



2022 Listening Legend Awardees



Prof. Chennupati Jagadish AC



Dr. Marshall Goldsmith



Prof. Michael W. Purdy Ph.D.



Prof. Steven A. Beebe Ph.D.

Global Projects for 2022-2023

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The 25



in the World 2022

Campaign



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A Message from the Executive Editor

Dear Global Listeners:

A festival is a time of celebration – an event designed to commemorate an aspect of our cultures and deepen community engagement and belonging. This year, The Global Listening Centre was honored to bring you our second annual Global Listening Festival. This festival celebrates our shared value of and commitment to listening for peace. The first festival of its kind in the world allows participants to join the festival from anywhere in the world at any time. This year's theme, Global Listening for Harmony and Healing, was a monumental success with nearly 30 presentations, thanks in large part to the sponsorship of Ball State University and Dean Paaige Turner who facilitated this important relationship.



Professor Carol
Bishop Mills, Ph.D.

We are also grateful to the University of Rijeka for promoting our festival on their university website. The festival was made possible by all our eminent scholars who presented, and we were thrilled that nearly all of the Global Divisional Chairs presented in the festival. Special thanks to the GLF 2022 committee chairs, Professor Lance Strate and Professor Renee Guarriello Heath for doing an excellent job with a monumental task. And, most of all, thank you to you, the listeners, who engage with the content and make the world better through your applications of good listening and serve as ambassadors of listening for peace.

As we celebrate the success of our festival, we also celebrate the naming our Chairperson Dr. Chennupati Jagadish as the 20th President of the Australian Academy of Science. Dr. Jagadish will be stepping down from his position at the GLC as his new duties will certainly take up all of his time. We all wish Dr. Jagadish the best of luck and the highest level of success as he assumes his new position. As said best by our Secretary, Sardool Singh, "He represented the very best of our ideals of the Global Listening Centre, a person who went beyond social, cultural, geographic boundaries in order to connect with others and make a difference in their lives. Spanning East and West like few individuals can, Professor Jagadish is charting a life course devoted to advancing civilization through his science and humanism." Please join us and sending him our warmest wishes. In his noble footsteps, we welcome our new Chairperson, Carin-Isabel Knop. She is the Executive Director of the Harvard Business School Case Research and Writing Group. We look forward to her stewardship and guidance as we continue in our mission.

In this newsletter issue, we also celebrate four listening giants for receiving the Listening Legend Award 2022. Due to the pandemic of the last two years, awards were not announced. Please join us in celebrating Professor Chennupati Jagadish, Dr. Marshall Goldsmith, Professor Michael W. Purdy, and Professor Stephen A. Beebe. We will soon announce the Outstanding Women Listeners in the World 2022, as well as a global campaign, Thank You for Listening. These are exciting projects, and we continue to need your cooperation and support in making these two upcoming projects successful and contributing to making the world a better place to live.

Finally, in this newsletter, we offer you wonderful, unique contributions to our understanding of listening from our esteemed Professors, Dr. Michael W. Purdy, Dr. Donna L. Halper, Dr. Gayle M. Pohl, Dr. Renee Guarriello Heath, additionally, and we bring to you Stamenka Uvalić-Trumbić interviewing Dr. Judith Eaton about the role of listening in accreditation.

We hope you enjoy this newsletter as much as we have enjoyed putting it together!
Listening Transforms Lives.

Yours in listening,

A handwritten signature in black ink that reads "CBMills".

Carol Bishop Mills, Ph.D.

Executive Editor *The Global Listener*

Director (Academia) Global Listening Centre

Director and Professor, School of Communication

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2022 Listening Legend Awardees



Professor Chennupati Jagadish AC, Ph.D., FAA, MNAE (US), FTSE, FTWAS, FNAL, FEurASci, FNA, FNAE, FASc, FAPAS, FIEEE, FAPS, FMRS, FOSA, FInstP, FAIP, FIoN, FSPIE, FECS, FIET, FAAAS, FAVS, FEMA, FAPAM is a Distinguished Professor at the Australian National University. He has served as a Chairman Global Listening Board of the Global Listening Centre (GLC) for five years (2017-22). Now, he is the 20th President of the Australian Academy of Science. Professor Jagadish has been awarded Australia's highest civilian award in 2016, as he is charting a lifecourse devoted to advancing civilization through his science and humanism. He considerably raised the profile of GLC globally, bringing attention to protecting the world's physical environment at this crucial time, which constitutes a unique function of listening. Professor Chennupati Jagadish is one of the top leading scientists in the world in the field of nanotechnology.



Dr. Marshall Goldsmith has been an Advisor to Global Listening Centre since 2017 and is recognized as the World's Top Ranked Executive Coach, the # 1 Leadership Thinker, a Top 5 Management Thinker (2015), and one of the top 10 most-Influential Business Thinkers in the world. His singular ability to get results for top leaders has drawn over 150 CEOs and their management teams to address change in the workplace. One reason is his focus on the power of listening. Organisations want what Dr. Goldsmith offers: practical and proven methods. His work has been recognized by almost every professional organization in his field. Dr. Marshall Goldsmith is the author or editor of 40 books including these best-selling books, "What Got You Here Won't Get You There", "Triggers" and "MOJO". As an outstanding Listener, Dr. Goldsmith has always advocated and emphasized the power of listening through presentations, interviews, and other platforms. We are very delighted to reward the Listening Legend award to Dr. Marshall Goldsmith.



