

Assessment Report

Report prepared for: Four aReview

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Learning to Listen

Third Edition

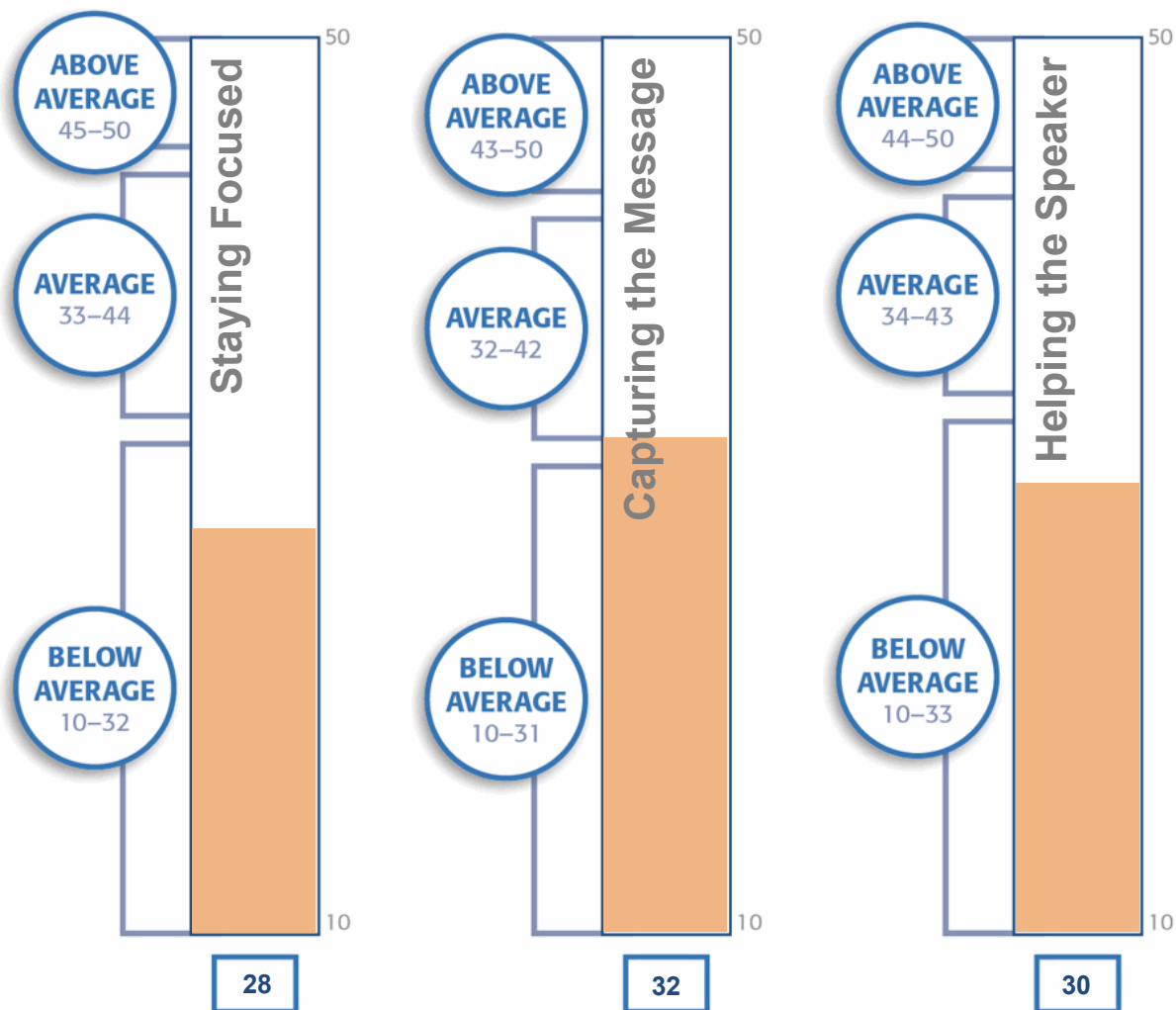
Your Results

Learning to Listen is designed to help you gain insight into your behaviors as a listener. In the online assessment, you evaluated 30 statements, indicating how often you practice the listening behavior described in each. Your frame of reference was your listening behavior during one-on-one conversations at work.

Your responses to these statements serve as the starting point for deepening your understanding of how to be an effective listener. Your results from the online assessment have been automatically calculated and inserted into the diagrams on this page and the next.

