

THE BUSINESS OF LISTENING LEADER'S GUIDE

BY
SHARON BURKE

A CRISP APPROACH VIDEO/BOOK PROGRAM

CRISP PUBLICATIONS, INC.
Los Altos, California

LEADER'S GUIDE

THE BUSINESS OF LISTENING

Sharon Burke

Based on the book
THE BUSINESS OF LISTENING
A Practical Guide to Effective Listening
by Diane Bone

A CRISP APPROACH VIDEO/BOOK PROGRAM

The videotape, participant's workbook, and this Leader's Guide comprise the complete video/book program. For best results, each participant should have a book. We urge you to keep a supply of books on hand for each program you conduct. The videotape and Leader's Guide, however, are not sold separately.

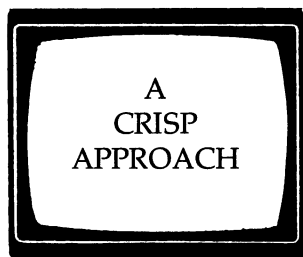
All rights reserved. No part of this book or accompanying video may be reproduced or transmitted in any form or by any means now known or to be invented, electronic or mechanical, including photocopying, recording, or by any information storage or retrieval system without written permission from the author or publisher, except for the brief inclusion of quotations in a review.

Copyright © 1991 by Crisp Publications, Inc.
Printed in the United States of America

ISBN 1-56052-050-7

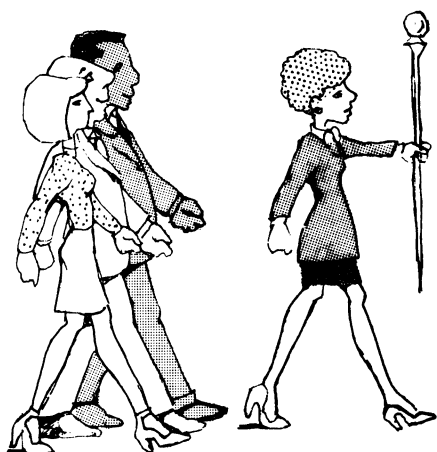


A CRISP APPROACH...



Lets Video Be Video...

Crisp videos dramatize the real-world applications of the books on which they are based. Videos are agenda-setters and ice-breakers, not hour-long sermons on stage sets. And, because all their content is backed up in the accompanying book, participants can relax and let video do what it does best... introduce, inspire, and motivate discussion.



Lets Leaders Be Leaders...

The Crisp Leader's Guide encourages flexibility. It helps facilitators develop programs to meet their specific needs. The key is allowing leaders to lead. Spend one hour or two days. Assign books for pre-program reading, pass them out the day of the session, or present them at the conclusion of the discussion. A *Crisp Approach* gives you the power to design a program based on your needs, budget and/or schedule.



Lets Participants Participate...

Thanks to the individualized, self-study format of program workbooks, participants are encouraged to interact and apply concepts that have been viewed and discussed. A Crisp book becomes a personal reference that can be used again and again on the job. Because the books parallel the video, it is easier to recall key points presented during the program.

...TO QUALITY TRAINING



THE CRISP VIDEO/BOOK PROGRAM APPROACH TO TRAINING IS FAST PACED, FLEXIBLE AND FRIENDLY

The *Crisp Approach* takes advantage of what videos and books do best by integrating them in a carefully designed program.

WHAT MAKES A *CRISP APPROACH* UNIQUE?

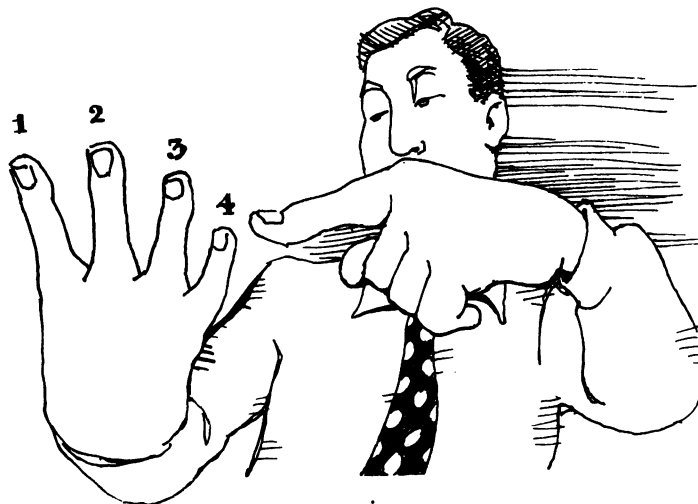
- 1. FIRST YOU WATCH AND LISTEN—** to an upbeat, 25 minute video featuring real people at work. The video sets the agenda and the mood.
- 2. NEXT YOU DISCUSS KEY CONCEPTS—** using a comprehensive, yet friendly Leader's Guide that allows a facilitator to conduct positive, energetic group discussions.
- 3. FINALLY, YOU READ AND APPLY CONCEPTS THAT HAVE BEEN VIEWED AND DISCUSSED—** in your individual self-study workbook. The book covers the program material in a positive, organized and readable way.

For more ideas and specific programming suggestions, see pages 4-6.

SUGGESTIONS FOR USE

The Crisp Approach Video/Book Program has been designed to be used in several ways:

- 1. Formal Workshops and Seminars.** The FIFTY-MINUTE SERIES book is ideal assigned reading before a formal training session. With the basics in hand, more time can be spent on concept extensions and specific applications. The book is also effective when used as part of a workshop or seminar. Training gets off to a crisp start as the video grabs the audience's attention and stimulates interest. Discussion of cases and exercises from the book is more lively and informed following a viewing of the video.
- 2. Remote Location Training.** Because the Crisp Approach Video/Book Program is self-contained (with video, Leader's Guide, and self-study books), training can be regulated regardless of the number of remote locations (i.e., branch offices). Those responsible for training can regulate the quality of a program in a cost-effective way and still provide a standardized program throughout an organization. The program can be sent to those not able to attend "home office" training sessions.
- 3. Individual Study.** Because all materials in the Crisp Approach Video/Book Program are self-instructional, all that is needed is a quiet place, a VCR and monitor, some time, and a pencil. The 25-minute videotape, activities, and exercises in the book provide a step-by-step program for effective self-improvement.
- 4. Other Possibilities.** There are other possibilities that depend on the needs or objectives of the user. You are invited to find new uses that will provide benefits for your specific program and to share them with us.



CONTENTS

PART I	BASIC INFORMATION FOR LEADERS	1
	Program Logistics	2
	Materials and Supplies	3
	Time Requirements and Suggested Procedures	4
	Facilities (Room Requirements)	7
	Setting Up	8
	Conducting Successful Discussion Sessions	9
	Fifteen Tips for More Effective Discussions	10
PART II	GETTING STARTED	12
	Introduction and Learning Objectives	13
	Viewing the Video	14
PART III	DISCUSSIONS	15
	1. Why Should You Listen?	16
	2. How to Be a Good Listener	18
	3. Your Listening Style—A Barrier or a Bridge?	25
	4. How Well Do You Listen?	27
	5. Ten Tips For Tip Top Listening	29
PART IV	WINDING UP THE WORKSHOP	39

FROM THE AUTHOR OF *THE BUSINESS OF LISTENING*

If you want to help others improve their ability to listen effectively in their business and personal life, this program is for you. Most of us are not good listeners. While at work, we normally listen at about 25% of our listening capacity. Most of us *think* we are good listeners, and that overconfidence may be the reason for our downfall. Even if we devote full concentration to listening we cannot listen at 100% efficiency for very long. And at 100% efficiency, the message we are listening to must be important enough to sustain our attention.

Humans listen more than anything else, except breathe. This program will help participants learn to listen better on the job and at home. Before good listening can happen one must want to be a good listener. Whether a secretary, an account executive, a programmer or a project manager, anyone can improve the ability to listen if he or she has the desire, the interest, a high level of concentration, self-discipline and a positive attitude.