Professor Michael W. Purdy, Ph.D., is a global listening scholar. He has spent 40 years promoting listening, beginning with a class he created in 1982. During his career, students used to call him the *Listening Professor* due to his listening skills and his advocating for the importance of listening first. He believes listening is the human art that identifies a successful and prosperous civilization. A true practitioner of listening Professor Purdy was a past Vice Chair of GLC and department head and chair of Communication for 25 years at Governors State U. of Illinois, USA, where he is an Emeritus Professor. He has also contributed to various publications in the USA, Central America and India. His writing includes listening in times of war and peace, listening sewa (selfless service), technical listening, the importance of listening during a pandemic, listening to the environment and listening to dialogue to mention a few. He also co-authored the book *Listening in Everyday Life* in Italics, with Dr. Borisoff of NYU. Professor Purdy was awarded one of the most prestigious honors, The Distinguished Scholar by GLC in 2020.



Professor Steven A. Beebe, Ph.D., is Regents' and University Distinguished Professor Emeritus of Communication Studies at Texas State University. He is author and co-author of fourteen books (with editions totaling more than 80 books, including international, Canadian, Russian, and Chinese editions) that have been used at hundreds of colleges and universities throughout the world by several million students. Professor Beebe has been a Visiting Scholar at both Oxford University and Cambridge University and has given lectures and conference presentations throughout Europe, Asia, and Central America. He served as president of the National Communication Association, the largest professional academic communication association in the world, and is in frequent demand as a speaker promoting listening and leadership skills. He has received numerous service, teaching, and research awards including the *Lifetime Achievement Award* by the National Communication Association, Training and Development Division. The National Speaker's Association has named him *Outstanding Communication Professor* in America. His books, numerous research publications, and consultancies emphasize the power and importance of effective listening.

Listening Sanity: Love to Hear Your Voice.

The first duty of love is to listen. Paul Tillich



Professor Michael W. Purdy, Ph.D.
Distinguished Listening Scholar,
Past Vice Chair, Global Listening Centre.
Professor Emeritus, Governors State University.
USA

This summer I found a fascinating article* that argued for a helpful approach to mental illness and the road to mental health. In general, we can use the listening practice described in this article as a way of helping others in our daily lives. This receptive style of communication is a listening practice that works to help individuals with problems to express themselves, but *in no way claims that the helper be a therapist*—licensed or not. The article depicts situations where the typical solutions are not working well enough, and a listening ear can be useful. The article told of group homes where staff were trained to listen. They start by listening as “being with” [which] carried out above all by . . . companions—paid interns whose ameliorative mission is simply to be engaged, empathetic and curious, to leave residents feeling less alien, less alone.” In one situation: A [staff member] “asked (the patient) about his experience, listening openly, no more, no less,” no imposition, and no labeling. With the stresses of modern society, we are often haunted by the inner voices seeking expression.

The very idea that listening openly and listening were central to helping people got me thinking about how listening to those who have a voice they need to express is so important in these trying times. All of us in tough times and situations want and need to express what is bothering us. However, that expression is not meaningful unless someone is listening in an “engaged, empathetic and curious” manner—not listening *for* some outcome, but just listening with ----, being respectful and present, letting someone know they have been heard. Attending to another who needs a listening ear is a special gift we can offer, and one we all can master. This may not be the role everyone will want to play, and this practice does not imply any *shoulds* or *oughts*.

David Oxberg has famously said: * “Being listened to is so close to being loved that most people cannot tell the difference.” And loving care is what heals people if only we care to listen. I know that listening with care is a big ask in these times when everyday life can be so challenging, people often feel that they are not being heard or understood; if not listened to, they may feel dismissed. But there is also great joy and a feeling of acceptance when we support someone by the simple act of listening “with.” In the art of listening to another, we also need some ideas for how to act in the real situation. There is a great deal of research and a variety of practical suggestions about how to listen in a caring way, and every culture has an ethical structure that

supports serving others. It helps if the situation and environment are safe and conducive to effective listening. We can think of our role as supportive and helpful, with no intention or behavior that directs the conversation—only the commitment to do our best, trust that the speaker is authentic, and to be surprised when things go well. The best strategy in helping situations is to use minimal reactions, at first: “I see,” “um hmm,” or silence; and not jump to conclusions but follow the speaker—affirm and build on what you hear. We can build on what we hear from the speaker with questions, keeping it non-judgmental and non-directive --that is, questions that don’t impose but encourage more conversation. At the basic level are *Clarifying* questions which mirror or clarify what has been said. Second are *Paraphrasing* questions which check for accuracy of facts and feelings, to make sure we understood what was related. Finally, there are *Summarizing* questions which seek to establish the accuracy of our interpretation of the speaker’s message: “Did I hear that right?” There are many more questioning modes, but questions beyond what we have laid out here tend to focus on the listener’s agenda rather than on an individual who wants to express their concerns. In any event, the goal is to provide a safe and welcoming space for someone to share, and even vent; therefore, attention to how it is done is most important. Listening is as much about our attitude, and willingness to focus our attention, as it is about specific instructions.

Receptivity, being able to listen and support another human being, is a universal goal and an art to be cultivated. We may only wish for more individuals who will rise to the task of artful listening. What we do as individuals shapes our communities and affirms all of our lives.

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- *(<https://www.nytimes.com/2022/05/17/magazine/antipsychotic-medications-mental-health.html>)
- ** (Oxberg, Loving and Being Loved, facebook.com)

“Listening,
the language of love
for everyone.”
Anonymous

The Importance of Listening in an Argument Culture



Donna L. Halper, Ph.D.
Director (Media Ecology)
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For many of us, our typical day is punctuated by frequent interactions with the internet and social media. We check our email, we read our newsfeed, we look at our phones to see if anyone has messaged us, we view a friend’s Instagram photo, or we find something clever on TikTok. Perhaps we go over to Twitter to see what the latest political debates are, or maybe we watch a YouTube video about some current issue. Some of us are members of a Facebook group which revolves around discussing our favorite television program or sports team or rock band. In other words, it’s difficult to avoid online communication.

