

Listening Effectiveness Profile

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Introduction and Instructions

Many experts believe that we retain only about 20% of what we hear. Listening becomes a real challenge, then, if we are trying to relate to others effectively or trying to do our job well. The average person thinks four times faster than they talk or hear another person talking; this gives the individual 45 seconds in every minute for their mind to drift off and think about anything other than what the other person is saying.

Listening skills are a vital part of the oral communication process. As an active and attentive listener, you learn to hear what people are really saying. Good listening requires energy—we hear the speaker, we select information, we interpret information, and we respond in just a few seconds.

Working at being a good listener is just as important as making your ideas understandable to others. Most of us think of listening as a passive activity where we take in information sent by others. But good listeners are good at *concentrating* on the communication process (their own process and that of the other person). Good listeners are simply good concentrators. Therefore, we must teach ourselves how to concentrate more effectively.

Everyone understands the importance of good listening. At work, listening is important to our performance and the quality of our efforts. If we fail to hear instructions correctly, mistakes can cost time and money. If we fail to listen to clients' complaints, our organization will lose business. Effective listening is hearing what people are *really* saying. Like skills for any other competency, listening skills need to be practiced in order to be mastered.

This questionnaire has been designed as a self-scoring Listening Effectiveness assessment instrument. It will help you understand more about your relative skills in this critical area. Research has shown that there are seven competency areas that contribute to good (or bad) listening. These are:

- **Predisposition/Temperament**
- **Creating a Conducive Climate**
- **Showing Positive Interest**
- **“Reading” the Speaker**
- **Empathizing**
- **Paying Attention and Concentrating**
- **Understanding and Reflecting the Message**

These competency areas involve the skills that will make us better listeners. Each competency is explained briefly in the paragraph under each respective heading. The first of these (Predisposition/Temperament) is different than the other six because it has an impact on all the other categories: An individual commitment to *want* to listen and a belief that listening is critically important are directly related to Predisposition and Temperament.

Completing this Booklet

This questionnaire will be easy to complete. Read each introductory paragraph to understand the competency, and select the 1, 2, 3, 4, or 5 rating that best represents your response to each question. Shade in that box and all the boxes “below” it. (Do not shade part of a box.) For example, if you score the item “I maintain good eye contact and give people my full attention” as a 2 (meaning “very frequently”), shade in *only the first two boxes* on the left. If you score it “5” (meaning “almost never”), shade in the first five boxes from the left. You will be creating a bar graph or “histogram” to give you a quick visual reference of your scores.

The scale for each competency area will always be 1–5, extending from “almost always” or 1 on the left to “almost never” or 5 on the right. Once you have answered all 12 questions in the category, you will be able to draw conclusions about how well you listen.

As a final step, add up all of your scores and divide them by 12 (the total number of questions). Shade in the aggregate score box the same way you did the others; this time, your score will be precise (3.7, for example). Shade part of a box if necessary.

After you have shaded the question boxes, look at the interpretation notes at the bottom of the page. These notes will explain the likely impact of certain scores and suggest ways to improve any weak areas. The longer the bar on the histogram, the more you need to improve in that particular aspect of listening. Be sure you read the notes for all seven competencies (one on each page).

After you have completed and read the interpretation notes for all seven competencies, turn to page 10 and plot your scores on the “spider” diagram. Once you have connected all of the points, you will create your overall Listening Effectiveness profile. Then add up all the aggregate scores from all the competency areas and divide by 7. Enter your total “Listening Effectiveness” score in the box provided.

Page 10 provides additional suggestions regarding things you can do to improve weak areas.

The Personal Action Plan checklist provided on page 11 will help individuals develop a written plan to address some of the items and issues identified by the assessment. Copy this page and give it to a friend or a family member and ask them to check (after 3 months or so) whether or not you have implemented/are implementing your improvement plan.

This booklet is yours to complete and keep as a reference document. Remember, your overall profile is likely to change over time; what you fill in about yourself today might not apply in three, six, or twelve months. However, if you are honest with yourself, this profile will serve as an accurate picture of your overall ability to listen effectively, and help you identify where you should concentrate your efforts to improve. You can fill out another assessment in the future to see how far you progressed.

