Society. She is passionate about resolving conflict constructively and cooperatively. After being diagnosed with PTSD, her horse unexpectedly became her partner in healing as she works to find a place of safety inside of herself. She uses the lessons learned to create safety and trust with clients in working through conflict to resolution.

Tony L. KROLL, EdD, Professor of Communication Studies 🇺🇸

Tony Kroll is a Professor of Communication Studies at Mountain View College in Dallas, Texas. A former hospital administrator, his training in communication studies includes Oklahoma State University, the University of North Texas and Texas A&M University. He earned a Doctor of Education in Leadership from Trevecca University with an emphasis in Organizational Communication. He has been teaching and doing research in Communication Studies for the past 20 years.



Dr. Erica J. LAMM, Ph.D., MA, MBA 🇺🇸

Dr. Erica Lamm (MA., Communication, University of Maryland; Ph.D., Communication, University of Maryland; MBA, Concordia University, Nebraska) teaches courses in communication, listening, and the MBA program at Concordia University, Nebraska. She also speaks in the Lincoln area about communication and listening topics for local businesses with her consulting group, Professors Institute for Professional Advancement. In this capacity, she also offers CEU credits to local businesses.

Catherine LAMPTON, MA, principal in "Mediation & More" 🇺🇸

Ms. Lampton has offered mediation, facilitation, and training services since 2006. While earning her Bachelor's Degree at University of Hawaii Hilo in Communication and Legal Studies, she was coordinator of the UH student mediation center. She earned her master's degree in Negotiation, Conflict Resolution, and Peacebuilding at California State University, Dominguez Hills. Currently she is a PhD candidate at Union Institute & University in interdisciplinary leadership studies, and her thesis is More Listening = Less Conflict. She has mediated hundreds of cases referred by District and Family Courts in Hilo where she has been blessed to live for 21 years.



Dr. Deborah LEITER, Ph.D., Lecturer in Speech Communication 🇺🇸

Deborah Leiter teaches communication classes at the University of Wisconsin-Platteville. She is also the founder of Assertive Spirituality, a project that seeks to address the intersections between spirituality and conflict. Her interpretive research focuses on stress, trauma and conflict communication. The Assertive Spirituality project can be found at AssertiveSpirituality.com and [FB.me/Assertive Spirituality](https://www.facebook.com/AssertiveSpirituality).

Dr. Janet MCCORMICK, Ph.D., MA, BA, Professor 

During her 30+ year global teaching career, Dr. McCormick has served as the primary instructor of 42 different Communication courses in various graduate and undergraduate levels. She earned her BA and MA in Communication from Eastern Illinois University and her Ph.D. in Communication from Southern Illinois University at Carbondale before teaching at Spalding University in Louisville, Kentucky and then spending 7 years teaching abroad in London, Buenos Aires, and Singapore. Currently, she is teaching at Middle Tennessee State University in Murfreesboro, Tennessee and is the recipient of numerous teaching, mentoring, advising and service awards.



Dr. Luke LeFEBVRE, Ph.D., Director, Assistant Professor 

Dr. LeFebvre is Director of the Communication Training Center and an Assistant Professor of Communication Studies at Texas Tech University. He is recognized as an innovative leader and scholar of communication centers, having authored in outlets such as Communication Education, Review of Communication, Basic Communication Course Annual, Communication Teacher, and the Journal of the Scholarship of Teaching and Learning. Dr. LeFebvre has received early career awards from the Central States Communication Association, National Communication Association, and International Communication Association.

Dr. Helen MELDRUM, Ph.D. 

Dr. Meldrum is an associate professor of psychology at Bentley University in Massachusetts. Prior to joining the Bentley faculty, she was an associate professor of psychology and communication at the Massachusetts College of Pharmacy and Health Sciences. Meldrum has taught in graduate programs at the University of Rhode Island and Northeastern University. Areas of expertise include: interpersonal and group dynamics, adherence, psychology of adulthood, dealing with difficult people, mental health services, communicating about sensitive issues and presentation skills. Meldrum has a particular strength in teaching "teaching skills," having facilitated many train-the-trainer programs in the U.S., Canada, Europe and Israel.