This program will provide participants with important listening know-how. It is an introduction to the basic skills needed to become a better listener. It provides many helpful suggestions for incorporating more effective listening skills into the business day. Listening styles and motivation are highly individual, so there is no claim as to how much an individual's listening skills will improve. We offer many suggestions for improvement, along with some motivation to help participants make constructive changes in their listening style. After completing *THE BUSINESS OF LISTENING*, participants can practice their new-found listening awareness on business associates, family and friends.

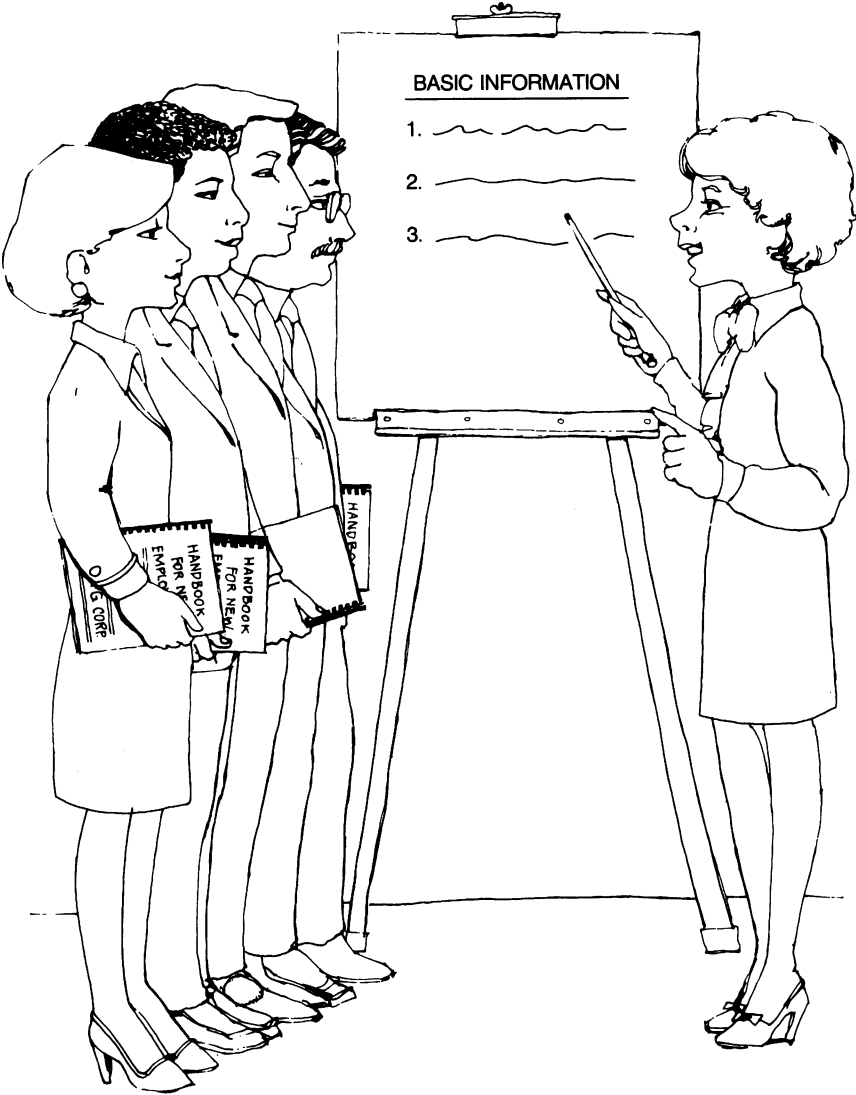
Listening well will help participants function more effectively in both their business *and* personal life.



Diane Bone

PART I

BASIC INFORMATION FOR LEADERS



PROGRAM LOGISTICS

Who Should Conduct the Program?

This Video/Book Program is designed so anyone can deliver a quality program effectively.

Responsibility for training generally rests with one of the following:

Within an Organization:

Training and Development
Human Resources/Personnel
Employee Relations

or

An Outside Consultant

working with an organization's personnel

or

A Manager or Teacher

who finds the material of value and interest

or

An Individual

desiring self-improvement

Qualifications of the Program Leader

Anyone with an interest in presenting material in an organized and effective way can be successful.

Certain general requirements are desirable, however. It is helpful if the leader is knowledgeable about the concerns of participants, understands how adults learn best, and is comfortable working with groups of various sizes. Good presentation skills* and a positive attitude help.

*Two books, *Training Managers to Train* and *Effective Presentation Skills* are excellent works that support program leaders.

MATERIALS AND SUPPLIES

For the Leader

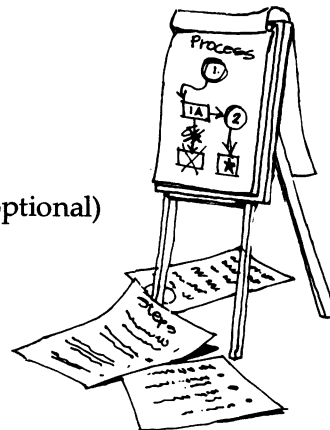


- VCR (½" VHS format) and monitor
- Remote control switch (optional but useful)
- Blackboard or whiteboard (optional) with chalk (or markers) and eraser
- Flipchart
- Microphone (optional)
- List of participants

For Each Participant



- Name tent card (in lieu of name tag) for each participant. Cards should be made of heavy paper stock with names printed in large letters (omit titles). Department affiliation is sometimes helpful.
- One copy of the FIFTY-MINUTE SERIES book for each participant
- Pen or pencil
- Note pad
- Ice water/refreshments (optional)



TIME REQUIREMENTS AND SUGGESTED PROCEDURES

Following are ways to use these program materials effectively:

PLAN A

1. SHOW THE VIDEO

The 25-minute presentation sets the agenda and engages interest in the subject matter.

2. DISTRIBUTE THE FIFTY-MINUTE BOOKS

The accompanying FIFTY-MINUTE SERIES book reinforces ideas presented in the video and offers activities and exercises for self-improvement.

3. THEN, YOU HAVE SEVERAL OPTIONS, INCLUDING:

- a. Discuss and react to the video, then introduce selected exercises from the book, respond to the exercises, and discuss. *Time: one hour*
- b. Discuss and react to the video, give an overview of the book, then encourage trainees to work through the book themselves, either on-site or overnight. Reconvene and compare responses. *Time: two hours*
- c. Discuss and react to the video, then work selected exercises and compare responses. Discuss responses and set up group exercises. Ask trainees to work through the book completely, then reconvene to compare responses and review selected portions of the video for more comment. *Time: three hours*

PLAN B

1. DISTRIBUTE THE FIFTY-MINUTE BOOKS

The books are ideal as pre-assigned reading or may be passed out at the beginning of a training session. Briefly review the contents and format of books with participants. Start things off with a self-assessment or other exercise from the book.

2. SHOW THE VIDEO

Having read the book and/or completed a self-assessment exercise, participants will find that the video reinforces key concepts and stimulates discussion. As a trainer, you may find that having participants read the book ahead of time promotes a lively and better-informed exchange of ideas.