Predisposition/Temperament

This section on Predisposition/Temperament looks at your basic character predisposition, temperament, and internal desire to listen and acquire the patience to do so. It asks the question: “To what extent am I willing to invest my time and energy in the “careful listening” process?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to listen effectively. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never							
	1	2	3	4	5						
1. I find it relatively easy to look people directly in the eye when talking.											
2. My concentration levels are good.											
3. I can generally clear my mind of personal concerns before I start a conversation.											
4. I don't mind talking far less than the other person.											
5. I remain relaxed and calm in conversations.											
6. In my view, every person has something valuable to say.											
7. I tend to think that good listening can only be done slowly.											
8. I believe that a lot is communicated above and beyond words.											
9. I am patient and easygoing.											
10. I don't believe you should necessarily fill long silences.											
11. I like to ask a lot of questions in difficult or complex conversations.											
12. The status or seniority of the other party in a discussion, relative to me, doesn't matter in the slightest.											
(Add up all the column scores and divide by 12) AGGREGATE SCORE											
<table><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table>											

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you take the time to listen to the speaker and focus on them so they are heard and understood. Your open, relaxed, and patient manner probably means that people will enjoy sharing their views and feelings with you.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you are often too rushed or distracted to listen properly a lot of the time. You are likely to make a hasty determination that some individuals are not worth listening to at all!

IMPACT

A high scorer finds listening attentively difficult in many circumstances, particularly when they have other things on their mind. High scorers tend to interrupt more often, guess where the conversation is going, jump to conclusions, and become distracted more easily. This means that they are

likely to miss parts of the communication message and won't even pick up on some of the more “subtle” points.

A low scorer will tend to put a speaker quickly at ease and create a permissive environment in which they will feel safe to share their ideas and their feelings. The low scorer is also able to tease out and read the “deeper” meanings often lying behind the words of the communicator.

ACTION FOR HIGH SCORERS

High scorers need to make a conscious commitment to spend more time listening. They need to force themselves not to jump to conclusions, form hasty opinions, interrupt, or finish other people's sentences. Instead, they should practice being more patient, using pauses and silence more often in conversation, and ignoring distractions. They must work to get rid of the habit of letting the mind drift. High scorers would potentially benefit greatly by trying to find a quiet environment in which to listen in order to give their full attention to the speaker.

Creating a Conducive Climate

This section on **Creating a Conducive Climate** looks at your effort to make sure that the atmosphere or environment is as appropriate as possible for effective communication. It asks the question: “Have you done everything you can to minimize distractions and create a climate for open conversation?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to listen effectively. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. People should be physically comfortable in order to communicate effectively.					
2. To listen well, you should be calm and relaxed at all times.					
3. I try to avoid fidgeting when listening.					
4. I stop what I'm doing to give my full attention to the speaker.					
5. To listen properly, I make sure that I am close to the other person and can hear well.					
6. I try to ignore distractions when listening.					
7. I try to create an atmosphere in which it is easy to talk.					
8. I try to screen out background noise and other conversations while I am listening or communicating.					
9. I don't doodle, draw, tap my fingers, shuffle papers, etc. during conversations.					
10. I believe that effective communication requires high energy in order to concentrate.					
11. I try to look friendly or smile at the speaker to create an “open” climate.					
12. If you really want to listen well, you should find a quiet place to do it.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you are highly conscious of the need to find a quiet and calm communication environment, or one in which noise and distractions can be eliminated or at least managed so as not to be too intrusive.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you find yourself talking or trying to listen in an environment that will quickly interfere with your ability to concentrate or give your full focus and attention.

IMPACT

A high scorer tends to let the communication environment interfere with their attempts to listen. Some communications may therefore occur “on-the-run,” or be confined to short or shallow messages.

A low scorer avoids trying to communicate anything more than idle “chit-chat” in an unconducive environment, preferring to find a place that is quiet and where the parties are comfortable. Even if some distractions continue to occur, the low scorer will seek to filter these out or manage them so they don't interfere too much at all.

ACTION FOR HIGH SCORERS

High scorers need to formally ask themselves whether the listening climate is appropriate for the communication subject or time needed. Once this assessment has occurred, the high scorer needs to look for a calm place to talk or a comfortable room, and then try to minimize any physical distractions, including personal fidgeting. High scorers should work on their “5” scores first, then the “4” scores, and so on. This approach of concentrating on weak areas first should be used in every category.

