

Critical Listening and Feedback

ECE 3940

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Preview

— Listening

- Importance
- Process
- Improving listening
- Critical listening
- Active listening

— Feedback

- Giving feedback
- Handling Q&A

Barriers to Listening...

THE FAMILY CIRCUS,

By Bil Keane



How We Listen

The average American:

- _ spends 50% - 80% of their day listening
- _ hears only 1/2 of what is said
- _ understands only 1/4 of what was heard
- _ uses about 25% of their listening capacity

What Can Effective Listening Do for You?

- _ Improve personal relationships
- _ Improve professional relationships
- _ Increase productivity
- _ Improve Grade Point Average
- _ Improve employment opportunities

The Listening Process

- _ Reception – biological receiving of waves
- _ Attention – focus on a stimulus
- _ Perception – screening process
- _ Assignment of Meaning - comprehending
- _ Response – internal or external

Listening Influencers

- Speaker

- Message

- Channel

- Internal and External Variables

- Memory and Time

Improve Your Desire to Listen

- _ Recognize that the listener is responsible for at least 51% of the conversation
- _ Suspend judgment
- _ Be patient ...don't supply words
- _ Avoid ego speak

Improve Your Listening Comprehension

- Capitalize on thought speed...paraphrase internally
- Visualize what you hear
- Tune into the speaker's cues
 - Rate
 - Special words ("therefore" and "next")
- Control distractions

Improve Your Listening Skills

- _ Paraphrase what you heard to the speaker...and ask if you're correct
- _ Ask questions
 - Ask for more detail on something not understood
 - Ask for more information to learn more
- _ Maintain appropriate eye contact and body orientation
- _ Use verbal encouragers

How to Listen Actively

- _ Pay attention
- _ Show that you are listening
- _ Provide feedback
- _ Defer judgment
- _ Respond appropriately

How to Listen Critically

- Be quiet
- Be focused
- Listen for concepts and ideas
 - What are the main points
 - What is NOT said
- Organize what you hear
 - Make connections
 - Listen for patterns, transitions
- Evaluate
 - Evaluate evidence carefully

Giving Feedback

When is the best time to give feedback?

- *When you are asked for it.*



Giving Feedback

- _ Using "I" language, specifically describe the behavior (positive or negative)
 - "I noticed that your slides were inconsistent"
 - "I remembered your personal story at the beginning"
 - I feel like you were being condescending

Giving Feedback

- _ Describe the result of the behavior (positive or negative)
 - “I noticed that your slides were inconsistent *and it made me confused.*”
 - “I remembered your personal story *and it was really engaging and made me listen closely*”
 - I feel like you were condescending and I don't really know what to do about that

Giving Feedback

— Offer at least one suggestion for improvement

- “Maybe you could proofread the slides as a group to maintain consistency”
- “I hope you continue to use stories in your other speeches”

The 1-2-3

- _ Using "I" language, specifically describe the behavior (positive or negative)
- _ Describe the result of the behavior (positive or negative)
- _ Offer at least one suggestion for improvement

Question and Answer

- _ Listen to the question without interruption
- _ Clarify the question
- _ Acknowledge the questioner & repeat the question for the audience
- _ If you have an answer, respond
- _ If you don't
 - Admit that you don't know but know where to start looking
 - Ask the questioner to help you