

Listening Instruments

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 asy to score.	Approximately 10 – 15 minutes, but allow further time for explanation as to what to do to be better from the identified schema. Reliability and validity are low, but Worthington & Bodie are working on the LSP-R.	Available on the web through http://www.innolectinc.com/ Also found in Barker, L., & Watson, K. (2000). <i>Listen Up</i> . NY: St. Martin's Press.	A “research version” called the Listening Styles Profile (LSP-16) can be 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. Evidence against the scale as psychometrically sound can be found here: Bodie, G. D., &

					<p>Worthington, D. L. (2010). Revisiting the Listening Styles Profile (LSP-16): A confirmatory factor analytic approach to scale validation and reliability estimation. <i>International Journal of Listening</i>, 24, 69-88.</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>

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Interaction Involvement Scale Cegala (1981)	Measures Attentiveness and Perceptiveness, both components of listening	Self-Report 18 items Pen and Paper Likert-Type scale. Some items are reverse-scored.	10 - 20 minutes, depending on how quickly participants catch on to the reverse scoring notion.	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	Very high reliability that has stood the test of time.

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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.
Watson-Barker Listening Test [WBLT] (Watson & Barker, 2000)	Assesses 5 dimensions of listening: 1. Evaluating message content 2. Understanding meaning in conversation 3. Understanding and remembering lectures 4. Evaluating emotional meaning in messages 5. Following instructions	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.	40 minutes for the test, and another 5 minutes for them to score it.	Available on the web through: http://www.innolectinc.com/ There is also a WBLT Short Form that takes approximately 20 minutes to administer. 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.	A recent study (Bodie, Worthington, Fitch-Hauser, in press 2010 to be published in <i>Communication Research Reports</i>) shows that the WBLT does NOT measure five dimensions it proposes. Moreover, reliability coefficients for the scale are consistently low (i.e., below .50). All of the evidence in support of "reliability and validity" comes from either older versions or from unpublished data that is not adequately reported.

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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.
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.

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Personal Listening Profile [PLP]	Identifies which of 5 listening approaches a individual uses: 1. Appreciative 2. Empathic 3. Comprehensive 4. Discerning 5. Evaluative	Self-report 60 item questionnaire [Both paper or 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. <u>www.DiscProfile.com</u> <u>http://www.inscapepublishing.com/prod_list.asp</u>	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</i> , 17(1), 84-113. Or at http://jbt.sagepub.com/cgi/content/refs/17/1/84

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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</i> , 15, 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</i> , 17, 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</i> , 15,69-78.
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</i> , 4, 239-246.	(Editor's note: I was unable to find reference to this specific article or retrieve the test with the Internet.)
Relational Listening	No measure yet established			Halone, K. K., & Pecchioni, L. L. (2001). Relational listening: A grounded theoretical model. <i>Communication Reports</i> , 14, 59-71.	This study lays the empirical groundwork for developing a scale to assess relational listening.

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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).	This test is usually used in college settings

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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 and pertaining processes. Note: universal scoring not yet available; however, scores can be calculated through factor analysis	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 revised version can be requested from Laura Janusik at LJanusik@gmail.com	The instrument is designed to capture a person's listening concept which is considered as a presage for the quality and the quantity of effort expended on the listening process. It was successfully used to demonstrate differences in listening concepts between cultures. The updated 15-item version can be found by Bodie in <i>Imagination, Cognition, and Personality 2010</i> .
Physician and Nurse Patient Centered Communication Measure (Wanzer et al, 2004)	Measures patient centered communication	13 item	13 item, 5 step Likert Scale. Face to face or self-report.	10 minutes or less	High reliability across all subscales.
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 1. cooperative 2. assertive 3. general	Self-Administered Questionnaire or administered by family/medical staff			Items divided into 3 categories: 1. cooperation skills 2. assertive skills 3. general communication skills High inter-rater

	communication				reliability and inter rater reliability
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The Patient Trust in Physician Scale (Anderson and Dedrick. Psych. Rep. 1990, 67).	Measures interpersonal trust in physician. Three types of dimensions are measured: 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.		High internal reliability, face validity.
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 physicians 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.
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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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 proved 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 Empathetic 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. (in press). The Active-Empathic Listening Scale (AELS): Conceptualization and validity evidence. <i>Communication Quarterly</i> .	The scale was recently modified to be applicable in the general interpersonal domain (Bodie, in press). Evidence for validity was provided for both a self- and other-report version. The updated instrument can be requested through ljanusik@gmail.com.
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	7 minutes to take and about 3 minutes to score.	See: Rosenthal, R., Hall, J.A., DiMatteo, M.R., Rogers, P.L., & Archer,	Very high reliability.

		performing an action. Participant has an answer sheet with 2 possible interpretations for each scene.		D. (1979). <i>Sensitivity to nonverbal communication: The PONS test</i> . Baltimore, MD: Johns Hopkins University Press.	