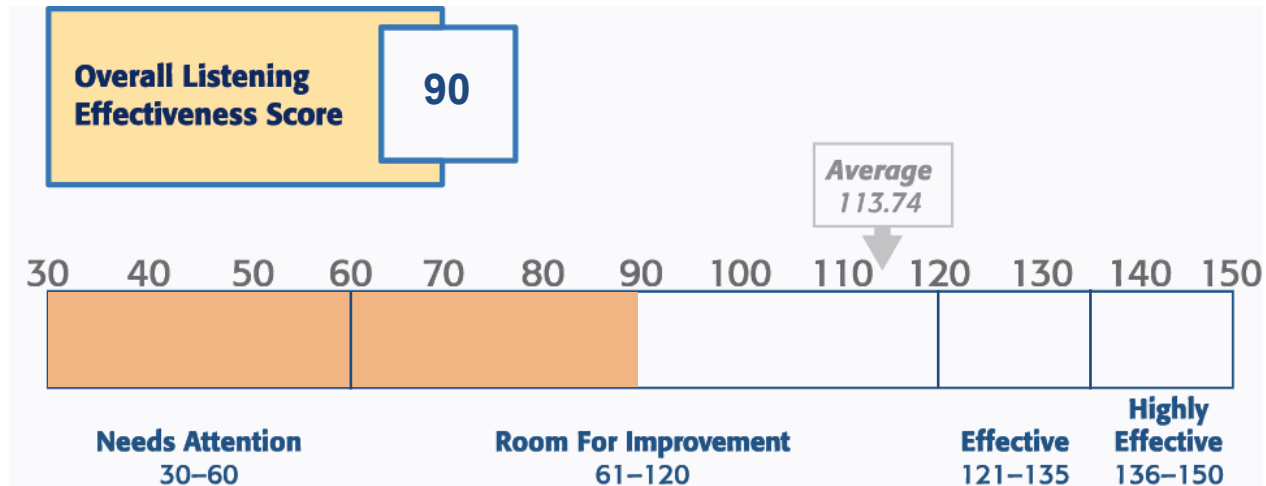
Listening Dimensions Profile

The diagram below presents the three Dimensions of Listening as columns, with the shaded bars illustrating the degree to which you practice each. Your subtotal scores for the Dimensions are included below the columns.



Listening Effectiveness Scale

Your Overall Listening Effectiveness Score is the sum of your subtotal scores for each Dimension of Listening.



Interpreting Your Results

In the **Listening Dimensions Profile**, each column ranges from 10 to 50, reflecting the minimum and maximum possible subtotal scores for each Dimension. The profile allows you to compare your scores across the Dimensions, as well as see where your scores stand relative to other respondents'. The Dimensions are divided into three ranges--Below Average, Average, and Above Average. These ranges are determined by aggregating the scores of others who have taken the *Learning to Listen* assessment and calculating the overall average for each Dimension.

The **Listening Effectiveness Scale** ranges from 30 to 150, reflecting the minimum and maximum possible Overall Effectiveness Scores. Plotting your total score on this continuum allows you to assess the overall strength of your listening skills. Like the individual Dimensions, it is divided into ranges--Needs Attention, Room for Improvement, Effective, and Highly Effective. The arrow indicates the average score of other respondents (113.74).

It can be helpful to see how we as individuals compare with others on skills such as listening. Keep in mind though that the goal is always to improve personal performance, regardless of whether our individual scores are average, below average, or above average.

Staying Focused

Staying Focused involves consciously clearing the mental space so you can listen and then keeping your full attention centered on the speaker. It requires you to constantly monitor and control your thought traffic, pulling yourself back from mental detours and daydreams. A high degree of self-awareness and the ability to exercise self-discipline are keys to Staying Focused.

Your score and the range into which it falls are included below. The accompanying interpretation will provide you with insight into your typical behaviors in this Dimension and how effective they are.

Score	Range	Interpretation
28	Below Average (10–32)	You likely experience lapses in concentration during conversations and may be caught off guard when the other person asks you a question or prompts you for feedback. You may enter into listening situations without preparation or find it difficult to fend off distractions in your mental or physical environment. Though you may not always be aware that your attention has wandered, even when you are, you tend not to force yourself back on track.

Capturing the Message

Capturing the Message entails building a complete and accurate understanding of the speaker's message. To do so, you need to remain open to the speaker's message while mentally interacting with his or her ideas and information. You also need to initiate verbal interactions in order to make sure that you have truly grasped his or her message. These include asking questions to clarify the speaker's points and offering summaries to confirm your understanding of the central ideas.

Your score and the range into which it falls are included below. The accompanying interpretation will provide you with insight into your typical behaviors in this Dimension and how effective they are.

Score	Range	Interpretation
32	Average (32–42)	In general, you walk away from conversations with a fairly solid grasp of the speaker's message. You sometimes ask questions and offer summaries to increase your understanding, but you may not do so consistently. You may occasionally get so caught up in remembering facts and details that you miss the larger message or don't notice whether the speaker's nonverbal cues align with his or her words.

