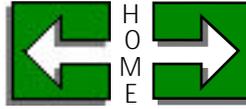


# PROBLEM SOLVING



## READ SHEET

The objectives of the next block of instructions are:

1. To provide role play situations that enable team members to have opportunities to practice using probes to **DEVELOP RAPPORT** and **SOLVE PROBLEMS**.
2. To allow team members the opportunity to **ANALYZE THE BEHAVIOR** of the participants in the role play and determine the style difference between **EQUAL VALUE**, **DOMINANT**, **SUBMISSIVE**, and **NONEQUAL VALUE** behavior.
3. To learn the steps involved in presenting ideas more effectively.
4. To provide an atmosphere where team discussion reinforces learning of material presented previously in the course.
5. To give feedback to the team members of how their style of behavior in the role play is perceived by the other team members so they can adjust their style of behavior toward a more appropriate response or equal value style of communication.
6. To provide benchmark or school solution examples of equal value style behavior to allow team members to see how to properly employ skills and categorize behavior.
7. To establish a clear understanding of the difference between a reaction and an appropriate response.

The block of instruction starts with an overview of how to conduct a role play, a walk through of each step and then practical exercises allowing team members to try their skill at Probing, Developing Rapport, Problem Solving and analyzing behavior to more clearly distinguish between the equal value style and less appropriate behavior.

# KID ALCOHOL SCENARIO

## Parent

You are the PARENT of a teenage son/daughter of 16 years of age. You were looking for a tennis racquet and thought it might be in his/her bedroom closet. While looking for it in the closet you discovered some bottles of whiskey and wine. Some had been opened and partially consumed.

(S)he has been getting good grades in school but recently grades have started to drop from the normal 3.2 average to 2.5.

(S)he has been hanging around with a crowd that you have felt were beneath his/her class and you have been concerned but said nothing.

(S)he has been riding around in cars with the group and staying out quite late. Sometimes (s)he does not come home until after midnight.

You are concerned that (s)he may be experimenting with alcohol and may be headed in the wrong direction with the wrong group.

You want to talk this over with him/her and gain a commitment to get the grades back up, get away from the group (s)he is running around with, and agree that (s)he will be home by not later than 10:00 p.m.

It is now 11:30 p.m. (S)he has just come home and has gone into his/her bedroom and shut the door.

You have decided to talk about it now that you have some behavior with which to open the conversation.

# VISUALIZATION NOTES

# APPROPRIATE RESPONSE PROBES

## STEERING PROBES

1. **Starter** (Allows a person to start from anywhere to provide information)
  - “Do you know why .....?”
  - “What do you know about...?”
  - “How will this affect you...?”
  - “Do you have any ideas on how we could...?”
2. **Developer** (Gain more information about the subject or problem)
  - “Please tell me more...?”
  - “Can you give me more information/details about ...?”
  - “Can you take a minute to expand/elaborate on ...?”
3. **Guider** (Changes the focus of the conversation to a different point)
  - “May I ask that we change the conversation to talk about....?”
  - “Could you tell me more specifically about ...?”
  - “May we go back, for a moment, to what you said about ...?”

## SUPPORTING PROBES

1. **Courtesy Period** (Wait, pause, be quiet, shut your mouth)

Listening silence to courteously allow the other person time to think before making an answer to your question.
2. **Mirror Feelings** (Reflecting intellectual and emotional moods to assure the person you care)
  - “Are you confused about ....?”
  - “You seem upset,..?”
  - “You seem to be a bit nervous, are you uncomfortable?”
  - “You appear frustrated, is something wrong?”
3. **Continuer** (Allows the person to recognize you are listening intently)
  - “Uh-huh, “Yep”, “Really?”, “You’re kidding”, “Wow”
4. **Validator** (Confirms feelings, Summarize content)
  - “Let me make sure I understand, you believe ...?”
  - “Sounds to me like you place the importance on ..., is that correct?”
  - “May I summarize to make sure I am hearing you correctly. You said, ....., is that right?”

# APPROPRIATE RESPONSE EXERCISE WORKSHEET

## NOTES:

1. You may keep this worksheet in front of you during the role play to remind you of your plan of action.
2. Try to think of **PROBES** you can use to have the other person recognize the ideas you are trying to present. Probing increases their awareness and raises the receptivity. Ask them in a way they are able to give you the answer instead of telling it to them.
3. Make notes along the side of **ARE Worksheet** of things you should probe about when the other person finishes talking.
4. To assure success, know **WHAT** you are going to do, **HOW** you are going to accomplish it,... and then **DO IT** according to your plan.

Write out completely what you are going to say in the opening:

### 1. GAIN ATTENTION AND ESTABLISH RAPPORT:

**A. GREETING:** (Ask permission to come aboard)

---

---

---

**B. PURPOSE:** (Put the whole cookie on the table - clear, concise, complete)

---

---

---

---

---

**C. BENEFIT STATEMENT:** (What's IN IT for them to resolve the problem)

---

---

---

---

**D. TRANSITION:** (Turn the conversation over to them and evolve their perceptions)

---

---

**2. EVOLVING THEIR PERCEPTIONS:**

Explore their perceptions to determine what information you need before attempting to present your proposed solution to the problem. What is their proposed solution? Ask for background facts.

**WHAT ARE THEIR PERCEPTIONS OF THE FACTS OR THE ISSUE:**

**Problems you need info about**

**Probe you will use to gain their view**

1. _____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____

**HOW DO THEY FEEL ABOUT IT - VALUES THEY PLACE ON THE ISSUE:**

1. _____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____

**C. PRESENTING YOUR IDEAS & SOLVING THE PROBLEM**

**KEY POINTS YOU WANT TO MAKE    HOW YOU WANT TO PHRASE THEM.**

1. _____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____

**D. HANDLING OBJECTIONS**

**Possible Objections**

**Appropriate Response / Probes to use**

1. _____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____

**Other possible objections:**

**Probes to overcome them:**

**E. GAINING AGREEMENT AND COMMITMENT**

**Closing Points to check**

**Commitment Check-up Probe**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

---

---

---

---

---

---

---

---

---

**YOUR NOTES TAKEN DURING THE ROLE PLAY:**

# APPROPRIATE RESPONSES EXERCISE PROPOSED SCHOOL SOLUTION

## NOTES:

1. You may keep this worksheet in front of you during the role play to remind you of your plan of action.
2. Try to think of **PROBES** you can use to have the other person recognize the ideas you are trying to present. Probing increases their awareness and raises the receptivity. Ask them in a way they are able to give you the answer instead of telling it to them.
3. Make notes along the side of **ARE Worksheet** of things you should probe about when the other person finishes talking.
4. To assure success, know **WHAT** you are going to do, **HOW** you are going to accomplish it,... and then **DO IT** according to your plan.

Write out completely what you are going to say in the opening:

### 1. GAIN ATTENTION AND ESTABLISH RAPPORT:

#### A. GREETING: (Ask permission to come aboard)

*Hi,..... How are you?... Do you have a few minutes to talk...?* \_\_\_\_\_

---

---

#### B. PURPOSE: (Put the whole cookie on the table - clear, concise, complete)

*I was looking all over the house for my tennis racquet,... the other day,... and... without intending to invade your privacy,... I thought maybe you had used it... So, when I went into your room..I found some bottles of alcohol in your closet. Recently, your grades have been dropping... you have been staying out quite late... And I am just concerned about you..?*

#### C. BENEFIT STATEMENT: (What's IN IT for them to resolve the problem)

*In the past we have been pretty good pals. We've spoken quite freely about things. I suppose this is an opportunity to increase our trust with each other. I know you would like to see this problem resolved as much as I do.* \_\_\_\_\_

#### D. TRANSITION: (Turn the conversation over to them and evolve their perceptions)

*What do you think I should be made aware of so that I understand how those bottles got there, why your grades are dropping, and why you have been staying out past curfew..?* \_\_\_\_\_

**2. EVOLVING THEIR PERCEPTIONS:**

Explore their perceptions to determine what information you need before attempting to present your proposed solution to the problem. What is their proposed solution? Ask for background facts.

