





MODULE	2
UNIT	1 2 3
SESSION	1 2 3 4

**Session | 01 |****Session Theme:**

This session introduces the Interpersonal Communications Module of the Routes Programme which covers:

- Listening
- Groupwork and
- Teaching & Transferring Skills

It also introduces the Unit on Listening Skills with an exploration of the differences between hearing and listening and how to initiate good contact.

Listening Skills:

There are **4 sessions** covering this topic of Listening Skills.

Session 1.	<ul style="list-style-type: none">• Exploring the differences between Hearing and Listening• Initiating the Contact
Session 2.	<ul style="list-style-type: none">• Supporting and Encouraging Listening• The Reluctant Speaker
Session 3.	<ul style="list-style-type: none">• The Importance of Context in Communication
Session 4.	<ul style="list-style-type: none">• Problems with Listening• Different Levels of Feedback• Ending Communication Positively

**Session 1**

1. **Hearing and listening.** p05
Different roles in communication:
An introduction to communication as a two-way process.
2. **Getting communication off to a good start:** p07
How to initiate positive communication.
3. **Appendices:**
 - Support Materials
 - Personal Learning Diary



1. Hearing and Listening: Different roles in communication

Introduction:

There are two roles in communication – a listener and a speaker. The listening skill is a basic skill of communication. We often take listening for granted – however to be a good listener takes a lot of practice, but thankfully this skill of listening can be learned.

It is important to really understand the differences between listening and hearing.

Ask yourself the following questions:

- What the differences between listening and hearing?
- Why do we need to listen?
- What is the result of not listening?
- Why do we not listen?
 - Aspects/dimensions of listening – respect, attention, interest
 - Other?
- What are some verbal and nonverbal signs of listening?

Activity:

Materials: Cards numbered 1, 2, 3, 4, etc. enough to give one to each member of the group. (See Appendix A.)

Mix the cards up and hand them out to each person.

Tell the group that each odd number will be a speaker and each even number a listener. (Change the pairs if you think the two people know each other too well.)

For three minutes the speakers talk about themselves (work, hobbies and interests, family, etc. for 3 minutes. The listener listens.

Change roles and reverse the positions for 3 minutes.

Bring the group back together and ask the people who have just been listeners to introduce the speakers.

Then ask the speakers what they have learned from this activity.

To help the discussion ask the following questions:

How well did your partner understand you?
If they made any mistakes what was the reason?
What is the difference between listening and hearing?



Activity:

Materials: Flipchart and Pens

Brainstorming

Make a list of the key points from the group in response to the following questions.

Why do we need to listen?
When do we have to listen?
What might go wrong when we do not listen?
What helps us to be a better listener?

Summarise for the group after the discussion.

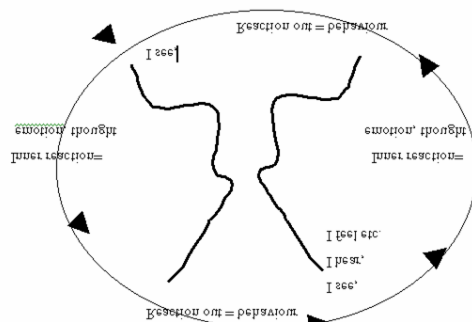


2. Getting communication off to a good start

Introduction:

Success in communication begins with a willingness to communicate.

It is important to get communication off to a good start and we can do this by having a positive attitude and a clear idea of what we want to communicate.



The 'Enchanted Circle' of Communication:

We only see the outer appearance of the inner process of the person with whom we are communicating. We cannot see the inner reactions, thoughts or judgements that are happening. All we hear is what the person chooses to say.

Activity:

Materials:

Flip chart and pens. Paper and pens for each pair

- Refer the group to the diagram "enchanted circle" on this page.
- Divide the group into pairs. Each pair has 5 minutes to discuss the diagram. Bring the group back together and ask each pair to present their interpretation to the others.
- Use the flip chart and list the differences in interpretation.
- Ask the group to decide which interpretation they prefer and discuss why.
- On the flip chart write 5 principles or attitudes that **contribute to** perfect listening.

Write 5 ideas that **prevent** successful listening.

**First Impressions:**

Initial contact is the foundation for all subsequent communication. Listening is the foundation and everything is built on this.

The stronger the initial contact, the better the communication between people.

“First impressions last”

Contact

How do we “contact” each other?

Perhaps it is eye-contact across a crowded room; perhaps it is hearing someone’s laugh; perhaps it is by picking up a phone or reading an email.

There are two types of contact:

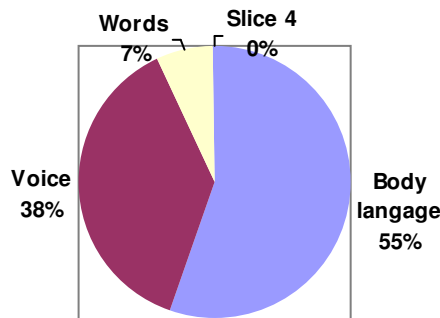
- **Non-verbal**
- **Verbal**

Activity:

Materials: Copy of Body Language Worksheet for each person. See Appendix B.

