



## The Top 25 Outstanding Women Listeners in the World 2023



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## Thanks!



Ministry of Education  
The Cayman Islands  
**Government**

We thank the Ministry of Education, Government of Cayman Islands for collaborating with Global Listening Centre for announcing the Top 25 Outstanding Women Listeners in the World 2023.

## Congratulations!



**Hon Franz Manderson, Cert Hon, JP**  
Deputy Governor, Cayman Islands.  
Listening Legend Awardee 2023

## Outstanding Listeners Interview



**Patricia M. Davidson,**  
**Ph.D., MEd, RN, FAAN**  
Vice-Chancellor, President and Professor  
at University of Wollongong,  
Australia.

## A Message from the Executive Editor

Dear Listeners,

Expanding political and military conflict, physical and mental health crises, tenuous technological change, and a myriad of other issues exert constant pressure in our world. And, subsequent uncertainty and instability in our everyday lives make positive relational connections, personal development, and professional advancement seem more unobtainable and associated challenges seem more unsurmountable. The future may often seem bleak, but there is hope.

Listening has become even more fundamental to addressing global challenges and overcoming obstacles in our lives. Listening will also remind and reassure us of all the good in this world and all of the good in our lives. Light will always conquer darkness. As we seek understanding, direction, and comfort, listening will illuminate the path.

The Global Listening Centre recognizes that transforming lives through listening requires initiatives promoting the importance of listening and supporting listening proficiencies. Such efforts must involve both academic and nonacademic groups. Such efforts must involve both theoretical and practical endeavors. And, such efforts must encompass all areas of personal and social life, including personal relationships, politics, law, fine arts, journalism, education, research, healthcare, business, and beyond.

This issue of *The Global Listener* highlights just some of this work and the impact being made by the Global Listening Centre and its members around the world.

1. The recipients of the Top 25 Outstanding Women Listeners in the World 2023 are included in this issue. The announcement ceremony, hosted by the Ministry of Education of the Cayman Islands, took place on November 25. This event celebrated the importance of listening and uplifted everyone in attendance. Tremendous thanks are extended to everyone who took part in this project, and heartiest congratulations are extended to the recipients.
2. Articles by Rebecca Day Babcock, Cher McGillivray, and Claude- Hélène Mayer, along with additional thought pieces and announcements from members illustrate the remarkable work being accomplished as we explore and advocate for listening. Thank you to these members and all Global Listening Centre members for your tremendous impact.
3. A special interview of Patricia M. Davidson, Vice-Chancellor and President at University of Wollongong, Australia was conducted by Grace McCarthy, Dean at Sydney Business School, University of Wollongong, Australia. A Top 25 Outstanding Women Listeners in the World 2021 recipient, a world renowned leader in healthcare, and successful university leader, Dr. Davidson underscores the vital importance of listening.
4. You are encouraged to review information about the 2024 Global Listening Festival (Listening for a Better World) included in this issue. Of course, your participation in this international event is especially welcomed. We have the opportunity to not only expand our own understanding of listening but also share this work with others on a truly global scale.
5. You will also see an announcement of the 2024 *Thank You for Listening* campaign committee. Details and more information about the campaign will be coming soon. This outreach is something in which you will want to take part.
6. An outstanding oil painting entitled *Listen First*, exclusively designed for and presented to the Global Listening Centre by Iranian-German artist Shahin de Heart, is also featured in this issue.

As before, I encourage you to share this newsletter and to share the work of the Global Listening Centre with your colleagues and friends. I also encourage you to submit an article for our upcoming newsletters. Articles are peer reviewed, highly regarded, and read at universities and institutions around the world. You can find the submission guidelines on our website.

Listening Transforms Lives!



**David T. McMahan, Ph.D.**  
Executive Editor, *The Global Listener*  
Executive Chair, Global Listening Centre.  
Professor of Communication at  
Missouri Western State University.



David T. McMahan, Ph.D.



Campaign coming soon



March 2024



# A Small Country with a Big Message to the World: Listen!



Cayman Islands

## A Message from Sardool Singh, Secretary, Global Listening Centre.

On November 25, 2023, the Ministry of Education of the Government of the Cayman Islands hosted a major event. The primary purpose of this historic event was to celebrate the importance of listening skills and to promote listening as an integral part of various projects to educate students, educators, and the general public. A highlight of the conference was the announcement of those selected to receive the honor of being one of the Top 25 Outstanding Women Listeners in the World for 2023, which included officials and leaders from throughout the Cayman Islands. Check the event link ([https://www.youtube.com/live/jLosiSxQ\\_K4?si=RxAvujH\\_uu9gC6ue&t=1149](https://www.youtube.com/live/jLosiSxQ_K4?si=RxAvujH_uu9gC6ue&t=1149))

I wish to express my gratitude to the Cayman Islands government for the emphasis they have placed on enhancing listening skills in their country, including initiatives to promote listening instruction in the school system. Professor David McMahan, Executive Chair of the Global Listening Centre Board, conducted a workshop for educators. He subsequently delivered a presentation to the Cabinet ministers on enhancing listening skills. Credit for this important emphasis on listening education goes to the Minister of Education, the Premier of the Cayman Islands, the Honorable Juliana O'Connor-Connolly, and the additional organizational team who worked with her. As described in a following news report of the event: *"The Hon. Juliana O'Connor-Connolly, Premier of the Cayman Islands, has been recognized as one of the 25 Most Outstanding Women Listeners in the World for 2023. This prestigious award, bestowed upon the Premier for her exceptional listening skills and her unwavering commitment to fostering effective communication in the field of politics, was announced by Professor David McMahan during a gala event at the Ritz-Carlton on Saturday, 25 November 2023."* As a result of the Cayman Islands leadership in teaching listening skills at all levels of their society, many are benefiting by improved communication and decision making. All sectors of the society, including health/mental health care, education, and government, have greatly benefited from enhanced listening education. The world has a lot to learn from this small country.

On behalf of Global Listening Centre members and staff, I thank the Ministry of Education and the government of the Cayman Islands for conducting the listening workshops and hosting the celebrations of the announcement of the Top 25 Outstanding Women Listeners in the World for 2023. What a wonderful example the leadership of the Cayman Islands has set for the world.

Listening Transforms Lives!

Respectfully,  
Sardool Singh



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### Alice Wairimu Nderitu

**Alice Wairimu Nderitu** is a Kenyan national who serves as the United Nations Under Secretary General and Special Adviser on the Prevention of Genocide to United Nations Secretary-General António Guterres. She is a recognized voice and journalist in the field of peacebuilding and atrocity crimes prevention. As an international leader in a male-dominated field, she has advocated for listening and including women in international forums.



### Andrea Marsili

**Andrea Marsili** is the composer and artistic director of the contemporary tango orchestra, Les Fleures Noires. Her compositions are full of invitations to listen, exploring the voices past and present that have whispered to women of what they can and cannot do. The recipient of many well-deserved recognitions, her work has demonstrated that we listen not only to words but also to the music that runs through our lives.



