



DESCRIPTION

Three stereo tracks portray three different lists that are short spurts of information: colors, numbers and letters. The words at times are solitary, at times two overlap, at times all three overlap. The listener is to enter the data as heard into boxes provided.

WORK COMPARISON

When a dispatcher or call taker is working, there are three types of input: the radio, the phone, and verbal messages from co-workers or citizens with counter contact. At times there may be more with inter-coms, cameras, alarms or office noise. The information coming audibly to the worker is random, sporadic, sometimes overlapping, unexpected and must be acknowledged or captured, even if the information is unfamiliar.

SKILL NEEDED

Listening skills to delineate spurts of messages from one another, isolate and record even through partially covered. Ability to react quickly to audio information by recording the information into data entry fields. Ability to separate and correctly place specific information into the correct location. Ability to continue even though under pressure of the information being transitory.

HOW TO ADMINISTER

Answer sheet on desktop, stereo player only.

Time 2.25 Minutes (Tape lengths)

Possible Points 55

ASSESSMENT

Multi tasking, split ear between various inputs. Sorting information according to classification. Following directions from the Study Guide.

Low Score?

- *Difficulty separating information*
- *Inability to follow directions*
- *Inability to process audible information quickly*
- *Unnerved and unable to react due to being overwhelmed (freezing)*
- *Inability to cope with new and uncertain situations*

Desirable: Looking for a student who can capture the information and persevere even though the task is challenging.

SPECIAL CONSIDERATIONS

A common error made with this test is not recognizing that the numbers and letters come in groups of three. Some people have attempted to write one number in each blank.

SCORING - % Or Total Correct

One point awarded for the number of correct entries.

SKILL BUILDING EXERCISES

Notes to the Instructor: If you want to teach a person to play soccer you do not begin by throwing them into the World Cup games. You teach them the skills step by step and allow them to practice. We often say that multiple tasking is an either-or thing, you have it or you don't. Not true. I have taken many students from 'not' to have, although there were some who never could and never will learn to multi task. Regardless, it just isn't feasible to throw a new hire out because they cannot multiple task when you haven't worked with them to learn. How do you teach this difficult skill? Through this exercise you and the student will understand the importance of skillbuilding.

Learning Exercise

Have students read their Study Guide Zone 1.

Say to the Students:

“Multiple Tasks Split Ear Zone really resonates with experienced personnel – because it recreates the work. For that reason we put Zone 1 into the job evaluation test. We are going to use this exercise to help you understand one of the most difficult skills you will need to be successful on the job, multi tasking/split ear.”

"I use this exercise to reinforce the importance of learning all parts of the whole – and learning each well so that when it comes time to pull them all together on the job, it will work. You cannot learn to multi task if you do not understand each part of the components well. For example: a Telecommunicator must learn to type well, then listen well, then ask the right questions, then make decisions. It would not work effectively for a Telecommunicator to struggle with typing when someone is screaming out their address while being beaten – the caller is not going to slow down – seconds count. You may have a playback but 'seconds' can be lost."

Proceed with the following 4 Exercises:

Exercise One: Offer the test with no preparation and mark this Part I. Put the evaluation away. Ask them how it felt, they will say difficult, or stressful or something like this.

Exercise Two: Offer the test again but ask the students to only mark the numbers. When they are done, ask them how it felt, they may say boring, easy.

Exercise Three: Offer the test again but ask the students to only mark the numbers and colors. When they are done, ask them how it felt, they may say a little harder, but not as hard as the first time.

Exercise Four: Repeat the first test, asking them to do all three at once. When finished compare the first test with this one to determine if they have improved their score (they will). Take some time to discuss the differences, how much of an improvement and so on. Ask them why it was easier.

CHALLENGING, BUT VERY REPRESENTATIVE OF THE SKILL.

Answer key, next page.