

ACTIVITIES**8.1 LISTENING DIARY****LEARNING OBJECTIVES**

- Identify the situations in which you listen mindfully and those when you listen mindlessly, and evaluate the appropriateness of each style in a given situation.
- Identify the circumstances in which you listen ineffectively, and the poor listening habits you use in these circumstances.

BACKGROUND

Looking Out Looking In identifies several styles of effective and ineffective listening that you can use when listening to others, including.

pseudolistening
stage-hogging
selective listening
insulated listening
defensive listening

insensitive listening
ambushing
prompting
questioning
paraphrasing

supporting
analyzing
advising
judging

INSTRUCTIONS

1. Use the following form to record the listening styles you used in various situations during a period of at least four days.
2. After completing your diary, record your conclusions.

TIME AND PLACE	PEOPLE	SUBJECT	LISTENING STYLE(S)	CONSEQUENCES
EXAMPLE Saturday night party	<i>My date and several new acquaintances</i>	<i>Good backpacking trips</i>	<i>Stage-hogging: I steered everybody's remarks around to my own experiences.</i>	<i>I guess I was trying to get everyone to like me, but my egotistical attitude probably accomplished the opposite.</i>
1. My dad's birthday celebration.	my family	Previous birthday celebrations in the family.	Selective listening - I only listened to important factors.	I only listened to parts of the conversation that I haven't heard before

TIME AND PLACE	PEOPLE	SUBJECT	LISTENING STYLE(S)	CONSEQUENCES
2. At home	Daughters father	Co-parenting	Defensive listening I was awaiting a defensive remark.	I was listening to my daughters father just to have a defensive come back.
3. At my daughters school	my daughter	My daughters school day	questioning I asked questions to help lead the conversation with my daughter	I asked questions so that my daughter could fill in about her day.
4. At work	my co-worker	Confiding about a family matter.	Prompting Used state- ments of encourage- ment	I shook my head to acknowledge I was assertive and paying attention.

Based on your observations, what styles of effective listening do you use most often? In what situations do you use each of these styles? (Consider the people involved, the time, subject, and your personal mood when determining situational variables.) What are the consequences of using the listening styles you have just described?

My styles of effective listening are mostly seen through questioning and prompting. I use these styles when speaking about serious matters or talking to my daughter, because of her age.

Class _____

Name _____

Based on your observations, what styles of ineffective listening do you use most often? In what situations do you use each of these styles? (Consider the people involved, the time, subject, and your personal mood when determining situational variables.) What are the consequences of using the listening styles you have just described?

I use selective listening, defensive listening, and pseudolistening most often. I use these styles most often, when I speak to people I am not interested in talking to.

Overall, how might you increase your listening effectiveness? Which styles should you avoid using? Which styles should you use more often? Explain your answers with examples.

I would like to avoid using defensive listening and pseudolistening. I would like to use paraphrasing and questioning as more effective tactics.

8.2 EFFECTIVE QUESTIONING

LEARNING OBJECTIVES

- Recognize the differences between counterfeit and genuine questions.
- Demonstrate the ability to use effective questioning as a listening response skill.

INSTRUCTIONS

1. For each of the following statements, write three questions to get more information. Create one counterfeit question that is designed to trap the speaker, carry hidden agendas, seek "correct" answers, or is based on unchecked assumptions, and write two questions genuinely designed to get more information.
2. Enter statement examples of your own and two genuine (noncounterfeit) questions to solicit information.

EXAMPLE

"It's not fair that I have to work so much. Other students can get better grades because they have the time to study."

Counterfeit question: Even if you had more time to study, you don't really think that you could get a better grade, do you?

Genuine questions: *How do you feel when others score higher than you?*

How many hours a week do you work?

1. "I guess it's OK for you to use my computer, but you have to understand that I've put a lot of time and money into it."

"Do you think I might ruin the computer?" "Are

you comfortable with me using your computer?" "Are you sure it is okay for me to use it?"

2. "You'll have the best chance at getting a loan for the new car you want if you give us a complete financial statement and credit history."

"Would I get approved for a loan if I offer my

financial information?" "What are my chances of getting a car without my information?" "Is this the only way to get a car?"

3. (Instructor to student) "This paper shows a lot of promise. It could probably earn you an A grade if you just develop the idea about the problems that arise from poor listening a bit more."

"What would my grade be if I change my paper?" "Is

changing my paper an option?" "What is my current grade?"

4. "I do like the communication course, but it's not at all what I expected. It's much more personal, if you know what I mean."
 "Do you feel the course makes you reflect a lot?" "What portions are too personal?" "What exactly did you expect from the course?"
5. "We just got started on your car's transmission. I'm pretty sure we can have it ready tonight."
 "If you can't have it ready by tonight when can it be ready?" "What are the chances it will be ready?" "So the transmission is causing issues to the car?"
6. "I do think it's wrong to take any lives, but sometimes I think certain criminals deserve capital punishment."
 "So you agree that certain crime deserve capital punishment?" "What crimes do you think deserve capital punishment?" "Do you think capital punishment is justifiable?"
7. "My son never tells me what's going on in his life. And now he's moving away."
 "Do you think he's moving because something is going on?" "How do you feel about his move?" "Where is he moving to?"
8. "My family is so controlling. They make it impossible for me to escape."
 "Do you want to escape?" "Where do you want to go?" "Do you feel you need privacy?"
9. "It was a great game, I guess. I played a lot, but only scored once. The coach put Ryan in ahead of me."
 "Do you think you would have done better if you were ahead of Ryan?" "Why do you think the coach did that?" "What parts of the game did you enjoy?"
10. "We had a great evening last night. The dinner was fantastic; so was the party. We saw lots of people. Erin loves that sort of thing."
 "What sort of thing does Erin like?" "Where do you and Erin go?" "Did you know people there?"