**WHAT ARE THEIR PERCEPTIONS OF THE FACTS OR THE ISSUE:**

**Problems you need info about**

- 1. Whose bottles are they,.. and who is using the alcohol.
- 2. What about the grades going down?
- 3. Choosing friends and staying out late?

**Probe you will use to gain their view**

- 1. Have you ever used alcohol?
- 2. Why do you think your grades are falling?
- 3. Is there some reason you are staying out late past what we have always had as curfew?

**HOW DO THEY FEEL ABOUT IT - VALUES THEY PLACE ON THE ISSUE:**

- 1. My accidently invading his/her privacy.?
- 2. My parental concern?
- 3. This discussion?

- 1. What was it I said to you when I asked to talk about it?
- 2. Do you think I am being overly protective or a properly concerned parent
- 3. Are there any parts of what I'm asking you would prefer not to discuss or make you more uncomfortable than others?

NOTES:

### C. PRESENTING YOUR IDEAS & SOLVING THE PROBLEM

#### KEY POINTS YOU WANT TO MAKE

1. Abstinence!  
\_\_\_\_\_  
\_\_\_\_\_
2. Study hour!  
\_\_\_\_\_  
\_\_\_\_\_
3. Curfew!  
\_\_\_\_\_  
\_\_\_\_\_

#### HOW YOU WANT TO PHRASE THEM.

1. Ask about awareness of addiction and the consequence of starting into an addictive substance. Discuss legality and penalties.
2. Value of good grades and how it fits into going on to college or university. Go for a commitment to study before playing.
3. Reaffirm time of curfew and the consequence for violating the curfew without obtaining permission

### D. HANDLING OBJECTIONS

#### Possible Objections

1. None of my business  
\_\_\_\_\_  
\_\_\_\_\_
2. Old enough now!  
\_\_\_\_\_  
\_\_\_\_\_
3. Too tired to talk now,!  
\_\_\_\_\_  
\_\_\_\_\_

#### Appropriate Response / Probes to use

1. If you were a parent,... would you feel you should find out why your son/daughter had alcohol in thier closet?
2. What is the legal age,... Why do you think they set an age?.. What if you are caught by the police?..
3. When would you have time to sit down and resolve these issues?..

#### OTHER POSSIBLE OBJECTIONS:

*I want to have fun now!.. I'll work on grades when I get to college..*

#### PROBES TO OVERCOME OBJECTIONS

*What would you have to do to make time for grades and play?*

#### NOTES:

## E. GAINING AGREEMENT AND COMMITMENT

### Closing Points to check

1. Abstinence!  
\_\_\_\_\_  
\_\_\_\_\_
2. Studyhour!  
\_\_\_\_\_  
\_\_\_\_\_
3. Curfew!  
\_\_\_\_\_  
\_\_\_\_\_

### Commitment Check-up Probe

1. Are you sure you will be able to resist the peer pressure? Do you feel abstinence will earn more respect from your friends?  
\_\_\_\_\_
2. When are you willing to commit to starting the study hour? What help can I give you?  
\_\_\_\_\_
3. If we say you have to do the penalty, will you do it without complaint?. What benefits will you get from being home early.  
\_\_\_\_\_

---

**Notes:**

# SAMPLE NOTES

## PROBLEM SOLVER



## SITUATION GENERATOR

*Hi, son. How are things going today?*

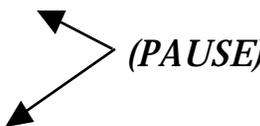
*How did things go at school?*

*I really need to talk to you about something for a minute - do you have some time?*

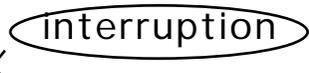
*What makes you think you did something bad just because I said I wanted to talk to you - that does not mean I only talk to you when you do something bad.*

*I really like talking to you. I love you. Now come on in here and let's sit down.*

*Hi, Dad.  
Fine*

*O.K.*  
 *(PAUSE)*

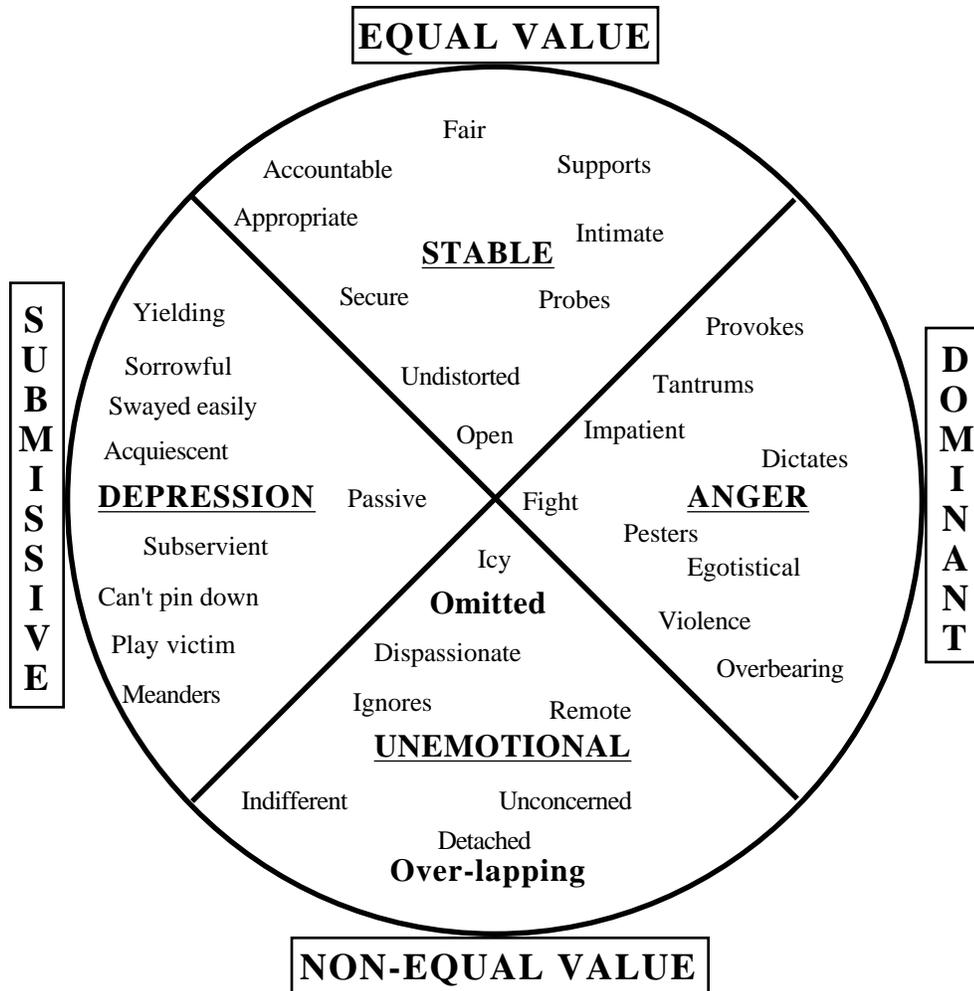
*Uh, oh, what did I do this time?*

 *interruption*  
*Just tell me what you want to talk to me about and let's get this over with.*

# THE MODEL

There are 10 words in each quadrant that are some of the primary words that describe the type behavior associated with that particular strategy. It is not meant to be a complete description but more a guideline for understanding.

A complete listing of words is included in another list used for team activities that occur in a later course of instruction.



# LEARNING TO TAKE NOTES

## EXERCISE

PROBLEM SOLVER



SITUATION GENERATOR

# NOTES

PROBLEM SOLVER



SITUATION GENERATOR

# SCORING EXERCISE SCRIPT

SCORE THIS SCRIPT AS THE GAIN ATTENTION STEP ONLY

ENTER YOUR SCORE IN THE APPROPRIATE BLOCK  
ON THE INDIVIDUAL SCORE SHEET  
THEN  
POST YOUR SCORE ON THE TEAM SCORE SHEET

(KNOCK.....KNOCK)

This is Dad/Mom,... may I come in..?