The good news about social media is that the various platforms provide an easy way for people from all over the world to engage with each other. In many cases, the interactions are friendly and courteous: for example, I’m a baseball fan, and when there is voting for the All-Star team, I might go to Twitter to exchange opinions with other fans about which players should get chosen. Or when it’s the anniversary of an important historical event, people might go to Facebook to share their reactions (and if it’s a recent event, they might even share recollections and photos). Under those circumstances, social media can be like a virtual family reunion, with people who might never have met in real life able to gather online to talk about their common interests.

The bad news, however, is that increasingly, those moments of camaraderie and enjoyment are being replaced by arguments. I am not referring to online debates, in which both sides express their views respectfully. In a debate, participants *listen*, and they think about what was said. Sometimes, they may acknowledge that the other side has made a good point; at other times, they may decide to agree to disagree. And while debates can get heated, they seldom create animosity. In fact, the participants might even decide to revisit the topic at some future time.

That is very different from what happens in an online argument, in which one side quickly loses patience and begins mocking or insulting the other. No listening occurs in this scenario, since each side is convinced that they are right and the other side is contemptible. I see this type of interaction frequently on Twitter and Facebook, especially when the topic is politics. A simple opinion (“The president is doing a good job handling this problem,” or “The prime minister’s policy seems very sensible to me”) quickly turns into exchanges of insults, as commenters not only attack the

president or prime minister but attack the person who dared to make such a ridiculous remark in the first place. And since this type of interaction involves various folks insulting each other, it not only ends with no hearts and minds being changed, but also with feelings of frustration and anger.

Communication scholar Deborah Tannen has researched this phenomenon for several decades. She theorizes that we are living in an “argument culture,” where even the simplest interaction can quickly escalate into verbal combat, as each side tries to win and defeat their enemy. We can certainly see this attitude on radio and TV: for example, when I was growing up, talk shows used to be informative. They featured a host, talking with several guests who were experts in their fields, and they provided an opportunity to hear various perspectives on the topics being discussed. But these days, that style can mainly be found on educational channels. Everywhere else, these programs have morphed into outrage and fury, with commentators and guests who try to annihilate any points the other side might offer. This kind of program has become very popular — whether on radio or TV or on a podcast, audiences seem to find it entertaining for people with diametrically opposing views to engage in an intense verbal duel. But as Shakespeare’s Macbeth might have said, these programs are often “full of sound and fury, signifying nothing.” By framing every conversation as a potential argument, and by defining anyone who disagrees as an adversary, we end up with what professor and historian Walter Ong referred to as “agonism.” Drawn from the Latin word “agon,” meaning “war,” agonism is a kind of communication where everything becomes a battle, where you know right away that the other side is wrong and so, of course, you are well within your rights to attack what the other person has said.

I think both Tannen and Ong are correct in their assessments. I see ample evidence that many people, especially on social media, are focused on crafting a rude or sarcastic comment that will make the other side look foolish, or trying to win, rather than trying to listen. In an argument culture, the goal is to be right, no matter the cost. And believe me, there is a cost. All this arguing diminishes the significance of people who might have something to teach us; it allows us to dismiss them without even getting to know them—we know they’re wrong, so why bother talking to them?

And that’s why we all need to revisit the importance of listening. I was having a discussion with someone on social media several days ago, and it quickly became obvious that she and I don’t agree on politics. At that point, it would have been easy for me to end the discussion, but I didn’t do that. I took the opportunity to listen to what she was saying—not because I thought

she would win me over, but rather, because I wanted to learn more about her point of view. By listening to her, rather than trying to “defeat” her or point out her flaws, there was space for us to talk in a way that was not adversarial. She shared her beliefs, I shared mine, but we did so respectfully in the end, since neither of us was “the enemy,” she learned something about me, and I learned something about her. We are still communicating, even if there are some areas where I doubt we will ever agree. But why must “winning the argument” be the goal? She and I have already found a few areas of common ground, and to me, that is time well spent.

I’m not going to lie to you. Listening is not always easy to accomplish. There are times when I hear what the other person is saying, but I’ve already decided they’re wrong, and that’s that. At such times, I know I’m not

really listening. I also know, being human, that there will be times when I’d rather be dismissive, or make a snide remark. But I try not to do that. It’s better for me to make the effort to listen—even when I’m talking with someone whose views are very different from mine. Of course, if someone is rude and seems to have no interest in an exchange of ideas, I can always end the conversation. But more often than not, I find that when I give the other person a chance to engage in a discussion, it can be a valuable experience. And even when our culture seems to encourage us to argue, we don’t have to give in to it. We really *can* give the other person a chance to relate to us. And it all starts by being willing to listen, rather than immediately creating an argument.

A Unique Presentation at the GLC Conference: Listening and Relationship Management Theory



Associate Professor Gayle M. Pohl,
Ph.D.
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Global Listening Centre. Associate Professor at
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Public relations is a field where communication practitioners seek to employ a strategic communication process to build mutually beneficial relationships between organizations and their public. A seminal theory central to the professional goals of public relations is relationship management theory. This theory posits that communication messages and organizational behaviors nurture and maintain mutually beneficial relationships (Ledingham and Bruning, 2000, p.87). Based on the experience of many public relations agencies around the world, the process of listening is fundamental to establishing mutually beneficial relationships between organizations and the public. Listening is not merely about receiving a response from a message source, but rather involves assessing and subsequently adapting to audience needs, goals, and wants. Using a comprehensive analysis and review of public relations agencies, the objective of this paper is to document how relationship management theory and the central process of listening, informs and enhances the goals of public relations. In the upcoming Global Listening Centre Convention, a study, “Adding Listening as an Explicit Dimension to Relationship Management Theory,” is presented that looks at the role of listening in the relationship management theory.

