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First steps speaking and listening

First steps speaking and listening resource book

Leer en españ A± ol em portuguñas Recently the top executives of a major production facility in the Chicago area were asked to investigate the role that listening was held. Here are three typical comments made by participants: ⨬ Ũ frankly, I never thought to hear an important topical comments made by participants: according to the role that listening was held. Here are three typical comments made by participants: according to the role that listening was held. Here are three typical comments made by participants: according to the role that listening was held. Here are three typical comments made by participants: according to the role that listening was held. Here are three typical comments made by participants: according to the role that listening was held. Here are three typical comments made by participants: according to the role that listening was held. Here are three typical comments made by participants: according to the role that listening was held. Here are three typical comments made by participants: according to the role that listening was held. Here are three typical comments made by participants: according to the role that listening was held. Here are three typical comments made by participants: according to the role that listening was held. Here are three typical comments was according to the role that listening three typical comments was according to the role that listening three typical comments was according to the role that listening three typical comments was according to the role that listening three typical comments was according to the role three typical co alone. But now that I'm aware of it, I think maybe 80% of my work depends on me listening to someone, or someone else listening to someone not listening to someone not listening to someone not listening to someone not listening to someone, or getting it distorted. "It's interesting to me that we have considered so many facets of communication in the company's communications, and it is obviously also the weakest. A"These comments reflect part of an awakening taking place in a Number of management circles. The company is linked together by its communication systems. This communication, businessmen are discovering, depends more on the spoken word is not so much about how people speak as it is about how they listen. The unused potential can be declared, practically no qualifications, that people in general do not know how to listen. They have ears that listen very well, but rarely have tested people's ability to understand and remember what they hear. At the University of Minnesota we examined the listening skills of several thousand students and hundreds of business and professional people. In any case, the person tested listened to short interviews by members of the faculty and was examined for his understanding of the content. These extensive tests led us to this general conclusion: immediately after the average person listens to someone speaking, they only remember about half of what they heard - no matter how carefully they thought they were listening. What happens when time passes? Our test tests - and it was motivated by research reports at Florida State University and Michigan State University1 - that two months after hearing a speech, the average listener will remember only 25% of what was said 25% of what was said 25% of what was said 25% of what has been said 25% of what has bee of what has been said 25% what was said about 25% of what was said about 25 It is surprising to realize that we often forget more in this first short interval of what we do in the next six months. Gap in formation behind this widespread inability to listen to lies, in our opinion, a great supervision of our education system in class. We focused attention on reading, reading, is the primary means we learn, and we practically forgot the art of listening. About six years are dedicated to formal reading instructions in our school systems. The small emphasis is placed on talking, and almost no attention has been given to the training - if you could call training - is often consisted of only a series of admonitions that extend from the first degree through college: "Pay attention!" "Now take this!" "Open your ears!" "Listen!" Of course, our teachers feel the need for good listening. Why then have so many years passed without educators developing formal teaching methods of students to listen? There have been in the face of several false hypotheses that have blocked the teaching of listening. For example: (1) We assumed that the ability to listen well, and "dull" those evil. It is not denied that low intelligence has to do with the inability to listen, but we have greatly exaggerated its importance. A poor listener is not necessarily a smart person. To be good listeners we must apply some skills acquired through experience or training. If a person has not acquired through experience or training skills, his ability to understand and maintain what he feels will be low. This can happen to people with high levels and low levels of intelligence. (2) We assumed that learning to read will automatically teach you to listen. While some of the skills acquired through reading apply to listening is a different skills. Research has shown that reading and listening skills do not improve at the same pace when reading is only taught. This means that in our schools, where little attention is paid to the aurale element of communication, the reading capacity is continually improved while the listening ability, left to falter alone, actually degenerates. As a fair and bad reader, the typical student is graduated in a society where the odds are high that he will have to listen about three times as much as he reads. The barriers to listening training that have been built by such false assumptions are coming down. The educators realize that listening is a skill that can be taught. In Nashville, for example, the public school system began to train in listening is a skill that can be taught. In Nashville, for example, the public school system began to train in listening is a skill that can be taught in the Phoenix school system, in Cincinnati, and throughout the North Dakota state. About two