### Angela Dorothea Merkel

**Angela Dorothea Merkel** served as Chancellor of Germany from 2005 to 2021. Serving as President of the European Council in 2007, she played a key role in the negotiation of the Treaty of Lisbon and the Berlin Declaration. Listening to supporters, listening to opposition, and listening to those whose voices are not always heard has enabled her to achieve these many feats and be recognized as a preeminent world leader.



### Angela W. Buchdahl

**Angela W. Buchdahl** is the first Asian-American to ever be ordained as a cantor or rabbi in North America. She leads the Central Synagogue in New York City, but reaches across the world on live-streams, videos, and podcasts. Rabbi Buchdahl is well-known for engaging people of many faiths, and for her commitment to social justice. She instructs her congregation in mindfulness and meditation, encouraging them to listen to what is around them in the natural world, as well as making more time to listen to each other.



### Carolyn Calloway-Thomas

**Carolyn Calloway-Thomas** is a Professor and Director of Graduate Studies in the Department of African American and African Diaspora Studies at Indiana University. She is presently serving as an Intercultural Communication Competence Advisory Expert for the World Council on Intercultural and Global Competence. Her work is encapsulated in her book "Empathy in the Global World", the first book to examine the nature, practices, and potential of empathy for understanding and addressing human problems on a global scale.



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## Christine C. M. Goh

**Christine C. M. Goh** is President's Chair Professor in Education (Linguistics & Language Education) at the National Institute of Education, Nanyang Technological University of Singapore. She is recognized for her ground-breaking work in second language (L2) listening and metacognition that promoted the importance of rigorous research and listener-centred pedagogies. For successive years, she has been identified among the world's Top 2% of Scientists in Languages and Linguistics by Stanford University and Elsevier. She is regarded as the number one Asian scholar in the field of L2 listening research and practice.



## Enriqueta Estela Barnes de Carlotto

**Enriqueta Estela Barnes de Carlotto** is an Argentine human rights activist and president of the organization "Abuelas de Plaza de Mayo" (Grandmothers of Plaza de Mayo). She became a historical symbol of commitment as a human rights activist in Argentina when her pregnant daughter, Laura, was illegally detained and killed during the last civic-military dictatorship. In 2014, she found her grandson, who joined the 133 grandchildren recovered by the organization that she has led since 1977. She could have only listened to her own heart but instead chose to listen to the cries of all the families who lost children.



## Graça Machel

**Graça Machel** is a politician and a humanitarian. She was born in Mozambique, and is the widow of former Mozambiquian president Samora Machel (1975-1986), as well as the widow of the former president Nelson Mandela of South Africa. Throughout her entire career, she has listened to the voices of the underprivileged and the disadvantaged. She serves as the Deputy Chair of The Elders, an independent group of global leaders working for peace, justice, human rights, and a sustainable planet.



## Haben Girma

**Haben Girma** is a disability rights advocate and the first deafblind graduate of Harvard Law School. She has worked to provide accessible digital services, including audio for blind readers and close captioning for deaf viewers. She was elected Trustee of the Board for Helen Keller Services for the Blind and was named a White House Champion for Change by President Barack Obama. She continues to listen to and advocate for those whose voices are silenced and ignored.



## Jan De Silva

**Jan De Silva** is Co-Chair of the Canada-ASEAN Business Council and former President and CEO of the Toronto Region Board of Trade. In her numerous roles – including Canadian representative on the APEC Business Advisory Council, Dean of Ivey Asia for Ivey Business School of Western University, and co-founder of the Climate Economy Strategic Council – her commitment to working and listening across financial sectors has led to increased export strategies and economic development to lift communities.





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### Judi Lee Brownell

**Judi Lee Brownell** is an Emerita Professor at Cornell University. One of the top scholars in the world in the field of listening research and practice, she has authored seven textbooks and 80 articles on listening and communication, including *Listening: Attitudes, Principles, and Skills* which is in its 7th edition. She identified six components of the listening process which are presented in her widely recognized HURIER model.



### Juliana Yvonne O'Connor-Connolly

**Juliana Yvonne O'Connor-Connolly** is the Premier of the Cayman Islands, the first woman to hold this position. Her exceptional leadership accomplishments have their foundation in her outstanding listening skills, especially her refined awareness of verbal and nonverbal communication. She has transformed innumerable lives and has been a special leader to the benefit of her country's progress, illustrating how politicians can use listening to make the world a better place.



### Katherine van Wormer

**Katherine van Wormer** is an Emerita Professor in the Department of Social Work at the University of Northern Iowa. She has worked in the United States, Northern Ireland, and Norway, authoring or co-authoring over 20 books and 60 articles on such topics as addiction treatment, the criminal justice system, and restorative justice for women, centered on the value of listening in therapy.



### Laura Ann Janusik

**Laura Ann Janusik** is an Emerita Professor and the McGee Chair of Communication at Rockhurst University. For over 25 years, she has conducted research, education, and consulting in the field of listening. She is widely recognized and cited internationally for the development of the Imhof-Janusik listening concepts inventory. She was previously recognized by the Global Listening Centre in 2020 as a Distinguished Listening Scholar.



### Laura Lundy

**Laura Lundy** is Co-Director of the Centre for Children's Rights and a Professor at Queen's University, Belfast. The "Lundy Model" for child participation in decision making has been adopted by various institutions, including the European Commission, the World Health Organization, and UNICEF. She reminds us that we must listen to everyone including, or perhaps especially, those whose voices are often overlooked or discounted in society.



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## Maren Krings

**Maren Krings** is a German freelance photojournalist and climate impact storyteller. With works published in numerous international media outlets and displayed in prominent locations globally, she seeks solutions to socio-ecological impacts to improve the climate. She expertly blends image and story to make us see and hear the effects of climate change.



## Mariam Mohamed Fatima Matar

**Mariam Mohamed Fatima Matar** is a geneticist, medical researcher, and radio host in the United Arab Emirates. She is the first woman to serve as Director General of the Community Development Authority and is the founder and director of the UAE Genetic Diseases Association. Committed to women empowerment and advancement, especially in STEM and medical innovation, her work encapsulates the importance of listening in science and healthcare and the importance of listening to empower others.



## Meaza Ashenafi

**Meaza Ashenafi** was the first woman to serve as a Judge of the Federal Supreme Court of Justice in Ethiopia. She founded and directs the Association of Ethiopian Women Lawyers, which provides legal aid to poor women and advocates for their rights. Her commitment to listening and fighting for the rights of women have earned her numerous awards for philanthropy and leadership, including the African Leadership Prize.



## Park Ji-hyun

**Park Ji-hyun** is a noted South Korean journalist, social activist, and politician. Writing under the pseudonym "Flame," she helped to expose one of the largest online sex-crime rings in South Korea. Because of her investigation, more than five million people signed a national petition and by the end of 2020, over 3,000 people had been arrested. As a journalist and as a politician, effective listening has been the key to her success.



