

SPC 1017 -Fundamentals of Speech Summer C 2015

Exam II Study Guide

50 multiple choice items from text/lecture
text chapters 5-7, 9-11 and 15 (persuasive speaking 405- 424)

There will be several questions from material presented during the first 3 weeks, have ** next to it

Text Items for exam taken from: Communicating Effectively, (11th Edition) by Hybels & Weaver.

Chapter 5: Listening

1. The steps of the Integrated Listening Model (ILM): often instantaneous

ILM= provides a framework for assessing listening both systematically and developmentally.

1. *Listening preparation:* includes all the physical, mental, and behavioral aspects that create a readiness to listen; similar to anticipating in the strategic flexibility model

-EX: think to yourself, "I want to have some fun tonight"

2. *Receiving:* process of taking in, acquiring, or accepting; occurs through various senses and happens within sender-receivers as they receive all the cues, signals, and impulses; similar to the assessment stage of strategic flexibility

-distinction b/w hearing and listening at this stage: you hear sounds such as words in the way they are spoken but when you listen, you respond much more. Hearing= physiological process vs. listening= more complicated perceptual process involving your total response to others

-EX: best friend asks: "are you hanging out with us tonight?"

3. *Constructing meaning:* making sense of the cues, signals, and impulses received; goes on in the brains of sender-receivers; we assign meaning to cues, signals, and impulses and decide what is relevant in the message to us; involves not only evaluation but also selection (carefully selecting from your available skills those likely to have the greatest impact on the current/future situation)

-EX: -selective attention: "does this mean at my place, their place, or just hanging out?"

-assign meaning: "usually they want to hang out"

4. *Responding:* using spoken or nonverbal messages to exchange ideas or convey info; in strategic flexibility its called applying

-EX: "sure, if you're all hanging out. Are we meeting at 9?"

5. *Remembering:* done throughout the listening process not just at the end; motivated and dedicated to remembering; use mnemonic devices, organize info, associate what you want to remember with other things you remember, visualization=picture what you want to remember to create a strong vivid memory of it.

Repetition: repeat ideas to burn them into memory

-EX: "I'll make note of it so I remember, and I'll see you then"

2. The four styles of listening (be able to explain and identify)

a. *people listening style:* you are concerned with the other people's feelings; you seek out common interests with others and respond to emotions; common in couples, families, and best friends

b. *action listening style:* you want precise, error free presentations, and you are likely to be impatient with disorganization; your boss would expect your report to be focused and to the point

c. *content listening style:* you prefer complex and challenging info; info is generally abstract so you can listen without emotional involvement, evaluate it before making a judgment

d. *time-style listening:* you prefer brief and hurried interaction with others and often let others know how much time they have to make their point; ex: Newspeople

-the most skillful listeners are able to adapt their listening styles to the circumstances

3. The six kinds of listening (be able to explain and identify)

You choose a different type of listening based on your situation but there is one constant characteristic that must be present no matter what listening is involved= active listening

-Active listening: a way of listening- not a type- that focuses entirely on what the other person is saying and it confirms/demonstrates understanding of both the content of the message and the feelings underlying the message to assure accuracy

1. *Discriminative listening*: the most important type; has you being sensitive to both verbal and nonverbal changes—the sounds and sights of communication; changes in others’ rate, volume, force, pitch, and emphasis allow you to make sense of the meanings or nuances expressed by such differences
2. *Comprehension listening*: understanding what others are saying bc you are aware of, grasp, and can make sense of that message; depends on your vocabulary and the rules of grammar and syntax; your ability to extract/ synthesize key facts and items from what you hear
3. *Appreciative listening*: listening for pleasure; music to get pumped
4. *Critical listening*: aka evaluative listening; means you make judgments about what the other person is saying; seek to assess truth of their message or judge what they are saying compared with your values
 - determine speaker’s motives
 - challenge and question ideas
 - distinguish fact (something that can be verified in a number of ways) from fiction (personal belief)
 - recognize your own biases: we often distort info in light of our own beliefs
 - assess the message: determine the value/ delay taking a position/side on it
5. *Informative listening*: occurs when your primary concern is to understand the message; is the most common type of listening that occurs in college
 1. Identify the central idea, then look for the main points
 2. Form a mental outline
 3. Predict what will come next but force yourself to concentrate
 4. Relate points to your experience
 5. Look for similarities or differences to what you already know
 6. Ask questions
6. *Empathic listening*: empathy is the process of mentally identifying with the character and experiences of another person; it’s all about feelings; college students today show 40% less empathy than in the 90s
 - need to recognize what feelings are involved, let the other person tell you what happened, then encourage them to find the solution to the problem

