**ACTIVITIES**

**Listening and Paraphrasing**

Listen to famed oral historian Studs Terkel comment on the human voice. Imagining that you are in a conversation with Terkel. Paraphrase the speaker’s narrative by changing his wording, offering examples, and reflecting the underlying theme of the speaker’s remarks.

<http://storycorps.org/listen/studs-terkel/>

**Listening versus Hearing**

Listening and hearing are related yet distinct activities. Compare and contrast two experiences where you were only heard to two experiences where you were actually listened to. In each instance, note how you could determine whether the person was hearing you or listening to you. Then explain what you could have done to encourage listening rather than simply hearing.

**Faulty Listening Habits**

We could all improve our listening skills. Create a list of what you consider your own faulty listening behaviors. Ask a friend to create a list for you ranging from least to most problematic tendencies. What can you do to reduce the frequency of or eliminate these faulty listening behaviors? How would these improvements affect your personal, academic, and professional relationships?

In light of the text’s discussion of the Chinese concept of *ting*, consider what it means to listen with your eyes and your ears and with an open heart and open mind. Describe a situation where you failed to meet all four requirements and why this was the case.

Recall a recent significant listening situation, and evaluate your behavior using the chapter’s checklist of mindful listening behaviors. How did you perform? Which behaviors on the list come easiest to you? Which present more of a challenge?

**Supportive Response Styles**

Supportive responses take many forms discussed in the text: advising, judging, analyzing, questioning, comforting, prompting, and reflecting. See how well you can identify these responses by analyzing the behavior of characters in a favorite TV show or movie. Identify effective and ineffective supportive responses, suggesting more appropriate communication in the latter instance.

**Texting and Talking**

Read the article “Keep Your Thumbs Still When I Am Talking to You.” What is David Carr’s thesis? Do you agree with the author? Support your argument with examples and concepts from the text.

<http://www.nytimes.com/2011/04/17/fashion/17TEXT.html?pagewanted=all&_r=0>

**FOR FURTHER EXPLORATION**

**TED Talk**

Julian Treasure: “5 Ways to Listen Better”

https://www.ted.com/talks/julian\_treasure\_5\_ways\_to\_listen\_better?language=en

**Films**

(For further discussion of these and other films that illustrate communication concepts, see *Now Playing*.)

*Creed*(2015, Rated PG-13)

Communication Concepts: listening, social support, self-disclosure, noise, content and relational messages

*Boyhood* (2014, Rated R)

Communication Concepts:listening, relational messages, meta-communication

*Crazy, Stupid, Love* (2011, Rated PG-13)

Communication Concepts: listening, identity management, scripts, self-disclosure, expectancy violations

**Books**

Covey, S. (1989). *The Seven Habits of Highly Effective People.* New York: Simon & Schuster.

In this classic top-seller, Stephen Covey argues that communication is life’s most important skill, and listening a key ability within that skill.

**Journal Articles**

Rautalinko, E., Lisper, H., & Ekehammar, B. (2007). Reflective listening in counseling: Effects of training time and evaluator social skills. *American Journal of Psychotherapy, 61*, 191–209.

**Abstract:** Psychology students received a 14-, 28-, or 42-hour training course in reflective listening. Before and after training, the students participated in role-played counseling conversations with confederates, who rated them. The conversations were captured on audio- or videotape, categorized, and rated by external evaluators. Results suggested that the students used reflective listening equally after different lengths of training. However, longer training resulted in the confederates disclosing more emotion, the psychology students remembering the information relayed better, and the evaluators perceiving the therapeutic relationship as better. This was especially true among the evaluators who self-reported high social skills. Jalongo, M. (2010). Listening in early childhood: An interdisciplinary review of the literature. *International Journal of Listening, 24*, 1–18.

Imhof, M. (2003). The social construction of the listener: Listening behaviors across situations, perceived listener status, and cultures. *Communication Research Reports, 20*, 357–366.

**Abstract:** The differences in the assessment of good and poor listening behavior varies across different situations, perceived levels of listener status, and cultures are investigated using a paper‐pencil questionnaire and different scenarios to collect data. A total of 134 students were sampled in the US and in Germany. Results show that participants' accounts for good and poor listening behavior is subject to significant inter‐ and intra‐cultural variation due to relevant situational factors which determine the character of a listening episode.

Lewis, T., & Manusov, V. (2009). Listening to another’s distress in everyday relationships. *Communication Quarterly,* *57*, 282–301.

**Abstract:** Talking about a difficult event may reduce discloser distress, but it may increase it in the listener. This essay offers a model that assesses some antecedent and interactional variables proposed to be involved with listening and connected with listeners’ negative distress. Based on 82 reports of interactions with close relational others, levels of negative distress correlated positively with the amount of responsibility people felt for the other and time reported listening to the others’ disclosure. Those who reported validating the other also reported more negative distress than did those who said their response style was to give advice. This article offers possible modifications to the model based in these results.