

1. The Academic Listening Self-rating Questionnaire (ALSA)

Vahid Aryadoust, Ph.D., National University of Singapore

Christine C. M. Goh, Ph.D., National Institute of Education, Nanyang Technological University, Singapore

Abstract:

The Academic Listening Self-rating Questionnaire (ALSA) is a 47-item self-appraisal tool that helps language learners evaluate their own academic listening skills (Aryadoust, Goh, & Lee, 2012). The six underlying dimensions of the ALSA consist of (1) linguistic components and prosody, (2) cognitive processing skills, (3) relating input to other materials, (4) note-taking, (5) memory and concentration, and (6) lecture structure. The psychometric quality of ALSA has been studied using the Rating Scale Rasch model, structural equation modeling, and correlation analyses. The ALSA can be used to raise tertiary-level students' awareness of their academic listening ability and of the elements of academic discourse, such as lectures and seminars, that may affect their academic achievement. Further research is being undertaken to provide validity evidence for two versions of the instrument in Chinese and Turkish, respectively.

Keywords: academic listening, second language listening, self-rating lecture comprehension

2. Active-Empathic Listening Scale (AELS)

Shaughan A. Keaton, PhD, Young Harris College

Abstract:

The Active-Empathic Listening Scale (AELS) is an 11-item, three-factor scale measuring active-empathic listening across three dimensions: sensing ($n = 4$), processing ($n = 3$), and responding ($n = 4$). Sensing refers to a listener's ability to understand relational aspects of speech.

Processing, the cognitive aspect of listening, involves attending to, comprehending, receiving, and interpreting messages. Responding measures the perception of behavioral output of listening including verbal and non-verbal feedback. AEL was originally defined as a form of listening employed by salespeople, where customary active listening is merged with empathy.

The scale has been adapted to a more general social context. The scale can capture self-reported AEL (motivation to employ AEL), perspectives of AEL from a close other or conversational partner, as well as ratings from trained coders.

Keywords: relational communication, supportive communication, listening comprehension, perspective taking

3. Active Listening Attitude Scale (ALAS)

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Abstract:

The Active Listening Attitude Scale (ALAS) was constructed to assess supervisors' levels of listening to their employees. Items were constructed using Gordon's notion of active listening (AL) and Rogers's notion of Person-Centered Attitude (PCA). In the study reporting the scale's development, workers ($N=536$; 95 female) at two manufacturing companies completed the scale, and factors were derived from an exploratory factor analysis. The ALAS has since been condensed and subsequently used to assess reported active listening of occupational health workers and to help detect stress-levels in the workplace.

Keywords: Workplace Stress; constructivism; empathy; responsiveness; self-report

4. Active Listening Observation Scale (ALOS)

Andrea J. Vickery, M.A., Louisiana State University and Agricultural & Mechanical College

Abstract:

The Active Listening Observation Scale (ALOS) was developed to measure the perceived or observed frequency of active listening enacted by physicians during patient consultations (Fassaert, van Dulmen, Schellevis, & Bensing, 2007). Fassaert et al. (2007) provided evidence of adequate reliability estimates ($\alpha > .80$) and construct validity for a 7-item version of the ALOS. Additional research has extended the ALOS to supportive listening contexts and provided evidence of appropriate reliability with 11 items ($\alpha > .90$) as well as evidence of measurement model validity (Bodie & Jones, 2012). Researchers are currently developing an extensive validity portfolio for the scale, particularly as an assessment of the occurrence of particular behaviors associated with active listening such as asking questions and displaying nonverbal understanding.

Keywords: listening behavior, verbal behavior, nonverbal behavior, conversational listening

5. Affectionate Communication Scale (TAS) (Trait-Given & Trait-Received)

Kory Floyd, Ph.D., University of Arizona
Mark Alan Generous, M.A., Arizona State University

Abstract:

The Trait Affection Scale (TAS) measures an individual's typical or trait-level tendency toward affectionate behavior. The scale comprises separate self-report subscales to assess the amount of affection an individual typically gives to others (TAS-G) and typically receives from others (TAS-R). Both subscales evidence high internal consistency, although assessments of its stability are lacking. More than 15 published empirical investigations using the TAS have helped to provide construct and criterion validity evidence.

Keywords: affection, affectionate communication, trait affection given, trait affection received, Affection Exchange Theory

6. Affectionate Communication Index (ACI)

Kory Floyd, Ph.D., University of Arizona

Lisa J. van Raalte, M.A., Arizona State University

Abstract:

The Affectionate Communication Index (ACI) was constructed to measure the frequency with which a respondent engages in three types of affectionate behaviors — verbal statements, direct nonverbal gestures, and socially supportive behaviors — in a specific target relationship (Floyd & Morman, 1998). The index comprises separate factor-based subscales to assess the three forms of affectionate behavior, and several studies have calculated subscale scores. Other studies have aggregated responses to all items to produce a single score (rather than separate subscale scores) to index affectionate communication. Substantial evidence exists for psychometric adequacy. Because the ACI measures the frequency of specific affectionate behaviors rather than perceptions of affection, the scale may not be equally valid for all relationship types or for cross-cultural comparisons.

Keywords: affection, Affection Exchange Theory, affectionate communication, nonverbal affection, affectionate social support

7. Attributional Complexity Scale (ACS)

Michael Navarro, M.A., Louisiana State University and Agricultural & Mechanical College

Abstract: The Attributional Complexity Scale (ACS) is a 28-item, self-report scale designed to measure seven primary attributional constructs (Fletcher, Danilovics, Fernandez, Peterson, & Reeder, 1986). It is intended to produce a single score that represents an individual's level of attributional complexity, defined as the degree to which an individual prefers complex (to simple) explanations for human behavior. The scale generally produces internally consistent scores, though the factor structure has been shown unstable across administrations. Other validity concerns are related more generally to the self-reporting of what is ultimately a behavior. Correlations between ACS scores and actual behavior tend to be small to moderate in magnitude.

Keywords: Schema; cognitive complexity; perceptual bias; motivation; intrapersonal communication; information processing

8. Audio Message Complexity: Audio Content Change (Acc) and Audio Information Introduced (Aii)

Robert F. Potter, Ph.D., Indiana University

Annie Lang, Ph.D., Indiana University

Abstract:

Two measures are used in combination to provide a human-centered measure of audio message complexity. The first measure—Audio Content Change (Acc)—counts how many times specific auditory structural features occur during the presentation of a message. Because these structural features are known to elicit orienting responses in listeners, Acc is conceptualized as quantifying the relative amount of cognitive resources automatically allocated to the message. The second measure—Audio Information Introduced (Aii)—results from listening to the audio immediately following each Acc and determining the relative amount of cognitive resources required to process the novelty and motivational relevance of the sounds heard. Although fairly new measures, initial results suggest Acc and Aii provide valid measures of the auditory complexity of messages globally as well as at local levels of specific auditory change.

Keywords: human-centered information processing, motivated communication, auditory information load, cognitive resource allocation, information encoding

9. Communicative Adaptability Scale (CAS)

Gwen A. Hullman, Ph.D., University of Nevada - Reno

Abstract:

The Communicative Adaptability Scale (CAS) (Duran, 1983) assesses cognitive components of communication competence. The six-dimension, 30-item scale has demonstrated acceptable validity and reliability across a number of studies. The CAS seems to be more stable as a five-factor structure than a six-factor structure. Wording of certain items and sample type may influence the stability of the factor structure. Covariations among social experience, social confirmation, and social composure items also present possible causes of factor instability in some recent analyses.

