

## THE TRAINING PROGRAM (FABRICS, INC.)

For each of the five scenarios, there is an example of a poor (fail) response and an acceptable response. When the trainee explains his or her response, we expect the trainee to be able to identify the type of active listening response used (paraphrasing, decode and feedback, summarizing) and why it was chosen. Answers to why it was chosen are intended to show that they understand the different methods, and thus almost any answer is acceptable.

### Scenario 1

The supervisor (trainee being tested) asked the subordinate to continue working on a particular committee for another year, and the subordinate responds. Listen to the supervisor's response and grade according to guidelines.

Unacceptable response: **"I am willing to talk about reducing the work you have to do if you will be on it."**

Acceptable response: **"YOU DON'T WANT TO BE ON THAT COMMITTEE AGAIN BECAUSE IT INTERFERES WITH YOUR WORK AND YOU FEEL YOU HAVE DONE YOUR SHARE."**

### Scenario 2

The supervisor (trainee being tested) just talked to a subordinate regarding the importance of following procedures, and the subordinate responds. Listen to the supervisor's response and grade according to guidelines.

Unacceptable response: **"You are not the only one I have talked to about this."**

Acceptable response: **"YOU BELIEVE THAT YOU'RE THE ONLY ONE THAT I AM SINGLING OUT FOR NOT FOLLOWING PROCEDURES."**

### Scenario 3

The supervisor (trainee being tested) called first thing in the morning and asked the subordinate if she would be attending the weekly meeting; the subordinate said, "No, I'm busy." The supervisor just called again at meeting time to check to see whether the subordinate could make the meeting, and the subordinate responds. Listen to the supervisor's response and grade.

Unacceptable response: **"The meeting will only be an hour."**

Acceptable response: **"YOU'RE NOT ABLE TO ATTEND THE MEETING BECAUSE YOU ARE COMPLETING STAFF REPORTS THAT ARE DUE TOMORROW."**

And so forth (for a total of 5).

Note that we do not provide the test for determining the knowledge part of this objective, where the trainee is asked to explain his or her response orally.

The next objective is skill related and has to do with conflict resolution. See "Fabrics Role-

Play Conflict Resolution" for an example of this. The objective is:

**"In a role-play of an angry employee, the trainee will calm the person using the steps in the conflict resolution model, with help from a poster that lists the steps."**

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### Fabrics Role-Play Conflict Resolution

Read the following to the trainee: The following role-play is designed to determine how well you, the trainee, have learned the conflict resolution skills. There are three roles here: initiator, active listener (you, the trainee), and evaluator. The initiator is a nontrainee who starts off very angry at something you did. You listen to what is said and respond using the conflict resolution model. The evaluator, who is trained in evaluating effective conflict resolution, listens to your response and evaluates it based on your effectiveness. 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.

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 role a couple of times and get in the mood suggested.
- Be sure you understand the issues, so you can present them without referring to the role.
- Once into the role, allow your own feelings to take over; if what the supervisor is saying makes you less angry, then act that way, and vice versa.
- Do not refer back to the role after the role-play begins; simply act the way you normally would do in such circumstances.
- Begin the role-play by presenting the points at the end of the role-play with anger.
- To elicit an assertive response, interrupt the trainee at least once after the trainee begins to present his or her point of view. If the trainee allows the interruption, interrupt again until the trainee becomes assertive and asks you not to interrupt (maximum of four interruptions).

#### The Role of the Initiator

Your name is Pat. You are the longest working machinist in the plant, with 25 years service. You taught many of those who are presently there, including most of those who were made supervisor recently. The company has been busy for the last number of years, and you have been called upon many times to provide the extra boost to get some projects out. You worked hard all your life and are starting to feel it in your bones. The work is getting harder and harder to complete, especially with the older lathes. With only three years to retirement, you are wishing you could afford to retire now. You are really worn out, that is, until you hear the news that the company just purchased one of those new computer-operated lathes. You feel confident that once you get to use the new machine you will be rejuvenated. In fact, the thought of getting to work on one of these new machines gives you goose bumps. You have not felt this excited in years. Actually, the thought of going back to school to learn about it is the most exciting thing, as it is making you feel young again. You are sorry that

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you missed today's meeting at which they were going to talk about the new equipment, but your car would not start.

"Hey, did you hear the news?" your friend Bill called out.

"I don't think so, what is it?" you replied.

"They just announced that Fred is going for training on the new computer-operated lathe. I guess he will be the one operating it."

"Are you sure?" you ask.

"Yep, it was announced at the circle meeting this morning. He was selected to operate it and will be going for a two-week training course next week."

You are furious. Fred was only just hired and is just a kid. You deserve first crack at the new machine, given your loyal service. Well, that is it. Your supervisor (the young guy you taught how to run a lathe before he got promoted) never did get along with you, and now this. Well, you are not going to take it. You walk into the supervisor's office and in a loud voice start off by saying: "What do you think you are doing? How can you give the new lathe to Fred, after all the years I have been here? This is not fair and I am not going to sit still for it."

Be sure to continue the anger and bring up all the points mentioned in the role-play. Go over them again and again until the trainee calms you down.

The next sheet is for the trainee.

### **Trainee's Role**

#### ***Instructions for the Trainee***

- Read your role a few times and be sure you understand the issues, so you can present them without referring to the role.
- Do not refer back to the role after the role-play begins, but you can jot down a few points for reference.
- Use the conflict resolution model to deal with the issue.
- Nod at the initiator when you wish to begin.

#### ***The Role for the Trainee***

You are the supervisor of a manufacturing firm and have about 10 subordinates. They are all lathe operators, and you were also one until you recently got promoted. Your subordinates are all good people, and with the exception of Pat, who has been here for 25 years and is a few years away from retirement, all are fairly young and have at most 10 years' service. Pat is a great machinist and knows more than everyone put together. He taught you the job when you had just started and, although you never really hit it off with him, you do respect his ability.

You are pretty excited these last few days, because the company just purchased a new computer-operated lathe. It is your understanding that you will be getting a new lathe each year until all are replaced. You are moving into the new age. Choosing only one of your

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