

d
by T T

Submission date: 15-Nov-2020 01:34AM (UTC-0500)

Submission ID: 1446345106

File name: Response_3.edited.docx (21.08K)

Word count: 1195

Character count: 6308

Question 1

A

Conceivably, the evidence that the two Ted talks presented proved beyond doubt that collectively modern generation is gradually losing its listening. While we tend to be the ones speaking, we can easily tell who among our audience is not listening. The propensity to amass all sorts of chaos on our side makes it pretty harder for us to pinpoint what we are doing that demonstrates we are not genuinely listening to the speaker. From Ury's perspective, a resolve to personally start listening to ourselves is the foremost step to breaking rather than silencing the chaos (TEDx Talks, 2015). In other words, Ury tried to present the psychological side of individual involvement in doing something else, such as the unproductive conversations that tend to play out.

Moreover, Treasure's fact-driven argument about noise and visual arrays acting as a distractor complemented the truth of both talks' messages (TED, 2011). That is, the bigger picture of these personal and fact-based levels that Ury and Treasure were emphasizing was that genuine listening necessitates that an individual makes an effort to focus on the conversation at hand entirely. Despite the urge to always want to be listened to, through what eventually creates a chain reaction, genuine listening should see us avoid destructors such as electronics to actively participate in the conversation by paying attention to all aspects of the conversation. From this parting shot of all Ted talks, genuine listening could open countless doors of opportunities in individual life as well as toward the political arena.

B

Perhaps based on the fact that both Ted talks were facilitated and presented by two different speakers, a good listener among the audience and anyone who watched the two videos

could easily draw a line of differences in the two videos. The duo could have brought about the difference by William Ury and Julian Treasure having done their studies on uniquely different directions and having different experiences. Nonetheless, Ury's demonstration of the power of genuinely listening and accompanying effects, and Treasure's specifics on why we are losing our listening along with exercises that might help to improve our listening pull out some of the differences in the two videos. But they meet on the aspect of why we all need to listen actively. While my attention was equally hooked on Treasure's mental process of listening through the various techniques highlighted, I regarded great to be of great worth the potential of listening actively-to open opportunities to human relationships, particularly through our undivided attention, which acts as the best gift we can give each other, to be heard. Ury emphasized the distractors in our minds that inherently deter us from actively listening.

At the same time, Treasure's TedTalk showed how our inventions, such as recording ways, impede us from genuinely listening. Some of the ways Ury's information could transform one's listening skills after the talk could be listening to words put across and attempting to visualize what the speaker is saying. Also, one could be attentive but relaxed. Similarly, from Treasure's TedTalk, understanding could be established through silence, which creates room for the listener to pay attention to the speaker's verbal and non-verbal cues to understand what they are trying to communicate fully.

C

The two Ted talks share in demonstrating the significance of active listening through its ability to help build sturdy relationships and how it is an invaluable skill in communication that all could acquire naturally. Thus, presenting a realistic look at how listening takes place in our daily lives. The difference between the two videos on how people listen and resultant positive

reactions one acquires by listening to others proves the trajectory of determination and practice that one should take to become an excellent listener to attain the worthlessness of active listening unfolds through personal as well as professional life.

After watching the two Ted talks, it emerged that the positive of active listening presents a much better opportunity of comprehending the speaker's message being put across. However, the downside of not actively listening to others based on personal experience was that it resulted in heated arguments that ended without good agreement, and I was unable to have a much more meaningful besides productive dialogue with the individual I interacted with throughout that particular day. Both Ted talks will see me exercise caution during a conversation by paying attention to all aspects of other folks' message, including the words they use, their tone, applied volume, and the unspoken or unsaid cues.

Question 2

A

I equally identify with goal theory, which presents a general approach to motivation. From its explanation that individuals are bound to do better if they have complicated, particular, accepted performance objectives, goal theory clearly emphasizes the need to have people create goals as inherent motivation (Schunk et al., 2014). From the requirement that individuals ought to put more effort into realizing those goals, an individual should persistently exercise devotion to the goal, possess the pre-existing capability to achieve it, and shun having goals that might conflict.

One particular thing that one could best articulate they identify with goal theory is setting personal goals that entail something with a strong desire to achieve and work hard to realize it. This could be daily milestones to be achieved by the end of the week. For instance, daily

assignments to be completed by a student and his/her desire to develop a mastery approach toward them. The latter approach will drive the student to embrace a feeling of accomplishment as they will focus on mastering a given task. Nonetheless, a personal challenge to get a lot done that one may not have time for will motivate the individual to align reward systems with the required outcomes.

B

Relating and identifying most with the goal theory did prove that people will do better if they have complicated, particular, accepted performance objectives. It means that individuals are bound to channel their effort toward realizing their goals, ultimately impacting their performance. Since the more difficult one's goal is, the more effort is required, goal theory presents a relationship between the complexity of a goal, one's level of performance, and the effort involved (Schunk et al., 2014). Along these lines of embracing the goal theory, most people tend to dread failure as an impediment to their goals. For instance, throughout an individual's school life, there comes a time when one has to purposely set a goal to improve the grades by specific points over a given semester or term to finally closing a year. However, the pressure of whether one shall hit the projected target may result in an intrinsic fear of failing. Nonetheless, the world is made to revolve around loose, win, or draw principles. The most important lesson is for such an individual to keep trying in case of failure and add extra effort in the face of a draw or lack of improvement.

References

- Schunk, D. H., Meece, J. R., & Pintrich, P. R. (2012). *Motivation in education: Theory, research, and applications*. Pearson Higher Ed.
- TED. (2011). 5 ways to listen better | Julian Treasure. <https://youtu.be/cSohjIYQI2A>
- TEDx Talks. (2015). The power of listening | William Ury | TEDxSanDiego.
<https://youtu.be/saXfavo1OQo>

ORIGINALITY REPORT

0%

SIMILARITY INDEX

0%

INTERNET SOURCES

0%

PUBLICATIONS

0%

STUDENT PAPERS

PRIMARY SOURCES

Exclude quotes Off

Exclude bibliography On

Exclude matches Off