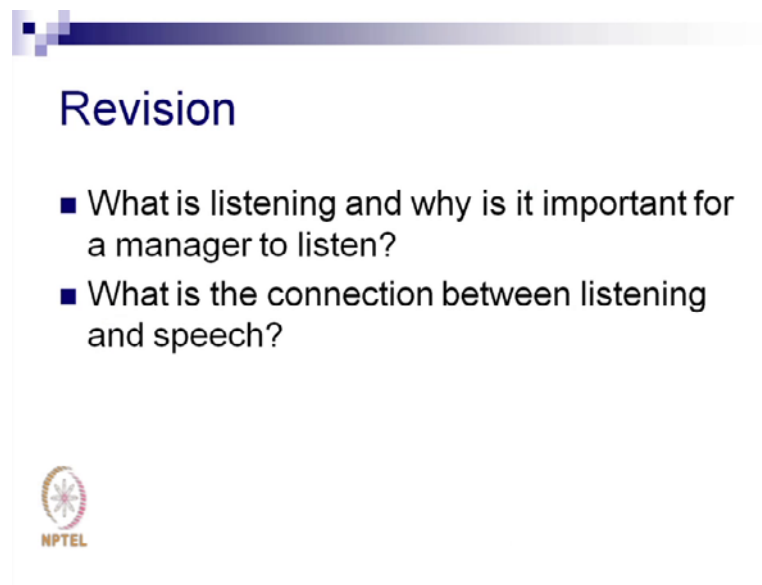


International Business Communication
Prof. A. Malik
Vinod Gupta School of Management
Indian Institute of Technology, Kharagpur

Lecture - 16
Listening (Contd.)


Welcome back to the lecture on Listening and to the class on International Business Communication. I am sure I have given you a lots of theories, lots of different things to think about to talk about to discuss in class. And I just wanted to give you a background of whatever we have been doing, and then we will move on to the more interesting parts of the lectures on communication which is the applications of communication and we will do one of those things today. So, let us get started we were talking about listening last time and we will continue with the same thing today.

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Revision

- What is listening and why is it important for a manager to listen?
- What is the connection between listening and speech?



Before we go to that again the same routine, let us start with a little bit of revision, discuss amongst yourselves think about this before you move on to the portions of this lecture. Think about what listening is and why it is important for a manager to listen to develop the ability to listen, it is not as easy as it sounds it is very, very difficult. And we were talking about some barriers to communication to speaking and listening, and we will talk about the barriers to listening today, but I really, really want you to think why it is important for a manager to listen to start speaking and listening.

And we have seen this very interesting clip, from the movie the king's speech the last time, and I would like you to discuss amongst your selves, if you have not already done so. Please discuss the connection between listening and speaking and is it always good to listen or do you need to tune out at some point, as you saw in that movie and of course, this will take us to the next part of today's lecture, which is to the first part of today's lecture, which is the barriers to listening and one of the barriers, I can hear in the background right now, there is some something that is being hammered somewhere any way.

So, that interferes with your ability to listen that interferes with your ability to proceed the signals coming from your environment, the one very, very important factor that we discovered from the clip last time, was the king again I urge you to watch the movie it is very nice. But, the king had a problem he is stammered and the person who was helping him with the stammering, discovered that his stammering was not a biological disorder which in most cases it is not.

It was more as a psychological disorder, I am not trying to train you on speech therapy or anything like that, I am just trying to help you understand what can interfere with your normal day to day conservation. So, what we discovered in the clip last time was that once the king tuned out or stopped the intrapersonal communication, we have talked about the levels of communication, we talked about intrapersonal communication. Which is the communication we have with ourselves, we communicate with ourselves, we talk to ourselves we have lots of thoughts going on in our own minds.

And this is what the king was concerned about, and he had too much going on in his mind he had this fear of speaking, he assumed that he would not be able to speak. So, he could not speak properly with the nice flow may be resonation, stammering was a result of some fear that have been there. But, that sort of you know the feedback that he kept getting from the environment, said into his fear and just increased his fear.

And once this person who is helping him, reduced the level of intrapersonal communication, by increasing the noise, he told the king that you have to speak what is written on in this book. And once the king started speaking what was written in the book, and he started focusing on something else, you know on something other than his own fear of speaking his speech was flawless. So, that is the connection listening too much

can interfere with our ability to speak, and that is where I would leave this it is not, so simple.

But, then further you know to move to take the conversation forward, we will just talk about listening first and the own purpose of these lectures is not to train you to give P h 2 to give you PHD's in communication or anything. It is to give you full for thought, it is to sensitize you to an environments, so that is what I want you to do right now, I want you to take this little stimulus and think a lot more. And discuss amongst your selves and discover your own unique ways of becoming sensitive to your environments.

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Forms of ineffective listening (Wood, 1998)

- **Pseudolistening:**
 - Pretending to listen, appearing attentive, but not really listening
 - Problems:
 - For listener: nothing registers
 - For speaker: confusion about feedback from audience
- **Monopolizing:**
 - Hogging the scene by focussing on oneself instead of listening
 - Tactics:
 - Rerouting
 - Interrupting

So, without further do let us move on there are some forms ineffective listening, we talked about listening last time, we talked about these things in a different context I will repeat some of these things it may seem a little repetitive, but it is ok. So, we were talking about listening and there are some forms of ineffective listening, that we do consciously. One is pseudo listening, and what pseudo listening is it means pretending to listen appearing attentive, but not really listening.

And this is what most of you do in class, I hope not I sure hope not, but anyway. So, this is what you know this is what we do, when we are forced to sit through a class or when we are forced to sit through a meeting or when we are we have too much going on and we are trying to attend to various things. So, we pseudo listen, we pretend to listen the

problems that can happen because the pseudo listening are the first thing is that nothing really registers.

Nothing really goes into our minds, nothing really registers with us we do not perceive anything, we do not make connections, we do not form memory traces it comes and go's. For the speaker pseudo listening can cause confusion about feedback from the audience, the speaker is trying to focus on various things at the same time, and the speaker is also looking for feedback from the audience. That is going to get the speaker some stimulus or some direction as to how to take the conversation forward.

Even if the content is set, the speaker wants to get some feedback on from the environment regarding what here she should be focusing on or what here she should be emphasizing on the content is there. But, the amount of time and energy spent on every part of that content, depends on what the audience wants as we talked about communication effectiveness of communication does not depend on me as a speaker it depends on you as the listener.

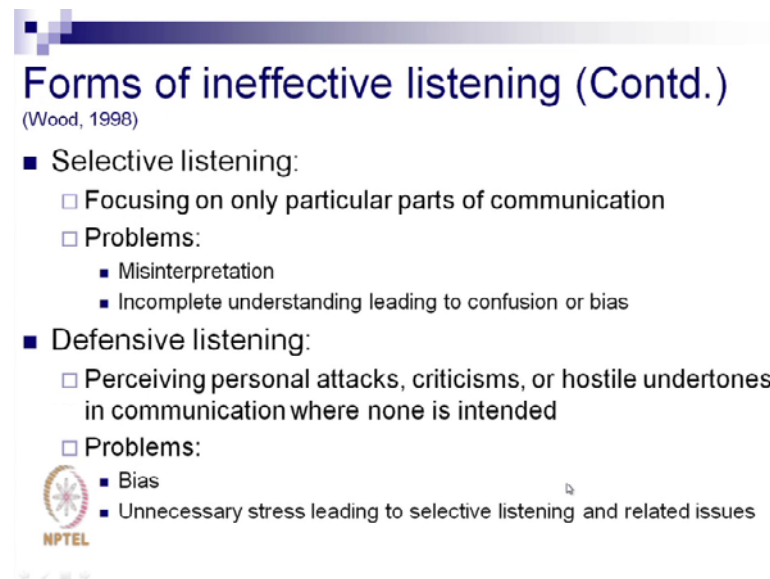
So, you have to keep reminding me what matters more to you, and that is the hard part of these lectures I do not have that real world feedback from here anyway. So, pseudo listening creates a confusion about the feedback from the audience, and can interfere with the speakers ability to fairly assess the situation, and the effective in situations in speaking situations. The other form of an effective listening is monopolizing, monopolizing monopoly you know, you know one person is sort of they be all and all one person takes the lead in doing things.