4. Gender differences in listening: men/women have different listening styles

Study of cultural listening styles amongst Americans, Germans, and Israelis

- women more likely to be people listeners than men
- women more interested in relationships and networking
- men more interested in competitive communication
- when men and women talk, women are more likely to be the listeners
- women face challenge of getting men to listen to them, especially in the workforce

5. Factors in and barriers to effective listening

Factor → barrier

- a. closed mindedness → refuse to maintain a relaxing and agreeable environment; refuse to relate to/benefit from the speaker’s ideas
- b. boredom → lack interest in speakers subject; become impatient w/ speaker
- c. skills and abilities → adeptness, talent, or training
- d. physical well-being → being tired, hung over, stressed, rushed, or sick
- e. attention span → inability to pay attention to a stimulus
- f. empathy-respect → inability to feel for the other person/ respect them
- g. knowledge → comprehension, understanding, expertise
- h. opinionatedness → disagree/argue outwardly or inwardly w/ the speaker; become emotional or excited when the speakers’ views differ from yours
- i. insincerity → avoid eye contact when listening; pay attention only to speakers word rather than the speaker’s

feelings

j. laziness → avoid listening if the subject is too difficult; avoid listening bc it takes too much time

k. message/info overload → can be as simple as a single message carrying too much info at once= hold on, slow down

l. setting → environment, location, position

m. time → speaker speaks at approx. 124-150 words per minute... listeners listen to more than 600 words/min... huge delay difference

6. Cognitive dissonance, anxiety, control, passiveness

cognitive dissonance: when you feel conflict bc you hold 2 or more attitudes that are in opposition to each other

-ex: heard teacher was strict as shit, I walked into class fearful, scared... turns out the teacher was great and defended his grading scale so now I am conflicted based on what I heard before and how I feel now

anxiety: disturbance in the mind regarding some uncertain event, misgiving, or worry

control: desire to have governing influence over a situation and controlling listeners; some people prefer talking to listening... talking about themselves the whole time and don't pick up cue from others saying "I better get going"

passiveness: the suspension of the rational functions and the reduction of any physical functions to their lowest possible degree

-ex: often students put the responsibility on the instructor: "make it interesting and I will listen..." however education demands that students actively participate in the learning process

7. The differences between good and poor listeners

-Listening is learned but has to be practiced

Good listener	Bad listener
Uses eye contact appropriately is attentive/alert to a speaker's verbal/nonverbal behavior is patient, doesn't interrupt is responsive, using verbal/nonverbal expressions asks questions in a nonthreatening tone paraphrases, restates what the speaker says provides constructive verbal/nonverbal feedback is empathic (works to understand the speaker) shows interest in the speaker as a person demonstrates a will to listen doesn't criticize/ is nonjudgmental is openminded	Interrupts the speaker/is impatient doesn't make eye contact/ eyes wander is distracted and doesn't pay attention to speaker is not interested in the speaker/daydreaming gives the speaker little or non verbal/nonverbal feedback changes the subject is judgmental is closeminded talks too much gives unwanted advice is too busy to listen is self preoccupied

8. The percentage of time devoted to various communication skills

- people spend 60-70% of their waking hours communicating

-9% writing, 16% reading, 30% speaking, 45% listening

Chapter 6: Interpersonal Relationships

1. Factors influencing interpersonal attractiveness

-physical attraction, perceived gain, similarities, differences, and proximity

-we are attracted to people that are similar to ourselves, usually in our own hierarchical class

-universal quality that people find attractive: symmetry (correspondence, consistency, and balance)

-we form first impressions of another's attractiveness instantaneously