Keywords: adaptability, competence, communication skill

10. Communication Competency Assessment Instrument (CCAI)

Phil Backlund, Ph.D., Central Washington University

Abstract:

The Communication Competency Assessment Instrument (CCAI) was designed for the college environment as a comprehensive assessment of an individual's communication competence. The instrument assesses speaking, interpersonal, and listening skills. The goal of the instrument is to identify students who may have difficulties with both sending and receiving communication in an educational setting. The CCAI is based on the premise that impressions of communication competence are centered on observer evaluations and impressions of actual behaviors enacted by a communicator.

Key Words: listening competence, speaking, listening, interaction, performance assessment, college students, secondary students, evaluation

11. Communication Functions Questionnaire (CFQ-30)

Graham D. Bodie, Ph.D., Louisiana State University and Agricultural & Mechanical College

Abstract:

The CFQ is a measure of the importance people place on a set of 10 communication skills for the functioning of close, personal relationships. The skills are organized under two broad classifications, affectively-oriented skills (those relevant to the management of emotions) and instrumentally-oriented skills (those relevant to the management of behavior). The CFQ has been used in a variety of populations with estimates of reliability consistently reaching acceptable levels. Validity evidence suggests the scale factors as intended and that communication values are related to conceptually similar phenomenon. Although the CFQ provides important information as to the value people place on communication skills in a range of relationships, samples tend to be overly represented by white, middle class adults. The degree to which ethnic identity and other individual and cultural-level factors might influence the importance placed on skills or even on the generation of new skill-based factors should be investigated by future work.

Key words: communication skills; communication competence; communication values; skill-deficit hypothesis; skill similarity

12. Conversational Listening Span (CLS)

Debra L. Worthington, Ph.D., Auburn University

Courtney Edwards, B.A., Auburn University

Abstract:

The Conversational Listening Span (CLS) measures conversational listening capacity by estimating “the number of items that one can hold active, can paraphrase, and can respond to in the course of a conversation” (Janusik, 2007, p. 144). The CLS is designed to provide an observable, real-time behavioral indicator of short-term listening capacity. Initial research using the CLS has suggested it produces reliable scores, although additional research into validity is needed.

Keywords: listening comprehension, working memory, short-term memory, paraphrasing, interpretation, understanding

13. Conversational Sensitivity Scale (CSS)

Debra L. Worthington, Ph.D., Auburn University

Abstract:

Conversational Sensitivity (CS) refers to “the propensity of people to attend to and interpret what occurs during conversation” (Daly, Vangelisti, and Daughton, 1987, p. 169). Daly et al. (1987) developed the 36-item conversational sensitivity scale (CSS) to assess an individual’s level of attention to and understanding of underlying meanings during conversations. It assesses eight dimensions believed to be associated with a person’s skill at evaluating and

responding to common challenges in conversational interactions: Detecting Meaning, Conversational Memory, Conversational Alternatives, Conversational Imagination, Conversational Enjoyment, Interpretation, Perceiving Affinity, and Detecting Power. In general, the measure has a respectable validity and reliability portfolio. However, confirmation of these dimensions is recommended when using the measure. Additional study into the dimensions of CS is suggested.

Keywords: empathy, conversational flexibility, perceptiveness, understanding, interpersonal communication

14. The Couples Helping Exercise

Andrew C. High, Ph.D., University of Iowa

Jenny L. Crowley, M. A., University of Iowa

Emily M. Buehler, M. A., University of Iowa

Abstract:

The Couples Helping Exercise (CHE) was designed to engage two participants in a supportive or help-intended interaction. A discloser reveals a personal problem to a listener, who is either instructed to listen as he or she normally would or who is trained to elicit particular helping behaviors. The method has been used extensively in research in supportive, marital, nonverbal, listening, and health communication contexts. This profile reviews several variations in the Couples Helping Exercise that have occurred throughout its history of use, including the participants used, the topics and procedures of the exercise, and the independent and dependent variables that have been analyzed. The profile concludes with a discussion of the strengths and limitations of this procedure.

Keywords: listening, supportive communication, helping, social support, interpersonal communication, methodology, interaction research

15. Doctors' Interpersonal Skills Questionnaire (DISQ)

Helen Meldrum, Ph.D., Bently University

Abstract:

The Doctors' Interpersonal Skills Questionnaire (DISQ), also available as The Interpersonal Skills Questionnaire for allied health professionals (ISQ), captures patient viewpoints on medical consultations with an emphasis on the humanistic dimensions of the interaction. The scale assesses how communication skills are used to build rapport, provide empathy, convey respect, give good explanations, and elicit concerns effectively. The DISQ is used in a wide variety of clinical settings. Psychometric properties have been well reported over the last two decades. A large body of research has shown that patients want their physicians to be warm, involved and understanding, key facets of listening. The assessment has demonstrated validity and reliability as a tool to measure human relations competence in the health care context. It is a proprietary measure, administered by the Client-Focused Evaluations Programme (CFEP).

Keywords: post-consultation assessment, interpersonal skills, patients' satisfaction with care

16. Effective Listening and Interactive Communication Scale (ELICS)

Gillian King, Ph.D., Bloorview Research Institute, University of Toronto

Michelle Servais, Ph.D., Thames Valley Children's Centre's Quality Management Team

Abstract:

The Effective Listening and Interactive Communication Scale (ELICS) is a self-assessment of listening and communication skills in the context of pediatric rehabilitation practice. This 24-item scale measures: *Receptive Listening* (mindful attention to understand the client's situation), *Exploratory Listening* (dialogue to elicit information and establish clarity about issues), *Consensus-Oriented Listening* (brainstorming and explanation of rationales to establish shared understanding and jointly determined goals), and *Action-Oriented Listening* (supporting and enabling clients to establish actions toward desired outcomes). Internal consistency reliabilities for subscale scores have ranged from 0.78 to 0.90 (King, Servais, Bolack et al., 2012). The clinical responsiveness of the ELICS to change over time was demonstrated in a group mentorship intervention for occupational therapists (King, Tam, Fay et al., 2011) and in a listening skill educational intervention for pediatric rehabilitation clinicians (King, Servais, Shepherd et al., in press).

Keywords: Communication Competence, client-centered care, clinicians, patient-centered care, physicians, professional training

17. Empathic Accuracy: Standard Stimulus Paradigm (EA-SSP)

Vivian Ta, B.A., University of Texas at Arlington

William Ickes, Ph.D., University of Texas at Arlington

Abstract:

The standard stimulus paradigm measures empathic accuracy as the extent to which different perceivers accurately infer the thoughts and feelings of the same target person(s) from a "standard stimulus" video of the target person(s)' interaction with another person. The video recording used as the standard stimulus is made by compiling excerpts of interactions between different sets of interaction partners or an extended interaction of only two partners (see Unstructured Dyadic Interaction Profile, this volume). Immediately following the video recorded interactions, the actual thoughts and feelings of the target persons are obtained by asking them to view the interaction and stop the recording at each of those points at which they remember having a specific thought or feeling. At each of these "stops," the participants document the specific thought or feeling they experienced. Once these standard stimulus recordings are made, perceivers who serve as the participants in subsequent research studies are then asked to infer the specific content of the thoughts and feelings reported by the target person(s) on the video. Each perceiver's total accuracy points are then calculated from trained raters' judgments of the degree to which the content of each of the perceiver's empathic inferences matches the content of the corresponding thought or feeling that the target person actually reported.