Relationship Management theory holds that public relations maintains relations between an organization and its publics through the management of its organization-public relationships (Ledingham, 2003). These mutually beneficial relationships function

in public affairs, issue management, crisis management, and media relations. Ledingham and Bruning (1998b) define organization-public relationship as “the state which exists between an organization and its key publics, in which the actions of either can impact the economic, social, cultural, or political well-being of the other” (pg. 62). Subsequently, Ledingham and Bruning (1998b) operationalized five relevant dimensions: trust, openness, involvement, investment, and commitment. In that typology, trust is operationalized as an organization “doing what it says it will do” and openness is seen as “sharing the organization’s plans for the future with public members.” Involvement is described as “the organization being involved in the welfare of the community,” investment as “the organization investing in the welfare of the community,” and commitment as “the organization being committed to the welfare of the community” (p. 62). Ledingham and Bruning then explored the link between those dimensions and public perceptions, attitudes, and choice behavior, finding public awareness of an organization’s support of community associated with a favorable predisposition toward that organization. Their research also demonstrates the value of relationships as a predictor of public predispositions (Ledingham & Bruning, 1998b), behavior (Ledingham & Bruning, 2000b), and satisfaction (Bruning & Ledingham, 1998a). Recently, Hon and J. E. Grunig (1999) offered strategies for maintaining organization-public relationships, including access, positiveness, openness, assurance, networking, and the sharing of tasks. In addition, they suggested control mutuality, trust, satisfaction, and commitment as organization-public relationship outcomes. Later, Ledingham and Bruning added loyalty and customer satisfaction as dimensions too (1998a, 1998b).

To add listening to listening management theory, listening was defined by Beall (2008) as the cognitive component, where the listener processes the meaning of the message; metacognitive, where the listener assigns priority to different aspects of the message; and social, emotional, and relational where the listener perceives the message with an emphasis on style preference based on attitudes and beliefs. Listening style preferences are dependent on the who, what, when, where, and how of the information reception and encoding.

Some listening skills include: 1) prepare yourself to listen, 2) remove distractions, 3) empathize, 4) be patient when listening, 5) listen to the speaker's tone, 6) listen for ideas, and 7) listen for non-verbals. Listen to enhance the message and the relationship between the listener and speaker. (*Skills You Need: Helping You Develop the Skills You Need (n.d.)*)

This information is then used to evaluate information given by public relations agencies and their use of listening with their clients. An internet review of ten public relations firms was conducted on their view of listening. Their view of listening was compared with dimensions of relationship management. Quotes from different agencies were compared to the various dimensions of the relationship management theory.

From the perspective of the stakeholders and audience(s) of organizations, relationships can predict the success or failure of a business. This viewpoint places public relations on a strategic management level because it can impact the way an audience supports (or doesn't support) an organization's goal. It is the relationships that the organization establishes and maintains with its audiences that allows it to succeed. Broom and Dozier (1990) and Ledingham (2003) hypothesized that levels of agreement between organizations and publics on key issues and the degree to which an organization and its key publics can accurately predict each other's position can act as indicators of the relationship state. Ledingham and Bruning (1998b, 2006) named the dimensions of relationship management as trust, openness, involvement, investment, commitment, access, positiveness, assurance, networking, control mutuality, satisfaction, reciprocity, loyalty, customer satisfaction, public predisposition, sharing of tasks, community engagement, and maintenance strategies. Many, if not all these dimensions, require listening. The literature

defines listening as a cognitive function that interprets incoming messages within a given context or situation.

Quotes from a sample of 10 different public relations agencies show that listening is essential for public relations and the establishment and maintenance of relationships with targeted audiences. Effective, active listening is vital to learn about the audience and to understand the attitudes and feelings of that audience. Representatives from these agencies spoke about listening elements and then a coordinating relationship management dimension(s) is identified in the presentation.

Given the natural pairing of relationship management dimensions with listening components, it appears that listening should be considered as a dimension of the relation management theory. It is, after all, an essential component to any relationship! This is a fascinating presentation. One that is not to be missed. (Even if I say so myself 📺)

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Internationally renowned pianist and our chair of Arts & Music division, Daniel Levy, performed Chopin's beloved Nocturnes at the Ascona Music Festival. The 13th Edition of the Ascona Music Festival is dedicated to the fascinating them of INSPIRATION, that ineffable factor shared by all the great composers in the history of music. Inspiration is without a doubt the driving force behind creativity and a result of deep listening. Join and note details below. www.academyofeuphony.com

Authentic Listening



Professor Renee Guarriello Heath, Ph.D.

Department of Communication at the University of New Hampshire and the Co-Director and Co-Founder of the Civil Discourse Lab. USA

As we consider one another's needs trailing in the wake of the global pandemic, I do not need to remind the readers of this newsletter why authentic listening is particularly important right now. In my own sphere, I know my students are suffering – a number of them, who disclosed that they were experiencing anxiety, is markedly up. My husband, an airline pilot, has watched the effects on his industry. “Before the pandemic, there were between 100 to 150 reports of unruly passengers in a typical year on US airlines. In 2021, there were nearly 6,000, according to the Federal Aviation Administration, with some 72% related to mask disputes.” It should be noted that these incidences varied by culture, with no increases reported in Asian countries. Yet, in many places, it seems we have lost some of our coping and conflict management skills. And my three children seem to be re-learning to navigate in a social world again. A focus on authentic listening has the potential to foster the grace we may need as we reenter social spaces.