dozen major universities and colleges in the countryThey provide listening to a large segment of the freshman class. Every group of students who took listening training has At least 25% in the ability to understand the spoken word. Some of the groups have improved up to 40%. We also gave a course in listening to adult education classes constituted mainly by companies and professionals. These people have done some of the highest earnings in the listening test scores after working together in this ability one night a week for 17 weeks. Ways to improve any course or any effort that will lead to improvement of listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should do two things: 1. Build awareness of the factors that influence the listening should be also sh of these two educational elements can be carried out by the readers of this article; A certain degree of awareness is developed simply by discussing the factors that influence the listening ability. Later we will discuss some steps that could be taken to run at the second element. Traces and sidetracks in general, people feel that concentration while listening is a greater problem of concentration during any other form of personal communication. In reality, the concentration of listening is more difficult. When we listen, concentration must be achieved despite a peculiar factor for auric communication, one of which few people are aware. Basically, the problem is caused by the fact that we think a lot more quickly than we speak. The average speech rate for most Americans is about 125 words per minute. This rate is slow by going to the human brain, consisting of over 13 billion cells and operates so complicated but efficient that makes the great modern digital computers that seem lenses. The people who study the brain are not in a complete agreement on how it works when we think about it, but most psychologists believe that the means of basic thinking is the language. Surely the words run through our brain at a much higher speed than 125 words per minute. This means that when we listen to, we ask our brain to receive words at an extremely slow rhythm with respect to his abilities. It might seem logical slow down our thoughts when we listen so as to coincide with the vocal rate of 125 words per minute, but slowing down the trial processes seems to be a very difficult thing to do. When we listen, therefore, we continue to think of high speed while the pronounced words arrive at low speed. In the act of listening, the differential between thoughts other than those speak to us. To express another way, we can listen and have a little free time for thought. Improper use or use, of this spare thinking time keeps the answer to how good a person can focus on the spoken word. Case of the disenchanted listener. In our studies at the University of Di We find that most people do not use their free thought time wisely as they listen. We illustrate how this happens by describing a family experience: A, the boss, is talking to B, the subordinate, of a new program that the company is planning to launch. B is a poor listener. In this case, he tries to listen well, but he has difficulty concentrating on what he has to say. A start to speak and B launches in the listening process, grasping every word and sentence that enters his ears. But immediately b find that, due to the slow speech rate of A, he has time to think about things other than the spoken thought line. Unconsciously, b decides to put some thoughts in the aural ones who are coming so slowly. So b comes off quickly on a mental sidetrack and think something like that: â € œOh, yes, before leaving I want to tell about the great success of the meeting I called yesterday.â € then B Back to line of Thought about A and listen to other words. There's a lot of time for B to do what he did, disconnect from what he feels and then returned quickly, and he continues to take Sidetracks to him private thoughts of him. But sooner or later, on one of the mental sidetracks, B is almost sure to stay far too long. When he returns, he is moving ahead of him. At this point it becomes more difficult for b understanding, simply because B has lost part of the oral message. Private mental sidetracks become more inviting than ever, and b slips over many of them. Slowly he lacks more than what he has to say. When he is speaking, he is sure that B will have received and understood less than the one that was told. Rules for good reception An important task in helping people listen better is to teach them to use their free thinking time efficiently as they listen. What does it mean $\hat{a} \notin \mathbb{C}$ To answer this question, we made a large study on people listening habits, especially trying to find out what happens when people listen well. We found that good listeners regularly engage in four mental activities, each oriented to oral discourse and take place simultaneously with that oral speech. All four mental activities are well coordinated when listening works best. They tend to direct a maximum amount of thought to the message received, leaving a minimum quantity of time for mental excursions on the sidetracks that lead away from the thought of the speaker. Here are the four processes: (1) The listener thinks ahead of the speaker thinks ahead of the speaker. Here are the four processes: (1) The listener thinks ahead of the speaker. Here are the four processes: (2) The listener thinks ahead of the speaker. moment. The listener weighs the tests used by the speaker to support the points of the completed speech so far. (4) In the course of the speech, the listener and mentally summarizes the points of the completed speech so far. (4) In the course of the speech, the listener and mentally summarizes the points of the speaker to support the points of the completed speech so far. (4) In the course of the speech, the listener asks. "Is this test valid?" (3) Periodically reviews the listener asks." not necessarily put into spoken words. Pay attention to nonverbal communication (facial expressions, gestures, tone of voice) to see if it adds meaning to spoken words. He asks: "Is the speed at which we think compared to the speed at which people speak allows a lot of time to accomplish these four mental tasks when we listen; however, they require practice before they can enter