Keywords: interpersonal sensitivity, dyadic interaction, empathy, emotions, assessment

18. Empathic Accuracy: Unstructured Dyadic Interaction Paradigm (EA-UDIP)

Vivian Ta, B.A., University of Texas at Arlington

William Ickes, Ph.D., University of Texas at Arlington

Abstract:

The unstructured dyadic interaction paradigm (UDIP) measures empathic accuracy as the extent to which a perceiver accurately infers a target person's thoughts or feelings from a video recording of their spontaneous interaction together. To measure empathic accuracy using this paradigm, an experimenter escorts two participants into an observation room that is equipped with a concealed wireless microphone and video camera and asks them to take a seat on a couch. The experimenter then "discovers" a reason for having to run a quick errand and leaves the participants alone together. The dyad members' unstructured interaction is then video recorded for a pre-determined duration. At the end of the observation and recording period, the participants are told that they have been filmed for the purpose of studying their naturally occurring interaction behavior. With their consent, the participants then individually view their entire interaction and are instructed to stop the recording each time they recall having a thought/feeling and to record those thoughts/feelings on a standard form. The participants are then asked to view the recording a second time in order to infer the specific thoughts/feelings that their interaction partner reported having had at each of that interaction partner's recording stops. Each perceiver's total accuracy points is then calculated to measure the degree to which the content of each of the perceiver's empathic inferences matches the content of the corresponding thought or feeling that the target person actually reported.

Keywords: interpersonal sensitivity, dyadic interaction, empathy, laboratory interaction, assessment

19. Facilitating Listening Scale (FLS)

Avraham N. Kluger, Ph.D., Hebrew University

Osnat Bouskila-Yam, M. A., Ben-Gurion University

Abstract:

The Facilitating Listening Scale (FLS) was developed to measure both speaker's perceptions of interlocutor's listening behaviors and attributions of the consequences of these behaviors for the speaker (Bouskila-Yam & Kluger, 2011, December). The original 138 FLS items were pooled from 10 existing listening questionnaires and augmented with new items, developed to reflect existing theories. A principal component analysis ($N = 977$ subordinates) revealed nine interpretable components. These components were used to construct nine subscales, containing 52 items, including scales of constructive and destructive listening behaviors and positive and negative listening consequences. The constructive listening behavior subscales have received the most research, have shown reliabilities exceeding .90, and have initial support for their validity.

Keywords: listening behavior, constructive listening behavior, destructive listening behavior, listening consequences, mediation, attitudes, personality

20. Five Facet Mindfulness Questionnaire (FFMQ)

Carly M. Danielson, M. A., University of Minnesota, Twin Cities

Susanne M. Jones, Ph.D., University of Minnesota, Twin Cities

Abstract:

The Five Facet Mindfulness Questionnaire (FFMQ) is one of the most comprehensive and frequently used measures assessing individual differences in mindfulness skills. The FFMQ assesses five facets that are theorized to comprise mindfulness: observing, describing, acting with awareness, nonjudging of inner experiences, and nonreacting to inner experiences. The FFMQ has been translated into several languages. Although reliability estimates for the five subscales are generally acceptable to excellent, the observing and nonreacting subscales have generated somewhat lower reliability estimates among nonmeditators.

Keywords: attention, being present, bodily sensations, emotional regulation, listening skills, meditation

21. Functional magnetic resonance imaging (fMRI)

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Elvira Brattico, Ph.D., University of Aarhus, Denmark

Abstract:

Functional magnetic resonance imaging (fMRI) is among the main techniques for understanding the human brain in action. It measures and maps brain activity by relating changes in local cerebral blood oxygenation across time with behavioral and cognitive measures, such as movement, perception, learning, and decision making. The statistical analysis of fMRI data most commonly aims at localizing brain areas activated by the task of interest (which will help predict psychological states or mental disease) and investigating relationships between brain areas. The first auditory fMRI studies were conducted in the early 1990s, demonstrating the viability of fMRI to replicate previous brain findings. Since then, according to PubMed, more than two thousand studies have been conducted using auditory stimuli. This profile reviews the most common experimental designs used in fMRI, reports several sample studies in the field of listening, and highlights the strengths and weaknesses of the method when applied to audition.

Keywords: brain activity, brain function, imaging, cognition, emotion, perception, psychology, learning, mental processes

22. Highly Sensitive Persons Scale (HSPS)

Christopher C. Gearhart, PhD., Tarleton State University

Abstract:

The Highly Sensitive Persons Scale (HSPS) was developed to measure individual differences in temperament associated with sensitivity to emotional, physical, and social stimuli (Aron & Aron, 1997). In its original construction, a series of studies identified acceptable reliability estimates and provided evidence of predictive validity. Since its original conceptualization as a uni-dimensional construct, other models have been introduced that provide a more specified operationalization of the construct, and other factor structures have demonstrated significantly better confirmatory factor analysis fit statistics (e.g., Evans & Rothbart, 2008; Smolewska, McCabe, & Woody, 2006). Despite concerns about a lack of coherency regarding factor structure, various types of validity evidence (e.g., construct, convergent, discriminant) offer support for the cautioned use of the HSPS.

Keywords: sensory-processing sensitivity, stimulation, temperament, awareness, emotion, introversion

23. HURIER Listening Profile

Dr. Margarete Imhof, Ph.D., Johannes Gutenberg University in Mainz, Germany

Abstract:

Drawing on a behavioral approach to listening, the HURIER Listening Profile (HLP) was developed by Brownell (1996) to assess the strengths and weaknesses of a respondent's listening behavior and skills. The instrument corresponds with the HURIER model of listening: Hearing, Understanding, Remembering, Interpreting, Evaluating, and Responding. A total of 36 items form six subscales. Test-takers are instructed to choose one specific listening situation and to estimate how frequently they perceive themselves to be engaging in each specific type of listening behavior using 5-point scaling (1 = almost never, 5 = almost always). Test-takers are guided through the scoring process and are encouraged to reflect on their listening behaviors by a set of subsequent questions. The results from the questionnaire are used as a point of departure for building listening skills. The challenge remains to collect empirical validity evidence.

Keywords:

self-assessment; questionnaire, listening components, behavioral approach

24. Informational Reception Apprehension Test (IRAT)

Shaughan A. Keaton, Ph.D., Young Harris College

Abstract:

Wheless (1975) originally defined receiver apprehension (RA) as "fear of misinterpreting, inadequately processing, and/or not being able to adjust psychologically to messages sent by others" (p. 263), introducing the concept to complement research focused on anxiety related to speaking and reading. Just as one might be anxious about speaking, people also experience anxiety when called on to listen. RA has since evolved into Informational Reception

Apprehension (IRA), a three-dimensional construct related to an individual's anxiety regarding 1) listening, 2) reading, and 3) thinking about abstract concepts (Wheeless, Preiss, & Gayle, 1997). The broadening of RA into IRA recognizes the multi-dimensional nature of anxiety related to processing information of various forms. The scale used to measure IRA is the Information Reception Apprehension Test (IRAT), a 38-item, self-report scale that includes many of the items that constituted the original Receiver Apprehension Test (RAT). Both scales have exhibited satisfactory evidence of reliability in previous research, though the scales' dimensionality is questionable.