As a professor of communication for nearly 20 years, I have spent countless hours teaching listening in the classroom. I have arrived at three assumptions that frame my teaching and ultimately lead to a focus on *authentic listening*; 1) Most people are trained to listen for debate—that is to win not to understand; 2) Those that have had listening skills training often miss the point—to understand someone, we must listen with authenticity, not as a rote skill; and finally, 3) to listen well, we need to change our listening filter.

1). **Most people are trained to listen in the context of debate.** I keep this in mind when I begin my lessons. When I ask students how many of them have been trained in dialogic listening (listening to understand), very few raise their hands. But debate is another story. By the time US college students have finished high school, they are likely to have participated in several formal educational debates that demand reasoned arguments. Listening in these situations is functional. You listen to undermine your opponent's argument. You listen so that you can tailor your arguments to persuade your audience. The idea of listening for understanding, rather than agreement, is typically foreign. Thus, I begin teaching by remembering that listening to understand is a new skill, not one US culture has taught well, nor valued to the same extent we value reasoned debate.

2). **Listening skills training often misses the point.** I will never forget a conversation I had with a colleague when I was a fairly new director of development in a skilled nursing center. I expressed my concern about a new employee initiative. I cannot recall a word of the substance of that conversation. What I do recall were the many techniques my colleague employed in our conversation. She looked at me intently in the eye – so intently that I felt

oddly uncomfortable. Her gaze felt unnatural. I recall her saying more than once, “So what I hear you saying is....” She nodded so frequently I was distracted by it. As a graduate with two communication degrees at that time in my life, I was certain she had just finished an active listening course. I recognized the technique. The problem is listening cannot be deduced to technique. Surely it is helpful to consider our gaze and body language when listening. And it is wise to cue others that we are hearing them—sometimes by repeating words they have used. But listening without authenticity will leave those interacting with you feeling they have not been heard at all. Rather than focus on technique, I suggest we focus on the goal of listening—that is to understand. When the goal is in the forefront, rather than the technique, then the technique will feel more authentic.

3). **We need to change our listening filter** to accomplish authentic listening. What exactly does this mean? To explain I turn to the philosophy of dialogue as developed by Martin Buber:

The experiencing of the other side is essential to the distinction Buber makes between “dialogue,” in which I open myself to the otherness of the person I meet, and “monologue,” in which even when I converse with her at length, I allow her to exist only as a *content of my experience*. (p. 3). Emphasis added.

Buber points out that often we listen solely with our own filters—I allow her to exist only as a *content of my experience*. Yet, we are not able to fully understand the other if we insist on interpreting their story through our own filter of experiences. The implications for listening are thus: we must try and understand someone not through our own eyes, but through their eyes. We are often taught this as perspective taking or empathy.

What might this mean for listening authentically in the midst of a Global Pandemic? In the US, and elsewhere, political wars erupted over policies compelling citizens to wear a mask. Taking this point of contention as an exemplar, we can imagine the difficulty in trying to understand the other, with whom you disagree. If you believed it was important that all citizens wore masks during the peak of the pandemic, you may have filtered this opinion through the content of your own experiences. Perhaps you knew someone who suffered or died from the virus. It would be very hard to bracket this filter when engaging with someone who feels differently. But to engage in dialogic listening requires just that. In this case, we do not listen to win the argument, or to persuade the other to wear or not wear masks. We listen to understand their position through *their experience*. We suspend our own, overpowering filter, by listening to how the other has experienced the pandemic. We allow their filter to frame the experience, so that what comes into view is how *they* understand the policy of masking.

Of course, understanding is not agreeing. But it is a step toward compassion and empathy. Listening for understanding is an authentic practice that can leave us less polarized at a time when we are craving connection.

Outstanding Listeners Interview

HIGHER EDUCATION AND QUALITY: LISTENING TO MANY VOICES



Judith S. Eaton, Ph.D.
Founding President and
President Emeritus
of the Council for
Higher Education
Accreditation (CHEA). USA

Stamenka:

Academic accreditation is taken seriously in most universities globally. Research is conducted, faculty discussions are held, and reports are written all with hopes that the granting agency will accredit the university as having passed. How is listening a part of this process? What role does listening play in gathering information and establishing relationships that contribute to a successful accreditation process?

Judith:

Listening is at the core of accreditation. One should remember that accreditation consists of peer review: academics reviewing academics. Listening is the responsibility of both the institution or program reviewed and the accrediting staff and peer reviewers.

In the accreditation process, each staff and reviewer needs to “take off one’s own cognitive and emotional lenses” – at least part of the time. This means that you shouldn’t assume everyone thinks like you or makes the same assumptions as you do or shares your values.

University people need to do the same. Above all, we need non-judgmental listening from all parties! At some point there will be a judgment about quality – academics, student services – but, hopefully, not until both parties have really heard each other.

Stamenka:

It could be said that in small, developing countries or rural and regional communities where there is just one university, all these stakeholders stand to gain (or lose) a lot, based on how well their university contributes to and positively transforms the human, social and economic condition of the country or community. Who do you as an academic accreditor listen to the most and why?

