

Listening Instruments (Last updated 7/21/20 by Laura Janusik, PhD, MBA, Editor)

| <p>Please note: The instruments provided here are not in any order, and the list is not comprehensive. It was originally developed by those attending the Fall Listening Forum at Rockhurst University in 2006, and it's been updated a few times since then. For a much more complete and comprehensive list, please see Worthington, D. L., & Bodie, G. D. (Eds.). (2017). <i>The sourcebook of listening research: Methodology and measures</i>. John Wiley & Sons.</p> | | | | | |
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| INSTRUMENT NAME | ASSESSES | TYPE | TIME REQUIRED | WHERE IT CAN BE FOUND | COMMENTS |
| HURIER (Brownell, 1996) | Breaks the listening process down into 6 components. They are 1. Hearing 2. Understanding 3. Remembering 4. Interpreting 5. Evaluating 6. Responding | Pen and Paper 36 item self-report. Easy to score. | 10 – 20 minutes, which includes scoring and explanation. | Can be found in: Brownell, J. (2006). <i>Listening: Attitudes, Principles, and Skill</i> (3 rd ed.). Pearson, NY. Pages 32 to 34. | Validated through a confirmatory factor analysis, which only identified 5 factors, Brownell added a sixth, which isn't defined. It was developed for private industry, and it validates how people <i>perceive</i> the listening process to work. The 6 steps aren't aligned with current cognitive research, but the model works well from a self-awareness perspective. |
| Listener Preference Profile (LPP) Watson, Barker, & Weaver (1995) and Barker & Watson (2000) | Provides feedback on listening preferences or schemas. Identifies four possible schemas: 1. People- 2. Action- 3. Content- 4. Time-oriented | Self-Report 20 items Pen and Paper Likert-Type scale. Easy to score. | Approximately 10 – 15 minutes but allow further time for explanation as to what to do to listen better from the identified schema. Reliability and validity are low; Worthington & Bodie are working on the LSP - R. | Available through Spectra Publishers: http://www.spectrapublishers.com/html/listening.html . Also found in Barker, L., & Watson, K. (2000). <i>Listen Up</i> . NY: St. Martin's Press. | Initially found in Watson, K.W., Barker, L.L., & Weaver, J.B. (1995). The listening styles profile (LSP- 16): Development and validation of an instrument to assess four listening styles. <i>International Journal of Listening</i> , 9, 1- 13. |

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|--|---|---|--|--|--|
| <p>LSP – R</p> <p>(Bodie, Worthington, & Gearhart, 2013)</p> | <p>Provides feedback on listening preferences or schemas. Identifies four possible schemas:</p> <ol style="list-style-type: none"> 1. Relational 2. Analytical 3. Task Oriented 4. Critical | <p>Self-Report</p> <p>24 items</p> <p>Pen and Paper</p> <p>Likert-Type scale.</p> | <p>15 minutes</p> | <p>Bodie, G. D., & Worthington, D. L. (2017). Listening Styles Profile-Revised (LSP-R) (Bodie, Worthington, & Gearhart, 2013; Watson, Barker, & Weaver, 1995). <i>The Sourcebook of Listening Research: Methodology and Measures</i>, 402-409.</p> | <p>One may request to use the instrument from here: http://www.grahambodie.com/lSpr-permission</p> |
| <p>Willingness to Communicate (WTC) (McCroskey and Richmond, 1996).</p> | <p>Developed as a general way to summarize how often one would INITIATE communicating with others in different contexts and relationships.</p> | <p>20 item pencil and paper self-report.</p> | <p>10 minutes to complete, but much longer to score.</p> | <p>See: McCroskey, J.C. (1992). Reliability and validity of the willingness to communicate scale. <i>Communication Quarterly</i>, 40(1), 16-25.</p> | <p>It combines listening and speaking together. It does have high reliability; however, it's difficult to score because numbers can go from 1 – 100 for every item.</p> |
| <p>Metacognitive Listening Strategies Instrument (MLSI) (Janusik & Keaton, 2011).</p> | <p>Strategies that one uses to create meaning in a learning situation. Loads on 3 factors of Directed Attention, Problem-Solving, and Planning-Evaluation.</p> | <p>11 item pencil and paper self-report.</p> | <p>10 minutes to complete, and 3 minutes to score</p> | <p>Janusik, L.A., & Keaton, S. (2011). Listening metacognitions: Another key to teaching listening? <i>Listening Education</i>, 3, 33-44.</p> | <p>Though the factor structure did not hold in a larger multi-cultural study (Janusik & Keaton, 2015), it is a good introduction to listening strategies we use to make meaning.</p> |