Michael Z. MURPHY, CLP 

Michael Z. Murphy, ILA life member, CLP and a former Executive Board member, is a retired urban educator (grades 6-12) and is now a college professor. Periodically he has worked as an actor, stage manager and director. His favorite roles are within his family. Raised in the Deep South in a military family, he has lived in North Jersey since the mid-60s. Some of his poetry has been published and some of his plays produced. Last year, he was a co-recipient of ILA's Outstanding Educator Award and this past January, at age 67, he earned \$38 as a go-go dancer.

Kathy O'BRIEN, Founder and Managing Director, Red Shoe Communications 

Kathy O'Brien is a Certified Solution Focused Coach (CCPC) and a communications coach. With 30 years of communications experience, Kathy has coached more than 3000 executives from 60+ countries, training in more than 25 markets. She worked in Europe for 9 years, has spent the last 20 years in Asia and is the first person in Singapore to become a CLP. Kathy is a Visiting Professor at the Sasin Graduate Institute of Business Administration, Chulalongkorn University, teaching negotiation to MBA and EMBA students. She contributes time to Children of Peace International plus numerous boards and professional associations.



Dr. V.T. PIERAU – SCHOEBER, Ph.D. 

Dr. Pierau-Schoeber is a trainer and consultant in the field of behaviour with a special interest in the topics of communication and listening- both the soft and the hard aspects of listening and conflicts are of particular interest due to his education in the field of economics, psychology and psychotherapy.

Carolyn L. RAINES, AA, CEO of The New DMA, Inc., Registered Civil Mediator 

Carolyn is a Registered Civil Mediator with the Georgia Office of Dispute Resolution, Certified Behavioral Analyst, Fund Raising Executive, Grant Writer, Girl Scouts of the USA National Operational Volunteer, Make-A-Wish Foundation Volunteer, Facilitator and a Panel Chair for Bibb County Juvenile Court.



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

Dr. Rao is a teacher, storyteller, dancer, statistician and a poet. Over three decades of consulting and training in India, United States, and other countries, Dr. Nagesh's work uses intercultural competence, cultural humility and intercultural listening to create healthy communities and to develop leaders in health, education and business. Dr. Nagesh's clients include Fortune 500 corporations, top medical schools and hospitals, educational institutes and

community-based non-profit organizations. Dr. Nagesh is Special Adviser, Inclusion; Interim Chair, Department of Social Medicine, Heritage College of Osteopathic Medicine, Ohio, a senior faculty at the Intercultural Communication Institute, Oregon, and board member, AFS International Education Advisory Board.

Nancy SALISBURY, Ph.D., Visiting Instructor of Social Media and Public Relations 

Dr. Salisbury is a (Visiting Instructor) of Communication at St. Edward's University, Austin, TX, where she teaches a Social Media for Public Relations course leveraging stakeholder engagement to confront critical issues of society and to seek justice and peace. She will address strategic public relations activities and an active social media presence and its impact on various listening contexts. Through the lens of organizational development, she will discuss internal processes aimed at developing a mutual understanding between organizations and their various stakeholders.



Larry SCHOOLER, Senior Fellow, National Civic League, Adjunct Faculty, Northwestern University 

Larry Schooler is a mediator, facilitator, public engagement consultant, and educator. He teaches public policy dispute resolution at Northwestern and is director of consensus building and community engagement for Engaged Public. He co-developed the Conversation Corps facilitator training program in Austin and served as a dialogue host for the Red Bench Interfaith Conversations that Matter program in Austin.