So, what monopolizing does is how do we monopolize, we can as the reroute which means we the listener keeps bringing the attention to their own selves or we can interrupt. And you keep interrupting the speaker this is where feedback comes in, this is how we monopolize, we keep giving the speaker that we as listeners are more important than what is being talked about. So, even if the conversation focuses on a general topic per say I am the one you should be focusing on, not what you are talking about, please make sure everything you are saying is connected to me.

And whether there is a connection or not I really do not care, I want the attention focus towards me, towards the things that matter more to me, and how do we. We do this we do this by rerouting discussions, we do this by interrupting the speaker, we do this by not


letting the speaker complete whatever she is trying to say. And the problems this can create I am sorry they are not up on the slide, that why do not you discuss amongst your selves. And the problems this can get create are of course, for the speaker it can distract the speaker from what is being said for the listener, it can give the listener a biased view of the whole situation, and completely skewed view of the whole situation.

(Refer Slide Time: 09:35)



Forms of ineffective listening (Contd.)
(Wood, 1998)

- **Selective listening:**
 - Focusing on only particular parts of communication
 - **Problems:**
 - Misinterpretation
 - Incomplete understanding leading to confusion or bias
- **Defensive listening:**
 - Perceiving personal attacks, criticisms, or hostile undertones in communication where none is intended
 - **Problems:**
 - Bias
 - Unnecessary stress leading to selective listening and related issues



The other forms of ineffective listening are selective listening, where we focus only on particular parts of communication. This is what happens, when we are sitting in class with a specific purpose environment it is good, it is very good to selectively listen sometimes. But, what it does is it takes the parts I mean we decide what we want to listen to and we filter out sounds, other sounds or other parts of the content what this does is it shows us things that are scattered all around, it removes things from their context and just presents them to us as we want to see them.

So, the biggest problems because of this that can happen or one is we tend to misinterpret things, we talked about the importance of context in understanding situations. In perceiving the situations accurately, and when we take things out of context and we see only parts of the whole and not parts, we do not see parts in context with the whole, we see parts removed from the whole which is selective listening. We tend to listen to things and make our own connections, which may or may not be there, the other thing this can result in is incomplete understanding leading to confusion or bias.

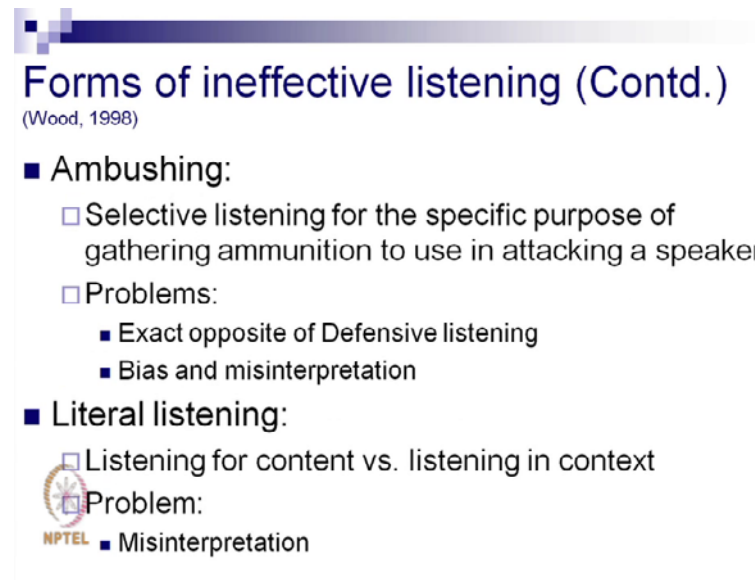
If we do not see the connections that the speaker is intending to show us, we may form our own connections because we want to remember whatever we have heard or listened to. And if we are only listening to parts of the whole situation of parts of the whole thing that is being said, we will only we will try and form our own connections because we missed out the connections that the speaker had really intended to show us. And that can rely, that can lead to confusion or bias on our parts, we focus only on one side, we see only one side of the story, we see only one aspect of the whole story.

And of course, that can then you know that is spread back into the system, the speaker gets a different view and the whole communication process is affected because of that. The other form of ineffective listening here is, defensive listening defensive listening is perceiving personal attacks criticisms or hostile undertones in communication where none is intended. I feel that I am the one being victimized at all times, that is defensive listening, everybody is working against me.

So, you know I whatever I listened to is things that are not in my favor, and that kind of an approach and I am not saying whether it is right or wrong all I am saying is that yes sometimes it happens. Sometimes when we are under lot of stress, we had things going negatively, we tend to get defensive, we tend to put up this wall in front of us where we were, so scared to step out because we keep getting hurt and we keep hearing negative things.

So, we just put up this whole wall and after the state of negative things, if something positive comes along even then we do not see it as positive. And the problems this can create is again a bias, and unnecessary stress leading to selective listening and related issues. We are under, so much stress that we are only able to see parts of the whole, and then that leads to misinterpretation, that leads to incomplete understanding, that leads to confusion and bias next.

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Forms of ineffective listening (Contd.)
(Wood, 1998)

- **Ambushing:**
 - Selective listening for the specific purpose of gathering ammunition to use in attacking a speaker
 - Problems:
 - Exact opposite of Defensive listening
 - Bias and misinterpretation
- **Literal listening:**
 - Listening for content vs. listening in context
 - Problem:
 - Misinterpretation

Ambushing, ambushing is selective listening for the purpose of gathering ammunition to using attacking the speaker. And this is what we have seen sometimes again I do not think it will be politically correct for me to point out, the professions in which we might see this. So, I will leave you all to discuss that, but once in a while we do use this tactic, we use this tactic of this when we are having debates in college, when we are having some sort of a speech competition, we look for material to attack the other person with or we will look of vulnerability, what the other person is same.

And or when we as teachers are listening to you, we are not really looking for information to attack you with we are looking to note down the points that you may be weak in. So, that we can help you improve upon those points, those aspects of your speech, the biggest problem with ambushing and again ambushing has a negative connotation. But, critical listening can also be sort of you know a positive side of ambushing, problems are it is the exact opposite of defensive listening.

It is not I who is being attacked and the one who is attacking somebody else, and the one who is gathering this all this material to attack somebody to catch them, on the wrong foot etcetera. And again this can leads to bias and misinterpretation, the next form of ineffective listening is literal listening, literal listening means only listening for content versus listening in context, I focus only on what, I see I do not see it as part of the whole,

I do not see it in context. I just if somebody says I am not able to speak today or if somebody says I am not prepared for the lecture today or if somebody comes to work.

And says I will not be able to give it a 100 percent, today what do we say you are not giving your work a 100 percent. So, you are ineffective, you are inefficient, you are not doing your work properly, so the salary will be deducted you do not let the other person see where they are coming from, you do not see where this person is coming from you even had a bad day. The previous day may be they have not been able to sleep, may be they have been sick.