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|---|--|---|---|---|---|
| <p>Interaction Involvement Scale Cegala (1981)</p> | <p>Measures Attentiveness and Perceptiveness, both components of listening</p> | <p>Self-Report 18 items Pen and Paper Likert-Type scale. Some items are reverse scored.</p> | <p>10 - 20 minutes, depending on how quickly participants catch on to the reverse scoring notion.</p> | <p>Can be found in: Cegala, D.J. (1981). Interaction involvement: A cognitive dimension of communicative competence. <i>Communication Education</i>, 30, 109-121. See also: Cegala, D. J., Savage, G. T., Brunner, C. C., & Conrad, A. B. (1982). An elaboration of the meaning of interaction involvement: Toward the development of a theoretical concept. <i>Communication Monographs</i>, 49, 229-248. For a 9-item online version, go to: http://www.geocities.com/Athens/Forum/1650/interaction.html</p> | <p>Very high reliability that has stood the test of time.</p> |

| INSTRUMENT NAME | ASSESSES | TYPE | TIME REQUIRED | WHERE IT CAN BE FOUND | COMMENTS |
|---|--|--|--|--|---|
| Receiver Apprehension Test (RAT) Wheelless (1975) | Developed to measure one's <i>anxiety</i> for listening. He defined it as "the fear of misinterpreting, inadequately processing, and/or not being able to adjust psychologically to messages sent by others" (p. 263). | Pen and Paper 20 item self-report with a Likert-type scale. Reverse items included. Easy to score. | 10 minutes to take, but much longer to score due to the reverse items. | Wheelless, L. R. (1975). An investigation of receiver apprehension and social context dimensions of communication apprehension. <i>The Speech Teacher</i> , 24, 261-268. | Good reliability but needs to be updated. Studies using the instrument in clued Bodie & Villaume, (2003), Ayers, J. Wilcox, and Ayers, D.M. (1995), and Roberts (1980, 1984). |
| Revised (16-item) Receiver Apprehension Test (Revised RAT) Wheelless and Scott (1976) | | 16 item self report with Likert-type response format | | | Research on the reliability of this instrument can be found in: (1) Ayres, J., Wilcox, A. K., & Ayres, D. M. (1995). Receiver apprehension: An explanatory model and accompanying research. <i>Communication Education</i> , 44, 223-235. (2) Beatty, M. J., Behnke, R. R., & Henderson, L. S. (1980). An empirical validation of the receiver apprehension test as a measure of trait listening anxiety. <i>Western Journal of Speech Communication</i> , 44, 132-136. |