Because, in these circumstances, so much is at stake, an accreditor needs to listen especially for the following:

- the unique features of the university environment, both internal and external, e.g., specific academic programs, external support or lack thereof.
- how the university community and the community-at-



Stamenka Uvalić-Trumbić
Past Secretary-General of the
Association of Universities of
Yugoslavia.
20-year career in UNESCO:
European Centre for Higher Edu-
cation (CEPES), Bucharest.
Former Head of Higher
Education in Paris, France.

large perceive each other – what does each value most, about what is each most concerned?

- perhaps most important. listen to learn of the consequences of the university either failing to fulfill its mission and serve the community or failing to receive economic and political support from its community.

Accreditation is intended to improve, not to destroy. Listening is vital.

Stamenka:

Most academic institutions fear accreditations and are anxious about the outcome. How can listening play a role in managing the fear of seeking accreditation? What recommendations do you have for institutions to use listening skills to lead to a successful accreditation?

In my view, fear of accreditation can thrive when universities make assumptions that aren’t warranted about how little they can influence a review. Accreditors do make consequential decisions, including removal of accreditation. However, if both parties focus on non-evaluative listening and if universities take the time to examine their assumptions about the role and authority of accreditors, they may find that accreditors are less focused on any type of power and more focused on improving the institution.

Universities hold accreditation accountable for accuracy and thoroughness, universities hold accreditors accountable for non-evaluative listening! These things should mitigate fear. Universities sometimes give accreditors too much deference.

Judith:

Listening has been fundamental to building the essential relationships that helped you as an international civil servant, working at UNESCO. As the Head of Higher Education, how did you use listening skills to secure international cooperation and promote mutual understanding?

Stamenka:

Listening is the essence of being a professional international civil servant. Each of us, once we get hired by UNESCO,

sign an oath by which we pledge to serve no other interest than that of the United Nations. This effectively means that whatever you do, whatever project you are responsible for, you need to listen to all the voices of the 193 Member States of UNESCO, whether personally you do or do not agree with their opinions. Reaching a consensus is a long and complex process, not always easy to achieve, but it is the basis for international cooperation.

It is true that not all colleagues at UNESCO respect the oath of impartiality. Political interferences are present and they undermine genuine international dialogue. Therefore, it is not only important to listen, it is to know and judge whom to listen to!

A good example is "Many Voices, One World" the title of a report prepared by the distinguished MacBride Commission and frequently referred to as the MacBride Report aimed at promoting the free flow of information. It called for more voices, more freedom of expression, and the protection of journalists' rights. Though issued in 1980, it is still relevant and widely taught and cited.

Judith:

What impact does effective active listening have in establishing and maintaining partnerships among countries at different stages of development in higher education? Will you discuss a specific case study/example to demonstrate how listening enhanced a partnership in action?

A good example of a project I have directly been responsible for is the elaboration of the 2005 UNESCO/OECD Guidelines for Quality Provision in Cross-Border Higher Education.

An expert group drafted the guidelines. The experts represented the more developed countries Member States of OECD, on the one side, and all 193 Member States of the United Nations/UNESCO on the other. Views expressed were often different. While Australia, UK and the US, the greatest providers of cross-border, had their approach marked by their own interests, countries on the receiving end insisted on inclusion of cultural and linguistic diversity as one of the core elements of ensuring quality provision of (higher) education across borders. In the discussions, even the terminology 'exporters and importers of higher education' had to be changed to 'providers' and 'receivers'.

Another interesting factor in the negotiations, with conflicting opinions that needed to be reconciled was whether the guidelines will be legally binding through a recommendation (soft law) or just principles or codes of good practice that countries were free to follow.

Although dating from 2005, these guidelines are still relevant as cross-border higher education through its different forms has continued to develop, noting a 50

percent growth since 2009. It is also diversifying, inter alia by a larger and more diverse number of countries providing and exporting higher education such as China, Dubai, Qatar, France which were at the receiving end at the beginning of the millennium. Today, evidence shows that there is greater focus on quality than on financial benefit but also that geopolitical elements play a bigger role, an example being the opening of branch campuses of Chinese universities in Eastern Europe.

Judith:

Today, if you listen closely to the narrative that is being discussed and what is not being discussed, economic and political factors seem to be driving higher education. Are higher education core values being threatened? What are the global trends?

Stamenka:

The dominant global trend is impacted by the UN 2015 Sustainable Development Goals which acknowledge the important contribution of higher education to development and commit to ensuring "inclusive and equitable quality education and promote lifelong learning opportunities for all" (SDG 4). The target is to ensure "equal access for all women and men to affordable quality technical, vocational and tertiary education, including university" by 2030. Generally, a greater insistence on social equity and justice in higher education and a reminder of the importance of values in higher education is increasingly being highlighted within a crisis of trust in public institutions.

The UNESCO 3rd World Higher Education Conference (WHEC, 2022, Barcelona, Spain) reaffirmed higher education as a public good and looked at the different dimensions of the social responsibility of higher education. It also examined to what extent quality assurance could take into account this social responsibility, equity and inclusion, as highly debated issues that are gaining in importance.

But economic and political factors, often not explicitly expressed, are threatening these principles and it is quite difficult to foresee the future of higher education with great transformations brought about by pandemics - such as the one we have witnessed during the past two years - or wars, as the latest one in Europe with Russia's aggression on Ukraine. Somehow listening to the Other, awareness about Otherness has become more important than ever if higher education can indeed fulfill its role as a driver of development. The skill of listening becomes more important than ever!

