

S E R I E S   B E S T   S E L L E R

**BOOK  
EXCERPT**

**Learning Short-take®**

**3<sup>RD</sup> EDITION**

**ACTIVITY**  
**INITIAL SKILLS**  
**SELF-ASSESSMENT**

Listen and Be Listened To



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## ACTIVITY 1: INITIAL SKILLS SELF-ASSESSMENT

Understanding how you currently listen is critical to the development of active listening behaviors and effective workplace communication. This assessment covers the key skills required to consciously listen, in order to improve communication outcomes and job success.

### Rate yourself on each of the techniques.

7 is competent and confident, little need for improvement

4 is average, needs improvement

1 is uncomfortable, major need for improvement

- Note specific areas of improvement related to each skill that you would like to develop. Be sure to include your reasons for your rating in each skill, as this reasoning will be a key part of the initial goal setting session with your coach.
- Start thinking about a personal development plan and identify two or three things you could do to improve your skills in this area and write them in the space provided.

I...	Rating	Reasoning
listen for feelings, attitudes, perceptions, and values as well as for facts.	1 2 3 4 5 6 7 □ □ □ □ □ □ □	
try to listen for what is not said.	1 2 3 4 5 6 7 □ □ □ □ □ □ □	
avoid interrupting the person who is speaking to me.	1 2 3 4 5 6 7 □ □ □ □ □ □ □	
actually pay attention to who is speaking as opposed to 'faking' attention.	1 2 3 4 5 6 7 □ □ □ □ □ □ □	
refrain from 'tuning people out' because I don't like them, disagree with them, or find them dull.	1 2 3 4 5 6 7 □ □ □ □ □ □ □	
work hard to avoid being distracted from what is said by the speaker's style, mannerism, clothing, voice etc.	1 2 3 4 5 6 7 □ □ □ □ □ □ □	
make certain that the person's status has no bearing on how well I listen to him/her.	1 2 3 4 5 6 7 □ □ □ □ □ □ □	
avoid letting my expectations (hearing what I want to hear) determine or influence my listening behavior.	1 2 3 4 5 6 7 □ □ □ □ □ □ □	



## ACTIVITY 1: CONTINUED

I...	Rating	Reasoning
try to read the non-verbal communication – gestures, posture, eye contact, facial expression etc to help correctly interpret the message.	1 2 3 4 5 6 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
screen out noise and outside distractions to concentrate on the speakers message.	1 2 3 4 5 6 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
try to 'stay with' speakers who are hard to follow ie. those who are slow in their speech or whose ideas are poorly organized.	1 2 3 4 5 6 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
use non-verbal communication (eye contact, head nods etc) to indicate that I wish to hear more.	1 2 3 4 5 6 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
re-state or re-phrase the other person's statements when necessary so that he/she will know that I understood.	1 2 3 4 5 6 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
have not understood, I candidly admit to this and ask for a restatement.	1 2 3 4 5 6 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
avoid framing my response to what is being said while the other person is still speaking.	1 2 3 4 5 6 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
recognise that words can mean different things to different people.	1 2 3 4 5 6 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
practice to increase my listening efficiency.	1 2 3 4 5 6 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
take notes when necessary to help me remember.	1 2 3 4 5 6 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
find out what words mean when they are used in a way not familiar to me.	1 2 3 4 5 6 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	
look at the person who is talking to me.	1 2 3 4 5 6 7 <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>	

### Personal development plan ideas:

1

2

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