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| Self-Monitoring (Snyder, 1974) | Self-Monitoring is a psychological construct that accounts for how aware we are about our partner's feelings and how willing we are to adjust to them. | 25 item self-report in a true/false format. Easy to score. | 10 – 15 minutes to take and score. | http://pubpages.unh.edu/~ckb/SELFMON2.html . Snyder, M. (1974). The self-monitoring of expressive behavior. <i>Journal of Personality and Social Psychology</i> , 30, 526-537. | This has stood the test of time with high reliability. Though there is no direct research linking self-monitoring to listening, but both need a strong awareness, so this helps approach listening from that perspective. |
| Willingness to Listen (Roberts & Vinson, 1998) | This instrument measures one's motivation (i.e., desire) to listen in different contexts and with different people. | 17 item pencil and paper self-report. | 10 minutes | See: Roberts, C.V., & Vinson, L. (1998). Relationship among willingness to listen, receiver apprehension, communication apprehension, communication competence, and dogmatism. <i>International Journal of Listening</i> , 12, 40-56. Also see: http://www.jamescmccroskey.com/measures/wtlisten.htm | Contextualizes apprehension. Reliability isn't high. Has potential to be a good instrument, but it needs revising to increase reliability and validity. |

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| <p>Watson-Barker Listening Test [WBLT] (Watson & Barker, 2000)</p> | <p>Assesses 5 dimensions of listening:</p> <ol style="list-style-type: none"> 1. Evaluating message content 2. Understanding meaning in conversation 3. Understanding and remembering lectures 4. Evaluating emotional meaning in messages 5. Following instructions | <p>Audio/Video Test. For each dimension, there are 8 questions. Each question is based on a “scene” that is viewed and then questions follow. The questions and 4 possible answers are listed on the screen.</p> | <p>40 minutes for the test, and another 5 minutes for them to score it.</p> | <p>Available on the web through:</p> <p>http://www.innolectinc.com/</p> <p>There is also a WBLT Short Form that takes approximately 20 minutes to administer.</p> <p>Watson, K. W., & Barker, L. L. (1988). Listening assessment: The Watson-Barker listening test. <i>Journal of the International Listening Association</i>, 2, 1-19.</p> <p>Bodie, G.D., Worthington, D., & Fitch-Hauser, M. (2011). A Comparison of four measurement models of the Watson-Barker Listening Test (WBLT) – Form C. <i>Communication Research Reports</i> 28(1), 32-42.,</p> | <p>There is a pre and posttest with acceptable reliability, but you can use just one, if you prefer. This test has the highest reliability of audio/video tests. One criticism is that one can be a good guesser and/or have schema about a question and get an answer right without listening to the scene. But it does measure 5 dimensions and gives participants a clear score to identify areas of improvement.</p> <p>The test was revised in the early 2000s; however, it was not met favorably by researchers, as validity and reliability statistics were not made available. Further testing by Bodie, Worthington, & Fitch Hauser (2011), influenced them to not recommend using this test for listening assessment purposes.</p> |

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| Conversational Listening Span (Janusik, 2004) | Measures the number of items that one can hold active and respond to in the course of a conversation (also known as one's Conversational Listening Span or CLS). | Face to face (1 on 1) conversation with a researcher. | 10 - 30 minutes each. | Samples are available in Janusik, L.A. (2005). Conversational Listening Span: A Proposed Measure of Conversational Listening. <i>International Journal of Listening</i> . 19, 14 – 30. | Identifies one's Conversational Listening Capacity. It's based on Working Memory Theory and Working Memory Capacity. Can be used to assess those who need to learn to process faster. It takes longer than traditional pen and paper tests. |
| Steinbrecher-Willmington Listening Test | Designed to assess comprehensive, empathic, and critical listening skills of college/university students in a fundamentals of communication course. | The SWLT consists of 55 test questions. The test content, comprised of brief speeches, announcements, directions, descriptions, conversations, and statements, designed to be of particular interest and relevance to students in higher education, and test questions are presented in audio/video format. Answer sheets, on which examinees write the letter of the response that best represents the answer to each question, can be scored by hand or by computer. | Takes 45 minutes to administer | This test can be obtained through the authors, Milda M. Steinbrecher, 1241 Walnut Street, Oshkosh, WI 54901 (Phone 414/235-7736) or S. Clay Willmington, N8651 Lake Shore Drive, Fond du Lac, WI 54937 (Phone 414/922-2433), both of whom are members of the Department of Communication, University of Wisconsin-Oshkosh, Oshkosh, WI 54901 (Phone 414/424-7126 or 414/424-4420). | Steinbrecher-Willmington Listening Test |

