

LISTENING SELF ASSESSMENT

To help you start to be more aware of your listening habits, complete the following listening self-evaluation. Answer each question thoughtfully and after you have answered all the questions turn to page 3 to score your self assessment.

<i>Listening Habit</i>	<i>Almost Always</i>	<i>Frequently</i>	<i>Occasionally</i>	<i>Almost Never</i>
Put an X in the appropriate column. Do you:				
1. Tune out people who say something you don't agree with or don't want to hear?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Concentrate on what is being said even if you're not really interested?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Assume you know what the talker is going to say and stop listening?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Repeat in your own words what the talker has just said?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Listen to the other person's viewpoint, even if it differs from yours?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Learn something from each person you meet, even if it is ever so slight?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Find out what words mean when they are used in ways not familiar to you?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Form a rebuttal in your head while the speaker is talking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Give the appearance of listening when you aren't?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Daydream while the speaker is talking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Listen to the whole message, what the talker is saying verbally and nonverbally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

<i>Listening Habit</i>	<i>Almost Always</i>	<i>Frequently</i>	<i>Occasionally</i>	<i>Almost Never</i>
12. Recognize that words don't mean exactly the same thing to different people?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Listen to only what you want to hear, blotting out the talker's whole message?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Look at the person who is talking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. Concentrate on the talker's meaning rather than how he or she looks?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Know which words and phrases you respond to emotionally?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. Think about how the other person might react to what you say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Plan the best time to say what you want to say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Think about how the other person might react to what you say?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Consider the best way to make your communication (written, spoken, phone, bulletin board, memo, etc.) work?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. Think about what kind of person you're talking to (worried, hostile, disinterested, rushed, shy, stubborn, impatient, etc.)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Interrupt the talker while he or she is still talking?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Think, "I assumed he or she would know that"?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Listening Habit

Almost Always Frequently Occasionally Almost Never

24. Allow the talker to vent negative feelings toward you without becoming defensive?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Practice regularly to increase your listening efficiency?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Take notes when necessary to help you to remember?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Hear noises without being distracted by them?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Listen to the talker without judging or criticising?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Restate instructions and messages to be sure you understand correctly?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Paraphrase what you believe the talker is feeling?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

SCORE SHEET

Circle the number that matches the time frame (almost always, frequently, etc.) you checked on each of the 30 items of the self-evaluation.

Example: *If you put an X under “frequently” for number 1, you would circle 2 in the “frequently column.*

Then, add the circled scores in each of the columns. Now, write the scores of each column in the lines under each time frame category.

	Almost Always	Frequently	Occasionally	Almost Never
1.	1	2	3	4
2.	4	3	2	1
3.	1	2	3	4
4.	4	3	2	1
5.	4	3	2	1
6.	4	3	2	1
7.	4	3	2	1
8.	1	2	3	4
9.	1	2	3	4
10.	1	2	3	4
11.	4	3	2	1
12.	4	3	2	1
13.	1	2	3	4
14.	4	3	2	1
15.	4	3	2	1
16.	4	3	2	1
17.	4	3	2	1
18.	4	3	2	1
19.	4	3	2	1
20.	4	3	2	1
21.	1	2	3	4
22.	1	2	3	4
23.	1	2	3	4
24.	4	3	2	1
25.	4	3	2	1
26.	4	3	2	1
27.	4	3	2	1
28.	4	3	2	1
29.	4	3	2	1
30.	4	3	2	1
Totals				

Total of items circled in each column:

Almost Always		Frequently		Occasionally		Almost Never		Total
	+		+		+		=	

Scoring:

- 110-120 Superior
- 99-109 Above Average
- 88-98 Average
- 77-87 Fair

Below 77 You really need to work on improving your listening skills!

The Students' Association will be delivering Effective Listening Workshops in Semester Two, if you want to find out more information or book a place, contact Jo Mitchell, SA Coordinator.

ACTION PLAN FOR LISTENING

Action Plan: Reexamine your responses. What questions do you feel you want to modify and/or improve upon? Pick three to start working on. To get you started on modifying your behavior consider the following.

In listening, what I want to accomplish is...

In college, what I want to accomplish through listening is...

In my role as class rep, what I want to accomplish through listening is...