**Non-verbal Contact:**

Contact with another person often starts with some sort of body language. 85% of communication is non-verbal.



Consequently, nonverbal means of communication are psychologically much more powerful than words can be. Usually people are not conscious of their own body language, but they strongly react to nonverbal signals they get from their partners

Verbal Contact:

You can start contact verbally by:

- Making a short address
- Using a greeting
- Introducing yourself
- Using small talk (speaking about secondary things such as the weather, road conditions etc.)

With the help of these methods you:

- Attract the other person's attention
- Give him or her some time to collect thoughts and feel comfortable
- Create a proper atmosphere for good communication.

Activity:

Materials: Flipchart and Pens

Divide the group into pairs. As each pair to choose a topic to discuss and to sit in the same pose as their partner. While they are discussing, go round and change their poses by turning them away from each other, closing their legs, crossing their arms, etc.

Bring the group back together and discuss the following questions:

- Which poses helped the discussion?
- In which poses did you feel uncomfortable?
- In which poses was it hard to communicate?
- Why?

**Starting a Conversation:**

At the beginning of a conversation, it is a good idea to make it easy for the other person to speak as well. "Conversation-starters" are a way to do this – sentences that encourage or express support and interest or ask leading questions.

Examples:

- I don't think we have met before.
- What do you think about this?
- Could you explain this to me?
- That's really interesting; Could you tell me more

"Conversation-starters" do not mean that you force the other person into communicating. You are merely indicating that you are willing to listen. It's up to the other person to decide whether he or she would like to respond. Putting the other person under pressure to communicate does not work.

Trying to move too quickly by putting pressure on the other person is the most common mistake that we make in communicating with others.

Activity:

Materials: None

Use "conversation-starters" at least 10 times in different situations. Afterwards, write down your observations about their effectiveness.

- Which ones worked?
- Which ones seemed awkward?



7 Principles of Establishing Good Contact:

1. Establish good eye contact (face the other person directly)
2. Look attentive: (lean your body slightly towards the other person be "open", look interested)
3. Keep a proper distance. (not too far, and not too close)
4. Match the other person's rhythm of speech and gestures. (Be natural!)
5. Control the volume of your voice (not too loud nor too soft - it should be the same as the other person).
6. Choose an appropriate intonation – business-like, practical, warm, "smile in the voice" etc.
7. Eliminate distracting factors (mobile phone, telephone, turning over papers etc.) Switching off your phone is a sign that you are ready for serious communication

Activity:

Materials: None

Over the next week:

Observe the 7 principles of establishing good contact in your dealings with other people.

- Which principles did you follow?
- How effective were they?
- Which principles were easy for you to follow?
- Which principles were difficult?
- Which principles do you need to practice?

Feedback and Planning:

15 minutes from the end of this session, bring the group together, and with a flip chart or paper, discuss how participants felt about this session.

Focus on:

- What the group enjoyed
- What the group didn't like
- What items they found most relevant to their needs

As a group, plan the next session taking this feedback into consideration. Agree on mentors for the next session.

Remember to allow 5 minutes at the end of each session for participants to fill in their "Personal Learning Diary".

**References:****Appendices:**

- | | | |
|-------|--|-----|
| A. | Body Language Worksheet | p03 |
| <hr/> | | |
| B. | Getting communication off to a good start:
How to initiate positive communication. | p04 |
| <hr/> | | |
| C. | Personal Learning Diary | |

**Appendix A.****Body Language Worksheet.**

Print a copy for each participant and ask them to fill it in

Body language showing a positive attitude	Body language showing a negative attitude
(shows you are listening)	(shows you are not listening)



Appendix B.



Appendix C.

Personal Learning Diary

Session: _____

What are the most important things I have learned in this session?

Record your thoughts, impressions and reactions during the session. This personal learning diary is strictly for your own use.





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**Session 2 Theme:**

This is the second session covering Listening Skills. Here, we discuss how to be a supportive and encouraging listener. We will explore silent and active listening and how to affirm and encourage the reluctant speaker. The overall aim is to encourage participation on a number of different levels within your learning group.

1. **Supporting and Encouraging Listening:** p19
Exploring the types of listening and how to use to best effect: Silent, Supportive, Active and Echoing.
2. **The Reluctant Speaker:** p25
How to encourage someone who does not usually speak.
3. **Appendices:**
 - Support Materials
 - Personal Learning Diary



1. Supporting and Encouraging Listening

Introduction:

There are different ways of supporting and encouraging listening. Silent listening, echoing and active listening are some strategies that we use. In this session we will explore each of these to help you develop ways of being more supportive when listening to other people.

The Basics:

Listening begins with sending some non-verbal signals that were mentioned in Session 1.

- Body language
- Eye contact
- Eliminating distractions.

