

## FABRICS, INC., DEVELOPMENT PHASE

INSTRUCTOR'S NOTES	TIMING	POINTS TO BE COVERED	REFERENCE
<p>The question being asked is to get the trainees' attention and involvement in determining the need to learn how to listen.</p> <p>As you get trainee involvement, record their responses on an easel sheet. When ideas have been exhausted, examine the sheet, compare it to the prepared easel, and discuss any that had not been thought of by the trainees. Tape both to the wall next to each other.</p> <p>Now ask for a volunteer to play a peer of yours at a meeting. When you have someone, set up the scenario of you two sitting in a room waiting for others to show up for a meeting. Progress on the task has been slow but sure. Ask them to respond to what you say as they would in a real situation.</p> <p>The volunteer will answer as most people do in situations like this as they move directly to dealing with the issue. Responses will likely be something like the following:</p> <ul style="list-style-type: none"> <li>• So what should we do about it?</li> <li>• We have made some progress.</li> <li>• Its not as bad as all that</li> </ul> <p>Give volunteer the statement to read, and ask to reverse the roles and say that same statement to you.</p> <p>Now ask for volunteers. To each one say one of the following statements. Then provide feedback as to its effectiveness regarding active listening. . . .</p> <p>Now you are going to provide the trainees with the opportunity to practice their new skill. You will need Instruction Sheet 1 to read from and Handout 1 to give to trainees while you read the instructions from Instruction Sheet 1.</p> <p>THIS IS THE END OF THE INSTRUCTOR'S MANUAL EXAMPLE</p>	20 min	<p>Ask the question "Why do we need to attend a training session on how to listen? After all, listening is a natural thing, right?"</p> <p>Easel points</p> <ul style="list-style-type: none"> <li>• tend to believe that we have the correct answer so why listen to others; they need to listen to us</li> <li>• message overload, too much going on at once</li> <li>• believe that talking is more important</li> <li>• listening is the responsibility of the listener</li> <li>• listening is a passive activity</li> </ul> <p>Say to the volunteer "I am tired of coming to all these meetings—we never seem to get anything done."</p> <p>After they respond, point out to all that this is a typical response, as most people move toward trying to address the concern in some way. Point out that what you need to do is provide support through active listening first, then move to deal with the problem.</p> <p>When they read the statement, respond something like</p> <p>"So you are saying that we are wasting our time at these meetings?"</p> <ul style="list-style-type: none"> <li>• I do not want to work with Bill on any more projects; he never does his share.</li> <li>• You are always giving me unscheduled work. I can't get it done.</li> <li>• We tried that last year, and it did not work, so let's not go there again.</li> </ul> <p>Say "OK, now it is time for practice. I am handing out instructions for the practice sessions using Person 1, 2, 3; it is titled Handout 1. Now go to Instruction Sheet 1, and read the instructions to the trainees.</p>	Easel
			Handout with statement on it

The above is a sample of what should be contained in an instructor's manual. Now let's turn to instructional material.

### **Instructional Material**

Part of the training is going to involve trainees practicing active listening skills they have been taught. Below are the instructions for this (In-

struction Sheet 1) and a sample of the exercise "Person 1, 2, 3," which is an exercise designed to provide trainees with practice situations where they can use the new skill.

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**INSTRUCTION SHEET 1 (Instructor reads this to trainees)**

"Now that you have seen how to use active listening in your response, we are going to give everyone an opportunity to practice this skill. To do this, we are going to put you into groups of three trainees. Each person in the triad will have a sheet labeled "Person 1," "Person 2," or "Person 3." Now look at the Active Listening Exercise Instructions I have just handed out titled Handout 1, and follow along while I read it out loud."

The trainer now reads the instructions from the sheet (Handout 1) going down to the third situation (Situation C) and then asks if everyone understands or has any questions. Once the trainer is satisfied that everyone understands their roles, she puts them in groups of three and hands out the Person 1, 2, 3 sheets, one to each of the three person groups, again asking "Are there any questions?"

Below are the instructions that are handed out for the exercise "Person 1, 2, 3."

**HANDOUT 1 Active Listening Exercise Instructions**

Initiator: Begins the exercise with a conflict-provoking statement.  
 Active Listener: Receives the statement from the initiator and provides an appropriate response.  
 Observer: Watches the interchange between the initiator and the active listener. After completion, the observer gives feedback regarding the appropriateness of the active listener's comment. NOTE: You have an example of an effective active listening response to that situation, so as an observer you can coach the active listener if necessary.

Each group member will be alternating among the three roles!

SITUATION	PERSON 1	PERSON 2	PERSON 3
A	Initiator	Active Listener	Observer
B	Observer	Initiator	Active Listener
C	Active Listener	Observer	Initiator
D	Initiator	Active Listener	Observer
E	Observer	Initiator	Active Listener
F	Active Listener	Observer	Initiator
And so forth			

*(continued)*

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Below are the handouts for the three person groups. Each person in a group will receive Person 1, 2, or 3.

### PERSON 1

#### Situation

- A Person 2 is the Active Listener  
Person 3 is the Observer

#### YOU ARE THE INITIATOR

Your boss just finished giving you a lecture for not being at the job site.

You start. Say angrily:

"HOW COME YOU NEVER WAIT TO HEAR MY SIDE OF THE STORY. YOU JUST ASSUME I'M IN THE WRONG."

- B Person 2 is the Initiator  
Person 3 is the Active Listener

#### YOU ARE THE OBSERVER

The active listener is meeting with a subordinate regarding their performance. The listener has just told the subordinate that her performance is average. Listen and provide feedback

Response example:

"YOU'RE SAYING I RATED YOU LOWER THAN WHAT YOU DESERVE."

- C Person 2 is the Observer  
Person 3 is the Initiator

#### YOU ARE THE ACTIVE LISTENER

A group of equal-level managers are meeting on a project. You believe that these meetings need some structure, so you have taken control of the meetings. Listen, then respond to the comment by saying:

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PERSON 2

**Situation**

- A Person 1 is the Initiator  
Person 3 is the Observer

**YOU ARE THE ACTIVE LISTENER**

You just reprimanded your subordinate for not being at the job site. Listen, then respond to comment by saying:

- B Person 3 is the Active Listener  
Person 1 is the Observer

**YOU ARE THE INITIATOR**

You have just been told that your performance rating for the year is average. You are angry.  
Say angrily:

"YOU ONLY RATED MY PERFORMANCE AS AVERAGE. THAT'S RIDICULOUS. I AM 10 TIMES BETTER THAN ANY OF THE OTHERS IN MY DEPARTMENT."

- C Person 1 is the Active Listener  
Person 3 is the Initiator

**YOU ARE THE OBSERVER**

A group of equal-level managers are meeting on a project. The active listener believes that the meetings needed some structure and took charge.  
Listen and provide feedback.  
Response example:

"SO YOU ARE SAYING THAT WHEN I BEHAVE THIS WAY, I'M ACTING TOO MUCH LIKE A BOSS."

PERSON 3

**Situation**

- A Person 1 is the Initiator  
Person 2 is the Active Listener

**YOU ARE THE OBSERVER**

The active listener just reprimanded a subordinate for not being at the job site.  
Listen and provide feedback.  
Response example:

"SO YOU'RE SAYING I NEVER GAVE YOU THE OPPORTUNITY TO PRESENT YOUR POINT OF VIEW."

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