3. THEN, YOU HAVE SEVERAL OPTIONS, INCLUDING:

- a. Discuss and react to the video, then introduce selected exercises from the book, respond to the exercises, and discuss. *Time: one hour*
- b. Discuss and react to the video, then conduct selected discussions and do exercises from this Leader's Guide. *Time: two hours*
- c. Discuss and react to the video. Lead all discussions and exercises in this Leader's Guide. Add some roleplaying or other exercises of your own appropriate for your organization. *Time: three hours*

PLAN A—SAMPLE ONE-HOUR PROGRAM

Minutes	Activity
3 minutes	Get acquainted and make introductions
2 minutes	Introduce program objectives
5 minutes	Distribute books and do a self-assessment exercise from book
5 minutes	Discuss exercise
1 minute	Introduce video
25 minutes	View video
5 minutes	Discuss and react to video
10 minutes	Select discussions from Leader's Guide
2 minutes	Summarize main points
2 minutes	Thank participants and emphasize value of workbook
<hr/> <hr/>	
60 minutes	

PLAN A—SAMPLE TWO-HOUR PROGRAM

Minutes	Activity
5 minutes	Get acquainted and make introductions
1 minute	Introduce program objectives
5 minutes	Distribute books and do a self-assessment exercise from book
5 minutes	Discuss exercise
1 minute	Introduce video
25 minutes	View video
10 minutes	Discuss and react to video
60 minutes	Select discussions from Leader's Guide and exercises from book
3 minutes	Summarize main points
5 minutes	Thank participants and emphasize value of workbook
<hr/> <hr/>	
120 minutes	

FACILITIES

- ROOM REQUIREMENTS** A room large enough to accommodate the maximum number of participants expected, at tables with comfortable, movable chairs. Having lights that dim—dark enough for a good picture, light enough for you to watch audience reaction and for people to jot down notes if they want to—is also desirable. Make sure the monitor screen is free of glare from sunny windows.
- LOCATION** On-site or off-site? This depends on the policy and budget of your organization. Off-site sessions are often received with more excitement and enthusiasm and participants are better able to stay focused on the topic. Off-site facilities might be a hotel, conference center, or community hall.
- SEATING ARRANGEMENT** Tables in a U-shape (horseshoe) provide the best training results because they enable all participants to have eye contact with one another during the session and an unobstructed view of the television monitor.
- If this is not possible, then a round, square, or oblong table is suggested as an alternative.
- Other possibilities include a T or herringbone arrangement.
- Theater style seating and traditional classroom set-ups are less desirable arrangements since they discourage interaction and involvement.
- SPECIAL NOTE** If the only room available is too large, arrange your grouping in one section. Arrange the furniture so that exits are located in the back of the room to minimize disruption by latecomers.
- REFRESHMENTS** Participants appreciate refreshments appropriate to the time of day, such as coffee, tea, juice, or soft drinks.
- NUMBER OF PARTICIPANTS** With the standard-size monitor (19"–25"), no one should be more than 15 feet away, hence group size of 10–20 is desirable. With large groups, a big screen, projection system, or multiple monitors may be necessary.

SETTING UP

ARRIVE EARLY

Arrive at least 30 minutes before the scheduled starting time.

CHECK ROOM AND EQUIPMENT

Room temperature—comfortable? 68°-72°? (Temperature will increase with bodies in the room.)

VCR, monitor and remote control—working properly?

Flipchart—enough paper? Markers?

Seating arrangement—appropriate?

Monitor and board or flipchart—visible from all seats?

Lighting—dimmer switch?

Microphone—working? Loud enough but not too loud? (for large groups)

Refreshments

ARRANGE NAME TAGS

If pre-printed, arrange name tent cards alphabetically so participants can pick them up on their way into the room. If blank, put one at each place along with a marker.

DISTRIBUTE SUPPLIES

Set each participant's place with the following supplies or have them easily accessible so they can be handed out with minimum disruption. Have you arranged in advance for assistance if needed?

- Adequate number of copies of the FIFTY-MINUTE SERIES book (You may prefer to distribute books after viewing of tape.)
- Pencils or pens
- Note pad



CONDUCTING SUCCESSFUL DISCUSSION SESSIONS

The success of any discussion depends upon participation. An atmosphere of free exchange can be created only when group members see that a mutual sharing of opinions and ideas is welcome without criticism or judgment by the instructor or participants. The skillful use of questions will encourage discussion.

Group participation may be a new experience for some. Never put anyone on the spot. Interaction should be voluntary and supported by positive reinforcement. If the right atmosphere is created, the members will feel comfortable and naturally take part.

Establish a nonthreatening environment. Encourage open and relaxed communication. Keep discussions on a positive, constructive note. Keep in mind that there are no wrong responses. If the response you get is not the one you are seeking, ask the group for additional answers.

Ask for volunteers to respond. Don't demand participation by calling on a person by name unless it is to answer a question that has an obvious answer or you know the person can handle it. Use the person's name before asking the question so he or she will focus on the question.

You should be constantly on the alert for cues from the group that suggest problems. If participants begin to fidget, look bored, or show by their expressions that they disagree or do not understand, you should ask questions to find out what is going on.

Questions are of four basic types:

1. *General*, which elicit a broad range of potential responses.
2. *Specific*, which permit a limited range of responses.
3. *Overhead*, which are asked of the group, allowing volunteers to respond.
4. *Direct*, which are asked of a selected individual.

General and overhead questions are less threatening and therefore are better to start a discussion. Direct and specific questions are best used after participants become comfortable with group discussion.

FIFTEEN TIPS FOR MORE EFFECTIVE DISCUSSIONS

The following examples provide some useful guidelines for generating discussion.

1. *Ask for Feelings and Opinions*

Use a method of asking questions that will help people express their ideas, draw people out, and encourage discussion. For example:

- What is your reaction to...?
- How do you feel about...?
- What is your thinking on...?
- Would you say that...?

2. *Paraphrase*

One way to help people reach mutual understanding is to paraphrase, that is, to ask one person to repeat what they understood someone else said. Then, to verify with the originator that they understood correctly.

- Let me see if I understand your position. Are you saying that...?
- What I am hearing is... Is that right?
- Do you mean that...?

3. *Encourage Participation*

Sometimes people hold back. They can be encouraged to participate by such questions as:

- Carla, how do you feel about this?
- Matt, how would you answer Brent's questions?
- Before we go on, I'd like to hear from Kathy on this.

4. *Ask for a Summary*

- A lot of good ideas have been presented in the last few minutes. What is one thing you have learned or discovered during the last fifteen minutes?
- It is clear that Phil does not agree. Phil, will you summarize your major objections?

5. *Ask for Clarification*

- I didn't understand that last comment. What would you do if...?
- I saw Maria shaking her head. Maria, what is your point of view on this subject?

6. *Ask for Examples*

- Diana, will you give some examples of what you mean?
- Juan, can you expand on that? I'm not sure I understand.

FIFTEEN TIPS FOR MORE EFFECTIVE DISCUSSIONS (Continued)

7. *Test for Consensus*

- It seems that we agree on this issue. Let me ask for a show of hands on this. Does everyone accept the idea that . . . ?
- Bill, is that your feeling too . . . ?
- Before we go on, let me check to make sure that we all agree that . . .

8. *Initiate Action*

- How do you think we should . . . ?
- Kevin, how would you suggest that we proceed on this?

9. *Explore an Idea in More Detail*

- What are some other ways to approach this problem?
- Are there other things we might consider?
- Who has something to add?

10. *Do a Quick Survey*

- Let's see a show of hands. How many agree with this approach?
- How do you feel about this?

11. *Suggest a Break*

- We have been discussing the program for a while now. I propose we take a 10-minute break.

12. *Suggest a Procedure*

- I noticed that Brian has contributed the most. I suggest we go around the table to see how others feel.
- Would it help if we put the items in order of importance?

13. *Suggest They Try Something*

- Let's go around the table so that everyone gets a chance to comment on this.