Keywords: perception, information processing, stress, comprehension, time compressed speech

25. Interaction Involvement Scale (IIS)

Debra L. Worthington, Ph.D., Auburn University

Abstract:

Cegala (1981) conceptualized interaction involvement (II) as a dimension of communicative competence reflecting "the extent to which an individual partakes in a social environment" (p. 112). The 18-item Interaction Involvement Scale (IIS) measures three facets of individual conversational involvement: attentiveness, perceptiveness, and responsiveness. Reliability of the IIS has been estimated by several means. While the attentiveness subscale seems most problematic (alphas have ranged from .35 to .88), most studies report reliability estimates in the .80s across the subscales and the overall scale. Researchers should be aware of, and test for, the sometimes lower reliability estimates of the subscales. Also, the scoring procedure of the scale has not been assessed. Despite its potential to measure individual cognitive and behavioral engagement when in conversations with others, few studies have employed the IIS. Researchers should exercise caution when shortening or modifying the scale.

Key words: conversation, listening strategies, perception, interpersonal interaction, communication competence

26. Feffer's Interpersonal Decentering

Molly S. Tucker, M.S., University of North Texas

Sharon Rae Jenkins, Ph.D., University of North Texas

Abstract: Feffer's Interpersonal Decentering is a content analysis scoring system designed to capture interpersonal perspective-taking (role-taking or mentalizing) in relational narratives that was derived from Feffer's Role Taking Task (RTT). The nine content analysis categories are ordered developmentally to capture increasingly sophisticated social cognition as reflected in the progression from concrete sequential interactions through abstract internalizations of others and self in interaction. Content validity is consistent with theory. Sample length and number of samples per person are important to establishing validity evidence for the measure (Jenkins, in press-a, in press-b). The inter-rater reliability criterion is $\rho > .80$. Correlations between Interpersonal Decentering scores and scores of similarly named constructs measured

differently (e.g., by self-report scales) are likely to be small due to response-process variance. The Interpersonal Decentering scoring system generalizes across sources of narrative (e.g., both personal and fictional stories) and several cultural groups (Jenkins, Čermák, & Fikarová, 2013; Leeper, Dobbs, & Jenkins, 2008).

Keywords: perspective taking, role taking, mentalizing, theory of mind, social cognition, content analysis, thematic apperception, expressive writing, storytelling, narrative

27. Interpersonal Process Recall (IPR)

Christopher T. Belser, M. A., University of Central Florida

Abstract: Interpersonal Process Recall (IPR), a strategy with roots in counseling literature, employs audio and video technology and non-biased questioning to uncover hidden feelings and reactions in interpersonal situations. This measurement profile provides an overview of IPR, including its theoretical framework, its administration in practice, and its research base. In addition, recommendations are presented regarding training and use of IPR in practice.

Keywords: clinical supervision, video-assisted feedback, counselor development, empathic listening, therapeutic insight

28. Interpersonal Reactivity Index (IRI)

Shaughan A. Keaton, Ph.D., Young Harris College

Abstract:

To address limitations with a variety of other empathy measures, Davis (1980) developed the Interpersonal Reactivity Index (IRI). The two primary goals were to develop a scale that was (1) easy to administer and that would (2) capture individual differences in cognitive and emotional reactions. Davis's research resulted in a 28-item scale that features four, seven-item subscales: the Fantasy Scale (FS), Perspective-Taking Scale (PT), the Empathic Concern Scale (EC), and the personal distress scale (PD). EC refers to individuals' feelings of compassion and concern for others. PT assesses unplanned attempts to adopt others' points of view. FS describes the likelihood that a person identifies with a fictional character. PD indicates the extent that an individual feels uneasiness or worry when exposed to the negative experiences of others. The scale has a robust validity portfolio and is among the most widely used measures of empathy.

Keywords: empathy, fantasy, perspective-taking, empathic concern, personal distress

29. Language Style Matching (LSM)

Kaitlin Cannava, Ph.D., Post-Doctoral Fellow, University of Tromsø

Abstract:

Dyadic coordination is a fundamental feature of all human interaction. From the early work on motor mimicry, scholars have devoted tremendous energy to discover patterns of behavioral adaptation and the impact those patterns have on individual and relational outcomes. With

growing technology, researchers have tools capable of analyzing certain elements of human communication quickly and efficiently. Specifically, automated textual analysis software programs such as Linguistic Inquiry and Word Count (LIWC) (Pennebaker, Booth, & Francis, 2007; Pennebaker, Booth, Boyd, & Francis, 2015) can be used to create indices of language behavior. This profile focuses on a measure of linguistic coordination called Language Style Matching (LSM) (Ireland & Pennebaker, 2010) which indexes the degree to which two or more language outputs converge. LSM is said to be an indicator of psychological synchrony or the degree to which two language users (writers or speakers) are thinking in similar ways. In general, LSM might suggest that conversational partners are listening to one another on a fundamental level; it would make sense that people who are engaged with each other on a topic would speak about the topic in the same way.

Keywords: conversation, language synchrony, interaction adaptation, discourse analysis, speech analysis

30. Leader-Member Exchange 7 Questionnaire (LMX-7)

Lisa K. Hanasono, Ph.D., Bowling Green State University

Abstract:

The Leader-Member Exchange 7 questionnaire (LMX-7) was developed to measure the quality of working relationships between leaders and followers (Graen & Uhl-Bien, 1995). In this 7-item instrument, individuals self-report the amount of mutual respect, trust, and obligation exchanged in their superior-subordinate relationships. Researchers have used the LMX-7 to examine how the quality of superior-subordinate relationships affects individual, interpersonal, and organization factors like job satisfaction, communication motives, and organizational identification. LMX is also positively related to—yet distinct from—active empathic listening and perceived listening quality. As LMX theory evolved, researchers have updated how they conceptualize and measure the quality of superior-subordinate relationships, and listening is often mentioned as key behavior in this relationship. Although the LMX-7 remains one of the most prominent psychometric measures of LMX, researchers still debate whether the construct should be considered unidimensional or multi-dimensional.

Keywords: leadership-membership exchange, LMX, leadership, superior-subordinate relationship

31. Listenability Style Guide (LSG)

Graham D. Bodie, Ph.D., Louisiana State University and Agricultural & Mechanical College

Abstract:

Listenability, or listenable discourse, is the degree to which a message “is characterized by linguistic and rhetorical structures that ease the particular cognitive burdens listeners face” (Rubin, 2012, p. 178). The listenability of a spoken passage is a function of several features that make messages easier to comprehend. Thus, listenability resides in discourse even though it is thought to primarily influence how much information listeners understand and retain. To date,

the LSG has been applied to postsurgical instructions as well as police cautions. Although it has not been used extensively to date, research employing the principles underlying the LSG provides promising evidence that spoken discourse can be made more comprehensible by adding a few simple features known to improve attention and involvement. The degree to which the criteria outlined in the LSG produce a set of guidelines that are distinct from those already established for readability, however, is questionable.

Keywords: readability, reading ease, listening comprehension, attention, information processing

32. Listening Concepts Inventory (LCI; LCI-R)

Debra L. Worthington, Ph.D., Auburn University

Abstract: The Listening Concepts Inventory (LCI; Imhof & Janusik, 2006) and its revised version (LCI-R; Bodie, 2010) were conceived as means of assessing individual and situational differences in how people conceptualize listening. The listed activities fall into four broad categories: listening as a means of *organizing information*, listening as a means of *relationship building*, listening as a means of *learning*, and listening as a means of *critical evaluation*. Responses reflect an individual's view of the role and functions of listening (i.e., their listening belief system). Initial research found both measures to generate internally consistent scores. Initial validity research is promising, although additional study into measurement invariance across groups is needed.