Class _____

Name _____

11. (Your example) "I feel I have no privacy at home."
"What would you like to be private?" "Are you able to move?" "Where would you go if you leave?"
12. (Your example) "We do not get along well."
"Do you talk things out?" "How is your communication with one another?" "What do you think could help you all get along better?"

Class _____

Name Ashley Aikens

8.3 PARAPHRASING

LEARNING OBJECTIVES

- Understand the process and appropriate use of paraphrasing.
- Apply paraphrasing effectively in a given situation.

BACKGROUND

The most helpful paraphrasing responses reflect both the speaker's thoughts and feelings. In order for this style of helping to be effective, you also have to sound like yourself and not another person or a robot. There are many ways to reflect another's thoughts and feelings:

"It sounds like you're..."

"I hear you saying..."

"Let me see if I've got it. You're saying..."

"So you're telling me..."

"And so..."

"Is it that..."

"Are you..."

"Could you mean..."

Leave your paraphrase open (tentative) by using words that invite the speaker to clarify or correct your paraphrase (ex: "Is that right?")

INSTRUCTIONS

Write a paraphrasing response for each of the statements that follow. Be sure that the response fits your style of speaking, while at the same time it reflects the speaker's *thoughts* and *feelings*.

EXAMPLE

"Stan always wants to tell me about the woman he's currently going out with or the project he's currently working on. He gives me details that take hours, but he rarely asks about who I'm going out with or what I'm interested in."

"It seems like you might be tired (feeling) of hearing about Stan's love life (thoughts) and maybe a little put-out (feeling) that he doesn't solicit information from you about whom you're dating (thoughts)—is that it?"

1. "I hate this instructor. First she told me my paper was too short, so I gave her more information. Now she tells me it's too wordy."

"It seems that you dislike your instructor (feelings) because she isn't being clear about the assignment she has given you (thoughts) - is that it?"

Class _____

Name Ashley Aikens

2. "I worked up that whole study—did all the surveying, the compiling, and the writing. It was my idea in the first place. But he turned it in to the head office with his name on it, and he got the credit."

"Let me see if I got this right, you completed all of the work (thoughts), however, someone else took the credit for it (thoughts), I am sure this is upsetting for you (feelings)."

3. "We can't decide whether to put Grandmother in a nursing home. She hates the idea, but she can't take care of herself anymore, and it's just too much for us."

"Is it that you don't like the thought of putting your grandmother in a nursing home, but you feel that it's too much for you all to handle?"

4. "She believed everything he said about me. She wouldn't even listen to my side—just started yelling at me. I thought we were better friends than that."

"It sounds like your feelings are hurt because someone you considered a friend (thought) chose someone else's side over yours."

5. "I'm really starting to hate my job. Every day I do the same boring, mindless work. But if I quit, I might not find any better work."

"Is it that you feel restless at your job (feelings) but you feel you might not find a better one if you quit?"

6. "My girlfriend hasn't called me in forever. I think she must be mad at me."

"It sounds like you think you might have done something wrong (thought) since you feel your girlfriend is mad at you and haven't returned your calls."

Class _____

Name _____

7. "How can I tell him how I really feel? He might get mad, and then we'd start arguing. He'll think I don't love him if I tell him my real feelings. I'm at a loss."

"It appears that you are apprehensive (feelings) to talk to him because you think he might not understand how you feel (thoughts)."

8. "Why don't you try to be a little less messy around here? This place looks like a dump to all our friends."

"It sounds like your upset because you feel I could clean up a little more around the house."

9. "There's no reasoning with him. All he cares about is his image—not all the work I have to do to cover for him."

And so talking to him may be a difficult task (thought) because you feel he only cares about how things look (feeling)

10. "You'd think someone who loves you would take off to be with you now and then, wouldn't you?"

"Could you mean that you believe some one who loves you would be there when you need them at all times."

11. "This new software program is supposed to save time? That's a joke."

So you are telling me that the program isn't saving you time, (thought), therefore, you think it is a joke.

Class _____

Name _____

12. "He acts as if staying home with two children all day is easy. I'm more tired now than when I worked full-time—and I got paid then and had weekends and evenings off!"

"Could you mean that he doesn't understand how strenuous it could be as a stay at home mom?"

13. "My father is so needy since my mother died. I have no life of my own."

"I hear you saying that you have a lot on your plate by taking care of your father, since your mother's passing?"

14. "Group projects are a nightmare. There should be a warning sign for classes that require them."

"I hear you saying that you don't like group projects and you prefer to take classes that don't have group projects."