The most important thing for a supportive listener is to show that you are willing to listen.

You cannot hide body language. If you are not really listening, or just pretending to be interested, the other person will know this; they will not respond authentically.

Activity:

Materials: Jigsaw puzzles or Lego pieces for each pair in the group.

Divide the group into pairs. One partner puts the puzzle together while listening to the other person. The other person should talk about a made-up problem.

While listening, the listener should try to express interest and support to the speaker.

After 3 minutes, swap roles. Later, bring the group together, and ask the following questions:

- How did it feel to be the speaker?
- How did it feel to be the listener?
- Have you ever had a similar experience?



The techniques of good listening are:

- **Silent listening**
- **Supportive listening**
- **Active Listening**
- **Echoing**

Silent Listening:

Silent listening is when you listen attentively without disturbing or interrupting the speaker. This kind of listening *seems* to be passive; however, it demands serious mental and physical concentration. It is most suitable when the speaker is excited or worried and wants very much to talk.

Silent listening is not very effective when the speaker is:

- Shy
- Not good at expressing ideas or
- Reluctant to speak

The ability to listen silently is often underestimated. Simple signs such as nodding one's head or leaning forward show an interest and a desire to understand.

Characteristics of silent listening:

- Leaning forward slightly
- Nodding from time to time
- Eye contact (but not staring)
- Facial Expression.

Activity:

Materials: None

Divide the group into pairs. One partner talks about the weather. The other person practices the techniques of silent listening (leaning forward slightly, making good eye contact and nodding occasionally).

After 3 minutes, swap roles. Later, bring the group together, and ask the following questions:

- What techniques did you notice the other person using when they were listening?
- How did this make you feel?
- How did it feel to be the listener?

Activity:

Materials: Cards with expressions or emotions for each member to act out for the group using only body language. See Appendix A.

Directions: Each member of the group takes one card. Using only body language each person tries to demonstrate the emotion on the card. The others must guess what emotion the person is demonstrating.

Do the exercise using:

- Facial expressions
- Body language
- Movement

Discuss the contribution that these three make in communicating the emotion.

**Supportive Listening:**

It is a skill to encourage and help the speaker to express him or herself.

You can use:

- Nods
- Smiles
- Short replies (yes, well, so, oh, ah, aha, really? and ... etc.)

These work best with people who are shy or reserved or anxious.

Supportive listening often proves useful when silent or passive listening isn't enough. Supportive listening is necessary to identify the needs of the people in the group, solving difficult situations and getting to the heart of the matter.

Activity:

Materials: Flip chart and markers.

Summarise on the flip chart the characteristics of a supportive listener. List ways you can become a supportive listener in your work and in your life in general.

List ways you can help people to be more supportive when listening to you.



Active Listening:

To help the other person feel comfortable enough to share, you can use a technique called active listening.

The aims of active listening are:

- To create mutual understanding and trust
- To encouraging the other person to speak
- To find out information
- To smooth emotions

Two techniques of active listening include:

- Asking questions
- Rephrasing (paraphrasing by summarising).

Paraphrasing confirms to the speaker how much the listener has understood.

The following are often used to paraphrase:

- "As I understand it ..."
- "If I have understood you correctly ..."
- "So, ..."
- "Correct me if I am wrong, ..."
- "So you are saying that ..."

Activity:

Materials: None.

Divide group into 3-person subgroups.

In every group one person should take role of observer, another takes role of speaker and the third member takes the role of the active listener. The speaker may tell about

- What animals she or he likes?
- What is her or his favourite season?
- What is her or his least liked chore? Etc

Discuss with the group how effective active listening was in each subgroup.

Activity:

Materials: A copy of the worksheet on Rephrasing (cf. Appendix B) for each participant.

**In order to listen actively, we should:**

- Demonstrate a willingness to listen
- Demonstrate an interest in the other person
- Be able to focus on the other person and his or her life.
- Respect the other person.

Respecting the other person does not necessarily mean agreeing with all their ideas.

Activity:

Materials: None.

Part I:**Divide group into pairs.**

Remember or make up some unpleasant reply that was said to you or you heard someone say to somebody else. Repeat this to your partner.

He/she should paraphrase it and says it back to you.

- How do you feel in the role of a person who has made an unpleasant comment?
- What happened?

Say and paraphrase in turns.

Part II:

Again, using phrases from above, try re-phrasing and repeat it back to you partner.

- How do you feel in the role of the offended person?
- What happened?
- Discuss the interactions.

**Echoing:**

Echoing is a technique where you repeat the talker's last word or phrase. This technique is useful in situations where the speaker can't find the right words or runs out of words. You should be careful with this technique so that you don't sound like a parrot.

Repeating the other person's last words or phrase – so-called "echoing" – gives support and encouragement.

Example:

1.

Tom: "I can't figure it out what to do. I am so confused, ..."

Mary: "confused...."

2.

Mary: "I would like something big and beautiful and..."