Keywords: listening conceptualization, interpretation, emotion, understanding, cultural differences, implicit personality theory

33. Listening Fidelity

Dr. Margarete Imhof, Ph.D., Johannes Gutenberg University in Mainz, Germany

Abstract:

Listening Fidelity (LF) is defined as the degree of congruence between the cognitions of a listener and the cognition of a source following a communication event (Mulanax & Powers, 2001). The measure of LF involves asking respondents to generate a drawing (multiple geometrical figures arranged vertically down an 8.5 x 11 piece of paper) in accordance with orally presented instructions. The drawings are scored using a standard rubric that generates a high score when the listener has accurately reproduced the figure. Research tends to confirm construct validity; however, the ability to consistently produce high levels of intercoder reliability is questionable. The LF test also can be modified beyond reproducing a geometrical figure to reproducing other speaker cognitions that can be communicated (e.g., identity). Due to the psychometric characteristics of the LF test, caution in interpreting the data needs to be used. Based on the strong theoretical underpinnings of the test, further research and validation studies are encouraged.

Keywords: Communication Competence, Basic Communication Fidelity, Listening Competence, Interpersonal Skills, Psychological Testing

34. Listening Practices Feedback Report (LPFR)

Debra L. Worthington, Auburn University

Abstract:

The Listening Practices Feedback Report (LPFR) is a 28-item instrument that provides a 360° assessment of a business leader's perception of their own listening ability as well as perceptions from others in six areas: attention, empathy, memory, open mind, respect, and response. The LPFR is an improvement over simple self-report measures because it provides feedback from others and the opportunity for self-reflection. In order for it to be accepted as a research instrument, however, its validity portfolio must be fully established.

Key words: comprehension, inference-making, listening behavior, listening skills, 360-degree assessment

35. Listening Span Tests

Dr. Margarete Imhof, Ph.D., Johannes Gutenberg University in Mainz, Germany

Abstract:

Listening span captures individual variability in short-term storage of acoustic information, such as speech and sound. Listening span tasks ask listeners to recall, in serial order, a specific number of items from a list. The maximum number of items that a person can recall represents his or her listening span. Listening span has been shown a valid predictor for learning, learning disability, and comprehension. Listening span measures are typically included as subtests within larger test batteries of general cognitive functions and specific working memory assessment as well as tests of listening comprehension (e.g., KCLT). Empirical evidence suggests that listening span is distinct from other measures of short-term storage and from general cognitive functions. While empirical studies have widely explored the relation between listening span and learning, the role of listening span for communication efficiency is still subject for future research.

Keywords: short-term memory, executive functions, listening span tasks, listening comprehension, listening competence, social skill

36. Listening Styles Profile (LSP-R)

Graham D. Bodie, Ph.D., Louisiana State University and Agricultural & Mechanical College

Debra L. Worthington, Ph.D., Auburn University

Abstract:

Listening styles were originally defined as "attitudes, beliefs, and predispositions about the how, where, when, who, and what of the information reception and encoding process" (Watson et al., 1995, p. 2). More recently, listening styles have been conceptualized as

representing various goals listeners can attempt to achieve in a conversational context (Bodie et al., 2013). The LSP-R measures four goals – relational listening, analytical listening, task-oriented listening, and critical listening (CL) – with 24 items and 7-point Likert scaling. The LSP-R provides an improved framework for investigating individual listening preferences. While relatively new, it possesses a strong validity and reliability portfolio.

Keywords: listening goals, listening styles, listening competence, social skills, self-report

37. Medical Communication Competence Scale (MCCS)

Danielle Blanch-Hartigan, PhD, MPH, Bentley University

Abstract:

The Medical Communication Competence Scale (MCCS) is designed to measure patients' and physicians' perceptions of self- and other-communication competence in a clinical interaction (Cegala, Coleman, & Turner, 1998). Parallel versions of this instrument, a physician version with 36 items and a patient version with 39 items, allow for a direct comparison of patient and physician perceptions of communication competence. The items fall into four clusters of competence behaviors: information giving, information verifying, information seeking, and socioemotional communication. Initial research utilizing the measure has found adequate internal consistency and construct validity. The MCCS has been used both to measure communication competence and to directly compare patient and provider perceptions. Although listening is not measured directly, it is implicated in several items (e.g., asking questions).

Keywords: listening competence, physician communication, patient centered care, medical assessment, social skills

38. Memory for Conversation

Jonathon Frost, M.A., Louisiana State University and Agricultural & Mechanical College
Brock Bybee, M.A., Louisiana State University and Agricultural & Mechanical College

Abstract: Memory for conversation, or conversational memory, refers to the amount of content a person can recall after engaging in a conversation. Conversational memory has been measured in multiple studies using three primary methods of elicitation: free recall, cued recall, and recognition (Benoit & Benoit, 1990). Each measure provides slightly different information, suggesting researchers carefully justify their method of choice. Indeed, there is some debate over the validity of each method as a representation of conversational memory in natural settings.

Keywords: free recall, cued recall, recognition, conversational memory, long-term memory, memory for conversation

39. Metacognitive Awareness Listening Questionnaire (MALQ)

Christine C. M. Goh, Ph.D., National Institute of Education, Nanyang Technological University, Singapore

Abstract:

The Metacognitive Awareness Listening Questionnaire (MALQ) was developed to assess second language (L2) learners' metacognitive awareness about listening strategy use and themselves as L2 listeners (Vandergrift, Goh, Mareschal & Tafaghodtari, 2006). The questionnaire consists of 21 items that represent five areas of metacognitive awareness about L2 listening: problem-solving, planning and evaluation, mental translation, directed attention and person knowledge. The questionnaire is administered after a listening task, and respondents are asked to self-report the strategies that they used to complete the task as well their general feelings concerning listening in the L2. Research has found that metacognitive awareness is positively related to respondents' listening comprehension performance. The MALQ also is used to assess L2 learners' metacognitive development by researchers and instructors and as a guide for learners to reflect on their own strategy use and person knowledge.

Key words: Metacognition, listening strategies, listening anxiety, second language listening, self-appraisal, listening competence

40. Metacognitive Listening Strategies Instrument (MLSI)

Laura A. Janusik, Ph.D., Rockhurst University

Abstract:

Metacognitive listening strategies are tactics that can be enacted when a listener realizes she is not listening effectively. There two scales available to measure metacognitive listening strategies used by students in the classroom: the Metacognitive Awareness Listening Questionnaire (MALQ) for measuring listening to a second language (L2; see profile, this volume; Vandergrift, Goh, Mareschal, & Tafaghodtari, 2006), as well as its adaptation for the L1 context (Janusik & Keaton, 2011). The L1 scale, the Janusik-Keaton Metacognitive Listening Strategies Instrument (MLSI; Janusik & Keaton, 2011), measures 3 factors and has shown evidence of validity. A shorter version of the MLSI also has been created (Janusik & Keaton, 2015) and produced scores with acceptable reliabilities in four populations: U.S. ($\alpha = .78$), Germany ($\alpha = .68$), Finland ($\alpha = .67$), and Japan ($\alpha = .83$). Additional validity tests need to be undertaken.