But, the person says I am sorry boss I could only finish 50 percent of the work, and that is all you focus on, you do not listen to everything else what the person has said. And we unfortunately label all these things as professionalism, I do not think that is right, but again you are entitled to your own opinion, the biggest problem for listen for with biggest problem with listening for content, where should listening in context is misinterpretation. All these forms of ineffective listening are not mutually exclusive they are all connected to each other anyway.

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Forms of ineffective listening (Contd.)
(Lewis, 1980)

- **Emotional deafness:**
 - The mental 'tuning out' that happens when the speaker uses terminology that turns off the listener or uses words so embodied with feeling that the listener gets caught up in what is being said
 - Factors affecting emotional deafness:
 - Level of involvement: ↑involvement → ↑bias → ↓likelihood of people wanting to listen
 - Defensiveness: stems from insecurity
 - Resentment of opposition
 - Clash of personalities

The last form of ineffective listening that I would like to tell you about is emotional deafness, it is the mental tuning out that happens when the speaker uses terminology that turns off the listener or uses words. So, embodied with feeling that the listener gets caught up in what is being said, so full of emotion, I come and I say oh my god

communication is great, you know you must get into communication and I am giving you all these theories and everything, and unless I explain the applications to your real lives.

If you as listeners of whatever, I am saying or get interested in the theories I am talking about, then maybe you will just look at what I have said, you know just this theory is not go deeper and deeper into it and on. On the other hand, if there are practitioners who are listening to what I am saying, they may feel uncomfortable about some of the theories I am discussing I accept that. Because, they will say you are giving us all of this information, but what is the practical utility and I do not care, if you know 500 people wrote different things on communication, I would rather see 500 situations.

So, the minute I start dolling out these complicated theories and these complicated viewpoints you emotionally tune out you are like, what is going on I do not understand this, I do not care which theory is known to be the best, I do not care how good this person may be professionally. If she is not saying, what I feel passionately about I do not have to listen to anything she says, and that is perfectly fine we all do it, the factors affecting emotional deafness are one is the level of involvement. So, the modern was we are, the more likely we are to be biased either in favor of or against.

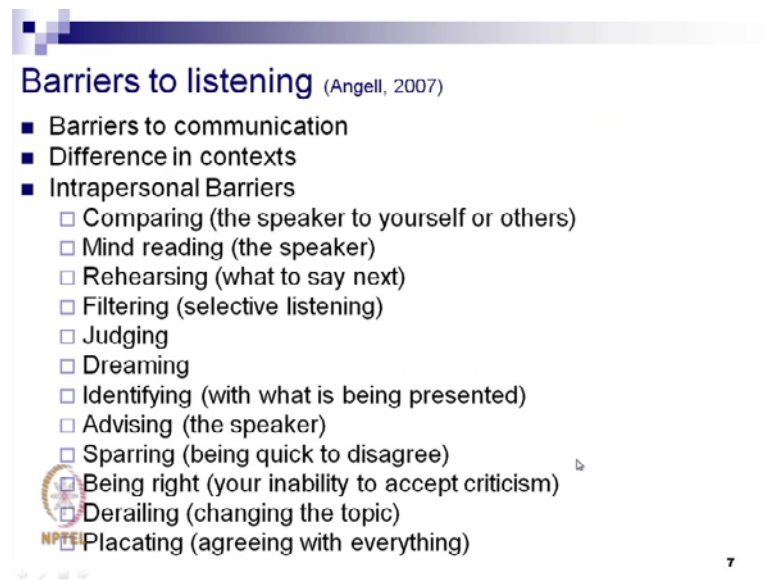
Whatever is being said in context, and the less likelihood of there is of us wanting to listen to things in the right perceptive. So, that is our level of involvement interferes you know we are, so caught up with our own emotions, we also caught up with what we feel about whatever is being said, let us take a controversial topic like as an example. Let us take a controversial topic like the India, Pakistan crisis for example, we all have very, very strong views, about that you all have very strong views about the manner in which gender issues, are handled in different countries.

And we are all very we have very strong views about the about ethics for example, I am just giving the broad examples. So, whenever we take sides we get, so caught up in emotion, I feel this about my religion, I feel this about religion as a whole and when we start talking about these things we get, so caught up in emotion and we just tune out. We just forget whatever else exists, and it is unless a passionate about something you can really move forward.

But, it can interfere with your ability to see things and perceptive next, defensiveness emotional deafness can be effective by defensiveness. If I am in secure about something if, I feel that I am being attacked by some body or something that is being said, I can get more and more defensive. And that can in turn lead to my all these negative feelings in my mind, about what people are saying about me, and that can in turn effect how I reacts to my environment, and what I taken from the environment my defensiveness we talk about defensive listening.

Resentment of opposition somebody is not too happy with what I am saying, and somebody says well whatever you are saying it does not mean anything, somebody is and you know many people criticize, what I am saying or oppose what I am saying. And that leads to or what I feel and that needs to, so much of discomfort that it interferes with my ability to listen to those people, class of personalities I just do not like the person who is saying things. I just do not like the person I am forced to listen to and my personal negative feelings about this person. Who I am forced to listen to interfere with my ability to listen to this person and so that can cause emotional deafness next.

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Barriers to listening (Angell, 2007)

- Barriers to communication
- Difference in contexts
- Intrapersonal Barriers
 - Comparing (the speaker to yourself or others)
 - Mind reading (the speaker)
 - Rehearsing (what to say next)
 - Filtering (selective listening)
 - Judging
 - Dreaming
 - Identifying (with what is being presented)
 - Advising (the speaker)
 - Sparring (being quick to disagree)
 - Being right (your inability to accept criticism)
 - Derailing (changing the topic)
 - Placating (agreeing with everything)

Some barriers to listening, we talked about barriers to communication, so I am not going to repeat that those same barriers apply here also, difference in contexts is another one. Then we have these intrapersonal barriers, barriers within our own minds within ourselves, the first one is comparing we compare whoever is saying, you know and these

are the barriers to listening. If I am listening, I have a tendency to put myself in the shoes of the speaker or I have a tendency to think.

If I were the one saying this I would do it slightly differently, if I were the one teaching this class on communication, I would be able to teach it much better than Aradhna Malik who is sitting up there, and giving us all these complicated theories and all these complicated information. So, you compare yours the speaker to yourself or others or you know somebody in my class can make a better presentation on communication, than she can, but she is sitting at then and I am posed to listen to her.

So, that is comparing mind reading the speaker you look at me and you try and figure out what is going on in my mind, I wish you could this class room, you would probably get a different perceptive I have empty chairs in front of me. And I am teaching empty chairs right now, and I am hoping that some of you will be sitting on these chairs at some point. But, you know when the speaker says something, we try and assume what the speaker must be feeling or we try and assume what the speaker must be or what the speaker will be saying next.

And that can interfere with our ability to listen to things on perceptive, the next enter is my barrier rehearsing. If I am the one who is supposed to speak next, then I keep thinking about whatever I can get from the speaker, so that I can save the next thing much more effectively. Filtering we talked about selective listening, judging is another one I am evaluating the person, I am evaluating the situation, I am evaluating the content.

And I am, so busy evaluating what has been said or who is saying things or how the audience is reacting that I miss out on whatever else is being said because listening is dynamic speaking is dynamic the flow of conversation is dynamic something is coming to me from the environment. And I get, so caught up in whatever and by the time you know whatever is reaching me, whatever is coming to me has reached it is really in the past five minutes you look at it philosophically, the next thing is on it is way.