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| Personal Listening Profile [PLP] | Identifies which of 5 listening approaches an individual uses: 1. Appreciative 2. Empathic 3. Comprehensive 4. Discerning 5. Evaluative | Self-report 60 item questionnaire [Both paper and online versions are available] | Approximately 60 minutes to take, score, and debrief. | This instrument can be purchased from a number of online sites. Published by Inscape Publishing. www.DiscProfile.com http://www.inscapepublishing.com/prod_list.asp | A Research Report with reliability and validity data and a Facilitator's Sample Report are available online. Inscape proposes this as a listening "model", but the original authors, Wolvin & Coakley (1996) propose it as the listening taxonomy. |
| Listening Styles Inventory [LSI] | Tool for determining a manager's perceived listening effectiveness. Categorizes four types of listening styles: 1. Active 2. Involved 3. Passive 4. Detached | Self report 10 item survey | 10 – 20 minutes, which includes scoring and explanation. | The LSI can be found in the appendix of the article cited in the next column. | Data on reliability and validity of this instrument can be found in the following article: Pearce, C.G., Johnson, I.W., Barker, R.T. (2003). Assessment of the Listening Styles Inventory. <i>Journal of Business and Technical Communication, 17(1)</i> , 84-113. Or at http://jbt.sagepub.com/cgi/content/refs/17/1/84 |
| HEARD Test | Listening Comprehension | Multiple Choice after listening to oral communication | | Dow, C. W. (1955). Testing listening comprehension of high school seniors and college freshmen. <i>The Speech Teacher, 4</i> , 239-246. | (Editor's note: I was unable to find reference to this specific article or retrieve the test with the Internet.) |

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| Listening Fidelity (LF) (Mulanax & Powers, 2001) | LF is conceptually defined as the degree of congruence between the cognitions of a listener and the cognition of a source following a communication event. | Participants listen to a person describe a series of shapes and are asked to try and reproduce the series of shapes on a blank piece of paper. | The test takes about 15 minutes to complete | Mulanax, A. & Powers, W. G. (2001). Listening fidelity: Development and relationship to receiver apprehension and locus of control. <i>International Journal of Listening, 15</i> , 69-78. Powers, W. G., & Bodie, G. D. (2003). Listening fidelity: Seeking congruence between cognitions of the listener and the sender. <i>International Journal of Listening, 17</i> , 19-31. | Discussion of measure found in the following article: Mulanax, A., & Powers, W.G. (2001). Listening fidelity development to receiver apprehension and locus of control. <i>International Journal of Listening, 15</i> ,69-78. |
| Relational Listening | No measure yet established | | | Halone, K. K., & Pecchioni, L. L. (2001). Relational listening: A grounded theoretical model. <i>Communication Reports, 14</i> , 59-71. | This study lays the empirical groundwork for developing a scale to assess relational listening. |
| Belief in Listening | Belief system characterizing effective listener, according to Rogers, C. R. (1949). The attitude and orientation of the counselor in client-centered therapy. <i>Journal of Consulting Psychology, 13</i> , 82-94. https://doi.org/10.1037/h0059730 | A 14-item survey with two sub-scales: A belief that a good listener can help the speaker solve their problems; and trust in the speaker's ability to solve their problems. | 1-2 minutes | Email first author: avraham.kluger@huji.ac.il | The survey is undergoing validation. Scales constructed based on factor analyses of 46 items on a sample of 475 adults. |