Thank you... Well,... how's my favorite son/daughter again today..?

Fine....? OK.... You don't look like you are feeling fine. Is there any problem...?

You're fine..... OK... I'll accept that. You don't look fine still but I'll accept the fact that you say you're OK.... You look tired though.... Are you tired...? It's after bed time... I guess we're all tired though..

I guess...? OK..? You know (insert name), I love you and I've always wanted to see you happy. Do you feel that I want you to be happy.?

OK.. I'm not just putting this on.. In other words,.. you feel I really care about you...? Do you feel this,.... or am I doing a poor job as a parent..? Do you think..?

Well,.. good..! I'm glad we've communicated that.... because I do..! And I know you care about me. We've had,..over the years,..a lot of discussions,.. and I've made it a point,.. as you know,.. to once a month,.. get together with just yourself and discuss your feelings,... and keep an open rapport. And lately I just feel like there has been a problem,.. and I hope maybe we can resolve it... Am I part of the problem..? I know you say there is no problem, but I feel there is... Have I been doing a good job as a Parent..?



Who is it..?

Guess so.....!

Fine.....!

I... am.... fine..!

I guess....

I guess.... sometimes...!

I.....**K N O W**.. you care about me..

How do I know what a parent is supposed to be like...

That's true,... and I accept that too..!

I never said you were a baby. You seem to think you are old enough to stay out as late as you like..!

No,.. We really need to get this resolved right now. You are not so tired you can't spend 10 minutes talking about this.

I do trust you.. But that doesn't have anything to do with your grades going down, staying out late and the whisky bottles I found in your closet...!

Wait a minute now... I wasn't sneaking around spying on you.. I was looking for my tennis racquet. I just accidentally found the bottles in your closet..

Well,.. OK.. I'm sorry I got you upset. It's my fault. I really want us to be good buddies..... I'll talk to you tomorrow after school.

(Starts to go out the door)  
Do you forgive me..?

OK,...OK,... I'll see you after school.

I love you....

Good night

(Door shut quietly)

END OF THE SCRIPT FOR THIS EXERCISE

Do you think I'm a baby..? You seem to forget how old I am...!

Dad/Mom,... It's really late,.. I'm tired.. I have to go to school tomorrow, Can't we talk about this some other time?

So I'm out a little late... What's the big deal..? You just don't trust me..!

What were you doing in my closet.... I can't believe it.. You just pry into everything I have. Isn't there any place I have that is Private!

Mom/Dad,.. look,.. don't you agree that it's too late to talk about this right this second. Can't we talk about this tomorrow... Please.... Please..

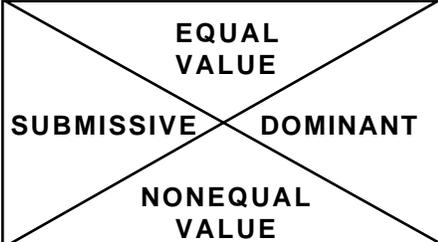
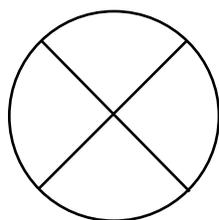
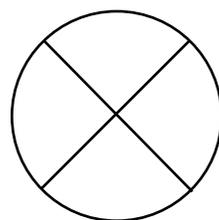
OK...!

YES,... Now may I get to bed...! I said I'd talk about it later.

Gooooood Niiigghhht...!

# PROBLEM SOLVING EXERCISE INDIVIDUAL SCORE SHEET

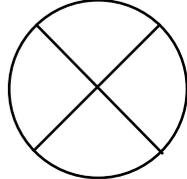
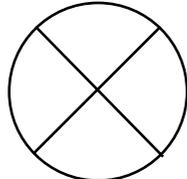
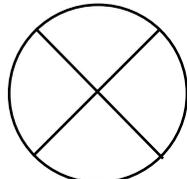
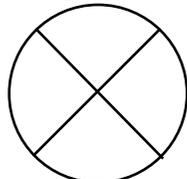
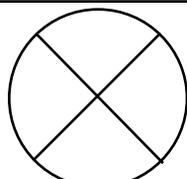
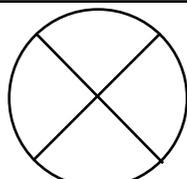
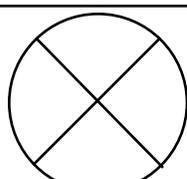
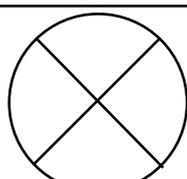
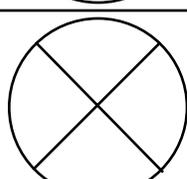
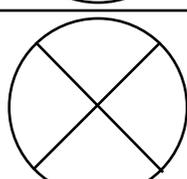
ENTER ONLY 1 OVERALL SCORE FOR THE SITUATION GENERATOR

		
---	--	---

YOUR OWN  
SCORE IN  
THIS COLUMN

YOUR TEAM  
SCORE IN  
THIS COLUMN

ENTER ALL SCORES FOR THE PROBLEM SOLVER

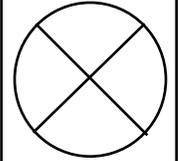
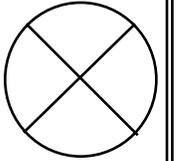
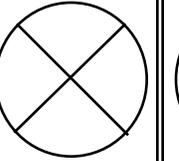
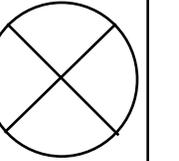
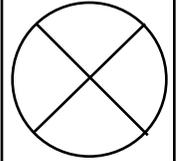
<b>GAINING ATTENTION AND ESTABLISHING RAPPORT</b>		
<b>EXPLORING THEIR PERCEPTIONS</b>		
<b>PRESENTING IDEAS AND SOLVING PROBLEMS</b>		
<b>HANDLING OBJECTIONS</b>		
<b>GAINING AGREEMENT AND COMMITMENT</b>		

# PROBLEM SOLVING EXERCISE

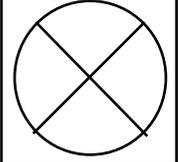
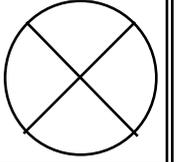
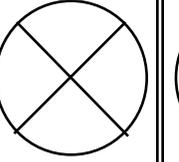
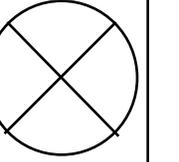
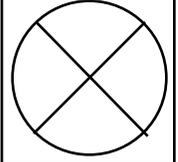
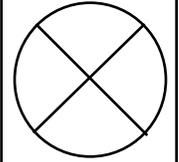
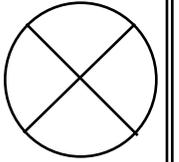
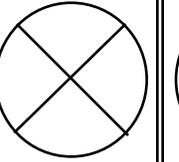
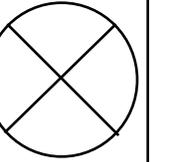
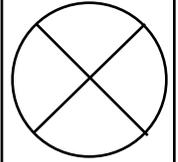
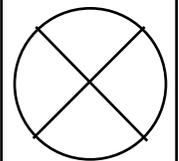
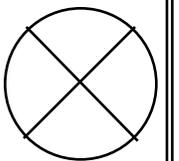
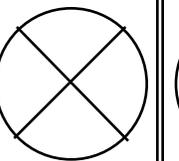
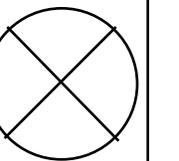
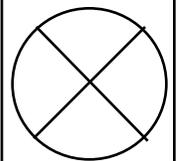
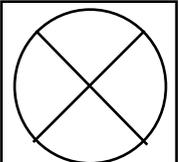
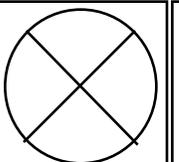
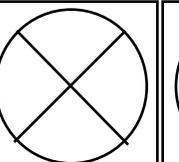
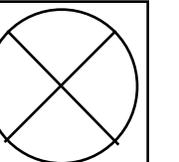
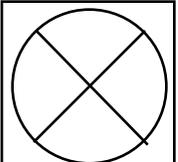
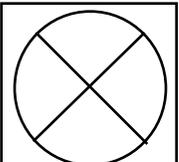
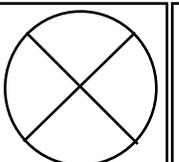
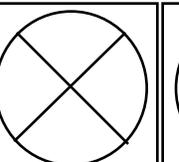
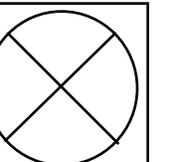
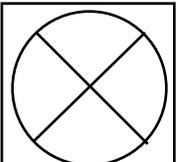
## TEAM SCORE SHEET