## Rafaela Polanco García

**Rafaela Polanco García** serves on the Boston Public Schools Committee where she advocates for listening to the voices of the LatinX community. She is an immigrant from the Dominican Republic who lives in public housing in South Boston and has a background in law and bilingual advocacy. She has served as the Director of Parent Engagement and Organizing at St. Stephen's Youth Programs in the South End.





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## Sahle-Work Zewde



**Sahle-Work Zewde** serves as the first woman President of Ethiopia. She has represented Ethiopia as an ambassador in France, Djibouti, and Senegal. She has further served as Representative to the United Nations and the United Nations Educational, Scientific, and Cultural Organization and as Director-General of the Nairobi United Nations office. She has committed her life to ensuring education develops the capabilities to engage in dialogue and act together, placing listening at the center.

## Tererai Trent



**Tererai Trent** is a Zimbabwean-American woman whose educational success has brought her international fame. She won the 2018 NAACP Award for Outstanding Literary Work (Instructional) for her book, *The Awakened Woman—Remembering & Reigniting Our Sacred Dreams* and was a keynote speaker at the UN Global Compact Leaders' Summit where she used her growing voice to appeal to international businesses to invest in equal access to quality education. Through listening and supporting others, she has become a symbol of hope for everyone.

## Terry Gross



**Terry Gross** is an American journalist, host, and co-executive producer of the radio show *Fresh-air*. Recognized as an exceptional interviewer, her friendly tone of voice combined with empathy, curiosity, and intelligence reveal her ability to actively listen. Her skill in engaging with thousands of guests has captured millions of daily listeners around the world.

## Tulsi Gowda



**Tulsi Gowda** is an Indian environmentalist known by her tribe, the Halakki Vokkaliga, as the "Tree Goddess." She is estimated to have planted over 100,000 trees over her lifetime and to have identified over 300 medicinal plants. She is a living example of how listening is connected to the well-being of self, community, and the planet.

## Yuhua Guo



**Yuhua Guo** is a Professor in the Department of Sociology at Tsinghua University. The author of five books, her research focuses on state-society relations in the process of social transformation, farmer oral histories, and the rights and interests of migrant workers. She is an advocate for democratic reform and for listening across political and social divides.

## Linguistic Justice Listening Project

Anabel Sanchez, BA, Lead Author,  
University of Texas Permian Basin, US.

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Listening allows for a deeper and more impactful relationship to develop based on a form of mutual understanding and respect. With a bit of effort, we can begin to understand those who speak other languages and dialects, but only by listening with an open heart and mind. While a lack of listening to those who don't speak in a way that adheres to White Mainstream English (WME) or other standardized varieties may be attributed to ignorance of linguistic science—that no dialect or variety is superior or inferior to any other—these attitudes nonetheless perpetuate harm. The sentiments surrounding closing one's ears, heart, and mind to those whose speech is different do not go unnoticed by those who speak different languages and dialects. For example, after winning the Golden Globe for Best Foreign Language Film in 2020, *Parasite* director Bong Joon-Ho stated in his acceptance speech, "Once you overcome the one-inch-tall barrier of the subtitles, you will be introduced to so many more amazing films." His speech is indicative of the need to overcome this avoidance of what is not familiar. The quote illustrates how limiting this mindset becomes as an unwillingness to listen brings along several restrictions in how one may interact. While the example in Bong's speech focuses on language in film, the approach he suggests encourages the audience to listen (and read) rather than use the excuse of a lack of understanding to avoid listening.

Despite the push for speakers in the United States to speak WME, the nation itself does not have an official language policy. Therefore, one would think there is no issue with respecting and listening to different languages or dialects. Unfortunately, this is not the case, as linguistic prejudices permeate the mainstream media. Writer Viet Thanh Nguyen discussed in his op-ed for *The Washington Post* the film *Minari* being submitted to the Golden Globes as a Foreign Language Film which eliminated its chances of being nominated for Best Picture. While Korean is spoken for most of the film, the film was directed by Lee Isaac Chung, an American, and the family portrayed in the film is Korean-American. Nguyen illustrates linguistic prejudices by noting that those who



Rebecca Day Babcock, Ph.D.

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William and Ordelle Watts Professor, Department of  
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are of Asian descent, regardless of how they speak, will be regarded as "foreign" in some way, which is what resulted in the issues with *Minari*. Nguyen writes, "But to many Americans, someone who is of Asian descent might seem 'foreign' if they speak another language, or speak English with an accent (or sometimes, if they speak it with no accent at all)." This provides a demonstration of discriminatory attitudes impacting how listeners may react to a speaker depending on how they appear or present.

Lest readers think we are only concerned with American English, global varieties of English are also sometimes targeted for closed ears and minds. For example, the varieties of Chinglish and Singlish among others have recently come under scrutiny. Across the internet, Chinglish is referred to as "poor English" or "poorly translated Chinese" rather than giving it the respect it deserves as a variety of English. A. Suresh Canagarajah writes that Global varieties of English (which he calls World Englishes or WE) should not be restricted to their various home countries but can travel into various contexts and speakers of American English (and we would add, British English) should be prepared to interact with them. He argues that "English should be treated as a multinational language, one that belongs to diverse communities" and that this allows for "multilingual speakers of English to challenge the traditional standards and language norms of 'native speaker' communities" (1619). International business and even the Internet will bring speakers of various varieties of English together in communication. Canagarajah argues, "In order to be functional postmodern global citizens, even students from the dominant community (i.e., Anglo-American) now need to be proficient in negotiating a repertoire of World Englishes" (1620). This will involve listening, patience, and a positive attitude. Linguists have shown that our brains will put up a defense when we have a discriminatory attitude toward someone. A famous example is the experiment where students were played an identical audio lecture and when shown a photo of a white woman, they had no problem understanding the lecture; while being shown a



*Listening is like breath-invisible yet powerful.*

*Jo-Ann Rolle*

picture of an Asian woman, they complained they couldn't understand the lecture due to her accent (Rubin). We have also heard about students failing to listen to math lectures because the instructor was Asian and the students claim they "can't understand" the person's accent.

In the next part of this article we explore the cultural example of people making fun of or belittling others for speaking African American English<sup>1</sup>. The cultural commonplace (and one we do not agree with) is that by speaking non-mainstream varieties of English—especially those historically associated with African American communities—one is limiting oneself both economically and socially. John Baugh in "Linguistic Profiling" explains that

Many of our fellow African Americans either cannot or will not attempt to adopt standard English...thereby making them vulnerable to...linguistic profiling.... I am not suggesting that speakers of AAVE must embrace Standard English if it is not their personal desire to do so. (159)

Baugh also explains that we feel comfortable with those who speak like us: "Just as linguistic diversity has been used to accentuate differences among us, it also unites us into the bundles of linguistic enclaves that reinforce our heritage and pride in our ancestry" (163).