Tom: "Big and beautiful and ...?"

Beware of overdoing echoing!

Using echoing is neutral. It is not positive or negative, it is not agreeing or disagreeing – it is a sign that you are a supportive listener.

Optional Activity:

Materials: Video Camera & TV to display recording.

Divide the group into pairs and record the listener while they listen to their partner.

Discuss which components of silent, supportive and active listening the listener used.



2. The Reluctant Speaker

Introduction:

The aim of this section is to learn what to do when the person you are speaking to is a person of few words. We will explore what approaches may help, and how to put into practice the skills we learned about earlier – those of active and supportive listening.

Activity:

Materials: A copy of this story for each member of the group; Paper and Pens.

Read and discuss the following story:

A woman sat down by her husband and said: "I've heard that it's useful to listen to each other in a family. I'm ready to listen now. There must be something bothering you when you come home late at night and don't eat the food I have prepared. Tell me."

The woman looked him in the eyes, leaned towards him, smiled... The husband remained silent and looked down. Time passed by. The woman was still looking in his face. The man was still silent.

- What is the point of this story?
- What advice would you give the woman?

(In your group, write the advice on a piece of paper, put them in a hat or a bag. Read the suggestions one by one, aloud and discuss the merits of each.

**Why do many people not talk?**

Most people do not open up because they are afraid of being misunderstood, of criticism and of others' opinions. Also, that the info we give will be used to harm us.

We are afraid to disappoint other people; we feel guilt or shame. It is hard to talk to a person who is a bad listener.

To encourage a person to talk could sometimes take more than just silent listening and encouragement. You may need something more.

I can never tell you what you said, but only what I have heard. I will have to rephrase what you have said, and check it out with you to make sure that what left your mind and heart arrived in my mind and heart intact and without distortion.

Active listening is a skill to notify the speaker about how he has been understood.

Why don't some people talk?

These, and other opinions may be collected as feedback on flipchart

- Some people are more timid than others – they have to sure that the intercommunication is safe, that people really want to know their opinion
- Some people are more cautious and more thorough than others – they need time to express themselves
- Some people have the experience of not being listened to. Why talk at all?
- Some people are afraid of being ridiculed – what will others think if I express myself in that way?
- Some people think that their opinion doesn't count
- Some people have the experience where talking hurts them – they will be taken advantage of
- Some people are so tensed that they are unable to express themselves right away



How 'Active Listening' may encourage the Reluctant Speaker?

Active listening could be useful when silent/passive listening doesn't give any results. Active listening is certainly necessary to find out about the needs and wishes of the people in the group, solving problem situations, also getting hidden information.

To help your partner to talk you can use some of the techniques we learned earlier. For example, **re-phrasing** (also called paraphrasing) is one technique that you can use.

In the case of the reluctant speaker this technique can help the listener:

- gather more information than the speaker was at first willing to give
- check if you have understood the person correctly
- clarify an indistinct talk
- to remember the text more efficiently, distinguish the significant from the insignificant
- keep the topic in frames while unnoticeably directing the conversation the necessary way
- take time/pressure/tension off
- to point out contradictions

Activity:

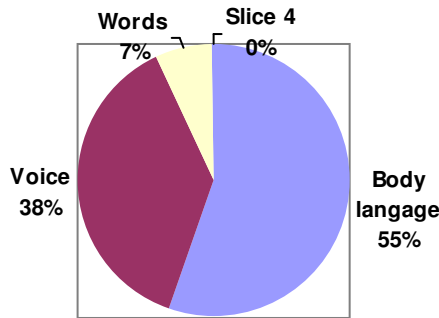
Materials: None.

Break into pairs and use some of the following re-phrasing starters to rephrase what your partner is saying:

- I see that you think...
- I get the picture that you...
- You see things...
- It sounds like you wanted to...
- As I hear, you want to...
- I suddenly realized that you...
- I went mute when you told me that...
- I heard despair in your words when you...
- It hurt me when you were told that...
- I got the idea from what you were saying that you...
- You sense danger when you...
- It can really put you 'off' when you...
- So you clearly understand that...
- You're convinced that...
- You think...

**Non-verbal Contact:**

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Consequently, nonverbal means of communication are psychologically much more powerful than words can be. Usually people are not conscious of their own body language, but they strongly react to nonverbal signals they get from their partners

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You can start contact verbally by:

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- Introducing yourself
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With the help of these methods you:

- Attract the other person's attention
- Give him or her some time to collect thoughts and feel comfortable
- Create a proper atmosphere for good communication.

Activity:

Materials: Flipchart and Pens

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At the beginning of a conversation, it is a good idea to make it easy for the other person to speak as well. "Conversation-starters" are a way to do this – sentences that encourage or express support and interest or ask leading questions.

Examples:

- I don't think we have met before.
- What do you think about this?
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Trying to move too quickly by putting pressure on the other person is the most common mistake that we make in communicating with others.