**PRINT NAMES OVER TEAM MEMBER'S SCORES**

**YOUR TEAM  
SCORE IN  
THIS COLUMN**

					
---	---	---	--	---	---

**ENTER PROBLEM SOLVER SCORES FROM INDIVIDUAL SCORE SHEETS**

GAIN ATTENTION AND ESTABLISH RAPPORT					
EXPLORE THEIR VIEWS					
PRESENT IDEAS AND SOLVE PROBLEMS					
HANDLE THE OBJECTION					
GAIN AGREEMENT AND COMMITMENT					

# PROPOSED SCHOOL SOLUTION

## PROBLEM SOLVER

## SITUATION GENERATOR

(knock - knock) **E**

This is Dad, may I come in for a minute? **E**

Thank you! Well, how's my favorite daughter again today? **S**

Fine? Ok, you don't look like you're feeling fine. Is there any problem? **E/S**

You're fine. Ok, I'll accept that. You don't look fine ..still, but I'll accept the fact that you say you're Ok. You look a little tired though. Are you tired? It's after bedtime, I guess we're all tired, though. **S** ← Meandering

I guess?... Ok! You know, Judy, I love you and I've always wanted to see you happy. Do you feel that I want you to be happy? **S** ← Begging

Ok, I'm not just putting this on... in other words... You feel I really care about you? Do you feel this - or am I doing a poor job as a Dad, do you think? **S**

Well, good, I'm glad we've communicated that because i do, and I know that you care about me. We've had, over the years, a lot of discussions and I've made it a point to, as you know, at least once a month get together with just you and discuss your feelings and keep an open rapport and lately I just feel like there has been a problem and I hope maybe we can resolve it. Am I part of the problem? I know you say there is no problem, but I feel there is. Have I been doing a good job as a Dad? **S**

Who is it?  
Did not get to the point

Guess so!

Fine.

I am fine!

← Not getting to the point

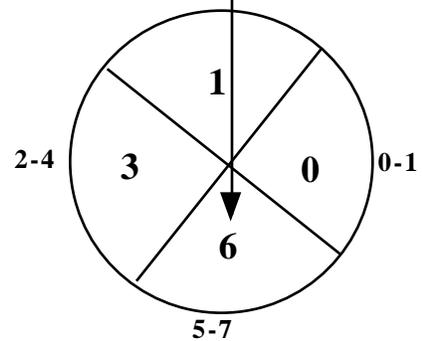
I guess.

← Not getting to the point

I guess.....sometimes.

**Most prevalent behavior - omitted the 4 steps in Gain attention & Develop Rapport. Did not do them clear, concise or complete.!**

I know you care about me. **0-2**



How do I know what a Dad's supposed to be like!

That's true,... and I accept that too..!

I never said you were a baby. You seem to think you are old enough to stay out as late as you like..!

No,.. We really need to get this resolved right now. You are not so tired you can't spend 10 minutes talking about this.

I do trust you.. But that doesn't have anything to do with your grades going down, staying out late and the whisky bottles I found in your closet...!

Wait a minute now... I wasn't sneaking around spying on you.. I was looking for my tennis racquet. I just accidentally found the bottles in your closet..

Well,.. OK.. I'm sorry I got you upset. It's my fault. I really want us to be good buddies..... I'll talk to you tomorrow after school.

(Starts to go out the door)  
Do you forgive me..?

OK,...OK,... I'll see you after school.

I love you....

Good night

(Door shut quietly)

Do you think I'm a baby..? You seem to forget how old I am...!

Dad/Mom,... It's really late,.. I'm tired.. I have to go to school tomorrow, Can't we talk about this some other time?

So I'm out a little late... What's the big deal..? You just don't trust me..!

What were you doing in my closet.... I can't believe it.. You just pry into everything I have. Isn't there any place I have that is Private!

Mom/Dad,.. look,.. don't you agree that it's too late to talk about this right this second. Can't we talk about this tomorrow... Please..

OK...!

YES,... Now may I get to bed...!  
I said I'd talk about it later.

Gooooood Niiigghht!

# “STYLE” EXERCISE #1

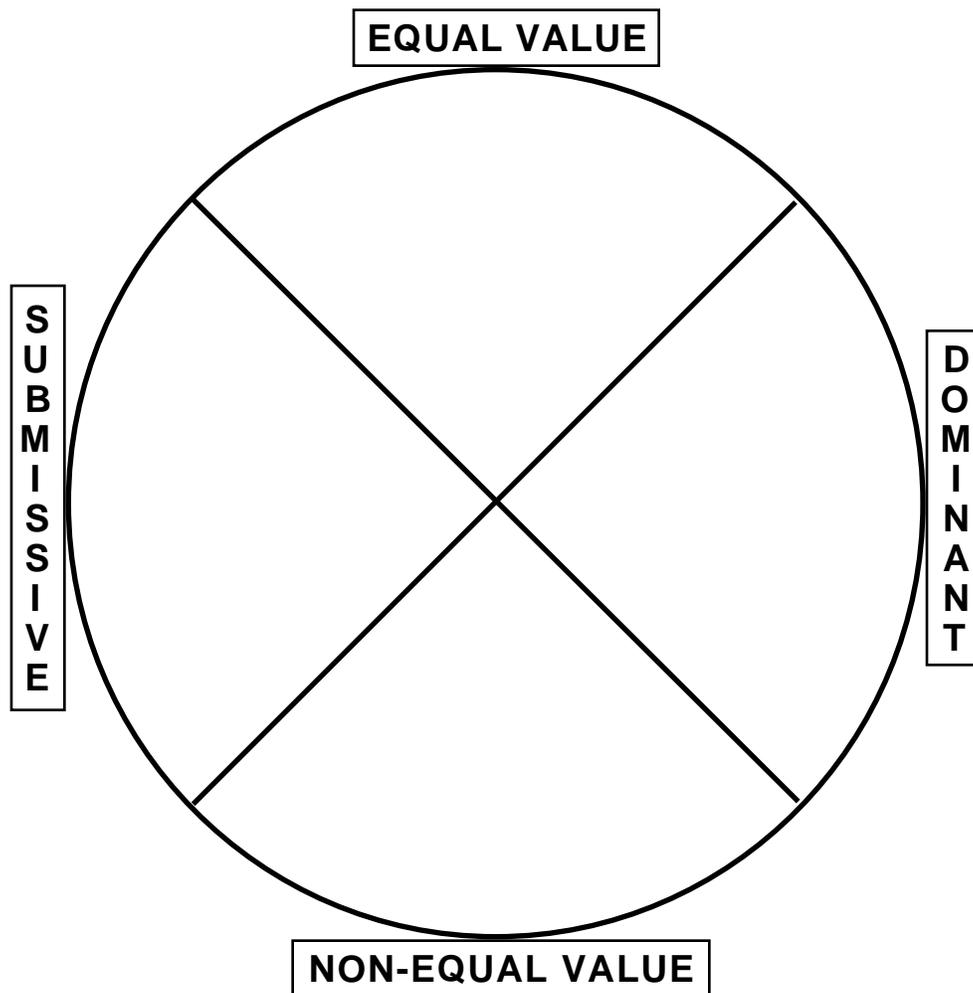
The diagonal lines divide the circle below into 4 quadrants. Each quadrant represents one of the 4 different behavioral strategies. We will call this graphic the "MODEL".