into the mental agility that makes for good listening. In our training courses we have devised aural exercises designed to give people this practice and thus build good aural concentration habits. Another factor that affects the ability to listen is they can enter into the mental agility that makes for good listening. In our training courses we have devised aural exercises designed to give people this practice and thus build good aural exercises designed to give people this practice and thus build good aural exercises designed to give people this practice and thus build good aural exercises designed to give people this practice and thus build good aural exercises designed to give people this practice and thus build good aural exercises designed to give people this practice and thus build good aural exercises designed to give people this practice and thus build good aural exercises designed to give people this practice and thus build good aural exercises designed to give people this practice and thus build good aural exercises designed to give people this practice and thus build good aural exercises designed to give people this practice and thus build good aural exercises designed to give people this practice and the give people this practice and the give people this practice and the give people this practice are given by the give people that the given people this people that the given people this people that the given people that the reconstruction of thoughts communicated orally once received by the listener. To illustrate: Newspapers reported not too long ago that a church was demolished in Europe and shipped stone by stone to America, where it was reassembled in its original form. The displacement of the church is analogous to what happens when a person speaks and is understood by a listener. The spokesman has a thought. To convey his thought, he cuts it to pieces by putting it into words. Words sent through the air to be accurately understood. But most people don't know what to hear and can't reconstruct the thought. For some reason, many people take great pride in being able to say that they are mostly trying to "get the facts" when they listen. It seems logical enough to do so. If a person gets all the facts, he must certainly understand what he is being told. Therefore, many people try to memorize every single fact that they speak. With such a practice of "creating facts", the listener, we can safely assume, will develop a serious habit of listening. Memorizing the facts is, to begin with, a virtual impossibility for most people in the listening situation. As a fact is to be memorized, the whole, or part, of the next fact is almost certain to be lost. When he is doing his best, the listener is likely to take only some facts, spoil many others, and completely miss the rest. Even in the case of people who can aural assimilation of all the facts they hear and tend to lose the wide areas of spoken communication. When people speak, they want the listeners to understand their ideas. I are especially useful for the construction of ideas, we found, is the skill on which the good listener focuses. Remember the facts only long enough from the ideas that are built by them. But then, almost miraculously, grasping an idea will help the listener to remember the facts of support more effectively than the person who takes the facts himself. This listening ability is what can surely be taught, one where people can build experiences that lead to better auratory communication. Emotional filters in different degrees and in many different ways, listening ability is influenced by our emotions. 2 We can understand and send mentally what we don't want to hear. Or, on the other hand, when someone says what we want to particularly hear, we open our ears wide, accepting everything - truth, half truth or fiction. We could say, then, that our emotions are like auric filters. Sometimes when they are actually causing deafness, and sometimes they completely listen too easy. If we feel something that is opposed to our prejudices, notions, convictions, more deeply rooted, our brains, our brain can become overly stimulated, and not in a direction that leads to good listening. We mentally organize a refutation of what we listen to, formulate a question designed to embarrass the speaker, or perhaps simply turn to thoughts that support our feelings on the subject at hand. For example: the company's accountant goes to the General Manager and says: "I just heard from the Bureau of Internal Revenue, and ..." The General Manager suddenly breathes stronger as you think, "That office exploded! Can't they leave me alone? Every year the government munges my profits to a point where ... Red in the face, turns and fixes the window. The label "burau of the internal income "Taglia le emotions loose that stop listening to the general manager can listen to this - if the accountant presses hard enough - but the odds are that he will not understand it. When emotions make listening too easy, it usually results from hearing something that supports deeply rooted internal feelings we hold. When we feel such supports deeply rooted internal feelings we hold. When we feel such supports deeply rooted internal feelings we hold. When we feel such supports deeply rooted internal feelings we hold. When we feel such supports deeply rooted internal feelings we hold. know; Our critical faculties are put out of the Commission by our emotions. Thinking to fall to the minimum because we are listening to thoughts that we have hosted for years in support of our inner feelings. It's nice to hear someone else think about those thoughts, so we enjoy the whole experience lazy. What can we do about these emotional filters? The solution is not easy in practice, although it can be summed up in thisadmonition: listen to the most important principles of learning, especially learning through the ear. It requires self-control, sometimes more than many of many of us can gather, but persistent practice can be transformed into a precious habit. During listening, the main object is to understand each point made by the speaker. Judgments and decisions must be reserved until after the host has finished. At that time, and only then, review his main ideas and evaluate them. (2) Negative evidence hunt When we listen, it is human to go