



Pearson New International Edition

Interpersonal Messages

Joseph A. DeVito
Third Edition

Pearson Education Limited

Edinburgh Gate

Harlow

Essex CM20 2JE

England and Associated Companies throughout the world

Visit us on the World Wide Web at: www.pearsoned.co.uk

© Pearson Education Limited 2014

All rights reserved. No part of this publication may be reproduced, stored in a retrieval system, or transmitted in any form or by any means, electronic, mechanical, photocopying, recording or otherwise, without either the prior written permission of the publisher or a licence permitting restricted copying in the United Kingdom issued by the Copyright Licensing Agency Ltd, Saffron House, 6–10 Kirby Street, London EC1N 8TS.

All trademarks used herein are the property of their respective owners. The use of any trademark in this text does not vest in the author or publisher any trademark ownership rights in such trademarks, nor does the use of such trademarks imply any affiliation with or endorsement of this book by such owners.

PEARSON®

ISBN 10: 1-292-02744-4

ISBN 13: 978-1-292-02744-9

British Library Cataloguing-in-Publication Data

A catalogue record for this book is available from the British Library

Printed in the United States of America

MESSAGES IN THE MEDIA: WRAP UP



Television talk shows provide lots of examples of effective and ineffective listening. When you watch such shows, focus some attention to the listening patterns the panelists use. You'll learn a great deal about listening.

the other hand, are more likely to ask supportive questions and perhaps offer evaluations that are more positive than those of men. Men and women act this way to both men and women; their customary ways of talking don't seem to change depending on whether the listener is male or female.

Gender differences are changing drastically and quickly; it's best to take generalizations about gender as starting points for investigation and not as airtight conclusions (Gamble & Gamble, 2003). Further, as you no doubt observed, the gender differences—although significant—are far outnumbered by the similarities. It's important to be mindful of both similarities and differences.



Can you explain the major cultural and gender differences in listening and assess their influence on your own interpersonal interactions?

SUMMARY OF CONCEPTS AND SKILLS



Listen to the **Audio Chapter Summary** at **MyCommunicationLab**

This chapter defined listening and some of its benefits; identified the five stages of listening; explained some of the barriers to listening, the styles of effective listening, and how best to adjust your listening to achieve maximum effectiveness; and looked at the wide cultural and gender differences in listening.

1. Listening has both task and relationship benefits and serves the same purposes as communication: to learn, to relate, to influence, to play, and to help.

The Stages of Listening

2. Listening may be viewed as a five-step process: receiving, understanding, remembering, evaluating, and responding. Listening difficulties and obstacles exist at each of these stages.

Listening Barriers

3. Among the obstacles to effective listening are physical and mental distractions, biases and prejudices, lack of appropriate focus, and premature judgment.



Study and **Review** materials for this chapter are at **MyCommunicationLab**

Styles of Listening Effectively

4. Effective listening depends on finding appropriate balances among empathic and objective, nonjudgmental and critical, surface and depth, polite and impolite, and active and inactive listening.
5. Both listener and speaker share in the responsibility for effective listening.

Listening, Culture, and Gender

6. Members of different cultures vary on a number of communication dimensions that influence listening: speech and language, nonverbal behavioral differences, and approaches to feedback.
7. Men and women appear to listen differently; generally, women give more specific listening cues to show they're listening than do men.

This chapter also covered a wide variety of listening skills. Check those that you wish to work on.