Imagine that a person had just said to you:

" I think you have really been unfair to me...!"

In each separate quadrant, write a brief sentence that you think would be a Dominant, Non-Equal Value, Submissive, and Equal Value, reply or response to this statement.

You have 10 minutes to complete the exercise.



## “STYLE” EXERCISE #2

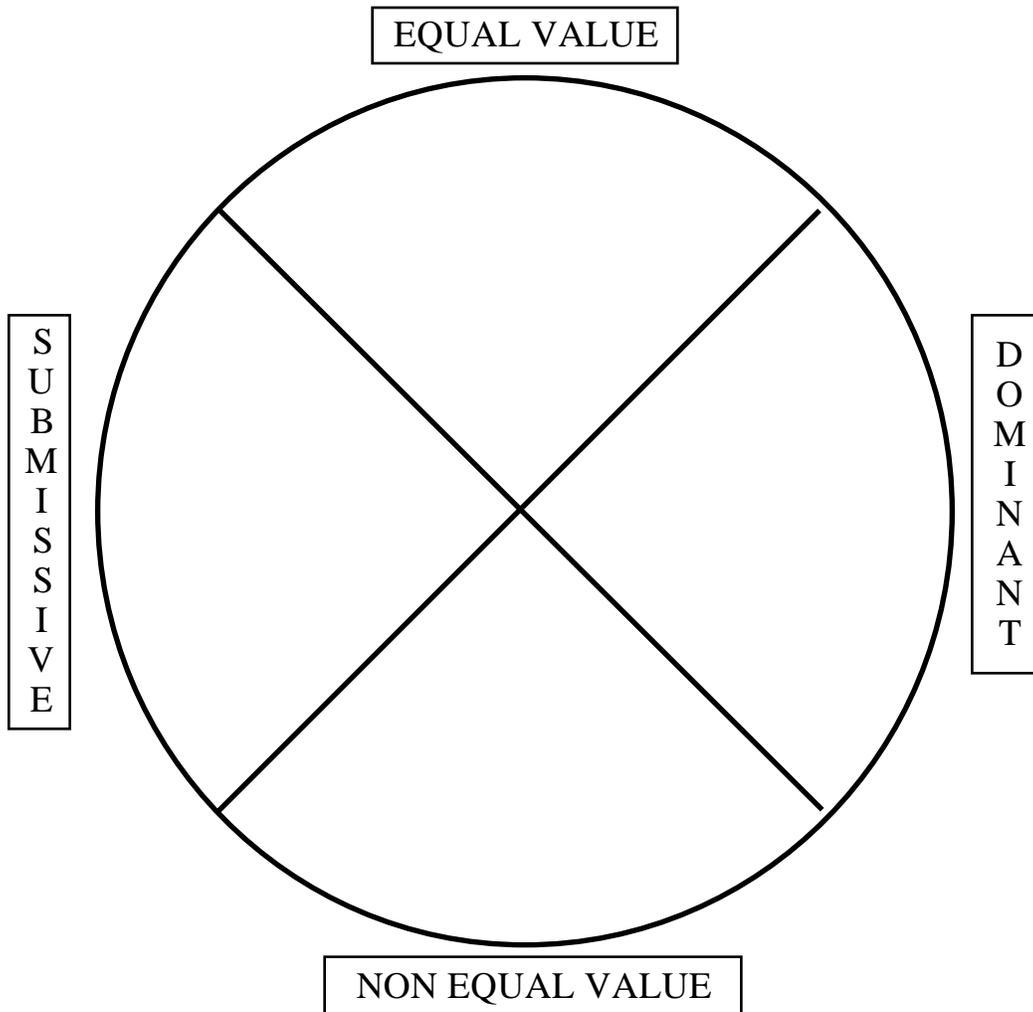
The diagonal lines divide the circle below into 4 quadrants. Each quadrant represents one of the 4 different behavioral strategies. We will call this graphic the "MODEL".

Imagine that a person had just said to you:

" What you just said doesn't make any sense to me at all...!"

In each separate quadrant, write a brief sentence that you think would be a Dominant, Non-Equal Value, Submissive, and Equal Value, reply or response to this statement.

You have 5 minutes to complete the exercise.



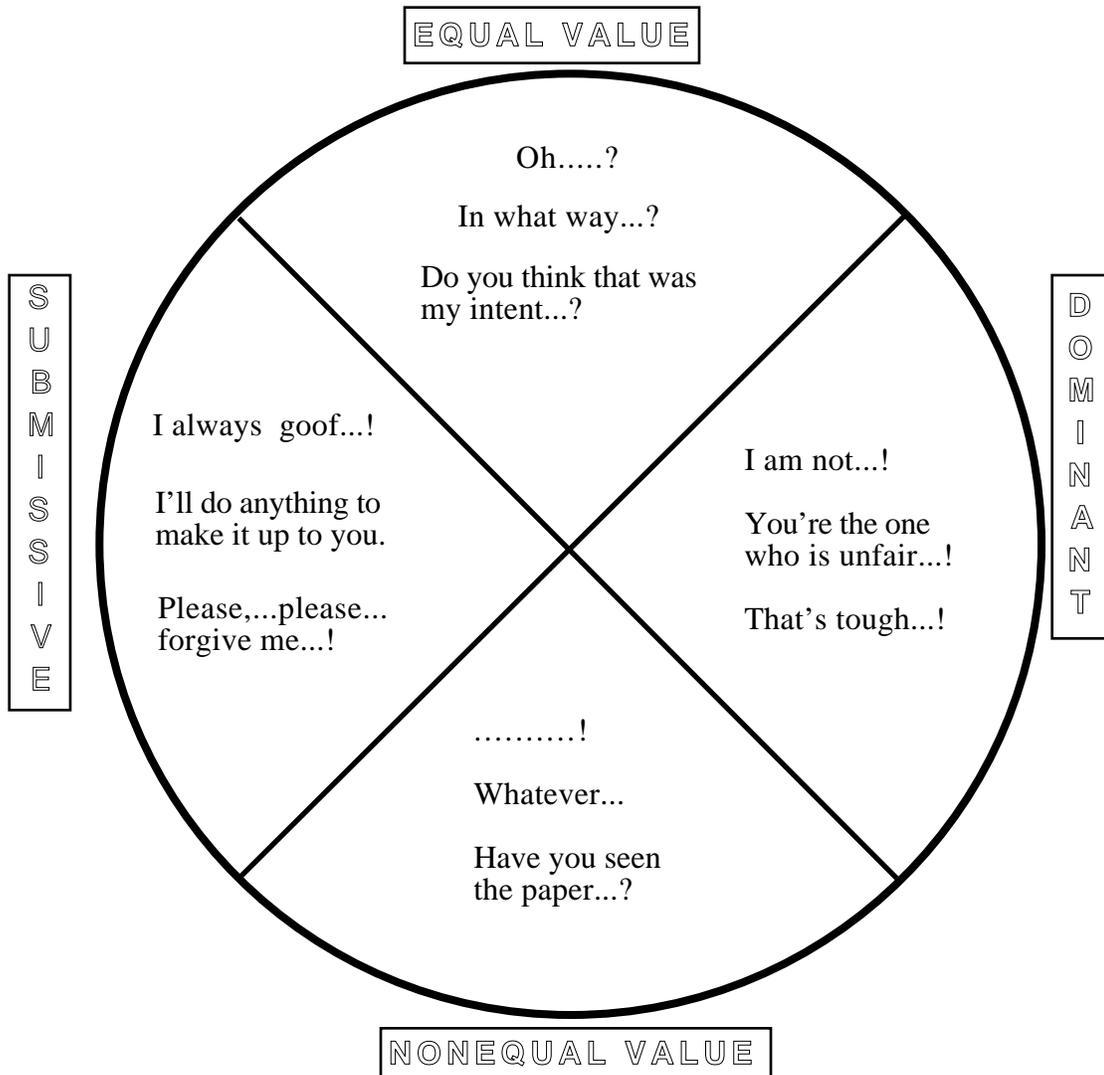
# STYLE EXERCISE SOLUTION #1

The examples given in each of the 4 quadrants represent the reply or response that would be rated as excellent. Others similar to these would be correct. This exercise required that you:

Imagine that a person had just said to you:

" I think you have really been unfair to me...!"