Showing Positive Interest

This section on Showing Positive Interest assesses your efforts to demonstrate how much you value the other party's message. It asks the question: "How much does the listener focus on the message and show the speaker that their message is being effectively received?"

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to listen effectively. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I don't let the other person's appearance distract me from what they are saying.					
2. I show interest, even when the topic is of little concern to me personally.					
3. I try to avoid doing other tasks while I am listening to another person speak.					
4. I avoid jumping into a conversation to take control.					
5. I make encouraging gestures/sounds to demonstrate my interest.					
6. I like to look the other party directly in the eye as much as possible when talking.					
7. I listen to understand, rather than to reply.					
8. I like to keep quiet and watch, especially at the beginning of a discussion.					
9. I try to appreciate where the speaker is coming from when they talk to me.					
10. I don't interrupt when the other person is speaking.					
11. I carefully watch what the speaker says and does.					
12. I try to show respect for the other person when I am communicating with them.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos ("almost always" and "very frequently") suggest that you openly show your respect for the other person and what they are trying to say to you. In addition, in conversation, you are likely to use a range of positive gestures and body language, and keep the discussion positive and open.

Scales predominantly in the fours and fives ("occasionally" and "almost never") suggest that you give the impression of being aloof, disinterested, and even unconcerned about the speaker and their topic.

IMPACT

A high scorer will be likely to distract or even irritate the speaker by paying attention to almost everything else except the direct communication. Other parties are likely to learn to keep their communication with you short and terse, or look to others who will listen more openly or value what they want to say.

A low scorer immediately signals that they welcome the other person's communication, and sustains their focus and interest in full for the duration of the conversation. They deliberately use positive nodding and other signals to help the flow of the conversation along, and they make the speaker feel good about themselves and their ability to get their message across.

ACTION FOR HIGH SCORERS

High scorers need to become much less judgmental or opinionated about who and what is worth listening to. They must adopt a more neutral mode while listening and try to make more eye contact. They should also avoid interrupting, try feeding back what they have heard from time to time, and show respect for everyone who communicates with them.

“Reading” the Speaker

This section on “Reading” the Speaker looks at the extent to which you accurately evaluate and understand the complete message being communicated or shared. It asks the question: “What is the speaker trying to say over and above their words?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to listen effectively. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I watch for changes in voice and for facial expressions that are not consistent with the conversation.					
2. I try to avoid making quick judgments about what the speaker is trying to say.					
3. I take mental note of any ideas or suggestions made by the other person while they are speaking to me.					
4. People would say that I am a good sounding board for their ideas and concerns.					
5. I avoid anticipating the other person’s point before they have finished speaking.					
6. I watch the speaker’s general body language to get the complete message.					
7. It is critical to look beyond the words when you listen to someone.					
8. I believe that people can often communicate best without saying anything at all.					
9. Watching the speaker’s eyes and eye contact is usually quite revealing.					
10. People don’t necessarily say what they mean or mean what they say in words alone.					
11. I understand body language and specific signals used by people when they are communicating.					
12. Watching the other person carefully is the most critical skill in effective listening.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you stop yourself from anticipating what the other person means until you have read between the lines and behind the message. You are also likely to believe that observation is the key to effective listening and practice this skill frequently.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you do not spend time looking beyond the words in order to determine what the other party might be saying. Your mind is often “cluttered” with other thoughts and you might even believe that all this “between the lines” and “body-language stuff” is overrated anyway.

IMPACT

A high scorer misses much indirect communication given by another party, and therefore fails to understand people’s

statements, actions, or feelings. They make fewer efforts to listen, so they are less able to get the overall message.

A low scorer almost senses the deeper meanings or more hidden messages in all but the most simple or shallow communications. This often gives them useful insight into people’s statements and motives for future action.

ACTION FOR HIGH SCORERS

High scorers need to recognize that words are only a small part of the overall communication mix and that they hinder their understanding if they don’t work harder at the more underlying elements. Reading books on body language and communication theory might help a little, but quiet observation of the other person and their emotions is the most beneficial approach—with practice, even the highest scorers can learn to read others in time.

Empathizing

This section on Empathizing assesses the extent to which you as a listener demonstrate open interest and a commitment to understanding the other person's feelings and overall message. It asks the question: "Does the speaker feel that the listener values and understands them and their message, and appreciates the context in which it is given?"

