

conflict resolution model. The trainee must identify four of the six errors.

Reaction Objective

The trainee will upon completion of training respond to a 15-item reaction questionnaire with minimum scores of 4 on a 5-point scale.

Transfer of Training Objective

When an angry customer approaches the employee and begins speaking in an angry tone of voice, the employee will, immediately, use the conflict resolution model to calm the customer down.

Organizational Objective

Three months after training, there will be a 75 percent drop in letters of complaint from customers.

Design Issues

We turn now to design issues. The conflict resolution model has four steps and requires attending to cues at verbal, vocal, and visual levels. From an ET perspective then, it is a complex task. The four steps in the model are as follows:

1. Use active listening.
2. Indicate respect.
3. Be assertive.
4. Provide information.

Further examination of the model reveals that the first part, active listening is a complex task by itself,⁹⁵ as is the total model. So the first decision is what mix of spiral/topical sequencing to use in the training of this model. Active listening, being a skill that can also be used on its own, suggests the use of topical sequencing to train employees in active listening first. Then we will use spiral sequencing to train the total conflict resolution model.

Teaching of the cognitive component of each of these skills will be completed before the skills training, but for brevity we will discuss only the behavioral component. Using SCM, as proposed by ET, we first determine the epitome (simplest version of the task that still embodies the whole task). For active listening, it will be to use the skill in an everyday situation, such as discussing which

movie to see. In this situation, the initiator (person in the role of disagreeing with the trainee) will simply disagree regarding a movie the trainee wants to see. This situation has minimal emotional content and should require minimal monitoring of the initiator by the trainee, as it will not result in an argument. The same epitome used for active listening can also be used for the conflict resolution model because the latter simply takes the discussion to a different level.

The most complex task will require dealing with a great deal of anger on the part of the initiator of the discussion. Once these two extremes are conceptualized, those in between can be determined.

Let's now examine this training at a micro level using Gagné-Briggs theory. For the module related to teaching active listening, we want to begin by getting trainees' attention, as suggested by Gagné-Briggs design theory. This can be accomplished by showing a video of two people in a heated argument and then asking, "Has that situation ever happened to you? Would you like to have a better way of responding in such a situation so tempers do not flare?" This would allow you to introduce active listening. The next step in the theory is to inform the trainees of the goal. Presenting the learning objective related to active listening accomplishes this. The training would continue to be designed paying close attention to the steps in the design theory.

Now let's turn to the evaluation component as an output from the training design. To consider these, we turn back to the learning objectives, which are as follows:

- The trainee will, with no errors, present in writing the four types of active listening, along with examples of each of the types, with no reference material.
- The trainee will, with 100 percent accuracy provide in writing each step of the conflict resolution model, along with a relevant example, with no help from any reference material.

These, along with a number of similar objectives not shown, will require a paper-and-pencil test of declarative knowledge.

(continued)

THE TRAINING PROGRAM (FABRICS, INC.)

Regarding the behavioral component of the evaluation, consider these objectives:

- *When, in a role play, the trainee is presented with an angry comment, the trainee will respond immediately using one of the 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 and be expected to correctly respond and explain a minimum of four.*
- *In a role-play of an angry customer the trainee/employee will show concern for the customer by listening and providing alternative solutions, using the steps in the conflict resolution model, with help from an easel sheet which has the steps listed on it. The trainee must use all the steps and two types of active listening in the role-play.*
- *After watching role-play of an angry person and an employee using the conflict resolution model,*

the trainee will, without reference to material, immediately provide feedback as to the effectiveness of the person using the conflict resolution model. The trainee must identify a minimum of four of the six errors.

These objectives will require carefully developed standardized role-plays. The role of the initiator will be scripted and standardized to provide each trainee with similar situations to respond to. In addition, a standardized scoring key, which will guide the scoring of a trainee in the behavioral tests, will be developed. These scoring keys will provide examples of acceptable and unacceptable behavior of the trainee, and a rating scale for different responses. There will also be a scoring key provided for the explanations (oral test) that follow the behavioral part of the test.

We will return to Fabrics, Inc., in Chapter 8, to provide a look at the development process.

KEY TERMS

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|---------------------------|-----------------------------|------------------------|
| • Behavioral reproduction | • Learning objectives | • Standards |
| • Climate | • Massed practice | • Symbolic coding |
| • Cognitive load | • Negative transfer | • Symbolic rehearsal |
| • Cognitive organization | • Overlearning | • Task complexity |
| • Conditions | • Part learning | • Task organization |
| • Culture | • Positive transfer | • Transfer of training |
| • Design theory | • Progressive part training | • Whole learning |
| • Guided discovery | • Relapse prevention | • Zero transfer |
| • Identical elements | • Sit-in | |
| • Knowledge of results | • Spaced practice | |

QUESTIONS FOR REVIEW

1. What is a learning objective? List and explain its three components.
2. What can be done long before the trainee attends training to ensure that the trainee will be motivated to learn?
3. How does knowledge of classical and operant conditioning assist you in designing effective training?
4. How would you present training material in a manner that facilitates retention?
5. If a particular task were critical to saving a life (police officer shooting a gun, pilot responding to an emergency), what factors would you build into the design