"The leader of the past knew how to tell.
The leader of the future will know how to
ask, listen and learn."
Marshall Goldsmith

Flyer



presents

2022 GLOBAL LISTENING (VIRTUAL) FESTIVAL *Global Listening for Harmony and Healing*

The Global Listening Centre in collaboration with Ball State University is proud to announce the 2022 Global Listening (Virtual) Festival: Global Listening for Harmony and Healing.



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Global Listening Festival Committee Chairs



Professor Renee Guarriello
Heath, Ph.D.



Professor Lance Strate, Ph.D.

Global Listening Festival 2022 Presenters



Opening Ceremony
Welcome to the Global Listening Festival
Professor Paaige K. Turner, Ph.D.
Dean of College of Communication,
Information and Media at Ball State
University. Past Executive Director,
National Communication Association. USA



Listening as Explicit Dimension to the Relationship Management Theory
Associate Professor Gayle M. Pohl, Ph.D.
Senior Vice President (Education Policy),
Global Listening Centre.
Associate Professor at University of
Northern Iowa. USA



Listening in Times of Intercultural Conflict and War
Professor Dr. habil. Claude-Hélène Mayer,
Ph.D. Ph.D.
Professor in Industrial and Organizational
Psychology at University of South Africa,
Johannesburg. South Africa



The Central Role of Listening to Building Peace
Professor Stacey Connaughton, Ph.D.
President (Academia) Global Listening
Centre. Professor at The Brian Lamb School
of Communication, Purdue University.
Director of The Purdue Policy Research
Institute, Discovery Park District. Director
of The Purdue Peace Project. USA



Higher Education and Quality: Listening to many Voices (Interactive Interview)
Stamenka Uvalić-Trumbić
Past Secretary-General of the Association of
Universities of Yugoslavia.
20-year career in UNESCO: European
Centre for Higher Education (CEPES),
Bucharest. Former Head of Higher
Education in Paris. France



Higher Education and Quality: Listening to many Voices (Interactive Interview)
Judith S. Eaton, Ph.D.
Founding President and President Emeritus
of the Council for Higher Education
Accreditation (CHEA). USA



Active Listening: Bolster its Empathy Basis
Professor Ray T. Donahue, Ph.D.
Senior Vice President (Research)
Global Listening Centre.
Professor of Intercultural Studies
at Nagoya Gakuin
University, Japan.



Introduction to Listening Disorders Part 1 - Hearing Loss
Alan R. Ehrlich
Chair (Listening Disorders)
Global Listening Centre.



Spiritual Listening
Kay Lindahl, CLP
Founder of TLC
in Long Beach, CA. USA



Barriers to Effective Listening in Health Care Settings
Associate Professor Helen Meldrum,
Senior Vice President (Listening in Science)
Global Listening Centre. Associate Profes-
sor of Psychology in the Program in Health
Sciences and Industry-Department of
Natural and Applied Sciences at Bentley
University in Waltham, Massachusetts.
USA



Listening: Attending Reality
Marko Zigon
Sound Therapist with a Degree in
Acoustics, Musician. Dubai



General Listening Skills (in Persian Language)
Assistant and Visiting Professor
Gholam Reza Azari, Ph.D.,
Assistant Professor of Communication Sci-
ence's at Azad University of Tehran, De-
partment of Communications in Central
Branch, Visiting Professor at University of
Tehran in Group of Communications. Iran



My Listening Journey: From Formulation to Planning
Professor Zuraidah Mohd Don, Ph.D.
Faculty of Social Sciences and Humanities,
Universiti Teknologi Malaysia.



Listen up! Encourage attentive and active listening when you need to be understood.
Professor Carol Bishop Mills, Ph.D.
Executive Editor The Global Listener,
Global Listening Centre. Director and
Professor at School of Communication and
Multimedia Studies at
Florida Atlantic University. USA

Global Listening Festival 2022 Presenters



Active Listening and Antiracism: Issues & Challenges
Associate Professor Angie Beeman, Ph.D.
Associate Professor at Marx School of Public and International Affairs at Bernard M. Baruch College. USA



Listening as a Foundation for Positive Organizational Psychology
Laura Dryjanska, Ph.D.
Director of the Master of Science in Positive Organizational Psychology at Biola University, Rosemead School of Psychology. USA



Listening to Chronically Ill Patients in Face-to-Face and Virtual Patient-Doctor Interactions
Associate Professor Leslie Ramos Salazar, Ph.D., Abdullat Professor of Business, Associate Professor of Business Communication and Decision Management, Paul and Virginia Engler College of Business, West Texas A&M University. USA



Teaching Listening Skills in Healthcare
Kenneth Youngstein
CEO, BIOCOM Ltd HQ Zurich. Switzerland



Listening with Empathy to better Communicate (in Greek Language)
Margarita Kefalaki, Ph.D.
President of Communication Institute of Greece and Adjunct Professor at Hellenic Open University. Greece



Quality Listening Tips
Professor Paaige K. Turner, Ph.D.
Dean of College of Communication, Information and Media at Ball State University. Past Executive Director, National Communication Association. USA



Why We Do Listening Research (A conversation with Professor Andrew D. Wolvin by Annie)
Professor Andrew D. Wolvin, Ph.D.
Honorable Director (Academic) Global Listening Centre. Professor Emeritus at University of Maryland, Adjunct Professor at the Georgetown University, Law Center. USA



Why We Do Listening Research (A conversation with Professor Andrew D. Wolvin by Annie)
Annie Rappeport, Ph.D., M.Ed.
University of Maryland. USA



Listening Across Diverse Perspectives
Professor Renee Guarriello Heath, Ph.D.
Chair (Academic Division) Global Listening Centre.
Co-Director at Civil Discourse Lab at University of New Hampshire. USA