14. *Stop the Action and Ask the Group to Talk about Something*

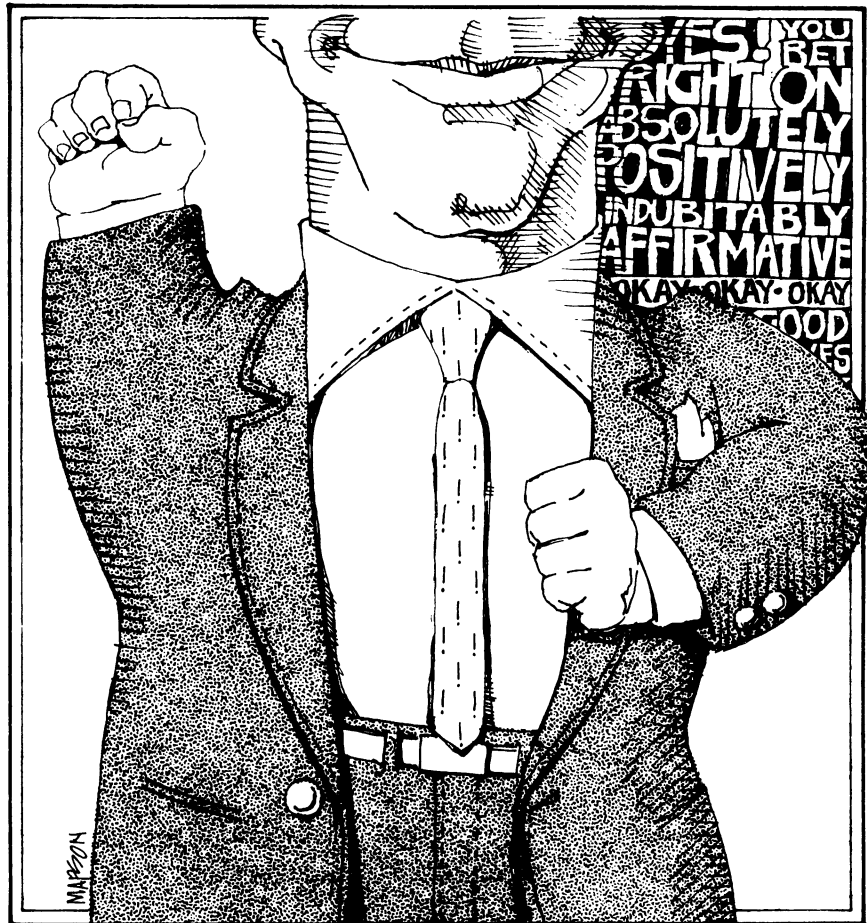
- Let's stop the discussion for a moment. I think it might help if each of us told the group what he or she thinks about this point right now.

15. *Share Your Feelings*

- I feel this way . . .
- I'm frustrated. How do the rest of you feel?
- This point doesn't apply to me. How do you feel?

PART II

**GETTING
STARTED**



GETTING STARTED

INTRODUCTION Introduce yourself to the group. Include your position within the organization. Ask each member to introduce himself or herself briefly.

If the group is too large for individual introductions, you might warm up the participants with a question relevant to the topic and ask for a show of hands.

You may want to explain where the restrooms are, what the smoking policy is, about refreshments, etc.

LEARNING OBJECTIVES

Explain the objectives of the program.

Participants in this program will learn:

- The basics of effective listening skills.
- To recognize good listening behaviors and incorporate them into their daily activities.
- To understand the impact of good listening skills on productivity.
- To correct problems caused by poor listening habits and systematically change them into permanent good habits.

SUGGESTED QUESTIONS

What do you hope to learn from this program? Which objectives are most important to you?

KEY POINTS

Objectives give us a sense of direction, a definition of what we plan to accomplish, and a sense of fulfillment when they are achieved.

DESIRED OUTCOME

Participants will focus on the objectives that are important to them and commit themselves to improving their listening skills.

VIEWING THE VIDEO

INTRODUCE VIDEO The 25-minute video is designed to stimulate interest in the subject matter and set the agenda.

Explain that the program was developed to help participants improve their ability to listen effectively. Add that participants will see and hear real people in their working environments deliver the important message, not actors in staged situations.

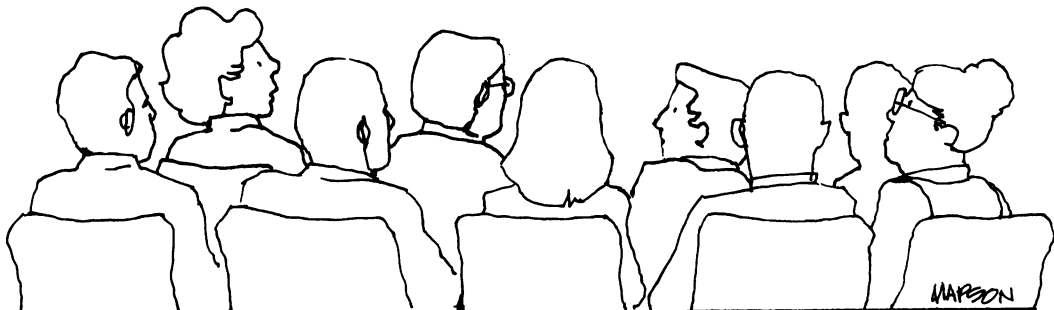
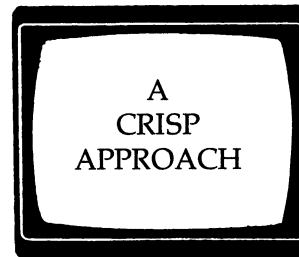
Suggest that participants try to identify any situations in the video which they have personally experienced.

VIEW VIDEO The video should be viewed in a relaxed atmosphere. Note-taking is not required since the information is in each participant's book. They may want to make brief notes of questions or comments they have or arise during viewing.

SUGGESTED QUESTIONS A lot of positive ideas are presented in the video. What's your impression?

What situations can you identify with?

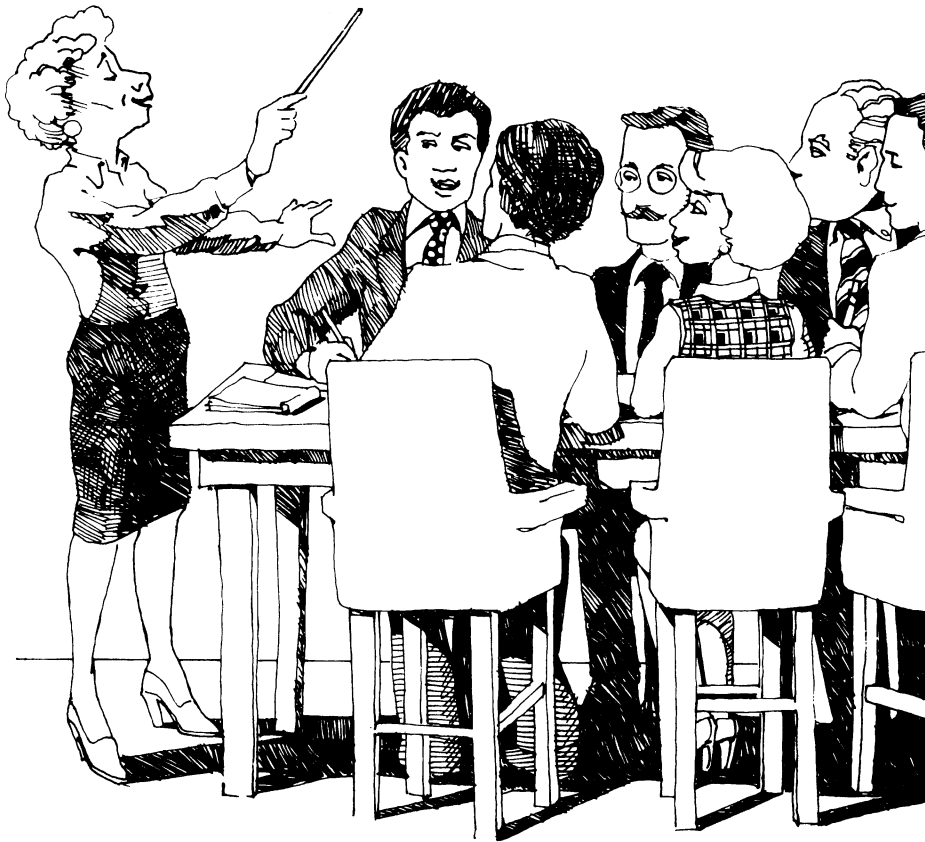
Is there anything in the video you feel reluctant to accept?