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|--|---|-------------------------|---------------|--|---|
| Organizational Listening Survey | Listening competency within organizational contexts | Self- and Other- Report | 5 minutes | <p>Cooper, L. O., & Husband, R. L. (1993). Developing a model of organizational listening competency. <i>Journal of the International Listening Association</i>, 7, 6-34.</p> <p>Cooper, L. O., Seibold, D. R., & Suchner, R. (1997). Listening in organizations: An analysis of error structures in models of listening competency. <i>Communication Research Reports</i>, 14, 3, 312-320.</p> <p>Cooper, L. O., & Buchanan, T. (1999). Interrater agreement in judgments of listening competency: An item-based analysis of the "Organizational Listening Survey". <i>Communication Research Reports</i>, 16, 48-54.</p> | <p>Also found in:</p> <p>Cooper, L. O., & Buchanan, T. (2003). Taking aim at good targets: Interrater agreement of listening competency. <i>International Journal of Listening</i>, 17, 88-114.</p> <p>Cooper, L. O., & Buchanan, T. (submitted, 2006). Interrater agreement in students' perceptions of their professors' listening competency: An item analysis of the <i>Organizational Listening Survey</i></p> <p>Stine, M., Thompson, T., & Cusella, L. (1995). The impact of organizational structure and supervisory listening training indicators on subordinate support, trust, intrinsic motivation and performance. <i>International Journal of Listening</i>, 9, 84-105.</p> |

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|---|---|--|--|---|--|
| Sequential Tests of Educational Progress: Listening Comprehension (STEP III) | Step III measures the following skills: 1. Plain-sense comprehension, 35% of the test 2. Interpretation, 40% of the test 3. Evaluation and application, 25% of the test. | Each level consists of 12 to 13 passages, ranging from 25 seconds to over 4 minutes in length. After the examiner reads each passage, he/she then reads the associated multiple-choice comprehension questions to the examinees. The examinees have test booklets that contain possible answers. | The test takes approximately 30 minutes. | Educational Testing Services, Rosedale Road, Princeton, NJ 08541 (Phone 609/921-9000 Educational Testing Service. (1979). <i>STEP III Manual and Technical Report</i> . Addison-Wesley: Menlo Park, CA. | Two alternative forms for each of four levels are available for use; the levels are as follows: 1) Level 1- designed for college freshmen and sophomores, 2) Level 2-designed for grades 10 to 12, 3) Level 3-designed for grades 7 to 9, 4) Level 4-designed for grades 4 to 6. |
| Brown, Carlsen, Carstens (BCC) Listening Test | The 76 items are grouped into five parts , each measuring a listening skill or skills: recalling items in a sequence (17), following directions (20), recognizing transitions (8), recognizing word meanings (10), and comprehending lecture material—noting details, getting central ideas, drawing inferences, understanding organization, and distinguishing relevant from irrelevant materials (21). | Examinees record their responses on answer sheets that are centrally scored by either mail service or FAX. The BCC test consists of two comparable forms (E 78 and E 87), each comprising 76 test items. | The audiotaped test requires less than 45 minutes to administer. | BCC Brown, Carlsen, Carstens, Box 164, River Falls, Wisconsin 54022 (Phone 715/425-9999). Brown, J. I., & Carlsen, G. R. (1955). <i>Brown-Carlsen Listening Comprehension Test</i> . Harcourt, Brace, and World, Inc.: New York. Brown, J. I. (1949). The construction of a diagnostic test of listening comprehension. <i>Journal of Experimental Education</i> , 18, 139-146. | This is a 1995 revision of the 1955 Brown-Carlsen Listening Comprehension Test. The revised test is normed for use at all college levels as well as among adults of all ages. |

