<table>
<thead>
<tr>
<th>Topic Area(s)</th>
<th>Active Listening</th>
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<tbody>
<tr>
<td><strong>Title</strong></td>
<td>Listening Practice</td>
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<tr>
<td><strong>Last Revised</strong></td>
<td>3/21/07</td>
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<tr>
<td><strong>Time Required</strong></td>
<td>25 minutes</td>
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<td><strong>Purpose</strong></td>
<td>To provide an experiential activity regarding listening and being listened to—how our nonverbal communication affects the communication. As well as listening silently and asking open and closed questions.</td>
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<td><strong>Audience:</strong></td>
<td>Staff, partners</td>
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<td><strong>Method:</strong></td>
<td>Brainstorm, Pair Activity, Large Group Debrief</td>
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<td><strong>Materials</strong></td>
<td>Sticky chart pack paper or chart pack paper and tape Chart pack/water color markers. A watch or clock to time.</td>
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<td><strong>Pre-Class Preparation:</strong></td>
<td>Consider getting someone to help you with timing the activity sections and providing you with a signal.</td>
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<td><strong>Special Considerations</strong></td>
<td><strong>Note to Facilitator:</strong> This activity is well paired with activities on asking open-ended questions.</td>
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<tr>
<td><strong>References or Resources</strong></td>
<td>Dr. Ford’s workbook, Chapter 8, Active Listening.</td>
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<tr>
<td><strong>Contact(s)</strong></td>
<td>Pam Prichard (503) 947-5159 Training</td>
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Transition to Listening: (1 min.)
Ask for a show of hands and ask “How many of you have had some kind of formal training in school or otherwise in public speaking?” Then ask for a show of hands and ask, “How many of you have had some kind of formal training in school or otherwise in writing?” Then ask for a show of hands again and ask “How many of you have had some kind of formal training in school or otherwise in listening?” Note how the number of persons having had training in listening is generally much smaller. You can then ask: “How important do they think listening is to the communication process?”

Large Group Brainstorm: (4 min.)
Brief group brainstorm on what makes a good listener. Trainer captures on chart pack.

Listening Activity: (Approximately 20 minutes)
Form pairs. Pairs decide who will be talking first and who will listen. Instructor provides instructions at each stage, times the stage, calls time, and provides instructions for the next stage. If a large group, ask group to be conscious of keeping voices at a low volume as if all are talking loudly it will be hard for some of us to concentrate. Do not give all the instructions at once, but lead the group through and give instructions step by step while keeping time.

Note: You can also have the group talk about another topic, such as a vacation they’ve taken or are planning. Let the persons’ speaking know that if they run out of things to say about the first job (or previous or planned vacation), its fine to go on to talk about another job or another vacation.

Stage A  45 seconds (Silent Listener/Non Attentive Nonverbal)
Person A talks about their first job. Person B doesn’t speak and gives nonverbal cues that they are not listening and/or not interested. Person A has the experience of not being listened to.
Stage B  45 seconds (Silent Listener/Attentive Nonverbal)

Person A continues to talk about their first job. Person B listens with sincere interest without talking. Person B can show interest nonverbally only. Person A has the experience of receiving interest on a nonverbal level.

Stage C – 60 seconds (Listener Asks Closed Ended Question)

Person A continues to talk about their first job. Person B listens with sincere interest and can ask closed-ended questions to show interest or encourage person A, but should not change the subject.

Stage D – 60 seconds (Listener Asks Occasional Open Ended Question)

Person A continues to talk about their first job. Person B listens with sincere interest and can ask open ended questions to show interest or encourage person A, but should not change the subject.

Listener & Speaker Switch and Repeat

Large group debrief: (10 min)

Option; capture points on chart pack for group.

What did those listening notice/learn from the nonverbal communication stage? How about those who were speaking?

Does anyone want to make a guess at what portion of our communication is nonverbal? (75-95%...studies vary but the percentage is always high)

What about listening without speaking? What was it like for those listening? How about for those speaking?

Are there times it serves us to just listen?
What are the disadvantages of interjecting/What sometimes happens when we interject? (We may refer to our experience or how what they are saying relates to us, redirecting the conversation.)
What may happen even if we don’t refer to ourselves and just ask open questions? (We may still redirect the person with our questions, possibly to areas of our interests)
Is it hard for us to listen without interjecting?
When might it be important just to listen for a time and not interject?

What about listening and asking questions?
What did the listener notice about the closed questions? What about those who were talking?

What did the listener notice about how the open questions effected the interaction differently from the closed questions? What did those speaking notice?

Options:

- Divide group into threes and have one person listen, one person talk and one person observe. Have small groups debrief within their groups having the speaker and listener each take turns sharing how it was for them and then the observer sharing what they observed. Rotate roles so everyone has a chance at each role. This will take more time and make the activity longer (30-35 min.)