

machinists to go to training and be the first one on the new machine was a difficult decision. All were likely candidates, with the exception of Pat, who was too old to learn the new machine—computer stuff and all. Furthermore, why train Pat on a new machine when he will only be here a short time? It makes more sense to train those who will be able to use the new skills for the longest time. Anyway, Pat really knows how to operate the older machine better than anyone, so why move him? Finally, you came up with the perfect solution. The new guy, Fred, has not been trained on any machine yet, so training him on the new lathe would mean that no one else needed training for the time being. Putting anyone else on the new machine would mean training Fred on the old machine, then when they are phased out, retraining him on the computer-operated lathe. So you announced it today at your circle meeting. Everyone was pretty quiet, but they will get over it. Too bad Pat wasn't there. Wonder if he is sick?

The next sheet is for the evaluator.

Evaluator's Role

Instructions for the Evaluator

The trainee fails the scenario if the initial response is focused on the issue instead of reflecting what the initiator says. For example, a poor (fail) response would be if the first comment to Pat was **"I did not think you wanted it"** or **"It is probably too complicated for you"** or **"We value your contribution"** or **"You're the best we've got on the old machine, and we need you there."**

Keys to successfully passing this exercise are to

- actively listen to Pat (using the active listening skills) and
- question to obtain as much information as possible before dealing with the issue.

To be successful, it is expected that the trainee will use active listening and questions at least four to six times (preferably more) before moving to the trainee's point of view. The key is to note how much the initiator has calmed down.

- Be sure the trainee indicates respect (must have at least one phrase such as **"I can appreciate why you feel you should have the opportunity to receive the training. It makes sense that you believe after such long and loyal service you should receive some reward"**).
- Be assertive, not aggressive, if necessary to present points.

When interrupted, the trainee must use the proper assertive response to inhibit interruptions. The trainee is given four opportunities to be assertive, since the role requires interruptions until an assertive response is given (up to four). Note how that interruption is handled; the trainee needs to be assertive (for example, **"I have carefully listened to everything you have had to say; I think it only fair that now you give me a chance to respond, okay?"**).

- Provide the supervisor's points as "point of view," not correct point of view.

The role-play will begin with the initiator being angry. Response can be a summary of these points, paraphrase of one of them, or decode and feedback regarding emotion expressed,

(continued)

but not anything dealing with the specific issue. Below is a form to assist in the evaluation of the trainee.

Evaluator Report Form

Put a mark next to each of the responses in terms of their type. Try to jot down the words used in some of the cases to enable you to provide specific feedback.

Active Listening

Nonverbal behavior
Say more responses
Paraphrase
Decode and feedback
Summarize

Indicate Respect

Use of active listening
Questioning
Show acceptance of other's point of view

Be Assertive

Needs to be phrased in terms of YOUR POINT OF VIEW
My perception is . . .
It seems to me that . . .
It is my belief that . . . and so forth.

Provide Information

Use collaboration (problem solving) or compromise (negotiate). *Note:* Although this response is a part of the conflict resolution model, it is not part of the learning objectives for this training; therefore, it is not evaluated in this training program.

You will note that a standardized scoring key, examples of acceptable and unacceptable behavior of the trainee, and a checklist for different responses are provided for the evaluator.

The above are evaluations related to learning, but we still need to consider behavior (transfer of training) and organizational results. The owner in the Fabrics, Inc., case is not interested in doing any of this type of evaluation. Recall that we indicated that an evaluation using elaborate designs is nice but seldom happens in reality.

The owner in the Fabrics, Inc., case does not want us to assess any transfer of behaviors to the

job. His argument is that his primary interest is in getting fewer complaints from employees and customers. He notes that in a small organization such as his, these changes (lowering of complaints) are proof enough that training was successful. We agree, so the evaluation will consist of gathering weekly archival information on complaints from customers and subordinates as a baseline (gathering it for two months prior to the training) and tracking it for six months after training is complete.