on a militant research of evidence that tries right into what we believe. We rarely do a search for evidence to prove we're wrong. The latter type of effort is not easy, because behind its application there must be a generous spirit and a real breadth of perspective. However, an important part of listening comprehension is in the search for negative evidence in what we feel. If we understand our minds to look for the ideas that might prove us wrong, as well as those that might prove us right, we are less in danger of losing what people aware of how important their listening ability is, can be of great value in today's business. When people in business fail to feel and understand, results can be expensive. Such things as numbers, dates, places and names are particularly easy to confuse, but simpler chords are often subject to listening errors, too. When these errors are compounded, the resulting cost and inefficiency in corporate communication become serious. Awareness of building the importance of listening among employees can eliminate a large percentage of this type of aural error. What are some of the specific problems that better listening can help you solve? Less paperwork For one thing, it leads to the communication economy. Accidents created by poor listening often give businessmen a real fear of oral communication. As a result, they insist that more and more communication should be written. A large amount of communication must be on the disk, but the pressure to write is often carried too far. The minimum detail becomes "memorate". Paper work accumulates higher and higher and causes part of the tangle we call red ribbon. Many times less writing and more speaking would be advisable, if we could plan a good listening. They require more personal, more equipment and more space than to talk and listen. Often a stenograph and messenger is required, not to mention anything about dictation machines, typewriters and other writing materials. Few people always feel that it is safe to throw away a written communication; so storage equipment is necessary, along withto make the deposit. In oral communication there are more human senses at work than in the visual; and if there is good listening, more often it can be communicated in a message. And, perhaps most important of all, there is the give-and-take feature of oral communication towards the high labeling ability becomes extremely important when it comes to Â «communication towards the high". There are many ways through which the management can send messages down through a company organization, but a few ways for the movement of information to the high. Perhaps the most obvious of the ways to the high is the human chain of people talking to people: the man who works on the bench speaks with his foreman, the foreman with his superintendent, the superintendent with his boss; And, handed down from person to person, the information reaches the top. This communication chain has potential, but rarely works well because it is full of bad listeners. There may be errors for at least three reasons: without good listeners, people don't speak freely and the communication flow rarely starts. If the flow should start, just a bad listener to stop its movement to the high. Although the flow should continue towards the high can work smoothly, but there is no reason to think that they cannot be improved with a better listening. But the first steps must be made by high-level leaders. A greater and better listening from them can trigger the pumps that start the flow to the high information. Human relations People in all stages of business must feel free to talk to their superiors and know they will be satisfied with nice understanding. But too many superiors, while announcing that their doors are always open, do not feel free to say what they want to say. As a result, the subordinates are increasingly withdrawn from their superiors. They do not feel free to say what they want to say. As a result, the subordinates are increasingly withdrawn from their superiors. for the benefit of both sides. When such problems remain unresolved, they often turn into unrealistic monsters that return to tormenting the superior that does not listen. The remedy to this type of auditory failure and should be applied when the subordinates feel the need to speak is what we called â â â «Non-Governing Listening». The listener listens, truly try to understand, and then shows understanding by acting if necessary. Above all, during an oral speech, the listener refrains from launching his disapproval with his own mannerisms or gestures; It is expressed only to ask for clarifications on a point. Because the listener has the chance to feel that his most dear notions and ideas can be wrong, he is not an easy thing to do. Listen Non-Spell without requires more courage than many of us can collect. But when non-directional listening can be applied, the results usually apply the effort. Peoplehave the opportunity to free themselves. Equally important, chances are better that the listener can advise or act effectively when the time comes to make a move. Listening is only one phase of human relationships, only one aspect of the administratorâs work; it will not solve important problems in itself. However, the past experience of many managers and organizations leaves no doubt, in our opinion, that better listening can lead to a reduction in the human friction that many companies are today. Listening to high-pressure selling is quickly giving way to low-pressure methods in marketing industrial and consumer goods. Today's successful seller is likely to focus his attention on approaching the customer's problem to sell. To put this approach to work, listening skills become an essential tool for the salesperson, while their vocal agility becomes less important. How a salesman speaks is relatively unimportant because what he says, when guided by his listening, gives power to the speken word. In other words, listening to the seller becomes an on-the-spot form of customer research that can be immediately put to work in formulating any sales conversation. Regardless of the values that listening may hold for people who live selling, a large number of marketing organizations seem to hold to the belief that glibness has magic. Their improvement efforts are directed primarily