Activity:

Materials: None

Use "conversation-starters" at least 10 times in different situations. Afterwards, write down your observations about their effectiveness.

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7 Principles of Establishing Good Contact:

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6. Choose an appropriate intonation – business-like, practical, warm, "smile in the voice" etc.
7. Eliminate distracting factors (mobile phone, telephone, turning over papers etc.) Switching off your phone is a sign that you are ready for serious communication

Activity:

Materials: None

Over the next week:

Observe the 7 principles of establishing good contact in your dealings with other people.

- Which principles did you follow?
- How effective were they?
- Which principles were easy for you to follow?
- Which principles were difficult?
- Which principles do you need to practice?

Feedback and Planning:

15 minutes from the end of this session, bring the group together, and with a flip chart or paper, discuss how participants felt about this session.

Focus on:

- What the group enjoyed
- What the group didn't like
- What items they found most relevant to their needs

As a group, plan the next session taking this feedback into consideration. Agree on mentors for the next session.

Remember to allow 5 minutes at the end of each session for participants to fill in their "Personal Learning Diary".

**References:****Appendices:**

- | | | |
|-------|--|-----|
| A. | Emotion Cards | p03 |
| <hr/> | | |
| B. | Getting communication off to a good start:
How to initiate positive communication. | p04 |
| <hr/> | | |
| C. | Personal Learning Diary | |

**Appendix A.****Emotion Cards Worksheets.**

Print a copy for the group and cut into cards – one for each person.

Boredom	Anger	Sarcasm	Joy
Frustration	Disappointment	Hatred	Love
Anxiety	Fear	Delight	Tiredness
Satisfaction	Relaxed	Nervous	Excited

Let's work	My dog died	This routes group is interesting	I love you
Mary had a little lamb	This traffic is something else!	Flying is fun	That's great

**Appendix B.****Rephrasing**

Place a correct mark after each sentence in the appropriate column below.

	Evaluation free	Judgemental
I think that you're stupid		
I understood from what you were saying that you're not satisfied with the outcome of your actions		
You have done it all wrong again		
While listening you, I noticed that you feel insecure about yourself		
I understand that you're an alcoholic		
So you like to drink beer		



Appendix C.

Personal Learning Diary

Session: _____

What are the most important things I have learned in this session?

Record your thoughts, impressions and reactions during the session. This personal learning diary is strictly for your own use.





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**Session 3 Theme:**

This is the third session covering Listening Skills. Here, we discuss the importance of **context in communication** – ie. it is not only what and how something is said, but also the context (why, to whom, the mood we are in, the preceding communication etc.).

- | | | |
|----|---|-----|
| 1. | The importance of Context in Communication:
Different questions yield different results and we will see that on the surface, we only hear words, and do not necessarily understand what exact feelings and intentions are behind those words. | P35 |
| | | |
| 2. | Appendices: <ul style="list-style-type: none">• Support Materials• Personal Learning Diary | P40 |



1. The importance of Context in Communication:

Introduction:

Words and phrases that people use (ie. The 'visible' part of communication) are only the tip of the iceberg of communication.

People express only a small amount of thoughts and feelings in their words.

The listener is trying to understand what the person is saying but sees things his or her own way.

For example there are three meanings to the phrase "black bird cage".

- A birdcage which is painted black.
- A cage for a blackbird
- A cage for black birds.

We see, hear and feel what we want to see, hear and feel.

Activity:

Materials: Paper and Pen
Flip Chart and Pens for Summary

The whole group discuss this activity:

a) Write this sentence on the Flip-chart: " That chicken is hot"

How many possible meanings can we interpret from this sentence?

b) "Tourism is very profitable branch of economy. You know, I think that we should do something. I have many various ideas how to develop life. All people must find some job. Unfortunately no one is interested in anything, they are disconcerted about their destiny..."

What is s/he talking about? Did you clearly understand what the talker meant?

You may discuss about this text so that at first everyone write down the main things what s/he catch from this text. Then all group mix all lists and list by list read them. Explore similarities and differences in your conclusions.



Questioning:

Specifying is comprehended as asking questions that help you to make conversation more accurate. The speaker will also gain a clearer picture of the situation.

Linguistic inaccuracies could come up in the level of a word or the structure of the sentence

The scheme in **Appendix A** describes linguistic inaccuracies:

Closed and Open questioning techniques are very useful to find out more.

Closed questions can be defined as questions that you can answer with just one word.

A typical closed question is starting with "does, do, did". You can only answer that question with 2 answers (yes, no). There are some do-questions with only one possible answer. Like "Do you sleep?" "Are you dead?"

Using a lot of closed questions can make the partner resistant, irritated. However, these questions are necessary if you want a certain yes or no answer.

Questions "where", "who", "when", "whom", "what" etc don't provide the speaker with the opportunity to expand the subject.

Activity:

Materials: Paper and pen for Part 2.