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|--|--|---|--|--|--|
| Listening Concepts Inventory | Subjective concepts of listening in terms of how one views listening: <ul style="list-style-type: none"> Organizing Information Relationship Building Learning and Integrating Information Critical (Evaluative) | Likert Type Rating scale | > 10 minutes | Imhof, M. & Janusik, L. (2006). Development and Validation of the Imhof-Janusik Listening Concepts Inventory to Measure Listening Conceptualization Differences between Cultures. <i>Journal of Intercultural Communication Research</i> , 35(2), 79 - 98. | The instrument is designed to capture how an individual views listening. It is assumed that how we view something influences how we do something. So, how we view listening will influence how we speak. |
| Listening Concepts Inventory - Revised | Subjective concepts of listening in terms of how one views listening: <ul style="list-style-type: none"> Organizing Information Relationship Building Learning and Integrating Information Critical (Evaluative) | Likert Type Rating scale | > 10 minutes | Bodie, G. D. (2011). The Revised Listening Concepts Inventory (LCI-R): Assessing individual and situational differences in the conceptualization of listening. <i>Imagination, Cognition and Personality</i> , 30(3), 301-339. | Bodie was able to reduce the LCI to 15 items. |
| Physician and Nurse Patient Centered Communication Measure (Wanzer et al, 2004) | Measures patient centered communication | 13 items | 13 item, 5 step Likert Scale. Face to face or self-report. | 10 minutes or less | High reliability across all subscales. |
| Physician Non-Verbal Immediacy Measure (PNIM) (Richmond, Smith, Heisel, & McCroskey, 2001) | Used to assess patient's perceptions of physician. | Self-report, 10 questions, adaptation of the standard Nonverbal Immediacy Scale | 5 minutes | High reliability. | |

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| Doctors' Interpersonal Skills Questionnaire (DISQ) (Greco et al, 2002) | Used to assess the communication skills and attitudes of physicians. Focuses more on the consultation rather than the practice as a whole. | Questionnaire that is comprised of 12 questions where the patient rates physician on a scale of poor to excellent. | | | High criterion and construct validity High reliability Provides both quantitative scores and qualitative comments |
| Communication Skills Questionnaire (CSQ) (Takahashi, 2006) | Psychomotor method of evaluating the communication skills of patient. Assesses 3 skills <ol style="list-style-type: none"> 1. cooperative 2. assertive 3. general communication | Self-Administered Questionnaire or administered by family/medical staff | | | Items divided into 3 categories: <ol style="list-style-type: none"> 1. cooperation skills 2. assertive skills 3. general communication skills High inter-rater reliability and inter-rater reliability |
| The Patient Trust in Physician Scale (Anderson and Dedrick. Psych. Rep. 1990, 67). | Measures interpersonal trust in physician. Three types of dimensions are measured: <ol style="list-style-type: none"> 1. physician dependability 2. confidence in physician knowledge and skills 3. confidentiality and reliability of information received from the physician. | 11 item self-administered questionnaire. Items are answered on a 5-point Likert format. | 10 minutes | High internal reliability, face validity. | |

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| Physician Psycho-Social Belief Questionnaire (PPSB) | Measures the effectiveness of behavioral science teaching and changes in physicians' beliefs about psychosocial aspects of patient care. | 32 item questionnaire. Rated on a 5-point Likert Scale. | | Score of 32 shows maximum and 160 shows minimum psychosocial orientation. A low score illustrates a positive attitude; while a high score shows beliefs that psychosocial issues are not part of a physician's role. | |
| Picker Satisfaction Measure (Hughes,1991; Jenkinson, et. Al, 2002)- since there are other versions, there are many citations | Measures patient satisfaction in a number or conditions and contexts | Face to face or self-report, 36 item Likert type | Can take 10 minutes | High reliability, face and construct validity. Several patient satisfaction instruments designed with large patient populations. | |
| Profile of Nonverbal Sensitivity [PONS test] | If listening is auditory and visual, then one's ability to read nonverbal cues is important to listen effectively. | Video only (no audio) test consisting of 40 quick (less than a second) "scenes" of a female model performing an action. Participant has an answer sheet with 2 possible interpretations for each scene. | 7 minutes to take and about 3 minutes to score. | See: Rosenthal, R., Hall, J.A., DiMatteo, M.R., Rogers, P.L., & Archer, D. (1979). <i>Sensitivity to nonverbal communication: The PONS test</i> . Baltimore, MD: Johns Hopkins University Press. | Very high reliability. |