PART III

DISCUSSIONS

1. Why Should You Listen?
2. How to Be a Good Listener
3. Your Listening Style—A Barrier or a Bridge?
4. How Well Do You Listen?
5. Ten Tips For Tip Top Listening



DISCUSSION 1: WHY LISTEN?

SUGGESTED QUESTIONS How would you define "listening"? What percentage of our communication time is spent listening?

KEY POINTS At least half of all communication time is spent listening. We listen more than any other activity except breathing. Listening is the "receiving" part of communication. Listening is:

- 1) Receiving information through your ears (and eyes)
- 2) Giving meaning to that information
- 3) Deciding what you think (or feel) about that information
- 4) Responding to what you hear

SUGGESTED QUESTIONS We spend countless hours of our working life involved in listening related activities. What are some of those activities? In what type of work situations do you find it especially challenging to listen effectively? Why?

KEY POINTS Work-related activities which involve listening include:

- Attending meetings, briefings and lectures
- Personal counseling (one-on-one)
- Giving instructions
- Receiving instructions
- Interviewing others
- Making decisions based on verbal information
- Selling or marketing a product or service
- Managing others
- Helping clients
- Servicing other groups or departments
- Using the telephone

THE BENEFITS OF LISTENING

SUGGESTED QUESTIONS Why should you (or anyone) listen? What's in it for you? What does effective listening do for you?

KEY POINTS Listening effectively can:

- Increase your income
- Improve your company's profits
- Make you more promotable
- Increase your job satisfaction
- Improve your ability to solve problems
- Keep you aware of what is going on in your organization
- Improve your self confidence

SUGGESTED QUESTIONS Organizations rely heavily upon listening as an important productivity tool. They need people who have good listening communication skills. Why is that? What are some reasons?

KEY POINTS Those who know how to listen can:

- Better understand problems
- Sustain attention
- Retain information
- Improve working relationships

THE COSTS OF LAZY LISTENING

EXERCISE



An example of lazy listening is given on the bottom of page 5 in your book. Let's read through it.

A sales manager for a large company asked his accounting department how he could charge off a \$100,000 error caused by a dispatcher who routed a fleet of drivers to deliver building material to the wrong state. The dispatcher heard the city (Portland) but not the state (Maine). The result was eight trucks 3,000 miles off coast in Portland, Oregon.

SUGGESTED QUESTION How could this problem have been avoided?

KEY POINTS Most of us are not good listeners. We listen at 25% of our potential, which means we ignore, forget, distort or misunderstand 75% of what we hear. Such lazy listening habits can be very costly—both to our business and to ourselves.

SUGGESTED QUESTIONS What are the advantages of overcoming lazy listening habits and changing unproductive ways of listening? Let's list as many reasons as you can think of. Which are most important to you?

KEY POINTS Fifty reasons to become a better listener are listed on pages 8 and 9 in the book.

DESIRED OUTCOME Participants will understand the benefits of effective listening, to themselves and their organization. They will be motivated to change their listening habits.

DISCUSSION 2: HOW TO BE A GOOD LISTENER

KEY ELEMENT #1: HEAR THE MESSAGE

SUGGESTED QUESTION What is the difference between hearing and listening?

KEY POINTS Hearing is the beginning of the listening process. It is non-selective and involuntary. However, when you choose to listen, it is on purpose. Listening is voluntary.

SUGGESTED QUESTIONS Why do we choose to listen? What makes us pay attention?

KEY POINTS In order to listen to a speaker, we begin by hearing and selecting (paying attention to) oral messages, and accompanying non-verbal signals. When these messages are interesting or important, we pay attention to them.

We choose to listen because:

- a) The message is important
- b) We are interested
- c) We feel like listening
- d) We listened to this kind of information in the past

SUGGESTED QUESTION What are some emotions that can interfere with effectively listening, even when we have chosen to listen?

KEY POINTS Even when we choose to listen, anger, frustration, grief or hostility can act as "emotional cotton" in our ears. We tend to hear what we expect (or want) to hear, and filter out that which is not consistent with our feelings and attitudes.

SUGGESTED QUESTION What are some keys to hearing the message?

KEY POINT Three keys to hearing the message are:

- Pay attention
- Select what is important
- Recognize emotional messages

DESIRED OUTCOME Participants will choose to listen and will not let their emotions interfere with the process.

KEY ELEMENT #2: INTERPRET THE MESSAGE

SUGGESTED QUESTION The word *communication* comes from the latin root word *communis*. What does that mean?

KEY POINT Communis means “commonness,” a commonness of understanding.

SUGGESTED QUESTION What does it mean to *interpret* a message?

KEY POINTS Interpreting a speaker’s message is coming to a mutual understanding of the speaker’s meaning. Good listeners know that a match-up in meaning is a match-up in understanding.

SUGGESTED QUESTIONS Why do we experience problems at the interpreting level? What are some possible reasons?

KEY POINTS Listeners often experience problems at the interpreting level because no two people perceive things the same way. Speakers do not always say exactly what they mean, or mean exactly what they say.

SUGGESTED QUESTIONS How do speakers communicate their message to us? What do listeners need to interpret?

KEY POINTS Speakers send messages to listeners both verbally and non-verbally. As listeners, we must assign meaning to the speaker’s words, filters, tone of voice, and non-verbal cues.

SUGGESTED QUESTION What part do words play in communicating a message?

KEY POINTS Words themselves have little meaning. They are merely vehicles for the thoughts and feelings of the speaker. Words are not actual experiences, but a means of explaining experiences. People give meaning to words.

SUGGESTED QUESTION Both listeners and speakers have filters which can help or hinder the interpreting process. These include memories, perceptions and biases. What are some other examples of filters?

INTERPRET THE MESSAGE (Continued)

KEY POINTS Some examples of filters in our brains that attach personal meaning to information as it is presented include:

Attitudes	Values
Expectations	Knowledge
Emotional hotbuttons	Intelligence
Current attention span	Feelings
Past experiences	Language & vocabulary
Needs and motives	Age
Sensory acuity	Assumptions

SUGGESTED QUESTIONS What part does tone of voice play in the message? "Tom" speaks in a quiet monotone. Even though he is intelligent, his voice lacks conviction, and people don't take him seriously. What could Tom do with his voice to get people to listen to him?

KEY POINTS Most voices convey approximately 30% of the meaning of a message. Voices can be insistent, pleading, questioning, whining, demanding, etcetera. Tom could inspire greater confidence if he could introduce more volume and vocal variety into his speaking style.

SUGGESTED QUESTIONS What are some examples of non-verbal cues? What role do non-verbal cues play in interpreting the message?

KEY POINTS A non-verbal cue, or body language, is a message sent by such things as the speaker's gestures, facial expressions, eyes and posture. Good listeners use their ears, eyes and intuition to interpret a speaker's non-verbal feedback. Non-verbal cues confirm or deny the message of the words and tone of voice. More than half of most human interaction is through non-verbal communication.

EXERCISE

Divide the class into two groups (or invite individuals to pick a partner). Have participants face each other. Half the group should have their backs to the front of the room where you will write words on a blackboard or flip-chart or project on a screen for the other half to see.

Write down a word (such as controlled anger, frustration, flirting, sadness, temper, etc.). Have those who can see the word act it out non-verbally. The others should guess what emotion is being portrayed. (Those interpreting should write their guess down on a piece of paper and show it to the actor so he or she does not give away the answer to other participants.)

Half way through your list of words, have everyone change places so all will get a chance to play both roles.

SUGGESTED QUESTIONS What did you think of this exercise? What did you learn?

KEY POINTS We are bombarded with non-verbal messages. Even though we may not be aware of it, we are better at reading these cues than we think.

SUGGESTED QUESTION What do good listeners do when they are not sure of a speaker's meaning?