As a whole Group:

1. Ask someone to describe a handsome man to the group. However, ask them not to use specific terms, and say something like "this thing is good to look at, has strong parts, makes you feel comfortable etc". Group has to guess what is being talked about.

2. Let the group describe/draw concepts like: comfortable chair, handsome man, rich person, old car, Finnish (French, German, American) tourist.

Compare the results. What can we conclude from this?



Open questions: You usually can't answer open questions with only one word. The typical fully open questions begin with "how" and "why".

An especially nice question is "how". The question "why" sometime engenders a feeling of guilt or anxiety, the partner might feel kind of stupid.

(Why do you sleep on midday? Why do you wear this shirt? Why do you let your?)

Positive Listening Skills:

There are two 'players' in communication, one with the – role of speaker and role of listener. Since some listening techniques are connected with listeners active talking, it is sometimes hard to distinguish listening from talking.

How can we notice when someone is not really listening when we speak? The following section will look at this question.

Activity:

Materials: Tourist or other information booklet; paper and pen.

1. Read again the text above (the text starting with "Tourism is very profitable branch of economy."). Try to put as many as you can questions to this text.

2. Take a tourist booklet and ask maximum amount of specifying questions about the sentences given there.

3. Write down information concerning you firm/what you do.

Exchange the texts within the group. Everybody has to form the maximum amount of specifying questions about the text.

What did you learn during this exercise?



The following do **NOT** encourage positive listening skills in the other person –

- giving orders or presenting demands (*talk faster, get to the point*)
- making threats or giving warnings (*if you don't talk to me in a friendlier tone, I won't listen to you anymore; calm down then I'll listen to you*)
- teaching or admonishing (*you should do things this way, it's not polite to act like this*)
- making decisions on behalf of the other person (wear this dress, buy this thing, try it this way)
- moralizing (I couldn't afford to do these kind of things when I was your age...)
- condemnation, disparagement, accusations (I told you so)
- praising (You're good indeed, I think you're right)
- speaking with irony, humiliation (That was all?!, Are you sure you want this?, Oh, what are you talking about?)
- forcing upon your interpretations, diagnosis (now I know why you acted that way)
- calming, consolation (Everybody makes mistakes, It will be alright) interrogation (who started it?)
- joking, distracting attention (lets talk about something else)
- reading other persons mind (it seems to me that you would like some stake)

Activity:

The group can break up into pairs for this activity and gather together again to discuss at the conclusion.

Each member of the group asks his/her partner a question using "why" and afterwards asks the very same question using the word "how". (Example: Why were you late? How were you late?)

- How do these questions seem like?
- What was the result of different questions?
- How did you feel when you thought about answer?



The list above show how the speaker can ruin listening skills in the other person, and may make the other person in the conversation feel inferior / ineligible.

Listening techniques like other communication skills **are learnable** and are acquired and developed through practice.

Listening skills are part of an effective service. A good listener is on the same wave with the client, therefore is able to receive more specific information about the client's needs and can remove discords in the service.

A pleasant service provider is the reason why the client returns to that company, it's not just because of the specific service. Being able to listen is especially important while resolving conflicts.

Listening techniques like other communication skills are learnable and are acquired through practice

Activity:

This activity can be done in pairs, or get two volunteers from the group to role-play the two people from the conversation below.

Directions:

At first play the conversation as it is. Then repeat, but this time use different active listening techniques (rephrasing and specifying).

The Story:

On one evening a husband and his wife were along at home. It was nice peaceful evening.

Husband: I feel cold all time today

Wife: It's not possible, radiator (central heating) is quite hot.

Husband: May be it is old age ...

Wife: Oh, not that again ...

Husband: Really, I feel myself such.

Wife: Don't complain, look others in the same age!

Husband: Recently, I don't feel so good.

Wife: You work too hard. You must rest.

Husband: How do you imagining that? And, the reason is not this. It's something else.

Wife: Oh, have you called to Oliver? You promised to decide about Saturday.

Husband: Yes, I called. – Here is really cold.

Wife: I know, I make you cup of tea, then you will forget about feeling cold..

Husband: No, it makes me sweat.

Wife: What do you want then? Are you feeling cold or not?

Husband: I want nothing. It's nothing.....

What do we learn from this activity?



References:

Appendices:

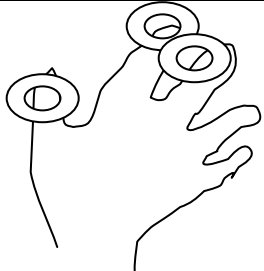
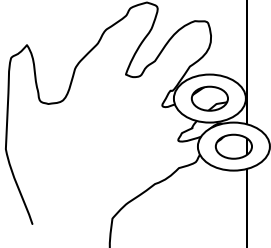
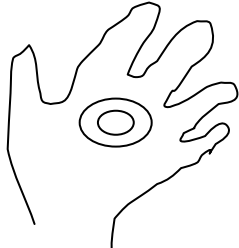
A.	Scheme of Linguistic inaccuracies	p41
B.	Personal Learning Diary	p42



Appendix A.

