

In the table below, please use the six-point scale to indicate the degree to which each statement represents your typical listening behaviors:

	1) not at all	2) low degree	3) somewhat low degree	4) somewhat high degree	5) high degree	6) very high degree
1. I pay attention to what is <b>not</b> being said.						
2. I try to be aware of when people are engaged in the conversation & when they're not.						
3. I pay attention to the tone of the conversation.						
4. I try to fully understand perspectives that differ from mine.						
5. I show others that I am listening through my body language.						
6. I explore other people's worries and concerns.						
7. I encourage people to ask questions.						
8. I feel I am able to identify a person's greatest worry or concern about an issue and the reason why.						
9. I try to keep people talking about their issues, even when I am having a busy or stressful day.						
10. I work to clarify goals we can agree upon without feeling pressured.						
11. I explain reasons or rationales for things I propose.						
12. I check that the other person has understood what I said.						
13. I pay particular attention to nonverbal cues when I don't know a person well.						
14. I strategize about how to reach a shared perspective or jointly agree upon a decision.						
15. I acknowledge that others' concerns are legitimate, to make them feel heard.						
16. I work to create a shared vision of a desired end outcome.						
17. I encourage other people to lead the pace and direction of the conversation.						
18. I invite others to engage in joint action-planning.						

Self-Scoring Sheet: Effective Listening, Teamwork, & Leadership Inventory (ELTLI):

<p><b>Receptive Listening:</b> Often called "attentive listening" or "deep listening," receptive listening can be also thought of as "data-gathering." The intent is to gain a fully nuanced understanding of the other person's concerns, situation &amp; expectations. Since many people will not verbalize all of these easily, effective listeners and team leaders train themselves to pay attention to non-verbal information.</p>	<p>Total the point-count of your response to questions 1-5 to obtain your receptive listening score.</p> <p>Receptivity Score <input data-bbox="1333 414 1659 483" type="text"/></p>
<p><b>Consensus-Based Listening:</b> The intent is establish common ground and a shared perspective. It is the antithesis of "majority rules" and realizes that one often has to offer a compromise from your own perspective before others are willing to reconsider their own perspective. It creates trust and facilitates effective, long-lasting partnerships.</p>	<p>Total the point-count of your responses to questions 10-14 to obtain your Consensus-Building score.</p> <p>Consensus Score <input data-bbox="1333 678 1659 748" type="text"/></p>
<p><b>Exploratory Listening:</b> Exploratory listening includes both encouraging others and reality-checking your impressions. It seeks both open dialogue and precision of information sharing. Non-verbal information (data) nevertheless remains as important as verbalized information, particularly with individuals of non-equal status or in contexts when information sharing may be embarrassing or emotional for any one individual.</p>	<p>Total the point-count of your responses to questions 6-9 to obtain your Exploratory Listening score.</p> <p>Exploratory Score <input data-bbox="1333 919 1659 989" type="text"/></p>
<p><b>Action-Oriented Listening:</b> In team situations, discussion of divisive topics, or culture-crossing contexts, it is nearly always a mistake to move to action-oriented listening (or, worse yet, action-based discussion) too soon. Moving towards a next-step discussion should come after trust has been built from using the other three listening modes. This allows buy-in before joint action-planning.</p>	<p>Total the point-count of your responses to questions 15-18 to obtain your Action Orientation score.</p> <p>Action-Orientation <input data-bbox="1333 1219 1659 1289" type="text"/></p>