- 1. *Receiving*. Focus attention on both the verbal and the nonverbal messages; both communicate essential parts of the total meaning.
- 2. *Understanding*. Relate new information to what you already know, ask questions, and paraphrase what you think the speaker said to make sure you understand.
- 3. *Remembering*. Identify the central ideas of a message, summarize the message in an easier-to-retain form, and repeat ideas (aloud or to yourself) to help you remember.
- 4. *Evaluating*. Try first to understand fully what the speaker means, then look to identify any biases or self-interests that might lead the speaker to give an unfair presentation.
- 5. *Responding*. Express support for the speaker by using I-messages instead of you-messages.
- 6. *Empathic and objective listening*. Punctuate the interaction from the speaker's point of view, engage in dialogue, and seek to understand the speaker's thoughts and feelings.
- 7. *Nonjudgmental and critical listening*. Keep an open mind, avoid filtering out difficult messages, and recognize your own biases. When listening to make judgments, listen extra carefully, ask questions when in doubt, and check your perceptions before criticizing.
- 8. *Surface and depth listening*. Focus on both verbal and nonverbal messages, on both content and relationship messages, and on statements that refer back to the speaker. At the same time, do not avoid the surface or literal meaning.
- 9. *Active and inactive listening*. Be an active listener: Paraphrase the speaker's meaning, express understanding of the speaker's feelings, and ask questions when necessary.
- 10. *Cultural differences in listening*. Be especially flexible when listening in a multicultural setting, realizing that people from other cultures give different listening cues and may operate with different rules for listening.
- 11. *Gender differences in listening*. Understand that women give more cues that they're listening and appear more supportive in their listening than men.

VOCABULARY QUIZ: The Language of Listening

Match these terms about listening with their definitions. Record the number of the definition next to the appropriate term.

- listening
- offensive listening
- receiving
- empathic listening
- supportive listening
- backchanneling cues
- active listening
- memory
- paraphrase
- evaluating

- 1. A reconstructive (not a reproductive) process.
- 2. A process of sending back to the speaker what the listener thinks the speaker means.

- 3. Hearing.
- 4. A stage in the listening process in which you make judgments about a message.
- 5. A restatement of something said in your own words.
- 6. Listening for ideas to attack.
- 7. A process of receiving, understanding, remembering, evaluating, and responding to messages.
- 8. Listening in which you place yourself in the position of the speaker so that you feel as the speaker feels.
- 9. Responses listeners send back to the speaker as a kind of feedback.
- 10. Listening without judgment or evaluation; listening for understanding.

The above terms and additional key terms from this chapter can be found in the glossary.



MyCommunicationLab

Visit MyCommunicationLab for additional information on listening. Flash cards, videos, skill building exercises, sample test questions, and additional examples and discussions will help you continue your study of the role of listening in interpersonal communication and the skills of effective listening.

GLOSSARY OF INTERPERSONAL COMMUNICATION CONCEPTS AND SKILLS

Listed here are definitions of the technical terms of interpersonal communication—the words that are peculiar or unique to this discipline—along with relevant skills where applicable (in *italic*). These definitions and skill statements should make new or difficult terms a bit easier to understand and should serve as reminders of the skills discussed throughout this text. All boldface terms within the definitions appear as separate entries in the glossary.

Active listening The process by which a listener expresses his or her understanding of the speaker's total message, including the verbal and nonverbal, the thoughts and feelings. *Be an active listener: Paraphrase the speaker's meaning, express understanding of the speaker's feelings, and ask questions when necessary.*

Backchanneling cues Responses a listener makes to a speaker (while the speaker is speaking) but which do not ask for the speaking role, for example, interjections such as "I understand" or "You said what?" *Generally, give back-channeling cues to show that you're listening actively.*

Direct speech Speech in which the speaker's intentions are stated clearly and directly.

Empathy A quality of interpersonal effectiveness that involves sharing others' feelings; an ability to feel or perceive things from others' points of view. *Communicate empathy when appropriate: Resist evaluating the person, focus on the person, express active involvement through facial expressions*

and gestures, reflect back the feelings you think are being expressed, self-disclose, and address mixed messages.

Indirect speech Speech that hides the speaker's true intentions; speech in which requests and observations are made indirectly. *Use indirect messages when a more direct style might prove insulting or offensive, but be aware that indirect messages also may create misunderstanding.*

Listening An active process of receiving aural stimuli consisting of five stages: receiving, understanding, remembering, evaluating, and responding. *Be especially flexible when listening in a multicultural setting, realizing that people from other cultures give different listening cues and may operate with different rules for listening.* **Long-term memory** The memory that holds an unlimited amount of information indefinitely.