KEY POINT Good listeners will ask for repetition or clarification.

Is this what you mean when you say...?

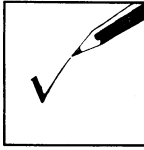
This is how I interpret what you are saying...Am I right?

I'm not sure I understand your meaning. Could you be more specific?

SUGGESTED QUESTION What are some keys to interpreting the message?

KEY POINTS Three keys to interpreting the message:

- Self knowledge
- Desire to understand
- Asking for clarification

EXERCISE

Let us imagine you have just interviewed a young woman for an important sales position in your department. As she is leaving she remembers one last thing she wants you to know, and states: "By the way, I graduated in the top 10% of my class." She then shakes your hand, thanks you for the interview and leaves.

SUGGESTED QUESTIONS

How would you interpret her statement? What are some possible meanings? How would you get clarification?

KEY POINTS

Some possible interpretations of the statement are:

1. She is intelligent.
2. She is competitive.
3. The school was not academically challenging.
4. She studied constantly.
5. She was bragging.

DESIRED OUTCOME

Participants will become better listeners because they will want to understand the speaker's meaning. They will become aware of their own filters and those of the speakers. They will ask questions if they need clarification.

KEY ELEMENT #3: EVALUATE THE MESSAGE**SUGGESTED QUESTIONS**

What do good listeners do when it comes to evaluating a message? How do they make a decision about what they have heard?

KEY POINTS

Good listeners make sure they have *all* of the key information before forming an opinion. They do not jump to conclusions based on bias or incomplete information. A good listener will weigh and analyze all the evidence before reaching a final decision or making a written or verbal judgment.

SUGGESTED QUESTION How do we get in trouble as listeners when evaluating a message?

KEY POINTS We run into problems when we think mechanically or jump to conclusions. We must ask ourselves if we are listening *to* someone or listening *against* them. Are we evaluating or making a value judgment?

EXERCISE



We listen constantly to advertising on radio and television. How often do we stop to evaluate the slant or bias of advertisers who want us to buy their services or products? How often do we ask ourselves if the information is reasonable and logical?

I am going to read a description of Adolph Hitler, as it may have been written by his press agent. As you listen, take note of the press agent's built-in bias.

Our leader had an unhappy childhood and little formal education. His father bitterly opposed his ambition to become an artist. Through self-education, he became the author of a book, that became a national bestseller. Obstacles do not discourage him. When others say, "that is not possible" he hurdles each barrier as it comes. He has built an active youth movement of selected young people. He is known throughout the world for his dynamic speeches. His closest associates say of him, "He accomplishes great deeds out of the passion of his will in order to create the kind of government he believes in."

SUGGESTED QUESTIONS How would you evaluate Hitler if you had not heard of him before you heard this description? Are any character flaws suggested in the description? What suggestions does the press agent use to create a positive impression of Hitler? How can this exercise help you evaluate information more carefully?

KEY POINTS Three keys to evaluating a message:

- Ask questions
- Analyze the evidence
- Don't jump to conclusions

DESIRED OUTCOME Participants will carefully evaluate all information before drawing any conclusions about a message.

KEY ELEMENT #4: RESPOND TO THE MESSAGE

SUGGESTED QUESTIONS What do good listeners let a speaker know? What responsibility does a listener have in order to complete the communication process?

KEY POINTS The listener must let the speaker know by verbal and/or non-verbal feedback what was heard and how it was heard. Good listeners accept responsibility to provide feedback to the speaker in order to complete the communication process.

SUGGESTED QUESTIONS What do we tell the speaker with our feedback? What do we communicate?

KEY POINTS Responsible responses inform the speaker that:

1. The message was heard.
2. It was understood.
3. It was evaluated properly.

SUGGESTED QUESTIONS What problems can occur in this key element? What can go wrong?

KEY POINTS One problem is when no response occurs. Other problems include responses that are defensive, overly emotional, or inappropriate. A confusing response (i.e., a double message) can occur when the verbal (words and tone of voice) and non-verbal (actions and body-language) are in conflict.

SUGGESTED QUESTIONS What are some responsible responses in listening situations? What's important for good communication?

KEY POINTS

- Providing prompt feedback
- Giving feedback that is relevant to the conversation
- Using appropriate eye contact
- Combining verbal and non-verbal feedback for more complete communication
- Asking a question for clarification

SUGGESTED QUESTION What are the keys to responding to the message?

KEY POINTS Three keys to responding to the message:

- Want to reach a common understanding
- Give feedback verbally and/or non-verbally
- Avoid confusing messages.

DESIRED OUTCOME Participants will complete the communication process by providing appropriate feedback to the speaker.

DISCUSSION 3: YOUR LISTENING STYLE—A BARRIER OR A BRIDGE?

SUGGESTED QUESTION How can you improve your communication skills if you tend to daydream?

KEY POINTS The most difficult person to communicate with is a day-dreamer. Listening behaviors that can help you avoid daydreaming are:

- Sitting in a listening position
- Making eye contact
- Controlling distractions
- Sticking to the subject
- Taking an interest in other people

EXERCISE Let's read about Critical Carrie on page 24 in your book.



Critical listening is important in business, especially when problems need to be resolved, but some listeners listen only to find fault. Critical Carrie listens to get all the facts, but is so critical of each item that she often misses “the big picture.” Carrie frowns or rolls her eyes in disbelief as she listens to elements of a problem. Her questions for clarification are demanding and make her co-workers feel cornered. Critical Carrie is an incessant note taker, so her eye contact is limited. She finds little time for small talk. Her friends wish she would “lighten up” and not take things so seriously.

SUGGESTED QUESTIONS What would help Carrie communicate more effectively? What listening behaviors listed would help Carrie improve her style?

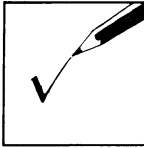
KEY POINTS

- Building rapport with “small talk”
- Listening for the “big picture”
- Becoming a better friend to herself
- Determining the purpose of the discussion
- Developing patience

BRIDGES TO COMMUNICATION (Continued)

EXERCISE

Let's read about Compliant Curtis on page 25.



Compliant listening is a passive behavior that does not allow the speaker to understand the real feelings or opinions of the listener. Listeners such as Compliant Curtis listen much more than they talk. Often they are shy. They want to please others and keep communication pleasant. Compulsive talkers often seek out listeners like Compliant Curtis, because they need people with the patience to listen to them. Unfortunately, when Curtis speaks he usually keeps his *real* opinions to himself for fear of criticism. Sometimes he fakes attention as he silently thinks his private thoughts. In meetings Curtis nods his head approvingly, but adds little to the discussion. You will recognize Compliant Curtis by such phrases as "That's nice," or "I see your point."

SUGGESTED QUESTIONS How can Curtis become a more involved listener? What listening behaviors would help him?

- KEY POINTS**
- Voicing his opinions
 - Working to develop positive assertiveness
 - Asking questions
 - Listening more intently
 - Speaking with conviction

SUGGESTED QUESTIONS How would you define "active" listening? What characteristics does active listening have?

KEY POINTS Active listening is the bridge to good communication. It is committed listening based on good habits and self control. Good listening is purposeful and productive because it allows the listener and the speaker to reach understanding.

DESIRED OUTCOME Participants will understand that their listening style can be a bridge or a barrier to good communication. They will avoid the barriers of listening by being aware of the pitfalls and knowing how to avoid them.

DISCUSSION 4: HOW WELL DO YOU LISTEN?

SUGGESTED QUESTIONS What kind of listener are you? Conscientious? Rushed? Thoughtful? Interruptive? What is your listening style? What are some bad habits to avoid?

KEY POINTS Most people believe they are effective listeners. However, research indicates that we are effective and listen at only a 25% efficiency level.

Undiagnosed bad habits such as interrupting, allowing ourselves to be distracted, jumping to conclusions, daydreaming or giving in to boredom prevent us from becoming the kind of listeners we think we are. The only way for us to progress is to make some conscious changes.