Many people equate speech with intelligence, as the folk often do. (Hixson and Franklin). This relates back to listening in the connection to language attitudes—that people equate non-mainstream varieties such as African American English with lack of intelligence, so they don't listen, but rather put up a filter that says, "Everything you say is stupid and incoherent" when the interlocutor is speaking AAE or other dialects (Young). It should be noted in educational and professional contexts many African Americans desire to learn the standard "White Mainstream English" (Hixson and Franklin). This is not cause for abandoning linguistic justice, however. People, especially educators, can respect and celebrate students' own dialects—and even teach them to analyze its grammar—alongside teaching Standard American (White Mainstream) English. For additional information, see "The Demand for Black Linguistic Justice" published by the Conference on College Composition and Communication ("This").

Additionally, there have been cases where African American English was wrongfully attributed to

merely being the slang of the younger generation rather than being listened to and understood as a dialect of its own. This is present in the rather infamous *Saturday Night Live* sketch "Gen Z Hospital." The skit parodies TV medical dramas with the punchline mocking what is identified in the skit as the slang of the younger generation and its perceived absurdity in dire situations. The humor of the skit largely hinges on the use of AAE by the hospital staff and the patient's relations as the cast simply throws out phrases like "gang, gang," "sus," and "stan." The appropriation of AAE by non-native speakers isn't challenged within the skit as the joke doesn't focus on misuse or the lack of understanding toward AAE as a dialect of its own, nor does it recognize the nuances of the dialect. Instead, the AAE dialect is structured as a source of mockery, associating the language with a lack of intelligence and a part of the cringe-inducing behavior of youths. The skit is guilty of failing to listen and recognize dialects that deviate from White Mainstream English.

Following the release of "Gen Z Hospital" it was largely criticized as viewers acknowledged the lack of listening on behalf of *Saturday Night Live* for its limited perspective on dialects that do not adhere to WME. It harkens back to students, particularly Black students who may naturally speak AAE, to be undermined for their manner of speech as educators or those who internalize racist ideals to not truly listen to what it is students have to say as they write it off as speaking "improperly." In an email to Insider, John R. Rickford, a professor of linguistics, explained, that using AAE in this type of comedy, "negates the powerful, positive ways in which African American English is used in everyday life and by writers, preachers, singers, etc., to capture the vicissitudes and aspirations of everyday life" (Mendez II). This instance further demonstrates the need to listen in order to combat racist ideology including in the use of language.

In the film *Freedom Writers* the character Erin Gruwell, played by Hillary Swank, is portrayed as a teacher who listens to her students. Rather than teaching her subject matter only, she asks her students to write about their lives. Apparently, no teacher had ever listened to these students before and through her attention to their voices, she encourages them to succeed. Whereas *Freedom Writers* engages students' voices through narratives, teachers today are not challenging the appropriation of student voices to better engage and under-



stand their students. However, teachers are finding new methods of engaging their students which may seem cringe to the extremes of the pedagogical spectrum of conservatism and innovation. Despite political efforts within the United States to reduce or eliminate the use of TikTok, teachers are now sharing information, experiences, and pedagogical approaches on social media platforms. From this, some teachers have taken it upon themselves to learn their students' vernacular and transform their lessons to be more easily comprehended.

Everyone has a story, and many times in school students are not encouraged to have a voice or to express themselves. After 20 years of teaching, Babcock has noticed students who want detailed instruction on exactly what to write, treating writing as a deliverable for a grade rather than a process of discovery. Especially now that AI computers can produce writing, what we need most is the human voice and story. Listening can be metaphorical. It is through metaphors of speaking and hearing that we describe writing. But as Erin Gruwell did in *Freedom Writers*, we can have students read their works aloud to truly listen to their voices and stories. Through Linguistic Justice we can embrace the home languages and dialects of writers as they express themselves in their own varieties and vernaculars.

Alice Horning argued that writing is nobody's native language and learning to write is a second language for everyone. It is our educational philosophy that the teacher engages with students where they are at. There is a marked "deficiency" within newer and upcoming generations of students who have faced fatigue from a variety of societal factors, such as socio-cultural, economic, and political dilemmas as well as the (post)pandemic classroom. If educators continue to uphold white supremacist standards which heavily influence linguistic and compositional aspects in the classroom, how are students expected

to succeed when the world has evolved rapidly whereas education has not?

<sup>1</sup> Over the years, linguists and others have referred to this variety as Black English, African American English Vernacular, Ebonics, Black Language, etc. Although some of these terms are loaded for some speakers, we do not imply any value judgement by the use of these terms. We also do not imply that all African Americans speak this variety or that the variety is spoken only by Black Americans.

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*"Going across cultures inevitably brings language differences, a gap listening can overcome. Even without knowing a word of the target language, listening can help learn its rhythm, the "place holder" or frame for the entire language. Rather than words, we can attune ourselves to language rhythm thereby learning a basis of the language, as well as developing good relationships interracially. That is, active listening enables one to participate in conversations when the language/culture/worldview is not fully shared. Active participation in the other culture shows respect and appreciation, 'gifts' universally welcomed."*

*(Ray T. Donahue, "Racism from the inside out: Toward reconciliation and cure")*

*Ray T. Donahue*

## Listening to the Unseen Wounds of Moral Injury



Cher McGillivray, Ph.D.

Director (Academic) Global Listening Centre.  
Assistant Professor at Bond University, Australia.  
Licensed Clinical Psychologist with the Australian  
Health Practitioners Regulation Agency.

Within human experience there is a potentially overlooked dimension of suffering that transcends visible scars and goes to the fabric of our moral integrity. Moral injury emerges when the fibres of our deeply held beliefs unravel, leaving behind wounds that remain hidden, unheard and, often, untreated. Traditionally associated with the harrowing transgressions of wartime military, moral injury permeates realms far beyond the battlefield.

Moral injury occurs when we transgress a deeply held belief or sense of who we are, or when we fail to prevent suffering to someone, or simply witness actions that betray a moral boundary (Shay, 1994). Experiencing intense human suffering and feeling powerless leads to a loss of faith in the good in the world, diminished hope in one's future, and a lack of trust towards oneself. Rooted in pain, guilt, disgust, and regret, moral injury becomes an unseen wound that is suppressed and no longer listened to. It leads to post-traumatic stress disorder (PTSD), psychological distress, and shame.

Soldiers returning from war have often found themselves unable to speak of the horrors they witnessed or were forced to perpetrate. Yet having someone hear and acknowledge the suffering they experienced is, for many, a key aspect of healing. The same is true of those experiencing moral injury in the corridors of healthcare and justice, where relentless exposure to complex decisions amidst limited resources and moral ambiguity often presents itself as physician burnout or compassion fatigue (Pfeffer, 2022). Health practitioners have been found to suffer with higher levels of moral injury (69%), and medical practitioners have suicide rates at more than twice the general population each year (Litam & Balkin, 2021).