In each separate quadrant, write a brief sentence that you think would be a Dominant, Non-Equal Value, Submissive, and Equal Value, reply or response to this statement.



# NOTES

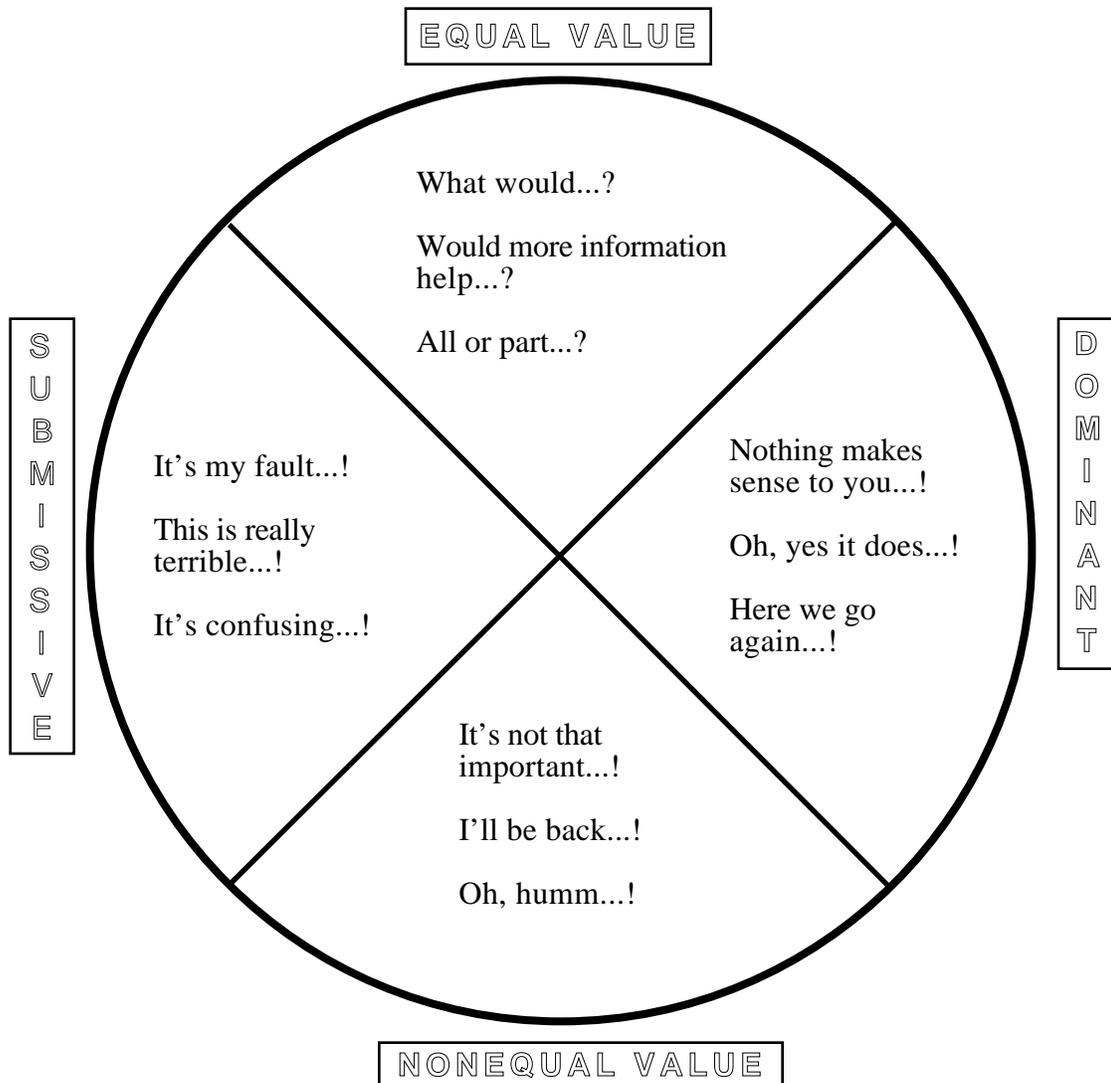
# “STYLE” EXERCISE SOLUTION #2

**The examples given in each of the 4 quadrants represent the reply or response that would be rated as excellent. Others similar to these would be correct. This exercise required that you:**

Imagine that a person had just said to you:

" What you just said doesn't make any sense to me at all...!"

**In each separate quadrant**, write a brief sentence that you think would be a Dominant, Non-Equal Value, Submissive, and Equal Value, reply or response to this statement



# NOTES

# ROLE PLAY INSTRUCTIONS

## OVERVIEW

The role play is divided into several different elements.

15 minutes	Preparation
15 minutes	Role Play
15 minutes	Cassette
10 minutes	Individual Scoring
30 minutes	Team Scoring
<u>5 minutes</u>	Review and Discussion

Total 90 minutes

During Preparation Stage (15 minutes)

1. **The Problem solver:**

- a. Leaves the team room.
- b. Studies the role play scenario for the Problem Solver.
- c. Completes the Appropriate Response Exercise Worksheet located on pages 4-33 to 4-36.

2. **The Situation Generator:**

- a. Studies the role play scenario for the Situation Generator.
- b. Solicits input from the other team members about how to best play against the Problem Solver.
- c. Prepares notes to use during the role play.

3. **The Observers will:**

- a. Assist the Situation Generator in planning strategy.
- b. Prepare to take notes. (Additional note taking paper is located at the end of section 4.
- c. Test the recorder to insure it functions properly.

During Role Play Stage (15 minutes)

1. **The Problem Solver:**

- a. Presents ideas to solve the problem.
- b. Uses the Appropriate Response Exercise Worksheet to aid in the presentation.

2. **The Situation Generator:**

- a. Provides realistic but challenging situations for the Problem Solver to play against.
- b. Gives correct information if the Problem solver probes effectively.
- c. Allows the Problem solver to complete the 5 steps of presenting an idea appropriately within the time frame.

3. **The Observers will:**

- a. Take notes during the role play.
- b. Operate the recorder and time the role play.
- c. Give a 5 minute and 2 minute warning to the role players.

During Cassette Review (15 minutes)

1. **The Problem Solver:**

- a. Records the number of steering and supporting probes used during the role play (see page 3-9).
- b. Avoids making any comments about the role play to other team members - remains silent.

2. **The Situation Generator:**

- a. Takes notes of the taped role play conversation.
- b. Prepares for scoring.

3. **The Observers will:**

- a. Refine their notes from the role play by filling in missing pieces in the dialogue.
- b. Prepare for scoring.

During Individual Scoring (10 minutes)

1. **The Problem Solver:**

- a. Sits facing away from the team in such a position so as to avoid making eye contact with the other team members.
- b. Remains silent.

2. **The Situation Generator and Observers will:**

- a. Each categorize the style of behavior (E, D, S & N) that was displayed during the role play by the Problem solver and the Situation Generator.
- b. Each complete their individual portion of the scoring sheet showing the percentage of behavior which fell into each category (E, D, S, & N).

