

Welcome to the Listening Fund Organisational Self-Assessment. The purpose of the self-assessment is to aid organisation's reflection on different aspects of their listening practice.

The self-assessment takes a broad definition of organisational listening, and explores different elements of how you listen to and with young people, including questions on your listening practice, culture, skills, resources, communication and how you act on what you hear.

We recommend that you complete the self-assessment with at least two people in your organisation present, so that it generates collaborative reflection and conversation. This will likely include someone with a strategic overview of the organisation and someone who plays an active role in your organisation's listening practice. It should take around 30 minutes to complete.

We recognise that listening practice may vary considerably across your organisation (and there is a question that asks about this) but we recommend you respond based on your perception of your organisation overall.

1. What forms of listening does your organisation undertake with young people? Please tick all that apply.

- | | |
|---|---|
| <input type="checkbox"/> Surveys – with closed questions | <input type="checkbox"/> Youth forums |
| <input type="checkbox"/> Surveys – with open questions | <input type="checkbox"/> Comment and suggestion boxes |
| <input type="checkbox"/> Focus groups | <input type="checkbox"/> 'Open door' between staff/ volunteers and young people |
| <input type="checkbox"/> Interviews | <input type="checkbox"/> Ongoing listening within practice (e.g. informally asking for feedback within a session with young people) |
| <input type="checkbox"/> Case studies of individual young people (that involve listening) | <input type="checkbox"/> External evaluation (that involves listening) |

Other (please specify)

2. On average, how regularly does your organisation undertake any form of listening with young people? Please tick one.

- | | |
|---------------------------------|----------------------------------|
| <input type="radio"/> Weekly | <input type="radio"/> 6-monthly |
| <input type="radio"/> Monthly | <input type="radio"/> Annually |
| <input type="radio"/> Quarterly | <input type="radio"/> Less often |

3. Do young people engage anonymously in any of your organisation's listening?

- Yes
 No

4. Does your organisation undertake any outreach activities in order to engage those groups who you have found it difficult to engage in listening?

- Yes No
 Please specify...

5. Does your organisation have an organisational listening policy?

- Yes
 No

6. What analysis does your organisation undertake on your forms of listening? Please tick all that apply.

- | | |
|---|--|
| <input type="checkbox"/> Compare responses between young people | <input type="checkbox"/> Compare to external sources of data (e.g. schools data or government data sets) |
| <input type="checkbox"/> Compare responses between services within our organisation | <input type="checkbox"/> Check for any bias in who is responding to your listening |
| <input type="checkbox"/> Compare responses over time | <input type="checkbox"/> Check for other biases |

Other (please specify)

7. Approximately, what proportion of the young people you work with engage in at least one form of your listening?

- | | |
|-------------------------------|----------------------------------|
| <input type="radio"/> 0-25% | <input type="radio"/> 76%-100% |
| <input type="radio"/> 26-50% | <input type="radio"/> Don't know |
| <input type="radio"/> 51%-75% | |

8. To what extent does your organisation listen to a representative sample of the young people that it works with? (By representative we mean that the types of young people that engage in listening activity are the same types of young people who you engage more broadly in your organisation's work)

- | | |
|--|--------------------------------------|
| <input type="radio"/> 5 - a great extent | <input type="radio"/> 2 |
| <input type="radio"/> 4 | <input type="radio"/> 1 - not at all |
| <input type="radio"/> 3 | |

9. To what extent does the leadership in your organisation do the following? Please select one for each row.

| | 5 - a great extent | 4 | 3 | 2 | 1 - not at all |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Talk about the importance of listening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Build listening in to organisational or project-level budgets | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Refer to listening in organisational strategy | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Refer to listening in organisational operational business plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Create structured time for listening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. To what extent do staff/ volunteers who work directly with young people in your organisation do the following? Please select one for each row.

| | 5 - a great extent | 4 | 3 | 2 | 1 - not at all |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Talk about the importance of listening | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Actively create opportunities for listening to young people | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Actively pass the insights gained from listening on to your organisation's leadership | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. To what extent are the young people you work with willing to engage in your organisation's listening?

| | |
|--|--------------------------------------|
| <input type="radio"/> 5 - a great extent | <input type="radio"/> 2 |
| <input type="radio"/> 4 | <input type="radio"/> 1 - not at all |
| <input type="radio"/> 3 | |

12. Overall, how skilled is your organisation around the following areas of listening? Please select one for each row.

| | 5 – Very high skilled | 4 – High skilled | 3 – Neither high nor low skilled | 2 – Low skilled | 1 – Very low skilled |
|--|-----------------------|-----------------------|----------------------------------|-----------------------|-----------------------|
| Surveys | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Focus groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interviews | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Case studies of individual young people (that involve listening) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Youth forums | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Analysing quantitative data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Analysing qualitative data | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. Is listening explicitly included in the role description of any staff/ volunteers in your organisation?

- Yes No

Please specify which staff/ volunteers...

14. Is there a specific budget line within the organisation for listening? Please do not include money received as part of The Listening Fund

- Yes
 No

15. Does your organisation use any types of technology to support its listening?

- Yes No

Please specify which types of technology...

16. Overall to what extent does your organisation act on what you have heard in your listening?

- 5 - a great extent 2
 4 1 - not at all
 3

17. Use the box below to list examples of where you have acted on your listening, if applicable. This includes changes at the service level (i.e. influencing day to day practice) and changes at the strategic level (i.e. influencing strategic plans and goals)

18. To what extent does your organisation evaluate its listening practice?

- 5 - a great extent 2
 4 1 - not at all
 3

19. To what extent does your organisation involve young people in evaluating your listening practice?

- 5 - a great extent 2
 4 1 - not at all
 3

20. To what extent do you undertake the following elements of communication around your listening?

Please select one for each row

| | 5 - a great extent | 4 | 3 | 2 | 1 - not at all |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Communicate what you have heard to people who have engaged in your listening processes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communicate what you have heard to people who have not engaged in your listening processes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communicate your actions to people who have engaged in your listening processes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Communicate your actions to people who have not engaged in your listening processes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Include an explanation of why you have not acted on some of what you have heard | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

21. To what extent do you use listening for the following?

| | 5 - a great extent | 4 | 3 | 2 | 1 - not at all |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| To give young people an opportunity to express themselves | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To evaluate your services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To influence how you develop your services | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| To influence the fundamental strategic direction of your organisation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Because it is young people's democratic right to shape the services they receive | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

22. To what extent do you engage young people within your listening in the following ways? Please select one for each row

| | 5 - a great extent | 4 | 3 | 2 | 1 - not at all |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Discuss responses of your listening with young people | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Analyse the responses of your listening with young people | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Create actionable recommendations with young people | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

23. To what extent does listening practice vary across your organisation

- 5 - a great deal
- 4
- 3
- 2
- 1 - not at all

24. Overall, where on Hart's ladder of participation would you rate your organisation overall? Please select one

- 1. Young people are manipulated
- 2. Young people are decoration
- 3. Young people tokenized
- 4. Young people assigned and informed
- 5. Young people consulted and informed
- 6. Adult-initiated, shared decisions with young people
- 7. Young people lead and initiate action
- 8. Young people and adults share decision-making