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to listen effectively. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I try to mirror the other person's demeanor and expressions.					
2. I do not finish other people's sentences for them.					
3. I like to lean toward the other person in a friendly way when communicating.					
4. I readily accept the value of a speaker's ideas and suggestions, even when I disagree.					
5. I try to avoid using upsetting words or emotive language in a conversation.					
6. I wait patiently for the other person to get their message across—no matter how long it takes.					
7. I use eye contact to show as much sincerity as I can.					
8. I try not to mentally argue with the other person's viewpoint when my ideas differ.					
9. I do not judge the message on the basis of what I think of the person delivering it.					
10. I believe that small talk is generally a valuable part of effective communication.					
11. I try to put myself in the speaker's shoes, as much as possible.					
12. It is important to fully appreciate the speaker's feelings.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos ("almost always" and "very frequently") suggest that you quickly find common ground with whomever you are communicating with and demonstrate an appreciation for their feelings and their message.

Scales predominantly in the fours and fives ("occasionally" and "almost never") suggest that you spend little or no time in trying to put yourself in the other person's shoes and do not seem to pay attention to what the other person is feeling.

IMPACT

A high scorer tends to be a "transactional" communicator: An exchange will be a simple task to be completed before

moving on to the next one. High scorers are likely to listen from their own perspective and have little or no interest in knowing much about the other person.

A low scorer spends a considerable amount of time and effort trying to understand the other party's feelings and trying to respond in the most positive and empathetic way possible by sharing some of their own feelings. They are extremely effective at getting the speaker to "open-up."

ACTION FOR HIGH SCORERS

High scorers should try to be less direct or "aloof" in their communication, and less "in-charge" of the conversation. They need to take the time to find areas of commonality, rather than areas of difference. Ask the question: What might I think if I were in their position?

Paying Attention and Concentrating

This section on Paying Attention and Concentrating looks at how effective you are at maintaining your focus on what is being communicated—both verbally and non-verbally. It asks the question: “How well do you look for the core message and reflect back to the speaker an accurate understanding of the message?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to listen effectively. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I can easily prevent my mind from wandering when the other person is talking.					
2. I like to paraphrase what a speaker is saying every so often.					
3. It is important to encourage/support the speaker by using non-verbal communication.					
4. I gently question those points or arguments that I do not fully understand.					
5. If necessary, I take notes (especially if the communication is long or complicated).					
6. If a speaker loses their train of thought, I help them by summarizing.					
7. I like to ask questions in order to “tease out” as much information as I can.					
8. People who know me would say that I am a highly-focused and patient listener.					
9. I quickly ask for clarification on anything that is not clear to me.					
10. I am good at listening for the less-obvious things that people often communicate.					
11. When my mind has been elsewhere, I can quickly focus on the here-and-now.					
12. A little careful questioning helps to keep misunderstandings to a minimum.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you understand the need to ask questions, to create clarity, as well as to paraphrase what is being said to keep the discussion focused and on track.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you take what is said at face value and drift off or let your mind wander, thereby missing important points in the discussion.

IMPACT

A high scorer pays as much attention to their own thoughts and reflections as they do to those of the person with whom they are communicating. They seldom ask questions of

clarification (having neither the time nor the inclination), and become confused or misunderstand the message because of this.

A low scorer expends significant energy and effort in constantly concentrating on what the other person is saying. This will usually entail asking as many questions as necessary in order to clarify and avoid confusion and misunderstanding.

ACTION FOR HIGH SCORERS

High scorers need to carefully think about how they can ask a range of questions in various conversations to help them concentrate and pay close attention to what is being said. These questions need to be practiced as often as possible. They should listen carefully for the answers they elicit before responding.

Understanding and Reflecting the Message

This section on Understanding and Reflecting the Message looks at your effectiveness at interpreting what the speaker is saying and then letting them know that you have understood the message. It asks the question: “How well do you as a listener summarize the key points and accurately paraphrase what is being communicated?”

Please complete this part of the questionnaire as honestly as possible. It can help you improve your ability to listen effectively. The choice scales are as follows:

1 = almost always; 2 = very frequently; 3 = frequently; 4 = occasionally; 5 = almost never.