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| Kentucky Comprehensive Listening Test (KCLT) | <p>The KCLT provides a listening profile consisting of five separate factors:</p> <ol style="list-style-type: none"> 1. short-term listening 2. short-term listening with rehearsal 3. lecture listening 4. interpretative listening 5. selective listening skill | <p>Paper and pencil. Multiple Choice and Free Response after listening to oral communication</p> | <p>Editor's Note: This test is now out of print. Communication with Bostrom shows that he no longer supports this test. Rather, he proposes a test that includes a strong nonverbal component, and recommends people read,</p> <p>Bostrom, R. N. (2006). The process of listening. In O.D.W. Hargie (Ed.), <i>The handbook of communication skills</i> (3rd ed.) (267-292). London: Routledge.</p> | <p>The <i>Kentucky Comprehensive Listening Test</i> is published by the Kentucky Listening Research Center. The most recent version was published in 1985. This test, with alternate forms (for "pre-" and "post-" measurement), consists of tapes, a test manual, and answer sheets and can be obtained through Robert N. Bostrom, 233 Grehan Building, University of Kentucky, Lexington, KY 40506 (Phone 606/257-7800).</p> | <p>The constructors of the KCLT note that research has supported these five factors to be separate and distinct and to have different configurations with other types of communicative abilities. For example, good short-term listeners are usually better at one-to-one interpersonal communication. Good rehearsal listeners do not need to take notes as much as others. More women are good interpretative listeners than men. Research continues in these various configurations</p> |
| The Listening Skills Test (Lloyd et al., 2001) | <p>The test assesses the ability to make judgments about the efficacy of verbal messages or instructions.</p> <p>Focuses on the ability of children to listen to oral language and evaluate the content</p> | <p>Tasks include relating messages to arrays of pictorial items, making judgments about statements that refer to one complex picture, marking routes on a street plan in response to an extended set of instructions, and the ability to evaluate purely verbal utterances</p> | | <p>Lloyd, P., Peers, I. and Foster, C. (2001) <i>The Listening Skills Test</i> (London: The Psychological Corporation). Lloyd, et al (No Year Given) "The Listening Skills Test – A New Instrument to Assess Children's Pragmatic Ability. <i>International Journal of Language and Communication Disorders</i>, 429-434.</p> | <p>This instrument focuses on the 3 ½ - 7 years age group</p> |

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| Jefferson Scale of Empathy (Hojat, et. al, 2002) | Used to measure physician empathy from the patient's point of view | Self-administered, 7-point Likert Scale, 20 items | 5 to 10 minutes | | High reliability. First used to co-relate physician empathy to physician competence. |
| Medical Communication Competence Scale (MCCS)- (Cegala, Coleman, & Turner, 1998) | Used to measure doctor's and patients' perceptions of self-communication and other communication competence during medical interviews | Two instruments, one for patient, one for physician, self report, after the physician visit/medical interview. Likert type scales. Physicians-37 questions, Patient-40 questions. | Depends. Approximate 10 mins each for the patient and physician | | High reliability on both scales. Cluster analysis used. Doctors and patients both score high on self-and other competence. Good measurement since this is based on several other studies of doctor and patient perceptions of communication competence. |
| Active Empathic Listening Scale | Active Empathetic Listening in the Sales Context Recently modified to apply to a general, interpersonal context. | Self Report Other Report | 5 minutes | Drollinger, T., Comer, L. B., & Warrington, P. T. (2006). Development and validation of the active empathetic listening scale. <i>Psychology & Marketing</i> , 23, 161-180. Bodie, G. D. (2011). The Active-Empathic Listening Scale (AELS): Conceptualization and validity evidence. <i>Communication Quarterly</i> . 59(3): 277-295. | The scale was recently modified to be applicable in the general interpersonal domain (Bodie, 2011). Evidence for validity was provided for both a self-and other-report version. The probes for the instrument can be found in Bodie's article, and you are required to create your own instrument. |