In families too, moral injury is often present; yet it can be unseen and unheard, as stories go untold due to shame and self-judgement. The latest findings released from the landmark Australian Child Maltreatment study have reported that 62.2% of Australians

have experienced some form of child abuse (physical, sexual, emotional, neglect and exposure to domestic violence). Family members are the most common perpetrators of abuse, which occurs most often at the hand of a parent (Mathews et al., 2023).

Not all children who experience sexual abuse will develop PTSD; however, 30-50% will meet the criteria and many more will experience many of the symptoms. Non-offending parents will often experience vicarious trauma through hearing of their child's trauma. This leads to PTSD and has shown to result in moral injury that maintains the PTSD by up to 47% (McGillivray, 2022). But even though we know that moral injury is facilitating PTSD above and beyond the traumatic event itself, it often remains untreated because medical care focuses predominately on visual symptoms of PTSD (Koenig, 2019), leaving a further generation silenced with moral injury.

Our ability to listen to these narratives that have long been suppressed is the most effective tool we can all offer to aid someone who has experienced a moral injury crisis. Just as a physician's diagnosis is incomplete without attentive listening to a patient's history, so too is the journey towards healing impeded without lending an ear to the stories of moral injury.

The Royal Commission into Institutional Responses (2017a) reported that most survivors of child sexual abuse took an average of 23.9 years to make a disclosure of the abuse (Reitsema & Grietens, 2016). But remaining silent is never the right thing to do. We know that silencing ourselves—never speaking about our fears, thoughts, or ruminations on the past—can lead to psychopathologies and diseases. Intergenerational silencing contributes to mental health issues, as do self-critical thoughts of contempt and judgement (Farnsworth et al., 2014), or placing blame on oneself and others (Litz et al., 2009).

There is also the lack of self-compassion, underpinned by shame, that hinders our ability to listen. Perhaps listening to ourselves and tending to our discomfort, addressing the seeming mess within, is based on a fear of failure; and yet, it is being willing



*Listening is the artful practice of caring human beings,  
and how well we listen is a measure of how civilized we have become.*

*Michael W. Purdy*

to listen that holds the message for recovery. When we fear that we will fail, meaning to disappoint others (or disappoint ourselves), that is often linked with shame (McGregor & Elliot, 2005). One of my favourite quotes, from the true story of Coach Carter (2005), says, "What if our deepest fear is not that we are inadequate; [what if] our deepest fear is that [we] are powerful beyond measure?" If success is failure turned inside out, and fear of becoming our full potential is what is limiting our ability to listen, how can we learn to better listen to the still, small voice within? Listening is so close to love that it is almost indistinguishable—it is not part of love, but rather, it is the core of love, and essential for taking care of ourselves and others.

Trauma originates from the Greek word *wound*, and an unhealed wound of the past that keeps being activated and hurting in the present causes a further trauma. Trauma is not what happens to us, but what is stored within us, leaving the absence of an empathic witness (Levine & Mate, 2010). Psychopathology is composed of two Greek words meaning "soul" (psyche) and "mind" (logos)—a linguistic compound that suggests mental processes and well-being are somehow separated from the body. Yet the integration of the body and soul encompasses meanings such as humanity, self, mind, and passion.

When our thoughts are out of alignment with who we really are, when we are trying to please others or tell ourselves things our body/brain do not believe such as, "I am a terrible person because I did not see that danger ahead," or "I did think my decisions would cause so much pain to others or myself," we can lose our sense of self. Our identity becomes fractured, and it cannot identify the bad things that happen to us. It is the disturbances in identity, self-regulation, and self-compassion that result in complex trauma (Herman, 2015).

While abusive relationships impair integrative brain regions, healthy relationships can downregulate the vagal system, promoting restoration, safety, and trust required for healing (Porges, 2015). Therefore veterans, parents, caregivers, teachers, practitioners, and first responders must learn to emotionally regulate and connect with themselves and others. This is especially true when dealing with children: connection before correction assists a child with co-regulation difficulties and assists the developing brain of a child. A child needs one present, emotionally stable, stress-free care giver to build resilience (Siegel, 1999).

If we humble ourselves to stoop down to simply listen to children, to those in challenging situations, and most importantly to ourselves, this will pave a way for a safer world for future generations. Begin with listening as the quickest road to another's heart. To support others in difficult situations, we must remain strong and be able to enter into those situations with empathy, but still remain steadfast (Chambers, 2014). I think the same goes for listening to ourselves. We should listen to our own heart with selfcompassion. Being able to accept and experience painful emotions such as shame makes it possible to sit with our own suffering and avoid becoming disconnected from self and others. And listening with self-compassion can help us to alleviate our suffering (Neff, 2003).

There is an old saying that we have two ears, as compared to one mouth, so that we can hear (or listen) more than we talk. This is something worth remembering, whether listening to the traumatic experiences of others or listening to ourselves. The Dalai Lama makes this useful observation: "When you talk, you are only repeating what you already know. But if you listen, you may learn something new" (Cited in Salzberg & Kabat-Zinn, 1997). We should be brave, weaving together hope and courage, around the unseen wounds of moral injury. And by listening, we may see new generations of hope emerge.

Dr. McGillivray's team runs a free program, Parenting Beyond Trauma, to help carers dealing with the impact of childhood maltreatment and sexual abuse. For more information on the Parenting Beyond Trauma program, visit: [https://bond.qualtrics.com/jfe/formSV\\_51NsMTeB2mghzAW](https://bond.qualtrics.com/jfe/formSV_51NsMTeB2mghzAW)

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## Listening in a Spiritual Way



### Donna Halper, Ph.D.

Director (Media Ecology) Global Listening Centre.  
Associate Professor (Communication and Media Studies)  
at Lesley University, Cambridge, MA, US.

“One of the most important prayers in the Jewish religion is called the Sh'ma"-- it's a prayer about listening to God, who speaks to us in so many ways. In other words, spirituality begins with the willingness to put aside our desire to talk first; we are asked to humble ourselves before the Deity and listen. But no matter what religion or culture you come from, whether you believe in a god or not, there is something very powerful about the ability to listen. Many of us think we are listening, but in reality, we are hearing. That's very different from listening.

And that's why the work of the Global Listening Centre is so important, especially in the world today, where too many people prefer to marginalize anyone who looks different or believes in a different way. The Global Listening Centre serves as a reminder that to be a good communicator, to be a good human being, it all starts with showing respect to "the other," by being a good listener.”



*Education stands as a corner stone of progress and  
listening forms the foundation of teaching and learning.  
Juliana Yvonne O'Connor-Connolly*

## As Women We Learn to Listen



Claude-Hélène Mayer,  
(Dr. habil., Ph.D., Ph.D.),  
Director (Academia) Global Listening Centre.  
Professor in Industrial and Organizational  
Psychology at University of South Africa,  
Johannesburg, South Africa.

As women  
We learn  
To listen

All my life, I have listened to women.