Fill in all the boxes up to the score you select so you create a shaded bar.

	Almost Always			Almost Never	
	1	2	3	4	5
1. I avoid mentally dwelling on a previous point made by the speaker for too long.					
2. I try to use silence as a constructive listening tool.					
3. I avoid guessing what is on the other person's mind until I have a complete picture.					
4. I like to prioritize the key message when the speaker communicates several points.					
5. I regularly feed back what I have heard to test that my understanding is accurate.					
6. I raise previous points or arguments made by the speaker that they have forgotten.					
7. I try to understand what the other person is feeling, as well as what they are saying.					
8. I use different language to make sure my interpretation of what is said is correct.					
9. I try to listen for the overall message or key theme behind the speaker's words.					
10. I try to close any conversation by reflecting back the major things discussed.					
11. I confirm that I have understood the message properly by paraphrasing often.					
12. I summarize the main points that have been covered at the end of a communication.					
(Add up all the column scores and divide by 12) AGGREGATE SCORE					

INTERPRETATION

Scales predominantly in the ones and twos (“almost always” and “very frequently”) suggest that you work hard at interpreting and evaluating what a speaker is really trying to say, and repeat it back to them in summary form so that a mutual understanding can be reached.

Scales predominantly in the fours and fives (“occasionally” and “almost never”) suggest that you probably rush conversations and do not make good use of the opportunity to summarize or sum up (if at all).

IMPACT

A high scorer tends to selectively listen or only pay attention to parts of the conversation, and therefore has insufficient information to summarize well. The “quality” of

conversations consequently suffers, and both parties are not always entirely clear if they have reached a common understanding at the end.

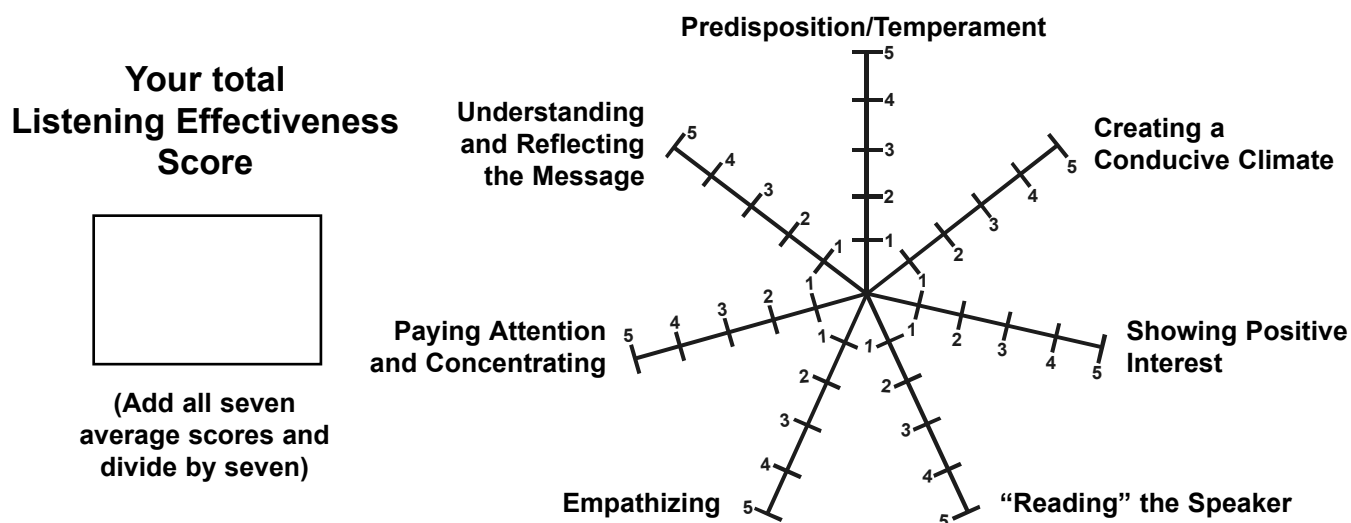
A low scorer avoids lengthy passages of conversation without providing a quick summary or reflecting back the message before moving on. Communications are often therefore much more effective and focused.