at the talking side of the sales. It is our belief, however, that with the typical salesperson's ability to speak at a conference The most important business issues are conducted around the conference tables. Much has been said and written about how to speak at a conference, how to compromise, how to get focused on issues, and how to deal with certain types of individuals. All these things can be very important, but all too often experts forget to say, "First of all, you have to learn to listen in a lecture." The reason for this is simple when we think about the basic purpose for holding almost any conference. People get together to contribute their different views, knowledge and experience to the group members, who then try the best of all the thinking of the lectures to solve a common problem. If there is much more talking than listening in any conference is sure to facilitate the exchange of ideas so important for the success of a meeting. It also offers many other benefits; for example, when participants do a good job of their conference is more likely to go out on irrelevant bribes. The first steps towards listening to the enhanced conference can be taken by the group leader. If it's just going to make an opening an opening an opening an opening attention to the importance of listening, it is the possibility of being imitated by others in his group. Conclusion Some businessmen may want to take steps to develop a program of improvement of the extension in their societies. Here are 14 suggestions designed to carry out what we hope this article has already begun to do... Build awareness of listening as a business tool. (2) Use the film cases that are now becoming available for management training programs. 3 Since these cases present the problem as it would seem in reality, spectators are forced to practice good listening to the sound track but also looking at the facial maniesisms, gestures and movements of actors. (3) If possible, bring qualified speakers and ask them to discuss listening with special reference to how it could apply to the business. Such speakers are available in a number of universities where listening at work. Provide everyone with a simple shape divided into spaces for every hour of the day. Each space should be further divided to allow the user to track the amount of time spent in reading, writing, speaking and listening? What could improve listening means in terms of effectiveness of work? (5) Give a test in the ability to listen to people and show them the scores with tested individuals. (6) Build a record library of spoken words of literature, speeches and so on (many can be purchased through recording shops) and make them available in a room that has a record player. In addition, lend records to employees who might want to take them home to enjoy them at their leisure. For such a library, the material relevant to the work of employees, could be recorded so that those interested can listen to educational purposes. (7) Register a number of effective information sessions that can be held by plant superintendents or others. When new people go to work for the company, ask them to listen through short objective tests. Stresses that this is done because listening is important on new jobs. (8) Set role play situations in which it is asked to cope with complaints comparable to those that may feel from the subordinates. Ask for observers to comment as well as a managerial manager Do your remarks reflect good listening work? Do you care not to get emotionally involved in what your subordinate says? Does the executive listen so that it would encourage the subordinate to speak freely? (9) Ask sellers to divide a notebook into sections, one for each customer. As the information grows, you must refer to it before every return visit to a client. (10) If a marketing organization has a number of friendly customers, invite some of the more articulate ones to join the sellers? Try to convince customers to make critical listening to the salespeople they meet. (11) In a training session, plan and give a lecture on a selected problem and record it. Afterwards, play the recording. Discuss in terms of listening review. Ask each member to rate the listening attention they received during the conversation and report their analysis of their listening performance. (13) At major management meetings on controversial issues, they test Irving J. Lee's "Coercing Procedure." # Under the basic rules of this procedure, which Lee described in detail in his article, the Chair requests a period during which proponents of a debated hot-vision can state their position without interruption; opposition is limited to (a) requests for information on the specific features of the proposal to be considered; and (c) requests for information on the specific features of the proposal to be considered.) whether it is possible to check the assumptions or forecasts of the rapporteur. (14) Sponsor a series of conferences for employees, their families and friends. Lessons could be on any number of interesting topics that have educational value and entertainment functions. Indicate that these lessons are available as part of a listening improvement programme. Not all of these suggestions are applicable to every situation, of course. Each company will have to adapt them to their particular needs. The most important thing, however, cannot be what happens when a specific suggestion is followed, but rather simply what happens when people become aware of the problem of listening and what improved aural skills can do for their work and their businesses. 1. See E. J. J. Kramar and B. Lewis, "Community of Visual and Non-Visual Listening", Journal of Communication, November 1951, p. 16; and Arthur W. Heilman, "A Survey on Measuring and Improving Listening Capacity at College Freshmen, "Speech Monographs, Speech, 1951, p. 308. 2. See Wendell Johnson, "Mr.'s Fatal Process. A speech to Mr B, 'HBR January' February 1953, p. 49. 3. See George W. Gibson, "The Filmed Case in Management Training", HBR May, June 1957, p. 123. 4. Brown-Carlsen listening comprehension test (Yonkers-on-Hudson, World Book Company). 5. HBR January 1954, p. 39. A version of this article appeared in the September 1957 issue of Harvard Business Review. A review.

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