During Team scoring (30 minutes)

1. **The Problem Solver:**
  - a. Sits facing away from the team in such a position so as to avoid making eye contact with the other team members.
  - b. Remains silent.
  - c. Prepares notes and comments for use in the review and discussion.
2. **The Situation Generator and Observers will:**
  - a. First, discuss the Situation Generator's style of behavior throughout the entire role play and develop one overall team score showing what percentage of behavior fell into each category (E, D, S & U).
  - b. Next, discuss and develop a team decision for the Problem Solver's behavior as displayed in each of the five areas of Presenting Ideas and solving Problems. ( Start with Gaining Attention and end with Agreement and Commitment).
  - c. Post their completed discussions on the Team Score Sheet.

During Review and Discussion (5 minutes)

1. **The Problem Solver will:**
  - a. Ask questions of the team members.
  - b. Seek to clarify team members observations and scores.
  - c. Strive to locate areas needing improvement.
2. **The Situation Generator and Observers will:**
  - a. Provide constructively candid feedback to the Problem Solver regarding their observations of the behavioral displays.
  - b. Offer clarification of observations or comments when asked.

# ORDER FOR ROLE PLAYS

START TIME

SOLVER

GENERATOR

_____	<b>FIRST</b>	_____	_____
_____	<b>SECOND</b>	_____	_____
_____	<b>THIRD</b>	_____	_____
_____	<b>FOURTH</b>	_____	_____

# APPROPRIATE RESPONSE EXERCISE WORKSHEET

## NOTES:

1. You may keep this worksheet in front of you during the role play to remind you of your plan of action.
2. Try to think of **PROBES** you can use to have the other person recognize the ideas you are trying to present. Probing increases their awareness and raises the receptivity. Ask them in a way they are able to give you the answer instead of telling it to them.
3. Make notes along the side of **ARE Worksheet** of things you should probe about when the other person finishes talking.
4. To assure success, know **WHAT** you are going to do, **HOW** you are going to accomplish it,... and then **DO IT** according to your plan.

Write out completely what you are going to say in the opening:

### 1. GAIN ATTENTION AND ESTABLISH RAPPORT:

#### A. GREETING: (Ask permission to come aboard)

---

---

---

#### B. PURPOSE: (Put the whole cookie on the table - clear, concise, complete)

---

---

---

---

---

---

#### C. BENEFIT STATEMENT: (What's IN IT for them to resolve the problem)

---

---

---

---

#### D. TRANSITION: (Turn the conversation over to them and evolve their perceptions)

---

---

**2. EVOLVING THEIR PERCEPTIONS:**

Explore their perceptions to determine what information you need before attempting to present your proposed solution to the problem. What is their proposed solution? Ask for background facts.

**WHAT ARE THEIR PERCEPTIONS OF THE FACTS OR THE ISSUE:**

**Problems you need info about**

**Probe you will use to gain their view**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**HOW DO THEY FEEL ABOUT IT - VALUES THEY PLACE ON THE ISSUE:**

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**C. PRESENTING YOUR IDEAS & SOLVING THE PROBLEM**

**KEY POINTS YOU WANT TO MAKE    HOW YOU WANT TO PHRASE THEM.**

1. _____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____

**D. HANDLING OBJECTIONS**

**Possible Objections**

**Appropriate Response / Probes to use**

1. _____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____

**Other possible objections:**

**Probes to overcome them:**

**E. GAINING AGREEMENT AND COMMITMENT**

**Closing Points to check**

**Commitment Check-up Probe**

1. _____ _____ _____	_____ _____ _____
2. _____ _____ _____	_____ _____ _____
3. _____ _____ _____	_____ _____ _____

---

**YOUR NOTES TAKEN DURING THE ROLE PLAY:**

# NOTES

# PROBE COUNT SHEET

During the audio or video **TAPE REVIEW**, only the Problem Solver should use this sheet to make a “stroke talley” of all the probes used during the role play.

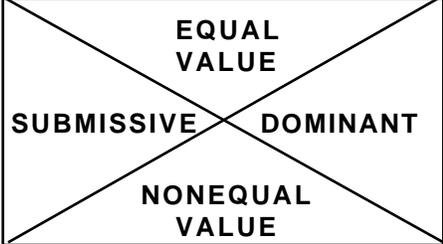
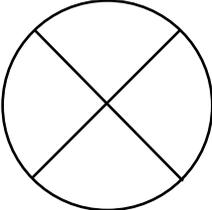
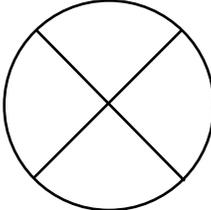
As you become more proficient, you will notice that the probe count total will increase.

	GAIN ATTENTION	THEIR IDEAS	PRESENT IDEAS	HANDLE OBJ	AGREE COMMIT	T O T A L	P E R C E N T
STEERING							
STARTER							
DEVELOPER							
GUIDER							
SUPPORT							
COURTESY PERIOD							
MIRROR FEELINGS							
CONTINUER							
VALIDATOR							

TOTAL \_\_\_\_\_ = 100%

# PROBLEM SOLVING EXERCISE INDIVIDUAL SCORE SHEET

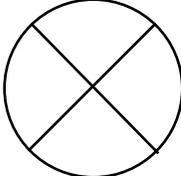
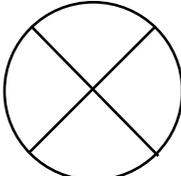
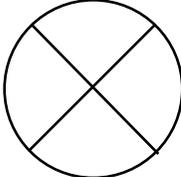
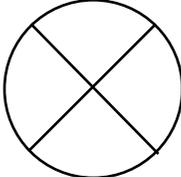
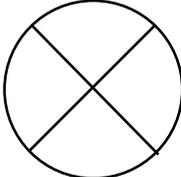
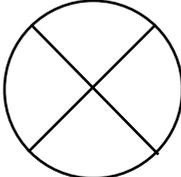
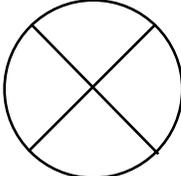
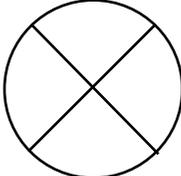
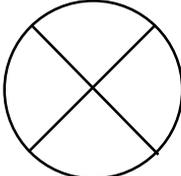
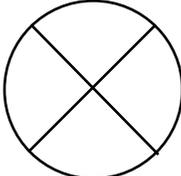
ENTER ONLY 1 OVERALL SCORE FOR THE SITUATION GENERATOR

		
---	--	---

YOUR OWN  
SCORE IN  
THIS COLUMN

YOUR TEAM  
SCORE IN  
THIS COLUMN

ENTER ALL SCORES FOR THE PROBLEM SOLVER

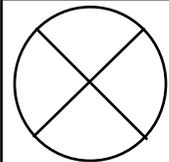
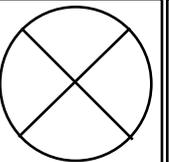
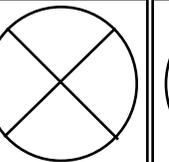
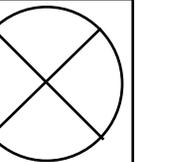
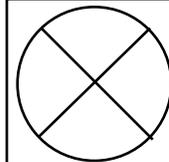
<b>GAINING ATTENTION AND ESTABLISHING RAPPORT</b>		
<b>EXPLORING THEIR PERCEPTIONS</b>		
<b>PRESENTING IDEAS AND SOLVING PROBLEMS</b>		
<b>HANDLING OBJECTIONS</b>		
<b>GAINING AGREEMENT AND COMMITMENT</b>		