So, by the time I process the information it is already outdated, by a few milliseconds probably, but any way do you mean my god what a boring lecture on communication. I do not want to listen to all this, I will just read all the slides and I am thinking about the next meal I am going to have with my friends and this might be tune out. Identifying you

identify with what is being presented some communication, teacher in the class room could be looking at what I am saying and saying, oh great somebody else feels the same way that I do about communication, great I hope some of you are able to do that.

And, so you identify and you are like this is what really make sense, advising the speaker senior professionals welcome your advise, looking forward to it. If you are sitting in the audience, if you are listening to my lectures my reviewers, would probably be wanting to point out things and you will say I need to advise Aradhna on these things, do not mumble too much do not go off track too much, do not get repetitive. And you are, so busy looking for opportunities or looking for instances, where I tend to repeat things that you miss out on what I am saying next.

Sparing again being quick to disagree some of us have that habit, we immediately no I feel wrong, I feel I you know we immediately somebody asks us something, and we raise on hands. And we say I am I disagree I have a different point of view, it is a great to have a different point of view, the coaching centers for MBA's and interviews and all those places teach you to have an edge, over others and how do you develop that edge by being different. And how do you be different because you question.

And if thing and you, so that have this different angle, different sorry different perception about everything different ideas about different things. And unfortunately that can interfere with your ability to listen to things that you might, actually agree with because you are, so busy trying to develop that edge. About you know over the others in your team you know when you go for these group discussions and all what do your coaching centers tell you.

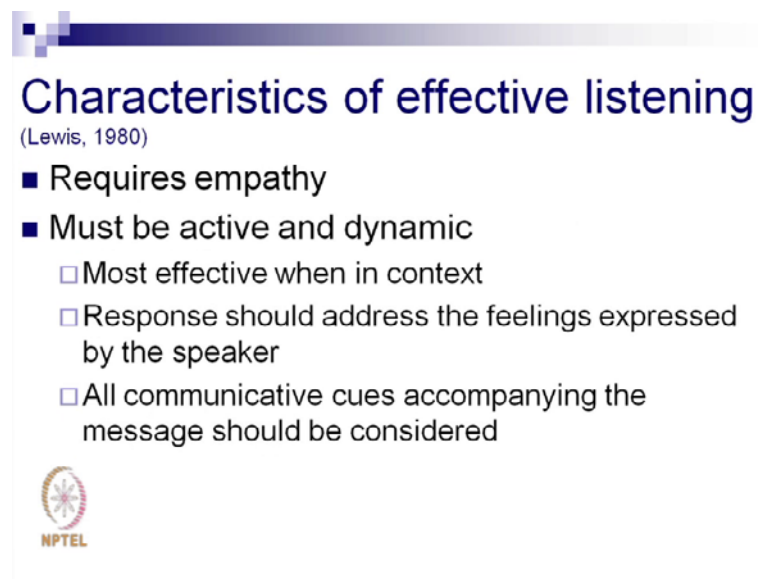
Again this is not an track this is yes it has to, but it has to be naturally it does not it cannot be taught, it has to develop with practice. So, what do people tell you that you need to have an edge over the others, and then your in your attempt to convince the evaluator that you have an edge over the others. And you immediately look for things to disagree, on immediately raise your hand, immediately jump into the group discussion and say I disagree.

And then you attention is focused on you, and you may end up repeating the same thing again. But, so that is sparing being right is your inability to accept criticism again, I am the biggest defaulter here it is hard for us, as we grow older as we gain more and more

knowledge. It is hard for us to accept that we could be wrong in some situations, but everybody has a right to their opinions, and everybody has a right to critically point out things that we do not agree with, some of us have a higher inability or are not as able to accept criticism.

And that can interfere with us, with our listening with listening to things that might actually help us improve whatever we are doing, derailing some of us we just changed the topic. Because, something else takes priority and placating and once in a while you know just to avoid disagreements, just to avoid a negative situation, whether we agree with something or not we just completely miss on the things, we want to be expected, we want people to like us. So, what do we do we just keep nodding our heads somebody says do you agree yes I agree yes I agree. So, that is that can interfere with our listening.


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Characteristics of effective listening

(Lewis, 1980)

- Requires empathy
- Must be active and dynamic
 - Most effective when in context
 - Response should address the feelings expressed by the speaker
 - All communicative cues accompanying the message should be considered

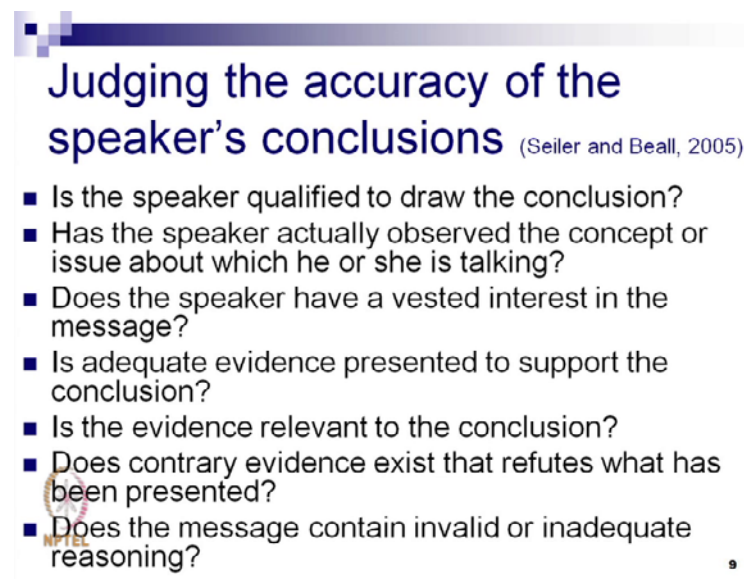


Some characteristics of effective listening, listening requires empathy you need to feel what the speaker is trying to tell you, and that will help you listen effectively. It must be active and dynamic, it is most effective than in context listening has to be active, it has to be constant, it has to be constantly evolving, it is most effective even in context. We need to listen to everything that is going on around you, and only then can you perceive things appropriately, the response should address the feelings expressed by the speaker.

However, see you listen to react you listen to respond and when we listen actively we also pay attention to the feelings, with of the speaker and then we draft our response, it

should be able to address the feelings expressed by the speaker. All communicative cues accompanying the message should be considered, again I cannot emphasize more or less on this, we need to see things in context, we need to notice the verbal and nonverbal signals. And everything else that is coming all these communicative, cues communicative hints that are coming to us from the speaker and once, we do that we are able to listen to things, properly, actively effectively.

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Judging the accuracy of the speaker's conclusions (Seiler and Beall, 2005)

- Is the speaker qualified to draw the conclusion?
- Has the speaker actually observed the concept or issue about which he or she is talking?
- Does the speaker have a vested interest in the message?
- Is adequate evidence presented to support the conclusion?
- Is the evidence relevant to the conclusion?
- Does contrary evidence exist that refutes what has been presented?
- Does the message contain invalid or inadequate reasoning?