LISTENING ATTITUDES AND BEHAVIORS

EXERCISE



Discovering our attitudes about listening is an important first step toward successful listening. Attitudes determine our behaviors. To discover your listening attitudes, complete the exercise on page 30 in your book. If a statement describes you listening attitude or behavior check "Yes." If not, check "No." Be tough-minded.

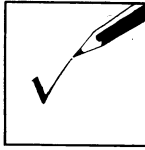
Use the scale to help you interpret your present listening skill level based on your current attitude and behaviors.

SUGGESTED QUESTIONS What kind of listener are you? Any surprises? What did you learn from this exercise?

KEY POINTS Listening skill development is an ongoing process. Good listening is a key to success in any business environment. Change begins with an honest self-evaluation of our strengths and weaknesses.

PERSONAL LISTENING INVENTORY

EXERCISE



The Personal Listening Inventory on page 33 in your book will help you rate yourself as a listener. It will give you better insight into:

- How much time you spend listening
- How you rate yourself as a listener
- How you think others rate you as a listener
- How you rate others as listeners

PERSONAL LISTENING INVENTORY

1. On a scale of 1-10 (with 10 being highest), how committed are you to improving your listening? ____
2. On average, what percentage of each business day do you spend listening? ____
3. On a scale of 1-10 (with 10 being highest), how would you rate yourself as a listener? ____
4. On a scale of 1-10, how would you rate the best listener you know? ____
5. On a scale of 1-10, how would you rate the worst listener you know? ____
6. On a scale of 1-10 (with 10 being highest), how would the following people (where appropriate) rate you as a listener?

Manager ____	Spouse/Lover ____
Subordinate ____	Child(ren) ____
Close colleague ____	Best friend ____

KEY POINTS Let's read through the author's responses on page 34 in your book.

SUGGESTED QUESTIONS How can we stomp out bad listening habits? What steps can we take?

- KEY POINTS**
1. Catch yourself in the act.
 2. Fight the habit.
 3. Substitute the old habit with a new habit.
 4. Acknowledge your success.

DESIRED OUTCOME Participants will honestly evaluate their listening styles and plan a strategy for change.

DISCUSSION 5: TEN TIPS

Tip 1: Take Notes

SUGGESTED QUESTIONS How can note-taking make us better listeners? How can you improve your note-taking skills?

KEY POINTS Good listeners are note-takers. They realize that minds are imprecise and memory is imperfect. The following suggestions can help you improve your note-taking skills:

- Be prepared. Carry a notebook.
- Get it down. Don't take time to be overly neat.
- Don't try to write everything. Avoid complete sentences. Use active verbs.

DESIRED OUTCOME Note-taking will help participants identify unorganized speakers, locate the key points, and identify supporting data.

Tip 2: Listen Now, Report Later

SUGGESTED QUESTIONS What do you suppose "listen now, report later" means? How can it help?

KEY POINTS You can improve your listening significantly by planning to report what you heard to someone later. Think of someone who would benefit from or enjoy the information you are listening to and plan to tell him or her what you have heard. Your listening then takes on the added dimension of a rehearsal.

DESIRED OUTCOME Participants will improve their listening skills by planning to tell someone what they have heard.

Tip 3: Learn to Want to Listen

SUGGESTED QUESTIONS How can learning to want to listen help you? How can you teach yourself to want to listen?

KEY POINTS To be good listeners we must be willing to give up a pre-occupation with ourselves. We must learn to *want* to listen. The following memory device describes skills and attitudes we need to insure our listening success:

TO BE A GOOD LISTENER, USE YOUR DISC DRIVE

- | | |
|------------------------|--|
| D = Desire | From a desire to listen comes commitment. We must <i>want</i> to learn to listen to be a truly effective communicator. |
| I = Interest | We must learn to develop an interest in either the person and/or the topic in order to be a good listener. |
| S = Self
Discipline | We must learn self-discipline in order to eliminate distractions, understand the speaker's points, overcome boredom, interpret voice inflection and tone, understand non-verbal cues and comprehend the main idea. Monitoring our listening behavior is essential to taking positive action later. |
| C = Concentration | Concentration is focused mental energy. As products of the tv generation, most of us concentrate intensely for only a few moments at a time. |

Concentration improves when you develop mental pictures of what the speaker is saying. By visualizing what you want to remember, you create "dwell time" for your mind to encode the information into your long-term memory.

DESIRED OUTCOME To be good listeners, participants must use their DISC Drive. Just as a disc drive runs the computer, so their personal DISC Drive will control their attitudes, skills and behaviors in listening situations.

Tip 4: Be Present

SUGGESTED QUESTIONS How does choosing to “be present” help our listening? What are the characteristics of “being present?” What is the single greatest barrier to active listening? How do effective listeners overcome this barrier?

KEY POINTS Like it or not, we always choose whether and how well we are going to listen. Only when we choose to “be present” are we focused on the speaker and the message.

Our number one alternative to being present is daydreaming. Daydreaming is the single greatest barrier to active listening. Many of us daydream 50% of the time.

DESIRED OUTCOME Participants will focus on speakers and listen hard for the content of their message. They will avoid the embarrassment of being caught daydreaming.

Tip 5: Anticipate Excellence

SUGGESTED QUESTIONS How does anticipating excellence help the speaker? How do expectations play a role in our lives?

KEY POINTS By anticipating excellence from speakers, we can help them become more successful. As humans we have a deep and unending need to be heard and understood. When we set aside our needs and truly listen, people will drop their pretenses and speak to us in a more mature and connected manner.

SUGGESTED QUESTION How else can you help a speaker as a listener?

KEY POINTS Listeners can help speakers by:

- Asking questions
- Showing interest
- Expressing concern
- Paying attention

EXERCISE Let’s read The Pioneer’s Story on page 45 in your book.

SUGGESTED QUESTIONS What does this teach us? What is the point?

Tip 5 (Continued)

KEY POINT We get what we expect! Anticipate excellence and it will happen a lot more often than if we assume otherwise.

DESIRED OUTCOME People do their best when they know someone is listening. Participants will help speakers by expecting the best from them.

Tip 6: Become a "Whole Body" Listener

SUGGESTED QUESTIONS What do you think it means to be a "whole body" listener? What else do we need to use besides our ears?

KEY POINTS To be effective listeners we must involve our whole body. Not only are our ears tuned in, but so are our eyes, our mind (the intellect), our bodies and our hearts. Good listeners give both non-verbal and verbal signals that they are listening.

SUGGESTED QUESTIONS How does a "whole body" listener actively listen? What are some specific ways? How can you non-verbally encourage a speaker?

KEY POINTS A "whole body" listener listens actively by:

- Conveying a positive encouraging attitude
- Sitting in an attentive posture (facing the speaker)
- Remaining alert, but comfortable
- Nodding in acknowledgement of the speaker's words
- Making good eye contact
- Ignoring or eliminating distractions
- Tuning in to the speaker's feelings
- Looking like a listener

SUGGESTED QUESTIONS What percentage, do you think, of our communication is non-verbal? Inflection? Words? What does this mean?

KEY POINTS According to Albert Mehrabian, a noted expert in human behavior, our communication is 55% non-verbal, 38% inflection and tone and only 7% words.

If Mehrabian is correct, then most of the message is seen and sensed, and the words are far less important than the non-verbal cues and tone of voice.

SUGGESTED QUESTIONS Think about your personal mannerisms and behaviors. What habits do you have that would distract or confuse a speaker? What irritating habits do you find distracting when you are a listener?

KEY POINTS Habits that can distract or confuse a speaker include:

- Fidgeting
- Blinking
- Biting your lip
- Frowning deeply
- Playing with your hair, tie or jewelry
- Looking at your watch

DESIRED OUTCOME Participants will modify behaviors that could distract or confuse a speaker.