When a Heart Doctor Listens to the Heart of Healthcare
Jonathan Eliot Este Fisher, MD, FACC
Director (Healthcare Listening) Global Listening Centre. Harvard-trained Physician and Clinical Cardiologist, Organizational Well-Being and Resiliency Leader, Regional Medical Director, Novant Health. USA



Improving Communication and University Culture
Professor Philip J. Auter, Ph.D.
Professor of Communication at University of Louisiana at Lafayette, Hubert Bourgeois Endowed Professor in Communication, Faculty Senate President and Graduate Program Coordinator. USA



Sounding off about Listening
Professor Lance Strate, Ph.D.
Chair (Academic Division) Global Listening Centre. Professor of Communication and Media Studies at Fordham University in New York City. USA



Second Language Listening: How to Harness Learners' Metacognition to Help them Listen
Professor Christine C. M. Goh, Ph.D.,
Past Associate Vice Chair Global Listening Centre. President Chair Professor of Education (Linguistics and Language Education) and Director of the National Institute of Education, Nanyang Technological University. Singapore



Closing Ceremony Thanks Giving Message
Carin-Isabel Knoop
Chairperson Global Listening Centre, Executive Director Harvard Business School Case Research and Writing Group, Harvard University. USA

Honoring Our Members



Professor Andrew D. Wolvin, Ph.D.

Honorable Director (Academic)
 Global Listening Centre.
 Professor Emeritus at University of Maryland,
 Adjunct Professor at the Georgetown
 University, Law Center. USA

After 54 years in the University of Maryland Department of Communication, listening pioneer and one of the most respected figures in the field of listening research Andrew Wolvin has retired as a professor emeritus. At Maryland, he taught senior level courses in listening, communication management, and intercultural communication. He also served as director of the undergraduate campus general education basic communication course and, periodically, in other administrative roles.

Wolvin's research with the late Carolyn Coakley resulted in a seminal textbook on the complexities of listening and as the foundation for extensive research on listening competency and listening pedagogy. Wolvin also has had an active training and development career, providing listening and briefing seminars and coaching in an extensive number of federal agencies and other organizations in the Washington, D.C. region. He continues to teach listening and speaking skills for lawyers as an adjunct professor at the Georgetown University Law Center. Thanks for your contribution and we are so honored to have such a listening legend in our organization.



Alan R. Ehrlich

Chair, Listening Disorders Division, Global Listening Centre
 Member, GLC Executive Governance Committee
Independent Researcher, Author and Speaker

Alan Ehrlich has been involved in the field of listening for almost 20 years and has served the GLC by assisting Sir Sardool Singh on almost every major project that the organization has embarked on - providing across the board assistance from editing to organizational vision. If there was a need, Alan tried to fill the void. Unlike many of his GLC peers, Alan is not affiliated with any University but rather an independent author, and speaker who believes that everyone should be able to effectively listen including the over one and a half billion people that have difficulty listening because of hearing loss, especially the 34 million children living with disabling hearing loss that affects the health and daily quality of life. Alan's passion is to develop a working model of the multiple, complex processes that enable our wonderful ability to listen - and through this model highlight the problem areas that cause hearing loss, auditory processing disorder, and auditory dyslexia while showing how depression, narcissism and other psychological conditions affect our listening effectiveness. He has already developed a model of shows the interplay of over 100 different issues that affect speech understandability. Your contribution is immense and we are so honored to have you in our organization.

Members News

Jennifer Gröner, member of our Global Listening community, conducted an awareness project named „Me and my environment“ for children between the age groups of 5 and 6 years and more at a kindergarden in Konstanz, Germany. It was conducted from 16th May 2022 to 13th July and is still ongoing for all children. Many educators, eminent personalities and supporters participated in different ways. Alexandra Franzke, Ph.D., Head of School of Integrated Climate and Earth System Sciences Office and Coordination Postdoc Program, University of Hamburg (Germany), had an interactive session on 11th July 2022 with the project participants about the environment. The project „Me and my environment“ contributed to development of conversations between children and adults, which is why it is important to listen to the environment.



Regina Brütsch,
 Head of Department at the AWO District Association in Konstanz,
 actively listening to the project child.



Heartiest Welcome

to

CARIN-ISABEL KNOOP

New Chairperson

Global Listening Board. Global Listening Centre
Executive Director of the Harvard Business School
Harvard University



Listening to Many Voices:

Congratulations to our Vice Chair and Medgar Evers College School of Business Dean, Dr. Jo-Ann Rolle. Dr. Rolle has been installed as the new President of the National HBCU Business Deans Roundtable. Her installation was held during the 19th Annual HBCU Business Deans Roundtable Summit, hosted at Deloitte University in Westlake, Texas, in June this year.

Dr. Rolle has an important role to listen to, and act on the many issues brought up at the Roundtables.



Professor Douglas Cumming extreme left looking at the camera.

Professor Douglas Cumming J.D., Ph.D., CFA
DeSantis Distinguished Professor
of Finance and Entrepreneurship at
College of Business at Florida Atlantic University in Boca Raton, Florida. USA
Visiting Professor of Finance at Birmingham Business School,
University of Birmingham. United Kingdom
Fellow of the British Academy of Management

Our old member Professor Douglas Cumming at a recent economic policy luncheon meeting with President of Turkey Mr. Erdoğan. Douglas informed Sardool Singh how listening played an important role in this meeting for success. Also recently British Academy of Management College of Fellows welcomed Professor Douglas Cumming, a great honor for Professor Douglas. Professor Douglas is a good friend of Sardool.

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Contact : info@globallisteningcentre.org