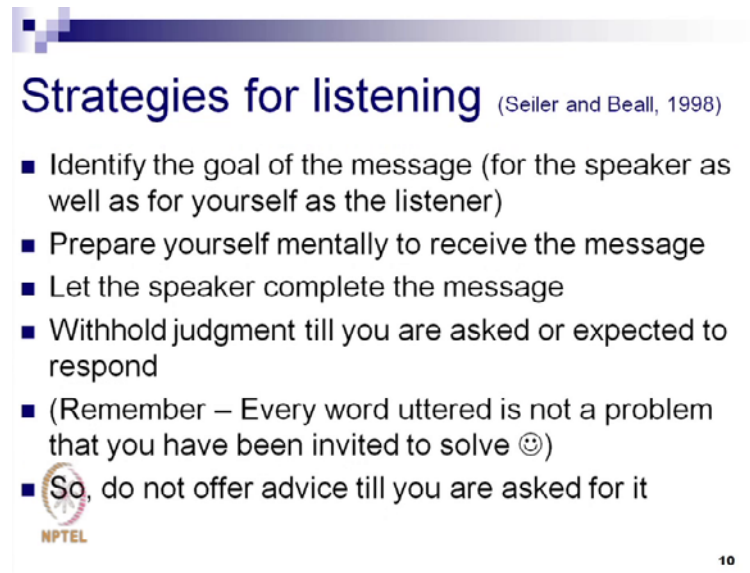
Now, when you are listening critically we also need to judge the we may need to judge the accuracy of the speakers conclusions, when we are listening for feedback and we will come to feedback a little later. We the first thing we need to, listen to is this is the speaker qualified to draw the conclusion, is the speaker in the right spot, has the speaker actually observes the concept or issue about which he or she is talking about.

Does the speaker have a vested interest, this will help us access the speaker, access the context, access the listening situation. Does the speaker have a vested interest in the message, and again this could leads to sparing, it could lead to selective listening, it could lead to defensive listening, it could leads to other forms of an effective listening is adequate evidence presented to support the conclusion, is the evidence relevance to the conclusion, whatever the speaker is saying, if you are listening critically.

Does contrary evidence exist that refutes what has been presented, and does the message contain invalid or inadequate reasoning. So, this is near the strategies that we will needs

to or these are the questions that we will need to ask ourselves, when we are listening critically when we are listening for specific pieces of information.

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Strategies for listening (Seiler and Beall, 1998)

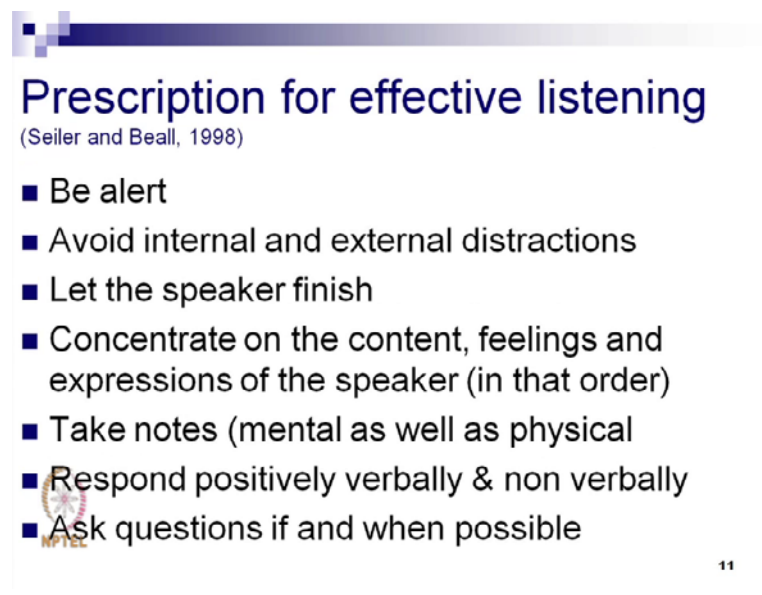
- Identify the goal of the message (for the speaker as well as for yourself as the listener)
- Prepare yourself mentally to receive the message
- Let the speaker complete the message
- Withhold judgment till you are asked or expected to respond
- (Remember – Every word uttered is not a problem that you have been invited to solve 😊)
- So, do not offer advice till you are asked for it

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Some strategies for listening, when you are trying to listen various things that you can do at, one is identify the goal of the message for the speaker, as well as for yourself as the listener what do I want from this. Prepare yourself mentally to receive the message, I want to get it I had I am open to new opinions, I am open to the signals coming to me from the environment. Let the speaker complete the message, before you respond withhold judgment till you are asked or expected to respond, hold on, listen let the speaker complete the message. Remember, every word uttered is not a problem that you have been invited to solve, this is one tendency that all of us including me needs to curb. So, do not offer advice till you are asked for it, and you will be able to listen better.

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Prescription for effective listening

(Seiler and Beall, 1998)


- Be alert
- Avoid internal and external distractions
- Let the speaker finish
- Concentrate on the content, feelings and expressions of the speaker (in that order)
- Take notes (mental as well as physical)
- Respond positively verbally & non verbally
- Ask questions if and when possible

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Some prescriptions for effective listening be alert, avoid internal and external distractions, stop the interpersonal communication. Let the speaker finish, let the speaker stop what they are doing, concentrate on the content feelings and expressions of the speaker in that order first, on the content then the feelings then the expressions take all of these together. And then try and understand what is really going on, take notes mentally as well as physically. Remember things tag them with your memory traces, respond positively verbally and nonverbally be as positive try and see various things imperceptive. And ask questions if anywhere possible do remember what has been said ((Refer Time: 36:52)).


The next thing that we will talk about and I hope we have time for this if not we will probably just take it to the next session, but I hope we will be able to finish feedback it is not too tough, so anyway. So, feedback is an application of listening and that is why I have included feedback in the lecture on listening.

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Feedback as an application of listening

- A basic response to what is heard, read, or seen; information that is *fed* back to the sender, indicating to what degree a message has been understood, believed, assimilated, and accepted. (Lewis, 1980)
- System inputs carry with them information that is useful in both regulating the relative openness of the system itself and coordinating the efforts of the subsystems. This information is called *feedback*.
(Modaff and DeWine, 2002)

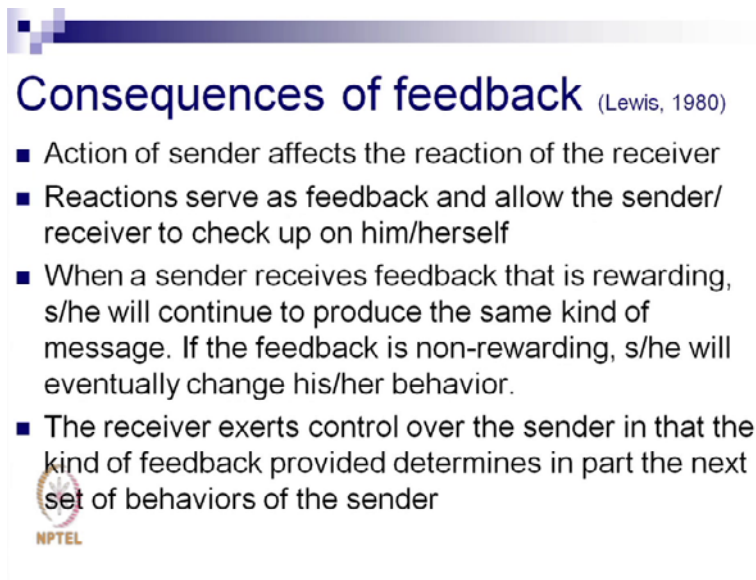


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I am sorry about this feedback is an application of listening, a feedback is a basic response to what is heard, read or seen it is information that is fed back to the sender. Indicating to what degree a message has been understood, believed assimilated and accepted. We call it feedback because we feed the information that we derive from the message that we have received, back to the speaker.


Now, in the context of organizational communication, system imports carry with them information that is useful in both regulating, the relative openness of the system itself and coordinating the efforts of the subsystems. This information is called feedback, I would really urge the teachers teaching this course or the listeners or the students listening to this course, to focus on this and I will repeat this and I will explain this in the next class. But, I really want you take this second portion, and think about it, and we will talk about it more when we talk about organizational communication.