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|---|--|---|---|--|---|
| Profile of Nonverbal Sensitivity [PONS test] | If listening is auditory and visual, then one's ability to read nonverbal cues is important to listen effectively. | Video only (no audio) test consisting of 40 quick (less than a second) "scenes" of a female model performing an action. Participant has an answer sheet with 2 possible interpretations for each scene. | 7 minutes to take and about 3 minutes to score. | See: Rosenthal, R., Hall, J.A., DiMatteo, M.R., Rogers, P.L., & Archer, D. (1979). <i>Sensitivity to nonverbal communication: The PONS test</i> . Baltimore, MD: Johns Hopkins University Press. | Very high reliability. |
| Facilitating Listening Scale (FLS) | Speaker's perceptions of interlocutor's listening behaviors and their consequences | The survey has nine subscales, containing 52 items, including scales of constructive- and destructive-listening behaviors, and positive- and negative-listening consequences. | Approximately 5 minutes | Kluger, A. N., & Bouskila-Yam, O. (2018). Facilitating Listening Scale (FLS). In D. L. Worthington & G. D. Bodie (Eds.), <i>The sourcebook of listening research: Methodology and measures</i> (pp. 272-280). John Wiley & Sons, Inc. | The sub-scales of constructive- and destructive-listening behaviors, have 10 items each, and were used and modified in various research projects. |
| Layperson-Based Listening Scale (LBSL) | Speaker's holistic perception of interlocutor's listening | A 10-item survey. | 1-2 minutes | Lipetz, L., Kluger, A. N., & Bodie, G. D. (2018). Listening is listening: Employees' perception of listening as a holistic phenomenon. <i>International Journal of Listening</i> , Advance online publication. https://doi.org/10.1080/10904018.2018.1497489 | The authors showed that even 5 items could produce high reliabilities. |

| INSTRUMENT NAME | ASSESSES | TYPE | TIME REQUIRED | WHERE IT CAN BE FOUND | COMMENTS |
|---|---|---|----------------------------------|--|--|
| Ferrari-Lynch-Vogel Listening Test | Students' ability to critically listening to a message. | Video or voice enhanced power point. The FLVLT FLVLT has been used to assess critical listening skills in several disciplines. The content of the FLVLT varies depending on the discipline. But in general, each FLVLT has no more than 10 questions. In order to measure changes in critical listening skills, the FLVLT is administered twice during the course of a semester | no longer than 5 minutes to take | <p>Ferrari-Bridgers, F., Vogel, R., & Lynch, B. (2015). Fostering and assessing critical listening skills in the speech course. <i>International Journal of Listening</i>, 31, 19-32. doi:10.1080/10904018.2015.1020231</p> <p>Ferrari-Bridgers, F., Stroumbakis, K., Drini, M., Lynch, B., & Vogel, R. (2016). Assessing critical analytical listening skills in math and engineering students: An exploratory inquiry of how analytical listening skills can positively impact learning. <i>International Journal of Listening</i>, 31, 121-141. doi:10.1080/10904018.2016.1222910</p> <p>Armstrong, Daniel & Ferrari-Bridgers, Franca. "Improving Critical Listening skills in EMT Students", in <i>Irish Journal of Paramedicine</i>, Vol 4,</p> | Very high reliability Very high flexibility because it can be tailored to any discipline or content |

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| | | | | <p><i>no.2, 2019.</i></p> <p>-</p> <p>Ferrari-Bridgers, F. (2020). Preliminary Findings to Support the Internal Consistency and Factor Structure of the Ferrari-Lynch-Vogel Listening Test (FLVLT). <i>International Journal of Listening</i>, 1-16.</p> | |
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