During my childhood, I grew up with my grandmother. She had been through two world wars and had seen a lot of pain and suffering in her life. She did not talk much about it and was rather a very quiet and calm person. Understanding her fully meant listening to her on different levels. Besides listening to her words and stories, I learned to carefully listen to her non-verbal actions, to her body language and her movements that most of the time spoke more than words. The most important aspect, however, was to listen to the words she had not said. To listen to her silence was part of my daily interactions with her. She taught me how to be observant and how to listen closely to her conversations, her gestures and her face. She made me hear her inner voices through her silence.

*Listen holistically.*

Listening holistically means not only to open your ears to what is being said, but also to what is not being said, to what is expressed through our non-verbal interactions, our silence, through our eyes, mimics and gestures. Listening holistically is to hear the person within their contexts and within the specific situations we find ourselves in with them. It means to “listen between the lines”.

One of my favorite pioneers in family therapy is Virginia Satir. Not only was she a great woman and inventor of new methods and perspectives in family therapy – she also was an extraordinary listener. By listening carefully to the stories of her clients and by listening also to the silence that occurred during her therapy, she became aware of the systemic dynamics which impacted on her clients. She, therefore, did

not only listen carefully to what the clients said, but also to what they did not say; she listened to the family members who attended her sessions and to the ones who did not attend the sessions. She listened to the words and she listened to the patterns which the clients portrayed throughout their interactions. She thereby focused on two concepts: self-worth and congruence. She listened to how highly or slowly people spoke about themselves and others, and how people construct a congruent communication. Listening to her voice in her books gives insight to how to listen to dynamics beyond the surface. She listened holistically and invented a set of therapeutic tools and interventions and thereby became a pioneer in family therapy.

*Listen holistically.*

I am sitting in an armchair across from a woman who tells me about her life, her struggles of existence, and her challenges of being a woman leader in a male-dominated business world. Listening to her talk as her business coach, I do not only listen to her words which speak about her successes, her career, her gains and her activism, but find myself listening to her eyes also. Her eyes speak of the challenges, of her fight, of her deep connection to her self-doubts and her anxieties, of the vision she holds to excel. She does not need to express these challenges in words. She does not need to portray her fears in stories. I can listen to her eyes that give away her pain, her suffering, her losses and her experiences that she carries underneath the surface of glimmer and success.

*Listen holistically.*

Two nights ago, I find myself in a talk of a very successful woman in the global entertainment industry. I am attending this talk with my university students who want to learn about career development. She speaks almost one hour about her successes and how she made it to the top of the world's leading entertainment producers. She advises the young women in the classroom to find out about their passions and listen closely to their inner dreams and feelings and to never give up when encountering setbacks. Her words are strong,



*Listening is the beginning of prayer.*  
Mother Teresa

her voice is deep, and her tone is firm. Listening to her body, her moves, and her physical expression, paints another picture of her successes. Her body talk is not the intuitive, firm, passionate and never-give-up talk she portrays with her words. It is rather the talk about her tiring experiences of setbacks, the struggle of competition, her exhaustion. Listening to her shows the ambivalences of her life-story, the dark side of her passion and her hope that the new generation will succeed with their dreams even more than she could.

*Listen holistically.*

Looking at the evening sun, diving into the Indian ocean at the end of the horizon, I listen to my inner self. We often think about listening as something that we do with our ears. But it is far more. Listening is a holistic set of skills, techniques, intuition, perception, interpretation, evaluation and self-

awareness. We listen constantly to the world and to the talk we hold within ourselves – consciously and unconsciously. What we listen to and how we understand what we hear is anchored in our experiences of the past and the present. What we hear, we usually evaluate and portray into our future. Listening is a complex process and it builds the foundation of how we create ideas, meaning and actions within our world and within us.

As women, we are often trained to read between the lines to fulfill our aim of understanding the world and ourselves, to protect ourselves, our families, communities, societies and our environment, and to create a better world for the future of our children.

*As women  
We learn  
To listen*

## The Complexity of Listening

**Andrew D. Wolvin, Ph.D.**

Honorable Director (Academic) Global Listening Centre.

Professor Emeritus at University of Maryland, US.

Retired Adjunct Professor at the Georgetown University Law Center, US.

Having devoted my academic career to the study of listening in all its complexities, it's impressive to reflect on where we've been and what we've become as listening scholars, educators, and practitioners. However, if we want to get the people of the world to listen to each other, we need to recognize that it's not a simple process. (See issues of the IJL as evidence of this.) When I hear the expressions "Just listen" and "Simply listen," I get chills up my spine. Can we please banish those descriptors?! As we know, listening is one of the most complex—if not the most complex—of all human behaviors. Thank you!



**Jennifer Gröner**

Vice Chair (Global Engagement)

Operations Incharge, Global Listening Centre.

### New Assignment

Ms. Jennifer Gröner has been a valued member of the GLC team for a while. In her new assignment as Vice Chair (Global Engagement) she visited a few countries overseeing some of our ongoing projects. Additionally, Jennifer, working under Dr. S. Roy (Senior VP Operations) is in charge of GLC operations. Thank you Jennifer for your dedication to the goals of the GLC and your successful hard work.



*I really think that we, as listening people, need to be reminded that "just listen" is not an appropriate characterization of listening.*

*Andrew D. Wolvin*



## Honoring Our Members

### Donna Lee Halper, Ph.D.

Director (Media Ecology) Global Listening Centre  
Associate Professor (Communication and Media Studies)  
at Lesley University, Cambridge, MA, US.



**Donna Lee Halper, Ph.D.**, is an Associate Professor of Communication and Media Studies at Lesley University, Cambridge MA. She is the author of six books and many articles on topics ranging from the history of broadcasting to baseball history to women's history to Black history and to Jewish history. Dr. Halper is a widely quoted media historian, frequently called upon by newspapers, magazines, journals, and podcasts to comment on trends in media and popular culture. A former radio deejay, music director, and management consultant for nearly four decades, her broadcasting career began in college, where she was the first female deejay in the history of Northeastern University's campus radio station. In the early 2000s, she reinvented herself as a professor, receiving her Ph.D. from the University of Massachusetts at age 64. She has been at Lesley University since 2008, teaching such courses as Media Analysis, Introduction to Communication, Public Speaking, World Religions, and Introduction to Journalism; she is also the advisor to the school newspaper. In 2023, Dr. Halper was inducted into the Massachusetts Broadcasters Hall of Fame and was the first woman to win the Pioneer Broadcaster Award. Her contribution is immense, and we are so honored to have her in our organization. She is a cancer survivor since 2014, is grateful to be alive and tries to use each day to make the world a kinder and more courteous place.



### Gayle Pohl, Ph.D.

Associate Vice Chair, Global Listening Centre.  
Associate Professor, Public Relations, University of Northern Iowa, US.