ACTION FOR HIGH SCORERS

High scorers need to “tune-in” to the speaker as much as they are able, and try to provide a short mental summary of what is being said (without guessing or making assumptions). Think of the speaker as always having at least one key message: The challenge is to discover it and to confirm directly that this interpretation is accurate.

General Interpretation

Each of the seven competency areas on the previous pages will create a small histogram when the blocks are shaded in. The composite score at the bottom of each category is the average of the twelve scores (total scores in the category divided by 12). Averages of 2 or less in each category are good, scores of 2 to 4 should bear further reflection, and scores of more than 4 are in need of attention and some immediate focus. Each category is a self-contained mini-questionnaire in its own right. Your average scores for all seven competencies can be plotted alongside one another on the chart below.



Plot your average score in each category on each corresponding axis and connect your crosses so you create a quick diagrammatic view of your overall Listening Effectiveness profile. The closer your scores are to the center, the better. Efforts to start improving your listening skills can be concentrated where scores are highest (and generally greater than 3). Although there is no prescriptive strategy that can be recommended for everyone (you must develop your own personal plan), general actions to be taken in each category are as follows:

Predisposition/ Temperament	Make a conscious decision to talk substantially less and listen more. Use positive body language (stand squarely in front of people, avoid fidgeting, maintain strong eye contact, etc.) and demonstrate your interest in what every speaker is saying, regardless of what you think of the message or the person.
Creating a Conducive Climate	Before the communication starts, mentally ask yourself the following questions: Is this communication environment comfortable for me and the other person to talk? Can we both hear properly? Are external distractions going to interfere? Can I personally avoid interrupting the other party's message?
Showing Positive Interest	Even if this is hard to do in a completely sincere way at the outset, practice nodding, encouraging the speaker, recognizing good points that are made, and even smiling where appropriate. The more you do this, the more naturally that positive interest will be shown.
"Reading" the Speaker	Watch for small or subtle changes in the mood of the speaker or the way in which things are said (in words or actions). Watch the other person's eyes carefully, and listen for longer than might be comfortable so you get the full or complete picture.
Empathizing	Try to imagine yourself in the speaker's position and try to appreciate the way the speaker is feeling as you listen to them. With a little practice, you can start to share a few experiences and feelings of your own and help open up the conversation.
Paying Attention and Concentrating	Concentrate as much as possible on not thinking about your next response while the other person is talking. If necessary, take notes on what you hear, and use "affirming" body language to show the speaker that you are focused on what they are saying.
Understanding and Reflecting the Message	Try to slow down your thinking during conversations and concentrate on the whole message from the speaker, including the words and the emotions that are transmitted. As a direct test of your ability, look to paraphrase what you hear from time to time, and directly check your understanding.

"You wish to see; listen. Hearing is a step toward vision."

—St. Bernard

Personal Action Plan

**My overall
score is**

Date of Action Plan: _____

The areas most in need of attention (in priority order) and their aggregate scores are:

	SCORE	COMPETENCY
1.	<input type="text"/>	_____
2.	<input type="text"/>	_____
3.	<input type="text"/>	_____

My specific plans for becoming more effective in Competency 1 are:

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

My specific plans for becoming more effective in Competency 2 are:

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

My specific plans for becoming more effective in Competency 3 are:

	IMMEDIATELY (✓)	By when
Step 1: _____	<input type="checkbox"/>	_____
Step 2: _____	<input type="checkbox"/>	_____
Step 3: _____	<input type="checkbox"/>	_____

In overall terms, I will stop doing or reduce my involvement in:

1. _____
2. _____
3. _____

Signature _____ **Date** _____

Action Notes

Now that you have plotted your scores and read the associated descriptions for each competency, use the space below to make a number of action notes for yourself. Ideally, you should focus on areas where the scores are high (weak areas).

[illegible]

ABOUT THE AUTHOR

Jon Warner is a professional manager with over 20 years' experience working with multinational companies in the United Kingdom, Europe, the United States, and Australia. He has been the senior staff member in human resources departments, and has held several professional leadership positions with responsibility for large groups of employees. Jon has in recent years been involved in wide-ranging organizational consultancy work and the pursuit of best-practices leadership for such major organizations as Mobil Oil, Qantas, United Energy, Dow Corning, Coca Cola, Barclays Bank, National Bank, Honda, BTR, Gas and Fuel, Air Products and Chemicals, and Caltex.

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