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**Assessment 11-7****Interruptions Self-Assessment**

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**Instructions:** Use this assessment to evaluate the way you handle interruptions and distractions and also to determine areas for improvement. Place a ✓ in one of the boxes to the right of each item. Please complete the assessment honestly, based on how you tend to behave right now. (No one will see the results unless you choose to share them.)

DISTRACTION BEHAVIORS	TO A GREAT EXTENT	FOR THE MOST PART	TO SOME EXTENT	NOT AT ALL
<b>When handling interruptions, I...</b>				
1. Specify a time to get back to the interrupter.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Remove myself from the distracting environment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Notify others when I cannot be disturbed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Block off time to work on priorities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Send calls to voicemail when I must focus.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Close out of email or turn off the pop-up box.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Avoid unnecessary meetings and events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>When interrupting others, I...</b>				
8. Am mindful of their mood and demeanor.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Leave a voicemail or note if they look busy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Avoid sitting with them for long periods of time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Keep conversations concise and to the point.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Ask if they are available and, if not, when they will be.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Am mindful if they ask not to be disturbed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Keep personal conversations to a minimum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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**Assessment 11-7, continued**

**Interruptions Self-Assessment**

**Analysis:** The results of this assessment can help identify areas of improvement for handling interruptions and distractions more effectively. You may find that you score higher when you prevent interruptions from seriously affecting your work than when you interrupt others, or you may score higher on particular items in either category.

For preventing interruptions from negatively affecting your work, if you rated yourself in the “To Some Extent” or “Not At All” areas for items 1, 3, 5, or 7, this means that you need to pay particular attention to setting expectations with others regarding your availability. If you scored low on items 2, 4, or 6, you may need to improve on setting the stage for greater focus on what is important.

Under interrupting others, ratings in the “To Some Extent” or “Not At All” areas for items 8–14 indicate a need to be more conscious of your own interrupting behaviors and the impact they have on others’ productivity, as well as a need to pay attention to others’ moods and reactions. This will lead to better working relationships and more efficiency.

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