Keywords: cognitive processing, metacognitive, listening comprehension, listening skills, self-appraisal, training

41. Microanalysis of Face-to-Face Dialogue (MFD)

Janet Bavelas, Ph.D., University of Victoria

Jennifer Gerwing, Health Services Research Center at Akershus University Hospital in Oslo, Norway

Sara Healing, International Microanalysis Associates

Christine Tomori, Tomori Solutions, Ltd

Abstract:

Microanalysis of face-to-face dialogue (MFD) developed out of experimental research showing that conversational interaction is a moment-by-moment process that is both collaborative and multimodal. MFD is not limited to the analysis of an a priori set of variables or constructs; instead, it is a meta-method for analyzing any observable feature of face-to-face dialogue. To capture the precision and coordination of face-to-face dialogue, MFD requires digitized video recordings with both (or all) interlocutors on screen at all times, which can be viewed and annotated with ELAN software (www.mpi.nl). MFD projects usually begin inductively, that is, by discovering new phenomena and hypotheses from close observation of dialogues rather than from the literature. Although MFD developed from unscripted, task-oriented dialogues in experimental settings, it has more recently moved outside the lab to include psychotherapy sessions, medical consultations, computer-mediated communication, and home videos of infants, all with high inter-analyst agreement.

Keywords: dialogue, interaction, collaboration, co-speech acts, ELAN, inductive observation

42. Multidimensional Evaluation of Enacted Social Support (MEESS)

Daena J. Goldsmith, Lewis & Clark College

Abbey Griscom, Lewis & Clark College

Abstract: The Multidimensional Evaluation of Enacted Social Support (MEESS; Goldsmith, McDermott, & Alexander, 2000) measures three distinct evaluations of enacted social support: problem-solving utility, relational assurance, and emotional awareness. The scale is composed of 12 semantic differential items scaled on 7 points and can be self-administered by participants or used by outside observers to evaluate a message or conversation. The scales demonstrate consistently high reliability, and construct validity has been evidenced through confirmatory factor analysis. The measure was developed using student and community participants and has since been utilized in a variety of populations and situations, including students contemplating responses to an HIV disclosure or discussing bullying with a family member, elders discussing future care needs with adult children, and cancer survivors reflecting on advice they received.

Key Words: social support, coping, helpful, sensitive, supportive communication

43. Multitasking while Listening

Jonathon Frost, M.A., Louisiana State University and Agricultural & Mechanical College

Brock Bybee, M.A., Louisiana State University and Agricultural & Mechanical College

Abstract:

Multitasking, also known as switch tasking, is the act of rapidly switching between two or more tasks in a short time period, giving the impression that the tasks are being managed simultaneously. According to dual coding theory (Paivio, 1986), aural information and visual information are processed using independent yet interconnected cognitive systems, allowing for enhanced multitasking capabilities. While there is some research to suggest that

multitasking can improve memory retention in certain situations, multitasking is consistently shown to decrease task performance.

Keywords:

Listening comprehension, simultaneous tasks, task-switching, information processing

44. Narrative Believability Scale (NBS-12)

Graham D. Bodie, Ph.D., Louisiana State University and Agricultural & Mechanical College

Abstract:

The NBS-12 was developed to investigate the extent to which believable narratives are more influential on decision making. Overall, “a believable narrative is one that avoids leaving loose ends, is internally consistent and consistent with the perceiver’s prior knowledge, and contains the expected elements and structure of a story” (Yale, 2013, p. 580). Drawing from the story model in the context of juror decision making, Yale (2013) asserted that two “certainty principles” determine story acceptability. *Coverage* is “the extent to which the story accounts for evidence presented at trial” (Pennington & Hastie, 1992, pp. 527-528). *Coherence* is the degree to which a story is consistent, plausible, and complete. These four constructs – coverage, consistency, plausibility, and completeness – are proposed as first-order latent constructs, each measured by 3 items. The scale has only been administered in two samples of US undergraduate students with only weak evidence of predictive validity. Despite this caveat, researchers are encouraged to continue examining the scale as well as other ways to measure narrative believability and related constructs (e.g., transportation, acceptance, story structure).

Keywords: narrative persuasion; listening comprehension; story listening;

45. Narrative Engagement Measure (NEM)

Jenny L. Crowley, M.A., University of Iowa

Jennifer A. Jackl, M.A., University of Iowa

Abstract:

The Narrative Engagement Measure (NEM) evaluates four dimensions of narrative engagement—narrative understanding, attentional focus, narrative presence, and emotional engagement (Busselle & Bilandzic, 2009). The NEM was developed from existing constructs and measures to clarify and distill the different dimensions of experiencing a narrative. Reliability estimates for the entire NEM scale have been good (e.g. $\alpha = .80$ or above), although internal consistencies of the subscales have varied. The NEM is positively associated with enjoyment, story-related attitudes, and psychophysiological markers of narrative processing, lending credence to its validity. Uses of the NEM in listening contexts are limited, and future research should investigate its applicability to different media formats as well as different narrative types.

Keywords: narrative persuasion, attention, information processing, focus, emotion, understanding, mental models

46. Weinstein Noise Sensitivity Scale (WNSS)

Debra L. Worthington, Ph.D., Auburn University

Abstract:

Weinstein's Noise Sensitivity Scale (WNSS) was developed to measure individual differences in sensitivity to noise. Noise sensitivity, as a personality trait, is considered an antecedent of noise annoyance. Weinstein (1978) developed the Noise Sensitivity Scale (WNSS) as a unidimensional, self-report measure of sensitivity to noise. The scale is composed of 21 items addressing affective reactions and attitudes to both general noise and daily environmental sounds. Individual sensitivity is seen as lying on a continuum ranging from high to low. Highly sensitive individuals are more sensitive to, and react more negatively to, perceived noise than their less sensitive counterparts. The scale has been used across a number of contexts and cultures and has been translated into a number of languages. Overall, it possesses a strong validity and reliability portfolio.

Keywords: Noise annoyance, listening traits, intercultural listening, affective noise reactions

47. Nonverbal Immediacy Measures

Jane Teel, Ph.D., Auburn University

Abstract:

This profile highlights several of the more common nonverbal immediacy measures used in instructional settings. The Behavioral Indicators of Immediacy Scale (BII) and the Generalized Immediacy Scale (GI) were designed to measure nonverbal immediacy behaviors in instructional (and interpersonal) contexts (Andersen, Andersen, & Jenson, 1979). The Raters' Perception of Immediacy Scale (RI) was designed to be used by trained observers to measure the nonverbal immediacy of classroom instructors (Andersen, et al., 1979). The Nonverbal Immediacy Scale (NIS), which has both a self-report and other-report format, measures the level of nonverbal immediacy in communication behavior and is the most recent measure of nonverbal immediacy behaviors (Richmond, McCroskey, & Johnson, 2003).

Keywords: nonverbal behavior, cognitive learning, affective learning, perceptiveness, understanding, interpersonal communication, instructional communication, empathy.

48. Normative Message Processing Scale (NMPS)

R. Kelly Aune, Ph.D., University of Hawaii

Rodney A. Reynolds, Ph.D., California Lutheran University

Abstract:

The Normative Message Processing Scale (NMPS) was developed to assess the extent to which one prefers to process messages in an effortful and selective manner (an analytical mode) or a manner that is lower effort and unselective (an intuitive mode). The analytical mode is experienced as more mindful. Processing messages takes longer but produces greater recall of

the elements of the message and the decision-making process. The intuitive mode is experienced as less cognitively mediated, with a greater reliance on hunches, intuitions, and affective responses. With the intuitive mode, conclusions about message veracity can be arrived at faster, but components of a message and the decision-making process are less amenable to recall. A central assumption in the development of the NMPS is that either mode can lead to effective assessment of a message's quality, but the manner in which the communicators arrive at their conclusions and their experience of the process may differ considerably.