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Consequences of feedback (Lewis, 1980)

- Action of sender affects the reaction of the receiver
- Reactions serve as feedback and allow the sender/ receiver to check up on him/herself
- When a sender receives feedback that is rewarding, s/he will continue to produce the same kind of message. If the feedback is non-rewarding, s/he will eventually change his/her behavior.
- The receiver exerts control over the sender in that the kind of feedback provided determines in part the next set of behaviors of the sender

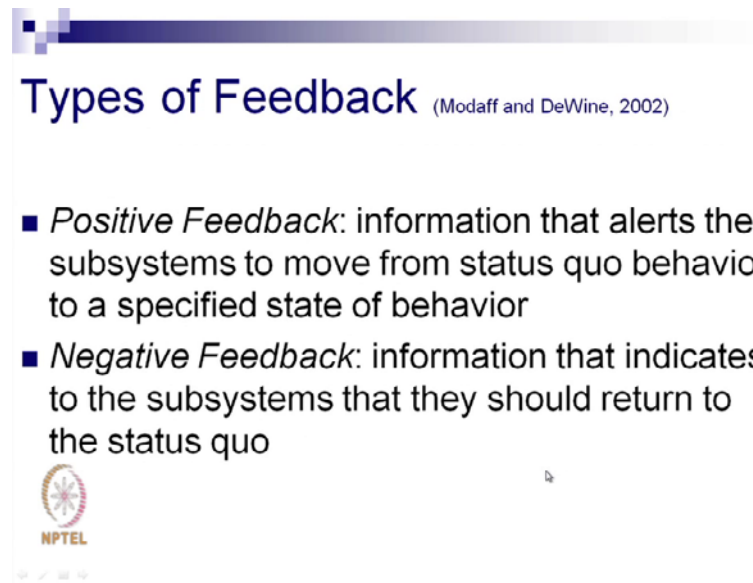


Some consequences of feedback what does feedback do, feedback when we receive feedback the action of the sender affects the reaction of the receiver. So, when we give somebody feedback, we listen for feedback, we listen and then we respond this is the next step in listening. So, the action of sender affect the reaction of the receiver, the reactions earn as feedback and allow the sender or receiver to check up on himself or herself.

And, so this is constant messages sent, received then and the next message is generated based on the message that has been received. And this next message that is generated is called feedback, when a sender, receives feedback that is rewarding, here she will continue to produce the same kind of message. If the feedback is non rewarding, excuse me he or she will eventually change his or her behavior. The receiver exerts control over the sender in that the kind of feedback provided determines, in part the next set of behaviors of the sender.


So, what we get if this stimulus again all that sounds very complicated, but it is not we are essentially talking about the impact whatever, we have whatever we say has on the person receiving the message, and how this leads to drafting of the next message that is pretty much what this means.

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Types of Feedback (Modaff and DeWine, 2002)

- *Positive Feedback*: information that alerts the subsystems to move from status quo behavior to a specified state of behavior
- *Negative Feedback*: information that indicates to the subsystems that they should return to the status quo

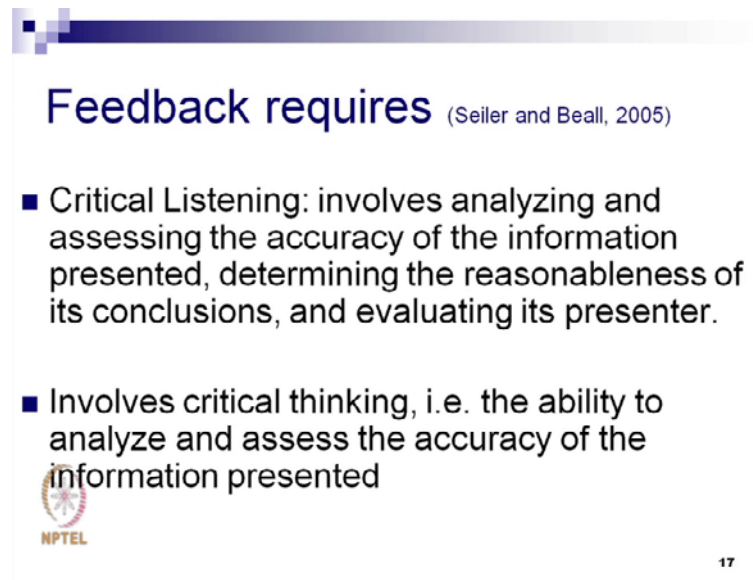


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Some types of feedback positive feedback is information that alerts the subsystems to move from status quo behavior to a specified state of behavior. When we get somebody positive feedback we evolve, things we take things to the next level we say you did a great job let us make it better. So, you specify the next stage this is the status quo this is very, very expected to be let us move to the next stage, which is definitely better great you have done a great job let us move to next stage.


Negative feedback is information that indicates to the subsystems that they should return to the status quo, this was not expected of you please come back and do what is expected of you. Status quo is what is expected of you, I am not happy with your performance please stop performing the way you are expected to perform. As an employee of this organization please start studying the way a student in this great organization supposed to study.

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Feedback requires (Seiler and Beall, 2005)

- **Critical Listening:** involves analyzing and assessing the accuracy of the information presented, determining the reasonableness of its conclusions, and evaluating its presenter.
- **Involves critical thinking, i.e. the ability to analyze and assess the accuracy of the information presented**




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So, that is this is what is expected of you please come back, feedback requires critical listening which is what we just talked about. It involves analyzing and assessing the accuracy of the information presented, determining the reasonableness of its conclusions and evaluating its presenter. And I am sorry about that slide being a little earlier maybe I should have replaced it anyway, it involves when we critically listen for things and again these two things are interconnected.

So, it becomes difficult to sort of place these concepts anyway, critical listening involves the analysis of the speaker, the speaker's context the analysis of the content, the assessment of the accuracy of the information that is being given to you. And determination of the reasonableness of its conclusions and evaluation of the presenter, it also involves critical thinking, which is the ability to analyze and assess the accuracy of the information presented.


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Ensuring utility of feedback (Lewis, 1980)

The person receiving feedback must:

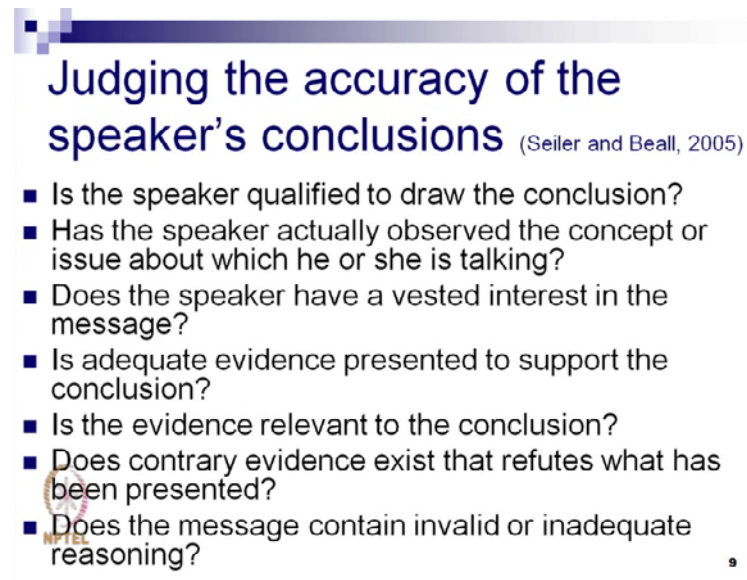
- Understand the information
- Be able to accept the information
- Be able to do something about the information



Ensuring utility of feedback how do you ensure that, the feedback you receive is really going to be useful, the first thing that you can do to ensure the utility of feedback is that the person receiving feedback must understand the information. Before, you decide that feedback is going to be given to somebody; you must ensure that the person who is getting this feedback is actually able to understand the information that is being given to him.