Scheme of Linguistic Inaccuracies.

The following scheme describes linguistic inaccuracies: (Printout if appropriate)

	Deletion			Generalization		Distortion		
What?	Noun (I, s/he, They, one, people, somewhere etc)	Verb (have sent etc.)	Criteria of comparison (Big, rich, interesting etc)	Nouns (always, no one, all etc)	Verbs (cant't, must, have to etc)	Accusations (you make me, I know ...)	Reading ones mind (X=Y)	Interpretation (reading thoughts)
How?	They don't understand me One thing is bothering me There are no tourists He ignored me He's teasing me Clients have a lot of complaints I want tasty food			Always happening.... No one loves me. Everybody go pass our hotel. I can't... I have to... I am not allowed to...		You make me sad. I know what you're trying to say. He didn't say hello, therefore he hates...		
What to do?	Restore the actual idea			Specify truthfulness		Find out what preceded		
How exactly?	Questions: Who exactly doesn't understand you? What exactly is bothering you? What kind of tourists? How exactly did he ignore you? How does he tease you? A lot compared to what? More from what? Tasty compared to which food? Etc.			Questions: Always? Is it sometimes different? No one? Has it sometimes happened that someone sill...? Everybody? What is stopping you? What happens if you nevertheless do it? How do you know your not allowed to? Etc.		How am I able to make you sad? How do you know that? How does the fact that he didn't say hello indicate that he hates? Etc.		
Tips: Different questions can be imaginarily placed on you fingers								

(More from these authors: Richard Bandler, John Grinder, Fritz Perls, Virginia Satir and Milton H. Erickson)



Appendix B.

Personal Learning Diary

Session: _____

What are the most important things I have learned in this session?

Record your thoughts, impressions and reactions during the session. This personal learning diary is strictly for your own use.





MODULE	2
UNIT	1 2 3
SESSION	1 2 3 4

**Session 4 Theme:**

This is the fourth session covering Listening Skills. Here, we discuss the problems and misunderstandings that can arise while listening, and how to avoid these. You will explore how to give feedback while listening, and discuss how to end communication on a positive note.

There are various degrees or levels of listening. We explore and observe what happens when using different levels of listening.

- | | | |
|-------|--|-----|
| 1. | Problems with listening:
Learn to be aware of blocks we, or others can put in place to sabotage positive communication. | P46 |
| <hr/> | | |
| 2. | Different Levels of feedback:
By using feedback effectively, we can change the quality of what someone is saying to us. | P49 |
| <hr/> | | |
| 3. | Ending communication on a positive note:
Often, meetings finish in a rush, leaving some issues to be resolved and an uncertain start for the subsequent meeting. | P50 |
| <hr/> | | |
| 4. | Appendices: <ul style="list-style-type: none">• Support Materials• Personal Learning Diary | P53 |



1. Problems with Listening:

Introduction:

There are **traps** or **roadblocks** in relation to listening and communication that prevent building a relationship of trust.

When these 'traps' are used while communicating, they have a negative effect. These roadblocks block the openness of the person you are talking to, and give a sign that you are not willing to be open, and are not in fact engaged in active listening.

Sometimes we experience underlying barriers or blocks when communicating with others. It's difficult to continue – for example it is difficult to have a discussion when you are angry or tired, or if you feel the other person has something on their mind.

Activity:

Materials: None

Discussion in pairs followed by whole group discussion.

Think back on previous discussions you have had as a group.

- When is it difficult for me to listen?
- What kinds of speakers are "difficult" for me to cope with?

**a. Judgement**

- criticising, accusing, arguing:
"You have done a foolish thing."
"You have no right to say this."
- disdaining judgements
"All women are alike."
- interpreting
"I can understand why you are doing this."
- praising
"You are quite right."

b. Bullying / Ordering

- ordering
"Try to do it in this way."
- warning, threatening
"Calm down, and I will listen to you."
- sophistry
"You should still be more accommodating."
- questioning
"Are you going to repeat this attempt making this mistake again?"
- giving advice, dissolving problems for the other person
"That should be done in this way."

c. Ignoring what your partner is really saying

- changing the subject, interrupting, joking
"Better, let's speak about something else."
"Ah, story or something."
- concentrating on logic, referring to the facts
"If you had done this instead..."
- soothing
"Do not worry, everything will be all right."

Activity:

Materials: None

Discussion in pairs followed by whole group discussion.

Remember we talked earlier about the concept of "roadblocks".

Questions for discussion:

- Which of them have you used yourself?
- Which have you noticed with other people?
- Which are your "favourites"?

Activity (Optional):

Materials: None

Homework.

Observe your behaviour as a listener during a couple of days/weeks. If possible, make notes every evening; which roadblock(s) did you use? What conclusion did you come to?

Feel free to write notes in your Personal Learning Diary (Appendix B.)

**Activity:**

Materials: Flip chart and pens for summary of discussion.