Keywords: message processing, decision-making, mindfulness, cognitive effort, information processing, listening comprehension, memory

49. Ordinary Conversation Scale

Brian Lakey, Ph.D., Grand Valley State University

Travis Sain, Southern Illinois University

Abstract:

The Ordinary Conversation Scale (OCS) is an 8-item questionnaire designed to measure the perceived quality of conversation about ordinary topics with specific relationship partners. Ordinary conversation is a key construct in Relational Regulation Theory (RRT), which attempts to explain links between perceived social support and emotional well-being. According to RRT, the most commonly observed links primarily reflect ordinary social interaction rather than conversations about stress and how to cope with it. As predicted, responses to the OCS are strongly correlated with perceived support and have the same pattern of correlations with emotional well-being as does perceived support.

Key Words: social support, perceived social support, Social Relations Model, affect, everyday conversation, well-being

50. Organizational Listening Survey (OLS)

Laura A. Janusik, Ph.D., Rockhurst University

Abstract:

The Organizational Listening Survey (OLS) was designed to measure listening competency within an organizational setting (Cooper & Husband, 1993). It can be administered as a self-report scale or used to assess perceptions of others' competence. OLS scores are generally internally consistent, although the factor structure varies across versions and may be sample dependent. There is minimal evidence for convergent, divergent, and discriminant validity. It has been used as a 360-degree feedback instrument in organizations, which can be useful for self- and team-reflection exercises.

Keywords: organizational communication, business communication, leadership, listening competency, 360-degree assessment

51. Perceived Partner Responsiveness Scale (PPRS)

Harry T. Reis, Ph.D., University of Rochester

Dev Crasta, M.A., University of Rochester

Ronald D. Rogge, Ph.D., University of Rochester

Michael R. Maniaci, Ph.D., Florida Atlantic University

Cheryl L. Carmichael, Ph.D., Brooklyn College

Abstract:

Responsiveness is a key element of effective communication in most relationships. When relational partners perceive each other as being responsive, the relationship tends to be harmonious, open, and constructive; in contrast, when people feel that their partners have been unresponsive, their relationships tend to be conflicted, guarded, and dysfunctional. The Perceived Partner Responsiveness Scale (PPRS) is a self-report instrument designed to assess people's perceptions of how responsive to them their partners have been. Conceptually, the measure defines responsiveness in terms of two properties, understanding and validation. The PPRS has been shown to have excellent psychometric properties and has demonstrated effectiveness as a research tool.

Keywords: understanding, validation, intimacy, relationships, closeness

52. Profile of Nonverbal Sensitivity (PONS)

Laura A. Janusik, Ph.D., Rockhurst University

Abstract:

The Profile of Nonverbal Sensitivity (PONS) was designed to measure one's ability to decode nonverbal cues from the face, body, and voice (Rosenthal, Hall, DiMatteo, Rogers, & Archer, 2013). The PONS has four forms, the Full PONS Test and three short forms taken from scenes of the Full Test: the MiniPONS, Face and Body PONS, and Vocal Expressions PONS. Reliability estimates for the Full Test have varied minimally (.86 - .92). Their easy access, low cost, and ability to produce reliable scores make them recommended for use in measuring individual interpersonal sensitivity.

Keywords: nonverbal behavior, nonverbal communication, paravocal communication, listening competence, empathy

53. Rational-Experiential Inventory–40 (REI-40)

Shaughan A. Keaton, Ph.D., Young Harris College

Abstract:

Cognitive-Experiential Self Theory (CEST) is a dual-process theory developed by Epstein (1994) to integrate multiple perspectives on personality. The theory specifies that people process information through two qualitatively different cognitive systems, a preconscious experiential system and a conscious rational system. The rational processing system is inferential, guided by culturally transmitted rules, and is characteristically slower, more systematic, primarily verbal,

and relatively emotion-free. The experiential system is a preconscious learning system that is more rapid and automatic, holistic, primarily nonverbal, and emotional. The Rational-Experiential Inventory (REI) and its derivative, the REI-40, began as a construct validation investigation of CEST. The REI-40 is characterized by four subscales: Rational Ability, Rational Engagement, Experiential Ability, and Experiential Engagement (Epstein, Pacini, & Norris, 1998; Pacini & Epstein, 1999).

Keywords: emotion, information processing, inference, dual-processing perspective, memory, listening comprehension

54. Relational Framing

Denise Haunani Solomon, Ph.D., The Pennsylvania State University

Sara Salmon, M.A., The Pennsylvania State University

Abstract:

Relational framing refers to the process through which people draw inferences about social relations during interpersonal interactions. The relational framing scales were designed to measure facets of the relational framing process, including the relevance of relational frames and the intensity of relational judgments, within interpersonal interactions. Reliability estimates for all subscales within the relevance and intensity measures have ranged from .66-.94. The measure has been used to illuminate the influence of contextual factors on frame relevance, as well as the association between involvement cues and intensity of relational judgments.

Keywords: relational framing theory, relational frames, social inference, relational judgment, relational communication, information processing

55. Rhetorical Sensitivity Scale (RHETSEN)

Shaughan A. Keaton, Ph.D., Young Harris College

Abstract:

The Rhetorical Sensitivity Scale (RHETSEN) measures three independent attitudes toward communication: Rhetorical Sensitivity (RS), Noble Self (NS), and Rhetorically Reflective (RR) (Eadie & Powell, 1991). Relatively little research into rhetorical sensitivity has been conducted, resulting in inadequate knowledge regarding empirical and conceptual difficulties with the scale. In the studies that have occurred, little evidence of psychometric stability is offered. It is recommended that when measuring rhetorical sensitivity against other communicative and psychological phenomena to: 1) test the psychometric properties of the RHETSEN, 2) use well established scales, and 3) have a narrow study focus.

Keywords: communication competence, rhetorical sensitivity, confrontation, disclosure, directness, listening competence

56. Role Category Questionnaire (RCQ)

Andrea J. Vickery, M.A., Louisiana State University and Agricultural & Mechanical College

Abstract:

The Role Category Questionnaire (RCQ) is a measure of interpersonal cognitive complexity (ICC), a social cognitive ability to “size up” people and social situations. The RCQ instructs participants to write impressions of well-known people; these open-ended descriptions are then coded for construct differentiation, abstraction, and/or integration. There is extensive evidence in support of obtaining reliable scores with the RCQ as well evidence supporting the construct, discriminant, and external validity of the measure. The RCQ has been employed in numerous studies in social perception, impression formation, constructivist theory, and listening research. Additionally, the measure is versatile as the procedures have been adapted to accommodate oral impressions and for written impressions in other contexts (e.g., health). There is a time commitment, as the RCQ takes about 15 minutes to administer and a few hours to train coders to identify constructs, but it is a measure worth consideration for researchers interested in individual differences in social perception and listening.