The second thing that this that you need to do is, ensure that the person receiving the feedback is able to accept the information; the person must be open to receiving the information. You should draft the information in such a manner that the person is able to understand, what you are saying and also is willing to accept the information. And the third essential thing in feedback is that the person receiving the feedback should be able to do something about the information. Otherwise giving feedback is pointless, why should you critically listen to something, why should you critically analyze something. Unless you would able to tell the speaker, let us go back to the slides on how asses feedback.

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Judging the accuracy of the speaker's conclusions (Seiler and Beall, 2005)

- Is the speaker qualified to draw the conclusion?
- Has the speaker actually observed the concept or issue about which he or she is talking?
- Does the speaker have a vested interest in the message?
- Is adequate evidence presented to support the conclusion?
- Is the evidence relevant to the conclusion?
- Does contrary evidence exist that refutes what has been presented?
- Does the message contain invalid or inadequate reasoning?

So, when we judge the accuracy of speaker's conclusions, this is the prescriptions for critical listening, why should you spend, so much time in assessing all these things. If you feel that the speaker is not qualified to draw the conclusion, what is your next step going to be. And how will you communicate this to the speaker, if you feel that the speaker has actually not absorbs the concept or issue about which he or she is talking. One how do you know that this is not true.

And two what kind of speaker do about it is it really possible for the speaker, go back in that situation and do something about things or will the speaker need to get some training or will the speaker need to get develop some more insights. So, what do you want the speaker to do, will the speaker be able to understand the terminology you are using that is why I spend, so much time of explaining all these difficult terms. I know some of you may be, experts in communication you have written books on communication.

But, I also realize that the lectures these lectures are going to be broadcast or going to be used, in smaller colleges and schools all over the country, and they are going to be used in colleges and schools were people may not have had, so much expressive to things. So, that is why I repeat things, so that it becomes clearer and again I may not be as effective, but then you know unless you can tell me what I can do to improve upon. Whatever I am saying you are spending time on all of these things will be pointless.

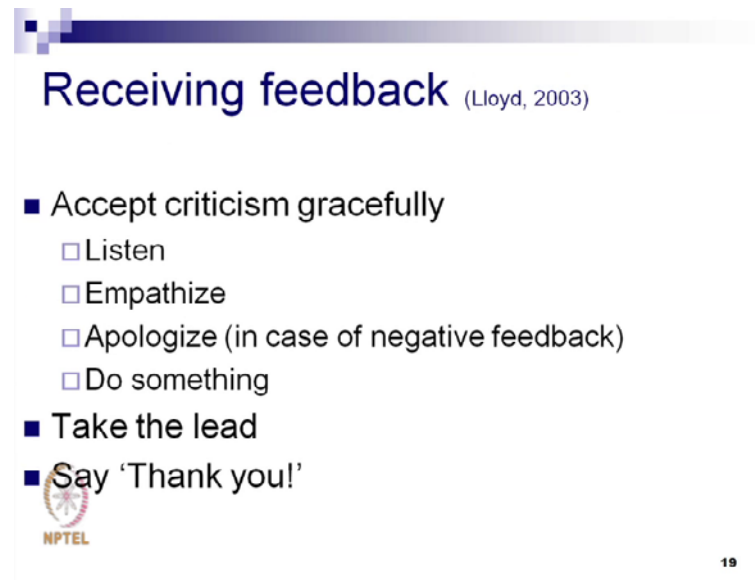
Does the speaker have a vested interest in the message, why am I telling you all these things or why would anyone come and talk to you about, what is the purpose of the speaker's speech, is it entertainment, is it persuasion, is it to clarify something, is it to define themselves why is the speaker saying it. And if the speaker is not assessing both sides of any concept accurately, what is the reason for that and what can they do about it. Is it really their goal to be fairly presenting, both sides of the story or is it their goal only to be presenting one side of the story.

If you are a publicist for any organization it is not your goal, to advertise the positives and negatives of any situation, you will be forced to highlight if you are an adviser or publicist or somebody who is just trying to or a campaign manager or something. You by nature of your job are required to highlight the positives about your organization all the personal representing, and down play. Whatever is negative or not, so feeling about the organization or the person.

So, you have to find out you know when we judge the accuracy of somebody of what is been presented and, so similarly the other questions is also adequate evidence presented in. And other staff, I mean we have to really find out where the person is coming from and whether the person, will be one able to understand what you are saying to be willing to accept the information you are giving in, and three what they may be able to do in anything about it. If we are presenting a biased view of a situation, you give them the feedback that know even if you are in advertiser or a publicist or a campaign manager.


I expect you to you know it is ethical that you present yes it is ethical that they present both sides of the story, but then they also have to decide between the demands of their job. And the reason that they have been appointed as publishes, and campaign managers and advertisers for a particular product. So, it also their job to ensure that the product sells, it is not their job to remove this false yes you could request them to communicate whatever you are saying to the people who have developed product. So, that the product is sound, but you know I mean all this things need to be considered imperceptive. So, that is why we need to draft our feedback accordingly, let us go back to the feedback.

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Receiving feedback (Lloyd, 2003)

- Accept criticism gracefully
 - Listen
 - Empathize
 - Apologize (in case of negative feedback)
 - Do something
- Take the lead
- Say 'Thank you!'

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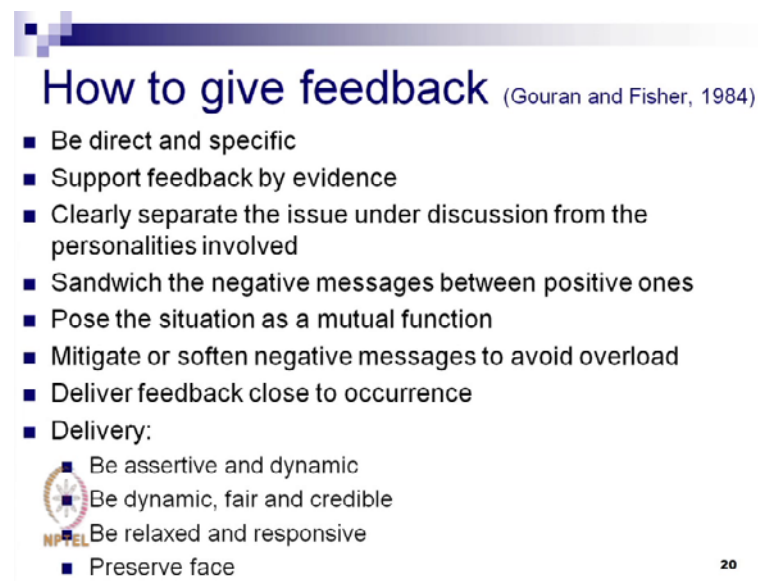
So, this is how you ensure the utility of feedback, ensure that the person is able to do something about the information that has been given to them, how do you receive feedback. Let us first get down to receiving feedback; the first thing that we can do about receiving feedback is, if I am the one getting feedback I need to be able to accept criticism gracefully. Which means I need to listen going back to what we been talking about, last lecture, today's lecture we need to be able to listen.

We need to be able to filter out the sounds, we need to be able to lessen the intrapersonal communication, we need to be able to remove distractions, we need to be able to remove the biases all those things. I should be able to accept criticism gracefully, empathize I should the next one here is empathize; I should be able to put myself in your shoes and feel what you are feeling. And then figure out why you are saying what you saying to me, apologize in case of negative feedback, if somebody says you done something wrong you made a mistake, you hurt my feelings I am sorry.