Discussion in pairs followed by whole group discussion.

Ask one partner to speak about a trip of his/hers. The other partner should take the role of listener use different subtle "roadblocks".

After a short time, change the roles.

- What happened?
- Ask your partner about his/her feelings and thoughts.
- What do you conclude?

Activity:

Materials: Flip chart and pens for summary of discussion.

Discussion in pairs followed by whole group discussion.

Write about the principles of yours that have turned out to be useful for listening. Make so-called list of recommendations (alone or with group).

For good communication:

- stay calm
- ignore accusations
- respect yourself and other people surrounding you
- express yourself clearly

So, in conclusion, the biggest obstacles to obtaining new skills are inside of us - they are our inner beliefs (principles) and attitude, formed by education, upbringing and surroundings.

In order to make some changes possible you must first of all change your attitudes.

If you wish to change the World, you must start with yourself!

**2. Different levels of feedback:**

We cannot change other people's behaviour. We can only influence them to behave differently. The only ones we may be able to change are we ourselves. If you wish a change in your life, do something else, in a different way. It is not important whether it is a big or a small different doing.

Every voyage round the world starts with a first step.

The longest journey starts with one short step.

Activity:

Materials: The Table in Appendix A. can be used to record notes.

Discussion in groups of 3, followed by whole group discussion.

Each group should have 3 roles: Speaker, Listener and Expert.

Theme: How might your ROUTES group develop business or tourism or other economical project in your area?

Listener tries to use all different listening skills.

Expert observe the listener, making notes about using positive listening skills. After 15 minutes expert gives feedback to listener. I.e. What skills the listener has used?

Then speaker tells the listener what contributed to and what detracted from the communication.

Then people change their roles (every time 15 minutes speaking and about 5-7 minutes for feedback). Each person in the 3-person group should try each role.

- What do you learn during this activity?



3. Ending communication on a positive note:

Aims:

- To learn to finish a communication session so that the next meeting would be productive.
- To understand the importance of feedback in a communication
- To learn to give constructive feedback (criticism)

How can we finish so that the next session will be successful?

When you finish communicating with someone, the impression you give and the way you act when you leave will usually be remembered. This impression can often be the basis of your next encounter.

So, how should we finish?

- Summarize the main points
- Thank people for their time
- Show appreciation for people's input
- Express hope of further pleasant meetings in future

Ensure some time for wrapping-up / concluding. Make sure that your partner / colleagues are as ready for it as you are.

Activity:

Materials: None.

Discussion in groups of 3, followed by whole group discussion.

Think back on some various conversations you have had lately.

- Which of them have left you a good impression, and
- Which do you have an unpleasant feeling about?
- How could you explain it?
- If possible, discuss it with your colleagues.



Signs:

The wish to end the contact will be notified by both nonverbal and verbal signs.

Nonverbal signs

- looking around
- diminishing the length and frequency of a visual contact
- gathering things
- standing up or getting ready for it

*Nonverbal
signs*

Verbal signs

- “All right”, “Let it be so” or some other short closing expressions
- unexpected interfering with your own talk and giving the order of speaking to the partner at the end
- varying the pace or tone of your voice

*Verbal
hints*

Leaving rituals belong to the ending of communication:

*Leaving
rituals*

- giving regards to third persons
- shaking hands
- seeing to the door



For group work also, it may be useful to have some common leaving rituals too. For example, everyone might be invited to say some words about the meeting to conclude. For example, answer:

- What was important for you?
- What did you learn during this time?
- What do you want to take from this session?

2 Key Points:

Spending time to wrap up builds and promotes a relationship of trust with the same person(s) for the next meeting.

The way you end a meeting is the most essential thing for promoting a prolonged relation of trust. It is like starting to build a new bridge – the first stones are being put to their place.

Conclusion:

The same way we measure the time in minutes, and length in centimetres, we can measure the effectiveness of communication with the help of feedback and observation.

Activity:

Materials: Flip chart and pen to collate feedback.

Discussion in pairs followed by whole group discussion.

Discuss the two key points opposite briefly in small groups.

On the flip-chart, make two lists:

1. What do you agree with
 2. What do you disagree with?
- Add some examples from your own experience.
 - All groups explain others what they find and why they think so. Try to find common understanding!



References:

Appendices:

A.	Table for discussion activity on local potential for business	p54
B.	Personal Learning Diary	p55



Appendix A.

Table for discussion activity on local potential for business.

You may use following blank for notes.

	How many times?	How exactly?
CONTACT Verbal Nonverbal DOOR-OPENERS SILENT LISTENING ENCOURAGING LISTENING Gestures Rhythm Pose Voice REPHRASING ASKING QUESTIONS Do, are, is .. Who, what, when.. Why How ATTITUDE		
Not positive listening		



Appendix B.

Personal Learning Diary

Session: _____

What are the most important things I have learned in this session?

Record your thoughts, impressions and reactions during the session. This personal learning diary is strictly for your own use.