

The trainee will, with no errors, present in writing the four types of active listening, along with examples of each of the types, without using reference materials.

The trainee will, with 100 percent accuracy, provide in writing each step of the conflict resolution model, along with a relevant example, without help from any reference material.

After watching a role-play of an angry person and an employee using the conflict resolution model, the trainee will, without using reference materials, immediately provide feedback as to the effectiveness of the person using the conflict resolution model. The trainee must identify four of the six errors.

Fabrics Paper-and-Pencil Test

Evaluation of Learning

No specific time limit is set for this test, but you should be able to finish in about one hour.

Answers to the questions should be written in the booklet provided.

Please read each question carefully. Some of the questions contain more than one part.

1. List four types of active listening, and provide an example for each.
2. List the steps in the conflict resolution model. After each step, provide a relevant example of a phrase that could be used to represent that step.

And so forth for as many questions as needed

The next objective is partly related to skill development. Below are a number of standardized scenarios and guidelines to evaluate them. "Fabrics Scenario: Active Listening" is an example. But first, here is the objective.

When, in a role-play, the trainee is presented with an angry comment, the trainee will respond

immediately using one of the appropriate active listening types. The trainee will then explain orally the technique used and why, with no help from reference material. The trainee will be presented with five of these situations and be expected to correctly respond and explain a minimum of four techniques.

Fabrics Scenario: Active Listening

This is read to the trainee: The following set of scenarios is designed to determine how well you, the trainee, have learned the active listening skills. There are three roles here: initiator, active listener (you, the trainee), and evaluator. The initiator is a nontrainee who speaks a conflict-provoking statement to you (the active listener). You, the trainee, listen to the statement, and then respond using active listening skills. The evaluator, who is trained in evaluating active listening, listens to your response and evaluates it based on the use of effective active listening skills.

Note: The following forms (initiator's role, active listener's role, evaluator's role) are given to the respective people, with the active listener's role being given to you, the trainee.

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THE TRAINING PROGRAM (FABRICS, INC.)

The sheet below is for the person playing the initiator.

Initiator's Role

(The initiator is to be played by the same actor for all trainees.)

Instructions for the Initiator Read the sentence describing the scenario carefully; wait until the trainee is ready, and then read the comment in bold under Scenario 1 angrily.
Wait until you are told by the evaluator to move to the next scenario and repeat the above.

Test Scenario 1

You were just asked by your supervisor (the trainee) to serve on the same committee again. You are angry that they always ask you. You start. Say angrily:

"OH, NO YOU DON'T. I'VE BEEN ON THAT COMMITTEE THREE YEARS IN A ROW AND IT TAKES UP TOO MUCH TIME!"

Test Scenario 2

Your supervisor just talked to you about following procedures. You think, Why me? After all, no one follows procedures. You start. Say angrily:

"WHY ARE YOU PICKING ON ME ALL THE TIME? I'M NOT THE ONLY ONE WHO DOESN'T FOLLOW THESE STUPID PROCEDURES!"

Test Scenario 3

You were just asked by your supervisor for a second time today whether you will be attending the weekly meeting. You say angrily:

"I ALREADY TOLD YOU, I CAN'T ATTEND THE WEEKLY MEETING BECAUSE I HAVE TO COMPLETE THE STAFF REPORTS FOR TOMORROW!"

And so forth (for a total of 5).

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The next sheet is for the trainee.

Trainee's (Active Listener) Role

Instructions for the trainee: This test will require you to respond to five different short scenarios in which you are a supervisor and you say something to a subordinate that elicits an angry response. You will be expected to respond using the skills of active listening. The description of each of the scenarios provides what you initially said to the subordinate. When you are ready for each of the scenarios to begin, nod your head to the initiator. At that time, the initiator will say something. You need to respond to the comment, and when complete, explain to the evaluator the rationale for your response.

Scenario 1

You asked a subordinate to continue working on a particular committee for another year. Listen; then respond using active listening. Nod your head when ready. . . .

Scenario 2

You just talked to a subordinate regarding the importance of following procedures. Listen; then respond using active listening. Nod your head when ready. . . .

Scenario 3

Today is the day of your weekly meeting. You asked if your subordinate would be attending the meeting; the answer was no. It is now time for the meeting and you call once more to check to see whether the subordinate can make the meeting. Listen; then respond using active listening. Nod your head when ready. . . .

And so forth (for a total of 5).

The next sheet is for the evaluator.

Evaluator's Role

Instructions to evaluator for scoring trainee responses: Trainee fails the scenario if the response is focused on the issue instead of reflecting what the initiator says. For example, a poor (fail) response to the first scenario would be something where the trainee responds to the concern by dealing with the issue **"But you are my best person for the job"** or **"You have to do it; I have no one else"** or **"Look, I am asking you as a favor to me."**

Appropriate responses reflect what the person is saying, as in the first scenario: **"So, you're saying that being on the committee interferes with your doing your job"** or **"You feel you have done your share regarding committee work."**

It is also important that the response does not sound like a mimic of what the person said. Although at this time we do not expect perfection regarding responses, the responses must, at a minimum, sound sincere. Refer to the tape recordings provided to understand the difference between what we consider mimicking and acceptable.

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