**Gayle Pohl, Ph.D., APR**, is an Associate Professor at the University of Northern Iowa, teaching public relations. She is an active member of PRSSA, in addition to being a faculty advisor for PRSSA and Pride for the last 35 years. She has also been a public relations practitioner for 35 years, specializing in nonprofit, special events, healthcare and entertainment and educational public relations. Her research consists of 50 publications, including two books titled *No Mulligans Allowed: Strategically Plotting Your Public Relations Course* and *Public Relations: Designing Effective Communication*, articles on political crises and political cartoons, social media and crisis communication. She believes listening is the cornerstone of all communication. It is an important component of empathy, understanding, and fostering meaningful dialogue. Professor Pohl has spent many years of her career in the field of listening. Thanks Dr. Pohl for your contribution to GLC. We are so proud and honored to have you in our organization.

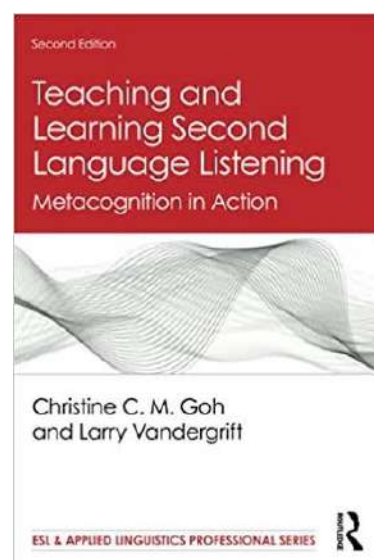
## Members News



### 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.

Now in its second edition, *Teaching and Learning Second Language Listening: Metacognition in Action*, has been comprehensively updated with new research and references as well as additional discussions of many topics including metacognition, working memory, L2 listening skills and models, and young learners. Following praise for the first edition in top tier applied linguistics journals, it remains an essential text on second language/ bilingual listening pedagogy, theory, and research.



"I am humbled and grateful for the honor of been elected as a Foreign Member of the Chinese Academy of Sciences (CAS). I have been told that I am only the second Australian to receive this honour after Professor Max Lu, former Provost at UQ and current VC of Surrey University who was elected few years back. My sincere thanks to CAS colleagues for this honor. All the credit goes to my group members and collaborators, past and present for this honor. "

**Chennupati Jagadish, AC**, Ph.D., FAA, MNAE (US), FTSE, FTWAS, FNAI, FEurASci, FNA, FNAE, FASc, FAPAS, FIEEE, FAPS, FMRS, FOSA, FInstP, FAIP, FIoN, FSPiE, FECS, FIET, FAAAS, FAVS, FEMA, FAPAM Honorable Past Chairman and Listening Legend, Global Listening Board, Global Listening Centre. President of the Australian Academy of Science, Distinguished Professor at EME Department, Australian National University.



**Claude-Hélène Mayer**, (Dr. habil., Ph.D., Ph.D.), Professor in Industrial Psychology and People Management and director of our Global Listening Center has won the "William B. Gudykunst Outstanding Book Award" together with her co-editor Elisabeth Vanderheiden for the *International Handbook of Love: Transcultural and Transdisciplinary Perspectives*, published by Springer.

This award recognizes the best book in intercultural research written by a member of the International Academy of Intercultural Research (IAIR). The award has been established in memory of William "Bill" Gudykunst (1947-2005) who was a pioneer and outstanding leader in intercultural communication.

The picture shows Claude-Hélène Mayer (Dr. habil., Ph.D., Ph.D.), being awarded by Dr. Irina Golubeva, a member of the jury, at the 13 conference of the IAIR. The book was awarded based on its high quality of intercultural research, the

breadth and the depth of the content, and the extraordinary length of the book which allows to bring 60 authors from 30 countries together in the name of researching love in intercultural and transcultural perspectives. One other extraordinary aspect is that the editors aimed at expanding WEIRD (Western, educated, industrialized, rich and democratic perspectives) through inviting research accounts from non-WEIRD contexts, using non WEIRD samples. The book thereby stands in the tradition of listening to the previously unheard and to the ones underrepresented in research to date.

Love and love listening is the key!

### Quotes

"Top management will have to develop an organ for 'listening,' so that it knows what the worker and middle management want to be informed about, and why they do not understand what to top management is so simple and clear. Similar 'ears' will have to be grafted onto middle management and the worker."

*The New Society* pg. 214

**Sir Peter Drucker**



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

**Dr. Marshall Goldsmith**  
**Advisor to Global Listening Centre**



## Outstanding Listeners Interview

### A conversation with Patricia M. Davidson by Grace McCarthy



#### Professor Patricia M. Davidson,

Ph.D., MEd, RN, FAAN

Rated one among the Top 25 Outstanding Women Listener in the World 2021, Global Listening Centre.

Vice-Chancellor and President at University of Wollongong, Australia.



#### Professor Grace McCarthy,

Ph.D., MBA

Director, Global Listening Centre.

Dean at Sydney Business School, University of Wollongong, Australia

**Prof. McCarthy:** Thank you for making time today to talk about listening. You were named as one of the Outstanding Women Listeners in the World in 2021. At what point in your life or career did you realize the significance of active listening for your personal and professional success?

**Prof. Davidson:** I actually had a bit of an epiphany in 2003 when I was using motivational interviewing for behavioral change in heart disease. As part of the training, they measure the proportion of time you speak and the proportion of time the patient or subject speaks. As nurses, we are trained to tell people what to do. Since that time, I have been really aware of the value of listening.

**Prof. McCarthy:** What sets your approach to listening apart in your leadership roles, both during your tenure as the Dean at Johns Hopkins and now as Vice-Chancellor at the University of Wollongong in Australia?

**Prof. Davidson:** We've all made transitions in our careers, but we can't negate our original professional training. I'm an intensive care nurse. I'm trained to solve problems. When people come to me, I instinctively think about solutions – I have had to slow that process down consciously, to be more patient and really listen to other people and hear their ideas.

**Prof. McCarthy:** How have your listening skills

evolved, and what impact has this evolution had on your leadership style and the outcomes of your initiatives?

**Prof. Davidson:** The higher up you go, the more ambiguity and uncertainty there is. When we have a complex problem, I bring people together and say there is no right or wrong, but we have multiple perspectives in the room. We have to think not only about what is legal but also what is right. I articulate my own biases so that people know where I'm coming from. And I explain that when we take a collective decision, it is the best decision we can make at that time, and I tell them that I will back them when we implement that decision.

Effective listening is part of having courageous conversations – you have to be prepared to listen and be prepared to change your point of view. Challenging conversations should not be seen as criticism. There is a lot of focus now on risk. Listening helps us to identify a broader range of risks.

It is important for leaders to be accessible. When people come to see me with a complaint, I listen and then send them where they need to be. If I didn't listen to them, the problem would escalate and possibly be vented outside the organization, with the media, social media or courts. A lot of problems can be resolved at a lower level when people feel heard. Listening helps us get at the root cause of problems, rather than simply throw money at the symptoms. If



someone complains, money may make them go away for a time but doesn't solve any underlying issues.

