Goal: To understand the necessity of listening, receiving information accurately, and responding appropriately
Overview: This chapter discusses effective listening and its importance in our daily lives. The levels of listening are discussed with suggestions on how to improve each type.

Chapter Outline
I. Listening: the process of receiving, constructing meaning from, and responding to spoken and nonverbal messages. Listening includes the processes of attending, understanding, evaluating, remembering, and responding.

II. Types of Listening
   A. Appreciative listening: listening to enjoy the thoughts or experiences of others
   B. Discriminative listening: listening to understand the speaker’s message
   C. Comprehensive listening: listening to understand, learn, remember, and be able to recall the speaker’s message
   D. Empathic listening: listening to show support or understand how another feels
   E. Critical listening: listening to evaluate a message

III. Steps in the listening process
   A. Attending: the perceptual process of selecting and focusing on specific stimuli from the countless stimuli reaching the senses
      1. Get physically and mentally ready to listen
      2. Resist mental distractions
      3. Resist interrupting
      4. Hear a person out before you react
      5. Observe nonverbal cues
   B. Understanding: decoding a message accurately to reflect the meaning intended by the speaker
      1. Ask questions to gain more information
      2. Paraphrase the message to check your understanding
         a. Content paraphrase: restating the denotative meaning of a statement
         b. Feelings paraphrase: restating the message including its emotional components
      3. Empathize with the speaker
a. Empathic responsiveness: when you experience an emotional response parallel to, and as a result of, observing another person’s actual or anticipated display of emotion
b. Perspective taking: imagining yourself in the place of another
c. Sympathetic responsiveness: feeling concern, compassion, or sorrow for another because of the other’s situation or plight

C. Remembering: being able to retain information and recall it when needed
   1. Repeat information: saying something two, three, or even four times
   2. Construct mnemonics: any artificial technique used as a memory aid
   3. Take notes: an important strategy for learners when attempting to listen to absorb information from lecture-type speech

D. Evaluating
   1. Separate facts from inferences
   2. Test inferences to determine if they are valid

E. Responding
   1. Guidelines for messages communicating support:
      a. Clearly state the speaker’s aim to help the other
      b. Express acceptance or affection, not condemnation or criticism
      c. Demonstrate care, concern, and interest
      d. Indicate speaker’s availability to listen
      e. State the speaker is an ally
      f. Express sincere sympathy
      g. Recognize the legitimacy of the speaker’s experience
      h. Encourage elaboration
   1. Guidelines to communicate respect when offering a critique or evaluation:
      a. Use I-language
      b. Use specific language and examples
      c. Find a point of agreement before expressing disagreement or critique
      d. For critiques about content, focus on appropriateness and logic
      e. For critiques about structure, focus on the various stages of the message
      f. For critiques about delivery, focus on verbal and nonverbal behaviors