Helping the Speaker

Helping the Speaker can be summed up as the golden rule of listening: listen to others as you would have them listen to you. As a listener, there are two ways that you can accomplish this. The first involves *avoiding* distracting comments and behaviors that suggest you are not really paying attention, such as interrupting or gazing out the window. The second necessitates actively *giving* the speaker supportive feedback, both verbal and nonverbal.

Your score and the range into which it falls are included below. The accompanying interpretation will provide you with insight into your typical behaviors in this Dimension and how effective they are.

Score	Range	Interpretation
30	Below Average (10–33)	You do not provide the speaker with sufficient support during a conversation. You likely convey your less-than-complete listening through physical actions like slumping, fidgeting, allowing your eyes to wander, or staring blankly. You may verbally indicate that you are not fully listening by interrupting, changing the subject, and being at a complete loss to help the speaker continue after a disruption.

Understanding the Assessment

This section presents the statements in the online assessment, grouped by the Dimension of Listening that they measure. Your response to each statement is also provided for reference.

Note that the statements marked with a (-) sign are reverse-scored. This means that the more frequently the listening behavior is practiced, the lower the score will be; *Almost always* and *Most of the time* responses indicate less skill, while *Almost never* and *Occasionally* responses indicate more skill.

Staying Focused

Statement	Frequency				
	Almost never	Occasionally	Some of the time	Most of the time	Almost Always
1 I consciously clear my mind of personal worries and other concerns before entering into a conversation.					✓
4 I mentally tune out when the subject matter is difficult or takes extra effort to understand. (-)		✓			
7 I remain focused on what the other person is saying even when I am not that interested in his or her subject matter.				✓	
10 When I catch myself looking at, listening to, or thinking about something other than what is being said, I consciously redirect my attention back to the	✓				
13 I am able to keep upsetting words or phrases from triggering an emotional response that makes it hard to keep listening.			✓		
16 When I disagree with what the other person is saying, I will argue with him or her in my mind. (-)					✓
19 When the other person's message triggers unrelated thoughts in my own mind, my attention tends to follow those new ideas rather than return to the		✓			
22 I fall behind the flow of conversation because I am mentally dwelling on an earlier point made by the other person. (-)				✓	
25 I wait for the other person to stop talking before I formulate my response.	✓				
28 The other person's mannerisms or appearance (such as clothing or hairstyle) distract me from what he or she is saying. (-)			✓		

Capturing the Message

Statement	Frequency				
	Almost never	Occasionally	Some of the time	Most of the time	Almost Always
2 I remain open to hearing the rest of the other person's message even after he or she presents ideas with which I disagree.				✓	
5 I decide what I think about the other person's ideas while he or she is talking. (-)	✓				
8 I anticipate what the other person's main point or conclusion is going to be before he or she is finished talking. (-)			✓		
11 I avoid asking the other person to repeat or clarify a point that I don't fully understand. (-)					✓
14 I make a mental note of any ideas or arguments that the other person frequently repeats during a conversation.		✓			
17 I listen for the overall theme behind the other person's message.				✓	
20 I offer a summary of the other person's main ideas at the end of a conversation.	✓				
23 I watch for nonverbal cues (such as tone of voice, facial expressions, and body language) that contradict the other person's verbal message.			✓		
26 I ask questions that help me find out what the other person may have left out or avoided saying.					✓
29 I judge someone's message based on what I think of him or her as a person. (-)		✓			

Helping the Speaker

Statement	Frequency				
	Almost never	Occasionally	Some of the time	Most of the time	Almost Always
3 I try not to fidget during conversations. (For example, playing with paper clips, chewing on a pen, drumming my fingers.)			✓		
6 I nod my head or indicate agreement verbally even when I'm not completely paying attention to what the other person is saying. (-)					✓
9 I tend to finish sentences for the other person. (-)		✓			
12 I do something else (such as open mail, file papers, or eavesdrop on other conversations) while I'm listening. (-)				✓	
15 I maintain eye contact with any person who is speaking to me.	✓				
18 When the other person seems to be stuck on a single point, I will ask a question that encourages him or her to move on to other points.			✓		
21 If the other person loses his or her train of thought, I offer assistance by restating the point.					✓
24 If the other person fails to make a point that he or she mentioned at the beginning of the conversation, I remind him or her about it.		✓			
27 I use nonverbal signals (such as leaning forward and maintaining an alert posture) to let the other person know I'm paying attention.				✓	
30 I use pauses in the conversation to change the subject. (-)	✓				

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