**Prof. McCarthy:** The term "listening environment" has been used to describe an organizational culture where listening is valued. What can a leader do to establish listening as a key component of the organization's culture?

**Prof. Davidson:** The radical thing I would do is burn organization charts. Everyone should be valued, no matter who they are or what they do or what level they are at. Role modeling is important, not just by me but by all our executives. We need to value listening across the organization, perhaps even give a listening award. In terms of communication, I think more frequent and smaller meetings with staff may help people feel heard and appreciated.

Listening should not be seen as something soft and fuzzy, but rather as something we do as part of being accountable and taking responsibility for living the organization's values. In a large, complex and diverse organization, we have to be thoughtful and intentional about our culture and values.

**Prof. McCarthy:** Your work has significantly contributed to healthcare and nursing research. How has active listening shaped your research endeavors?

**Prof. Davidson:** Qualitative research used to be seen as soft and fluffy. Now, qualitative research is valued in nursing and across healthcare. The notion of listening has really changed how we do research. We now listen to patients. We co-design and co-create research with participants and develop interventions that are appropriate for the target group. We listen to understand why an intervention has or has not been effective.

**Prof. McCarthy:** If you could apply your thoughts on the importance of listening to the global arena, what is the parting message you would like to convey?

**Prof. Davidson:** We have to have humility, acknowledge our own frailties, and be willing to show vulnerability. In these tumultuous times with conflict in many parts of the globe, it is more important than ever to listen to each other and connect with each other as human beings. We also need the courage to stand up for human rights and speak up for what is right. Listening helps us understand the perspectives of others and that can form the basis for peace.

## Dr. Delroy Jefferson

Anaesthesiology, Intensive Care Consultant and  
Medical Director of the Health Services Authority Cayman Islands

### The Physician's Conundrum

"Many health professionals claim that there is little time to spend with their patients. Their focus on an increased workload, electronic medical records, insurance company policies, and other factors have compressed medical encounters to a point that genuine conversation with patients is no longer possible or practical. This does not reflect my reality. In my work, I have found that active listening to both the patients' words as well as their non-verbals, leads to saving time. Truly knowing the patient and having an authentic relationship, provides a fuller picture of the patient's situation; helping to provide a more accurate diagnosis, preventing mistakes, while mutually preparing and agreeing upon a viable care plan."



Recently, Dr. Jefferson on August 18th 2023, Cayman Islands at a teachers' welcome event presented the importance of active listening in the field of education.



*Our patients don't walk in the door with their diagnoses pinned to their shirts.  
We have to "squint" to listen intently to our patients, to figure out what is wrong  
and also to offer the compassion that is so crucial for healing.  
Danielle Ofri*

## Thank You For Listening Campaign Committee 2024



**Carin-Isabel Knoop**  
Chairperson,  
Global Listening Board, GLC.  
Executive Director,  
Harvard Business School,  
Harvard University.



**Sardool Singh**  
Chief Global Strategist  
Global Listening Centre



**Paaige Turner, Ph.D.**  
Director (Academia) GLC.  
Dean and Professor of the College of  
Communication, Information and Media  
at Ball State University. Past Executive  
Director, National Communication  
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**Lynette Louw, Ph.D.**  
Chair (Academic Division) GLC.  
Deputy Dean and Professor  
at Rhodes University.  
South Africa.

## Invitation for Participation



**2024**

Our Chair (Academia), Professor Lynette Louw, extends a warm invitation for your participation in our upcoming celebration of the art of listening. Join us for a 7-day Global Listening Festival from March 11 to March 17, 2024. This exciting event will be easily accessible through Telecast, Zoom, or YouTube.

The festival aims to facilitate and promote research and exploration of listening practice within a vibrant global community. Our overarching theme for this year is *Listening for a Better World*. We enthusiastically invite individuals to contribute presentations on a wide range of topics related to the role of listening in various aspects of life, including education, healthcare, psychology, law, corporate settings, music, arts, environmental sustainability, issues related to conflict and peace, listening disorders, mental health, and spiritual wellbeing. Additionally, we wholeheartedly welcome diverse activities related to listening, encompassing art exhibitions, musical performances, awareness campaigns, poster presentations, captivating storytelling sessions, engaging panel discussions, and more.

The deadline for submitting abstracts for proposed presentations is January 10, 2024. For non-members, please be sure to include brief biographies along with your submissions. Once your abstract is accepted, presenters must pre-record their full presentations, with video submissions due by February 15, 2024. Each presentation should be 15 to 40 minutes, allowing indepth exploration of the chosen topic.

With your active participation in this festival, we can collectively foster a world that listens more profoundly and empathetically. Let us embrace the profound power of listening to create positive change and progress in our societies. Together, we can make a significant impact through the act of listening. Join us in this inspiring journey towards a more connected and understanding world.

**Please direct any queries to us at:** [admin@globallisteningcentre.org](mailto:admin@globallisteningcentre.org)



## *Listen First* by Shahin de Heart



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*Listen First*, an oil on canvas painting exclusively designed for and presented to the Global Listening Centre by Iranian-German artist Shahin de Heart. The artist was listed among the Top 25 Outstanding Women Listeners in the World 2021. We are grateful from this amazing gift and the lesson it conveys.

## *GLC Workshops*

The Global Listening Centre (GLC) offers world-class workshops and programs on effective listening skills. All GLC programs are conducted by our elite and distinguished professors and global leaders in the broad area of listening. Each program is designed to provide the participants with the skills necessary to listen more effectively and increase organizational productivity.

We offer workshops for:

Educational  
Institutions

Healthcare

Corporate  
Management

Law &  
Security

Government  
Agencies

For more information, contact: [admin@globallisteningcentre.org](mailto:admin@globallisteningcentre.org) and [info@globallisteningcentre.org](mailto:info@globallisteningcentre.org)



## Ten Bad Habits of Listening



GLOBAL  
LISTENING  
CENTRE

### Ten Bad Listening Habits

We've offered some helpful hints about how to be a good listener:

<https://youtu.be/N9Vcbjh6bNY?si=zmZzBy1V-SujdTAd>

or you can visit our Youtube channel

@globallisteningcentre3044 to watch this video and many others.

Now, it's time to look at some mistakes you should avoid:

1. Assuming you already know what the speaker is going to say.
2. Having an agenda or expectations, political or otherwise.
3. Listening to only one perspective.
4. Putting up a barrier to the validity of certain ideas.
5. Being too ready to accept whatever the speaker says.
6. Being cynical and not supportive of the speaker.
7. Listening to the speaker without checking your own biases.
8. Questioning without listening to the speaker's concerns.
9. Allowing your emotions to interfere with your ability to listen.
10. Not listening to yourself.

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For more on listening visit : [www.globallisteningcentre.org](http://www.globallisteningcentre.org)

Contact : [info@globallisteningcentre.org](mailto:info@globallisteningcentre.org)