So, I should be able to apologize and I should be able to do something, again you know the responsibility of making any sort of feedback effective, rest both on the speaker and the listener, rests both on the person giving the feedback and the person receiving the feedback. So, they need to ensure that I can do something and I need to be willing to do something, and I should be able to do something about it take the lead, I should be able to take the lead.

And resolving the situation and or taking this if it is positive feedback I should be willing to take things to the next higher level to improving to helping the organization, evolving further and I should be able to say thank you. Person has taken the person giving me the feedback has taken the time, to evaluate my situation to tell me where I was going wrong to congratulate me, on where I was doing something right. So, I should be able to thank that person for that, time and effort in paying attention to what I have heard.

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How to give feedback (Gouran and Fisher, 1984)

- Be direct and specific
- Support feedback by evidence
- Clearly separate the issue under discussion from the personalities involved
- Sandwich the negative messages between positive ones
- Pose the situation as a mutual function
- Mitigate or soften negative messages to avoid overload
- Deliver feedback close to occurrence
- Delivery:
 - Be assertive and dynamic
 - Be dynamic, fair and credible
 - Be relaxed and responsive
 - Preserve face

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How you give feedback, this is the last part of today's lecture how would you give feedback, when you are trying to give feedback to people be direct and specific, you do not need to ensure be utility. But, you also need to be direct and specific tell, them what you mean, tell them why you are saying whatever you are saying and be to the point and we ask here as possible. Support your feedback by evidence, especially in the case of negative feedback, you needs to be able to prove your reasons for coming to the conclusions that you have come to.

So, make sure that your feedback is supported by evidence, clearly separate the issue under discussion from the personalities involved, I need to be able to focus on the content within the context. But, I need to dissociate myself from what I feel about this person who is talking, sandwich the negative messages between the positive ones, try and start if you have to deliver a negative message, start with the positive message. Then come to may be come to a negative message, and then come to positive message.

So, sort of rap upon two one negative message within two positive messages, and that can be more palatable. Again some people might say that is manipulation, some people might say that this hypocrisy, it is not we are all humans, we all need to appreciate and respect each other's comfort zones. People will be more respectful to our messages, if they know that we are respecting their comfort zones, if we know if they know that we are sensitive to their comfort zones.

Pose the situation has a mutual function, let them know that this is something that you as the person giving feedback, and there has the people receiving feedback, needs to do together mitigate or, so it has to be a mutual sort of effort in taking things forward. Mitigate or soften negative messages to avoid over load, again this is related to the point mentioned above, as far as possible yes it nice to be yes it is nice to be to the point. But, if it is a heavy blow that you are delivering, you know do not say if I had unless you want people that that may be coming that may be a consequence.

I mean it is always nice to because when you give a negative message to somebody the person feels uncomfortable anyway and then there is the search of emotions with the negative message. So, we need to soften the blow and it is always nice to do that, so that they are more open to receiving the messages that we are giving them, and doing something about them. Deliver feedback close to occurrence, make sure that you would deliver your feedback, make sure that you give your feedback.

Soon after the activity that you are giving the feedback on is has ended soon after you are done listening to people soon, after you have done assessing the situation. Delivery how do you deliver feedback be assertive and dynamic, press your point force sort yourself and be dynamic with your feedback, be dynamic fair and credible. If whatever you are saying, if the feedback that you are giving is warranted is support by evidence you have nothing to worry about it will seem fair, it will be it has to be credible you should be the person who is actually even appointed to give that feedback.

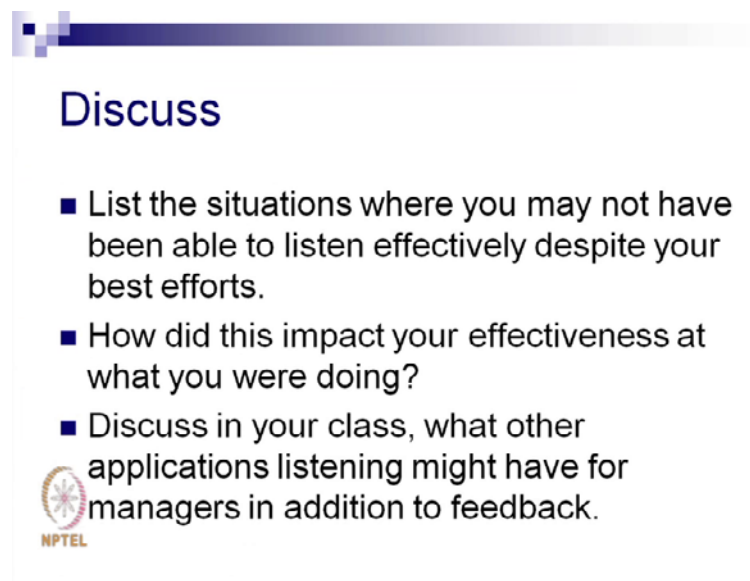
You should be the person who is in a position to give the feedback, whose feedback will be accepted. So, you need to not only be fair, you do also needs to appear to be fair, and you need to be credible that has to be some neat, some backing behind you be relaxed and responsive take things easy no I mean not literally be relaxed. But, also be open to responses to your feedback and be ready with your side of the story, do not appear to be

stressed because you are stress will again you know we will send this negative cues along with the message that you are delivering.

And the person taking the feedback it could interfere with the person's ability to accept the feedback. And preserve face by face we do not only mean the physicals. I mean we do not mean the physical face, we are essentially talking about the public image of a person, try and protect the public image of the person. You are giving the feedback to and enhance it, if you cannot enhance the public image of the person please at least be sensitive enough to not damage the persons public image as for as possible.


I know I have breezed throughout glittery rush through this section on feedback, but I think we have just talked add Nazism about, sensitivity in communication I cannot stress enough, but again I do not want to sound to repetitive. So, it is just everything in communication is all about developing sensitivity in different areas to communication.

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Discuss

- List the situations where you may not have been able to listen effectively despite your best efforts.
- How did this impact your effectiveness at what you were doing?
- Discuss in your class, what other applications listening might have for managers in addition to feedback.

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Now, I really have some things for you to think about we were talking about listening and feedback as an application of listening. So, I really want you to think please list the situations, where you may not have been able to listen effectively despite your best efforts make a list of those situations, what was bothering you why, you were not able to listen to whatever was being said. How did this impact your effectiveness at what you were doing, you were expected to listen to something, but you were not able to do.

So, what did it result in did you get into a conflict situation with somebody, did you were you not able to do your work properly all of those things, I would also like you to discuss in your class. What other applications listening might have for managers in addition to feedback, feedback is one application of or one the next step in listening, you listen you get these messages from your environments. And you draft your response accordingly, so that is one very, very important application of listening.

That I have shared with you, I would really like you to discuss amongst to yourselves and think about, what other things listening can leads to or can help with besides feedback. And that is where we will end our lectures today, but before we do that I would really like you to know that, we are pretty much almost done with these boring painful theories about the basics of communication.

In the next class, we will talk about communication rules and after that we will jump into actual situations that could require you to synergize, whatever you have learnt till now and apply that understanding to whatever I am talking about. So, for the next class I would really like you to read up, to listen to all these lectures these past today was the 15'TH lecture I would really like you to revise, these past 15 lectures. And come prepared to synergize to combine whatever, we have talked about and take things forward with your enhanced sensitivity to your environments, and your enhanced expert is in communication.

Thank you.