Julie SMITH, Director of Learning & Engagement 

Julie Smith is the Director of Learning and Engagement at Leadership Austin, a non-profit leadership development organization that increases and improves civic engagement. Julie creates experiences that bring people together to transform how they see and interact with the world around them. The programs guide participants through exploring community issues, deepening the leadership skills and building meaningful relationships with other leaders who will challenge each other's views while finding shared values and working toward the common good. Outside of designing curriculum for these programs, one of Julie's primary focuses has been leading initiatives that enhance community dialogue.



Sandra SOMMERS, MSW, LCSW 

A licensed clinical social worker, Sandra is employed at the Dept of Veterans Affairs. As a Certified iRest (Integrative Restoration) Teacher, she facilitates this mindfulness-based therapeutic protocol at the VA and in the civilian community. Practising and sharing iRest is Sandra's passion for its capacity to lead one into listening deeply to oneself, in turn listening effectively to others. IRest is used extensively with conditions like Post Traumatic Stress, Sexual Trauma, Depression, Anxiety, Addictions, and Chronic Pain, in addition to unblocking creativity, deepening insight and direction. Sandra likes spending time with her three grandchildren, two daughters, and life partner.

Dr. Luis Carlos SOTELO CASTRO, Ph.D. 

Dr. Castro is Canada Research Chair in Oral History Performance and Associate Professor in the Department of Theatre at Concordia University, Montreal (Quebec, Canada). In his current creation-research, he investigates modes of listening in the context of oral history performance and, more broadly, in the context of performances of memory. His creative work has been commissioned by civil society and academic organizations such as the International Association for the Study of Forced Migration. His latest publication explores the transformative power of a memory-walk in the context of hostage taking.



Dr. Lyman K. (Manny) Steil, CLP, CSP, CPAE, CEO Communication Development, Inc. & International Listening Leadership Institute 

Dr. Steil, CLP, is internationally known as "The Ambassador of Listening" and a Speaker Worth Listening To". Steil served as Director of Debate, Macalester College and Chairman of the Speech Communication Division, Department of Rhetoric, University of Minnesota. For 55 years, he has helped millions of individuals and numerous organizations throughout 25 countries impact their performance, productivity, profitability through enhanced listening and leadership. Steil was founder and first President of ILA Member #1. He is the author/co-author of five books and numerous articles; creator of the first Effective Listening Video Program; and, architect of the award winning Sperry Listening Project.

Philip C. TIRPAK, M.A., Instructor of Communication Studies 

President of the International Listening Association, 2015 - 2016, Philip C. Tirpak is an Instructor of Communication Studies at Northern Virginia Community College where he has taught for 18 years. Tirpak is the Technical Director of the ILA Webinar Series, a Virginia Master Teacher and recipient of the prestigious President's Sabbatical Award at NOVA (2015) for his project, "Listening and Student Success". He has served in the U.S. Army JAG Corps for over 15 years.



Tirpak has helped thousands of students become more effective listeners and actively apply what they have learned for academic, personal and career success.



Dr. Teri L. VARNER, Ph.D., Associate Professor of Communication 

Dr. Varner is Associate Professor of Communication at St. Edward's University, Austin TX, where she developed and teaches the University's first communication course focused expressly on listening. She will examine the challenges of listening across differences of culture and belief. She will outline a meta-cognitive approach to Active Listening that can help resolve and prevent conflicts in communities as well as classrooms.

Prof. Rosanne VOGEL 



Rosanne Vogel has been a Full-Time Lecturer at Queensborough Community College Department of Speech Communication and Theater Arts since January 2010. She earned a Master of Arts degree from Teachers College, Columbia University in the Teaching of English and also fulfilled all requirements for a Master of Arts in Communication. She earned her Bachelor of Arts degree in General Speech from St. John's University, New York. Rosanne's areas of interest are Assessment, Learning Communities, Listening, ESL, and Service Learning. She is a Lifetime Member of the International Listening Association and is a Certified Listening Professional.