Tip 7: Build Rapport by Pacing the Speaker

SUGGESTED QUESTION What is meant by pacing a speaker? How do we build rapport by pacing a speaker? What risk do we face?

KEY POINTS Pacing is a method listeners use to build rapport with a speaker by imitating or mirroring his or her behaviors. These include gestures, breathing, voice rate, vocabulary, favorite phrases and facial expressions. Of course, if we imitate too closely we will be accused of mimicking and our attempts to build rapport will be lost.

When pacing, a good listener focuses on who the speaker is and what he or she is saying. The listener then makes a conscious effort to overcome the differences between them. The sooner the speaker and listener find common ground, the sooner they can communicate at a comfortable level. From that point, the opportunity for mutual understanding will be greater.

SUGGESTED QUESTION What are some specific ways you can pace a speaker?

- KEY POINTS**
1. Match your voice rate to theirs. Speed up or slow down as necessary.
 2. Change your voice volume to match theirs.
 3. Notice and use some of the same words and phrases as the speaker.
 4. Approximate the speaker's gestures.
 5. Breathe at about the same rate, without being too obvious.

Tip 7 (Continued)

SUGGESTED QUESTIONS What is the importance of building rapport? What can it do for us?

KEY POINTS Rapport is the ultimate tool in producing positive results from others. In business, dealing effectively with people is essential. Rapport can help us achieve success. We build rapport by listening actively and acting on what we learn.

SUGGESTED QUESTION There are three keys to pacing. Can you name them?

KEY POINTS The three keys to pacing are:

- Focused observation
- Complete flexibility
- Tuned in listening

DESIRED OUTCOME Participants will build rapport by developing an ability to pace effectively. They will strive to be in sensory balance with the speaker.

Tip 8: Control Your Emotional "Hotbuttons"

SUGGESTED QUESTION How would you define "hotbuttons"?

KEY POINTS Emotional "hotbuttons" are intense complex feelings that affect everyone. Each may initiate a different emotional reaction, but our physical responses are similar. If you cannot eliminate your emotional "hotbuttons," the best alternative is to develop acceptable responses.

SUGGESTED QUESTIONS Triggers, in the form of physical reactions to emotional issues, warn us that emotions are taking over. What are some of these triggers? How does your body respond?

KEY POINTS The triggers listed below warn you that emotions are taking over. When emotional levels go up, objectivity comes down. Problems are never satisfactorily resolved at an emotional level.

Physical reactions include:

- Heartbeat increases
- Hands feel sweaty
- Voice shakes
- Chest tightens

SUGGESTED QUESTIONS What happens to our listening abilities when we get emotional? How does getting emotional affect the message?

KEY POINTS When issues trigger our emotional “hotbuttons” a verbal message will become distorted (either positively or negatively). Because issues are emotional they create barriers to effective listening. When our “hotbuttons” are activated, we tune out, distort or prejudge these emotionally charged messages.

SUGGESTED QUESTIONS What are some listening situations and phrases that may cause you to be emotional? What are your “hotbuttons?”

KEY POINTS “Hotbuttons” could include:

- “You never/always...”
- Know-it-all attitudes
- Individuals who smoke cigarettes or cigars while talking to you
- “Shut up!”
- Bigots
- Bad grammar
- “You never listen.”
- Pushy individuals
- Whining
- “What you should do is this...”

SUGGESTED QUESTIONS Which of these can you give up? Which will you decide not to let bother you any more?

KEY POINTS Chances are you will not cross many items off your list. It is difficult to give up habitual ways of responding to emotional situations.

SUGGESTED QUESTIONS What can you do to cope when your hotbutton is activated by someone’s anger or frustration? What steps can you take?

Tip 8 (Continued)

KEY POINTS Ten Steps for Controlling Emotional “Hotbuttons”

1. Listen attentively without interrupting.
2. Make a conscious choice about your response.
3. Acknowledge the other person’s feelings.
4. Ask objective questions for clarification.
5. Try to see the other person’s point of view.
6. Stick to the subject.
7. Be patient.
8. Express your point of view.
9. Explain why.
10. Work out a “win-win” plan.

DESIRED OUTCOME To control emotional hotbuttons, participants will identify what triggers them, understand their responses, and develop behaviors which will allow them to listen more carefully and objectively.

Tip 9: Control Distractions

SUGGESTED QUESTIONS Every day we must deal with internal, external, visual and auditory distractions. What are some examples? What are some examples of external distractions? Internal distractions?

KEY POINTS External distractions include the telephone, background noise, unfamiliarity with vocabulary, seating, lighting, etc. Internal distractions can be things such as headaches, hunger, fatigue, or current emotional state, such as anxiety.

SUGGESTED QUESTION What are some ways to overcome distractions?

KEY POINTS To overcome distractions:

- Plan your listening.
- Don’t use distractions as a convenient excuse for not listening.
- Identify what is causing a distraction and make adjustments.
- Ignore the distraction.
- Call “time out” when you are too tired to listen.

DESIRED OUTCOME Participants will control their responses to distractions so they will not be controlled by them. They will minimize distractions by taking action to improve their listening.

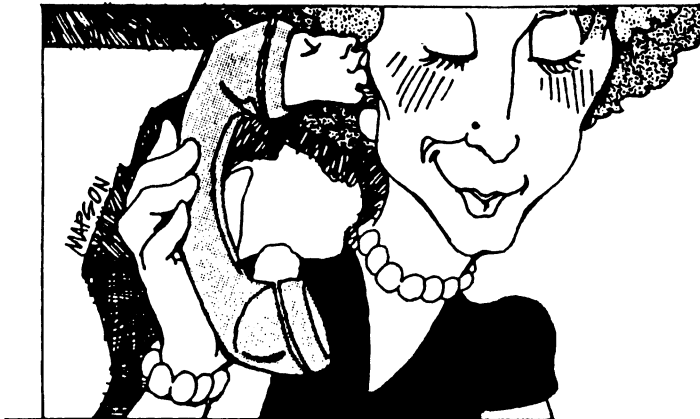
Tip 10: Listening is a Gift. Give Generously.

SUGGESTED QUESTIONS How is listening a gift? Why should we give generously? What's in it for us? What's in it for the speaker?

KEY POINTS Listening is a gift of a person's time and attention. It is an acknowledgement of caring. Honest listening encourages a speaker to be creative and feel more accepted.

The gift of listening assumes the speaker has value, dignity and something to offer. We must listen every day in the business world. If in our listening we take the focus off of ourselves and encourage the speaker to express his/her ideas, we extend a gift that will be repaid many times.

DESIRED OUTCOME Participants will develop a listening attitude and will discover the results are worth it.



NOTES

PART IV

**WINDING UP
THE WORKSHOP**



WINDING UP THE WORKSHOP

REVIEW	End the session with a summary of what has been accomplished.
SUGGESTED QUESTIONS	To sum up, what have we learned about listening? What did you learn about yourself as a listener?
KEY POINTS	<p>We have learned:</p> <ul style="list-style-type: none">• The basics of effective listening skills.• To recognize good listening behaviors and incorporate them into our daily activities.• To understand the impact of good listening skills on productivity.• To correct problems caused by poor listening habits and systematically change them into permanent good habits.
CONCLUDING REMARKS	<p>The book is yours to keep and provides an excellent summary of the program. The PERSONAL ACTION PLAN on page 63 is a good starting point if you are serious about improving your listening skills.</p> <p>The book provides useful tips and practical guidelines for upgrading your skills. Activities called "Listening Labs" as well as case studies and checklists provide "hands on" reinforcement and illustrations for the key principles of the program.</p>
THANK PARTICIPANTS	Thank participants for taking part in THE BUSINESS OF LISTENING . A pertinent anecdote is often an effective way to send people on their way.
DESIRED OUTCOME	Participants will convert their good intentions into actions by developing a voluntary action plan. As better listeners they will function more effectively in both their business and personal life.