Keywords: constructivism, interpersonal constructs, listening competence, information processing, social skills

57. Self-Perceived Listening Competence (SPLCS)

Dr. Margarete Imhof, Ph.D., Johannes Gutenberg University in Mainz, Germany

Abstract: The Self-Perceived Listening Competence Scale (SPLCS) was originally developed by Ford, Wolvin and Chung (2000) building on the listening model proposed by Wolvin and Coakley (1996). A revised version was proposed by Mickelson and Welch (2012, 2013) who systematically analyzed and edited the items to be in line with a behavioral approach to listening; they also applied Confirmatory Factor Analysis to provide evidence of construct validity. The revised instrument (SPLC-R) contains 20 items that represent five purposes for listening: Discriminative, Comprehensive, Critical, Appreciative, and Therapeutic listening. Test-takers are instructed to situate their self-assessment by envisioning themselves in a specific communication environment and to rate their self-perceived listening behavior using five-point Likert scaling. Sample studies suggest that caution must be used since self-perceived listening competence and objective listening performance may not be correlated.

Keywords: listening competence, components of listening, self-assessment, social skills, communication competence

58. Talkaholic (Compulsive Communication) Scale (TAS)

Debra L. Worthington, Ph.D., Auburn University

Abstract: The 16-item Talkaholic Scale (TAS) measures an individual’s self-perceived tendencies to over-communicate. As a measure of compulsive communication, the TAS is based on the premise that some people are driven to talk excessively (McCroskey & Richmond, 1993, 1995). The scale appears to generate reliable scores, although additional study between self-report and additional means of measuring the construct is needed.

Keywords: excessive communication, talkative, over communication, talkaholicism, compulsive verbalization, communication competence

59. Team Listening Environment (TLE)

Michelle K. Johnston, Ph.D., Loyola University New Orleans

Kendra Reed, Ph.D., Loyola University New Orleans

Abstract:

Team Listening Environment (TLE) captures listening as an important characteristic of organizational climate. TLE is defined as individual perceptions of the interactivity within an organization's communication environment, and the TLE scale specifically taps the extent to which respondents perceive team members to demonstrate genuine attention and understanding. Scale development and validation efforts included expert input, scale refinement, and discriminant and criterion validity studies using structural equation modeling. To expand the generalizability and to ensure practical benefits to practitioners, the scale was tested in a variety of organizational settings using a wide range of employees. Empirical results confirm that TLE can be used in research as antecedent, moderator, or driver of employee attitudes, performance, and organizational outcomes. The TLE scale provides researchers with a valuable tool for expanding the exploration of organizational culture and climate.

Keywords: listening climate, communication climate, communication culture, employee attitudes, organizational performance, job satisfaction

60. Time Studies

Graham D. Bodie, Ph.D., Louisiana State University and Agricultural & Mechanical College

Abstract:

A time study attempts to estimate the amount of time people spend in various communication activities. Most studies provide estimates for an average 24-hour period either by sampling from several days over the course of many weeks or by asking participants to recall a prior 24-hour period. A few studies have sampled behavior by observing people in their natural environments. In the studies that have included listening as a communication activity, findings suggest people spend more time listening than in other communication activities. Estimates of reliability are often unreported, and there are concerns about the representativeness of currently available estimates.

Keywords: time sampling, daily experience, journaling, communication skill, time-use studies

61. The Listening Test of the Internet-Based Test of English as a Foreign Language (TOEFL iBT®)

Vahid Aryadoust, Ph.D., National University of Singapore

Abstract

This profile describes the listening section of the Internet-Based Test of English as a Foreign Language (TOEFL iBT). Designed by Educational Testing Service (ETS), the TOEFL iBT is used to measure academic English language proficiency of test candidates who are applying to universities whose primary language of instruction and research is English. Concerns regarding the test include questions of reliability and generalizability of the test scores, the lack of differential item functioning (DIF) analysis, and the need for test takers to answer several trial items that do not count toward their performance.

Keywords: listening assessment, cognitive measures, English as a second language, ESL, post-listening performance, listening competence

62. Verbal Aggressiveness Scale (VAS)

Timothy R. Levine, Ph.D., University of Alabama at Birmingham

Abstract:

The Verbal Aggressiveness Scale (VAS) is a 20-item self-report measure of the personality trait of verbal aggressiveness (Infante & Wigley, 1986). Trait verbal aggressiveness is defined as the predisposition to attack the self-concepts of others. The scale has been widely used in communication research. VAS scores are typically internally consistent ($\alpha > .80$), but its validity portfolio is suspect. With self-report methods, the VAS has produced a coherent set of findings consistent with construct validity. There have, however, been ongoing debates regarding the dimensionality of the scale and the extent to which scores on the scale predict actual communication behavior. The preponderance of evidence suggests that the scale does not factor as intended and that the scale predicts self-reported but not observed communication.

Keywords: argumentativeness, dimensionality, factor analysis, personality, communication competence

63. Taxonomy of Verbal Response Modes (VRM)

William B. Stiles, Ph.D., Miami University and Appalachian State University

Abstract:

The verbal response modes (VRM) taxonomy is a general-purpose classification of speech acts. It concerns what people do when they say something rather than the content of what they say. Grammatical form and interpersonal intent of each utterance are each coded as Disclosure, Edification, Question, Acknowledgment, Advisement, Confirmation, Interpretation, or Reflection. It can be used to describe the relationship of speaker to other (i.e., author to addressee) in any sort of discourse. It has been used successfully to study medical interviews, psychotherapy, public discourse such as presidential speeches, labor-management negotiations, and radio call-in programs, as well as a wide variety of ordinary conversations. A detailed coding manual and a computer-assisted coder training program are available at no cost.

Keywords: speech act theory, verbal coding, interpersonal relationships, role dimensions, pragmatics

64. Watson-Barker Listening Test (WBLT)

Debra L. Worthington, Ph.D., Auburn University

Abstract:

The Watson-Barker Listening Test (WBLT) was conceived as a means to measure five facets of adult listening behavior— interpretation of meaning, interpretation of emotion, understanding, recall, and the ability to follow instructions (Watson & Barker, 1988; Watson, Barker, Roberts & Roberts, 2001). The 40 multiple choice items that comprise the test are divided evenly among each of the five areas, and two forms of the test are provided to allow for test-retest capability. Despite questionable reliability and validity, the test has been used frequently in educational and business contexts and in academic studies (see for example, Applegate & Campbell, 1985; Bommelje, Houston, & Smither, 2003; Clark, 1989; Fitch-Hauser, Powers, O'Brien, & Hanson, 2007; Roach & Fitch-Hauser, 1984; Vierthaler & Barker, 1985; Villaume & Brown, 1999; Watson & Rhodes, 1988; Worthington et al., 2014). Researchers are advised against using the WBLT to operationalize listening competence.

Keywords: listening assessment, cognitive measure, understanding, memory, conversations

65. Willingness to Listen (WTL)

Andrea J. Vickery, M.A., Louisiana State University and Agricultural & Mechanical College

Abstract:

There are two instruments measuring willingness to listen: a 36-item version (Roberts & Vinson, 1989) and a 24-item version (Richmond & Hickson, 2001). Both instruments were developed to measure how people feel about listening to others and how various situational aspects may influence these perceptions. Roberts and Vinson (1989) provided evidence of adequate reliability estimates ($\alpha > .80$) for their instrument. The instrument developed by Richmond and Hickson (2001) was distributed without evidence of reliability or validity. Additional research has provided evidence of appropriate reliability for both instruments (36-item: $\alpha > .90$; 24-item: $\alpha > .75$). More empirical research is needed to fully develop reliability validity profiles for both WTL instruments.

Keywords: listening attitude, affective listening, individual difference, listening competence