Short-term memory The memory you use to remember information you need immediately or temporarily, for example, remembering a phone number just long enough to dial it.

REFERENCES

- Angier, N. (1995, May 9). Scientists mull role of empathy in man and beast. *The New York Times*, pp. C1, C6.
- Barker, L. L., & Gaut, D. (2002). *Communication* (8th ed.). Boston: Allyn & Bacon.
- Barrett, L., & Godfrey, T. (1988). Listening. *Person Centered Review*, 3, 410–425.
- Brownell, J. (2006). *Listening: Attitudes, principles, and skills* (3rd ed.). Boston: Allyn & Bacon.
- Brownell, J. (2010). *Listening: Attitudes, principles, and skills* (5th ed.). Boston: Allyn & Bacon.
- Floyd, J. J. (1985). *Listening: A practical approach*. Glenview, IL: Scott, Foresman.
- Fukushima, S. (2000). *Requests and culture: Politeness in British English and Japanese*. New York: Peter Lang.
- Gamble, T. K., & Gamble, M. W. (2003). *The gender communication connection*. Boston: Houghton Mifflin.
- Gordon, T. (1975). *P.E.T.: Parent effectiveness training*. New York: New American Library.
- Nichols, M. P. (1995). *The lost art of listening: How learning to listen can improve relationships*. New York: Guilford Press.
- Nichols, R., & Stevens, L. (1957). *Are you listening?* New York: McGraw-Hill.
- Pearson, J. C., West, R., & Turner, L. H. (1995). *Gender and communication* (3rd ed.). Dubuque, IA: William C. Brown.
- Rogers, C. (1970). *Carl Rogers on encounter groups*. New York: Harrow Books.
- Rogers, C., & Farson, R. (1981). Active listening. In J. DeVito (Ed.), *Communication: Concepts and processes* (3rd ed., pp. 137–147). Upper Saddle River, NJ: Prentice Hall.
- Snyder, M. (1992). A gender-informed model of couple and family therapy: Relationship enhancement therapy. *Contemporary Family Therapy: An International Journal*, 14, 15–31.
- Steil, L. K., Barker, L. L., & Watson, K. W. (1983). *Effective listening: Key to your success*. Reading, MA: Addison-Wesley.
- Tannen, D. (1990). *You just don't understand: Women and men in conversation*. New York: Morrow.

PHOTO CREDITS

Credits are listed in order of appearance.

Photo 1: White House Photo/Alamy

Photo 2: Dmitriy Shironosov/Shutterstock

Photo 3: Larry Williams/Corbis

Photo 4: Pearson

Photo 5: Trappe/Caro/Alamy

Photo 6: Alberto Ruggieri/Images.com/Corbis

Photo 7: Ryan McVay/Getty Images

Photo 8: White House Photo/Alamy

Verbal Messages



MESSAGES IN THE MEDIA

OBJECTIVES After reading this chapter, you should be able to:

1. Paraphrase the eight principles of verbal messages.
2. Distinguish between disconfirmation and confirmation, and use appropriate cultural identifiers, without sexism, heterosexism, racism, and ageism.
3. Explain the ways in which language can distort thinking and apply the suggestions for greater guidelines for communicating more logically.

Cartoon shows are interesting in part because the characters are all given very distinctive verbal communication styles, making them all easily identifiable. In much the same way, we each have a distinctive verbal style that, as this chapter will demonstrate, can be improved and made more effective.



Listen to the **Audio Chapter**
at **MyCommunicationLab**

From Chapter 5 of *Interpersonal Messages, Communication and Relationship Skills*, Third Edition. Joseph A. DeVito.
Copyright © 2013 by Pearson Education, Inc. All rights reserved.