# PROBLEM SOLVING EXERCISE

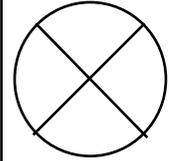
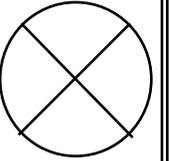
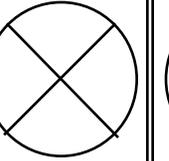
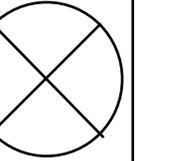
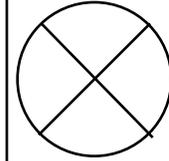
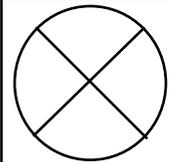
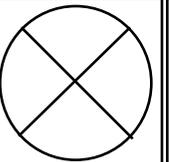
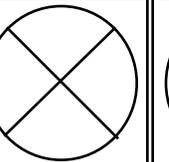
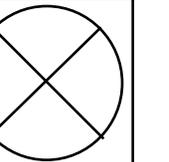
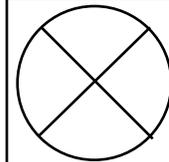
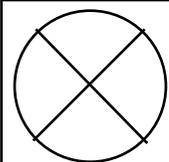
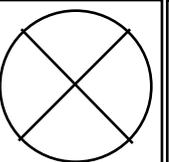
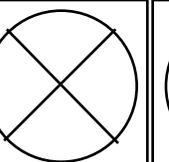
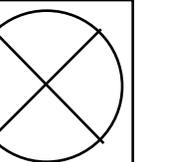
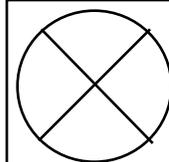
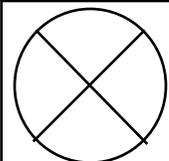
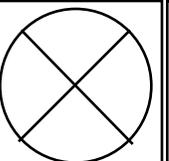
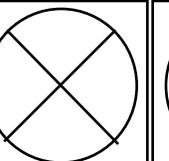
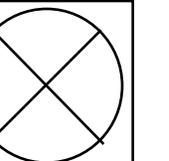
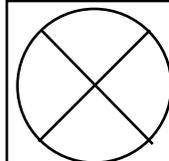
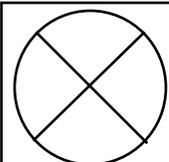
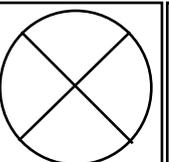
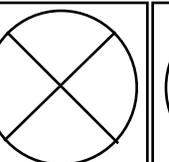
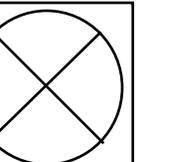
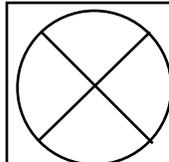
## TEAM SCORE SHEET

**PRINT NAMES OVER TEAM MEMBER'S SCORES**

**YOUR TEAM  
SCORE IN  
THIS COLUMN**

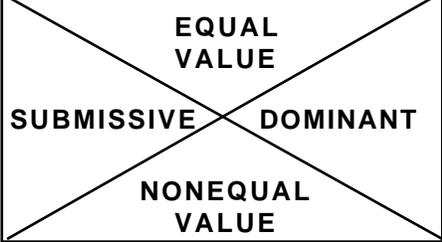
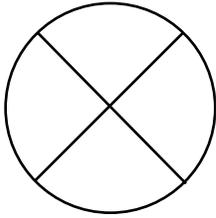
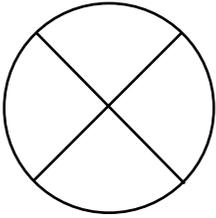
					
---	---	---	--	---	---

**ENTER PROBLEM SOLVER SCORES FROM INDIVIDUAL SCORE SHEETS**

GAIN ATTENTION AND ESTABLISH RAPPORT					
EXPLORE THEIR VIEWS					
PRESENT IDEAS AND SOLVE PROBLEMS					
HANDLE THE OBJECTION					
GAIN AGREEMENT AND COMMITMENT					

# PROBLEM SOLVING EXERCISE INDIVIDUAL SCORE SHEET

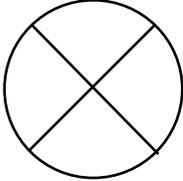
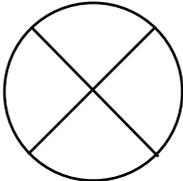
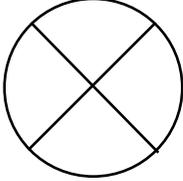
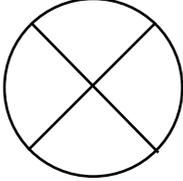
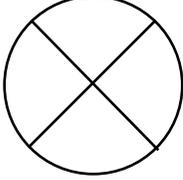
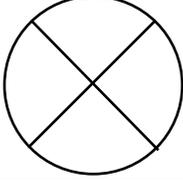
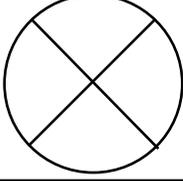
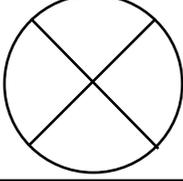
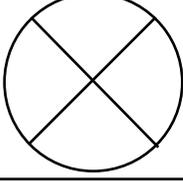
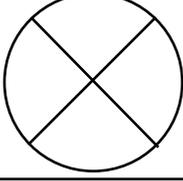
ENTER ONLY 1 OVERALL SCORE FOR THE SITUATION GENERATOR

		
---	--	---

YOUR OWN  
SCORE IN  
THIS COLUMN

YOUR TEAM  
SCORE IN  
THIS COLUMN

ENTER ALL SCORES FOR THE PROBLEM SOLVER

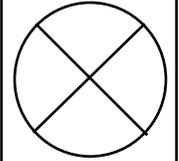
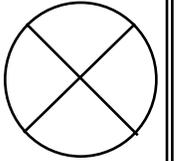
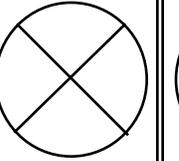
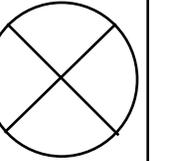
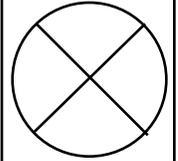
<b>GAINING ATTENTION AND ESTABLISHING RAPPORT</b>		
<b>EXPLORING THEIR PERCEPTIONS</b>		
<b>PRESENTING IDEAS AND SOLVING PROBLEMS</b>		
<b>HANDLING OBJECTIONS</b>		
<b>GAINING AGREEMENT AND COMMITMENT</b>		

# PROBLEM SOLVING EXERCISE

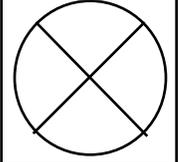
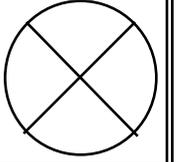
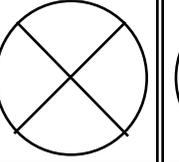
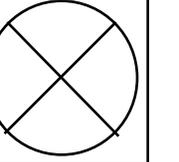
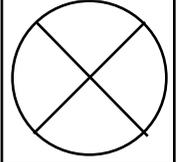
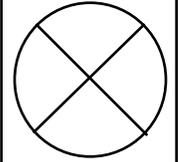
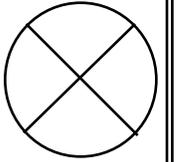
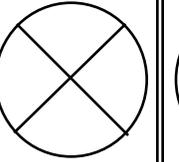
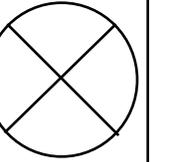
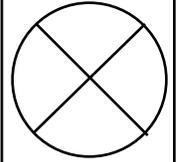
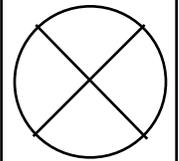
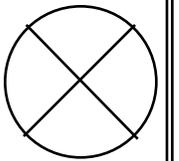
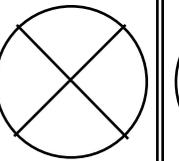
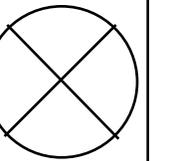
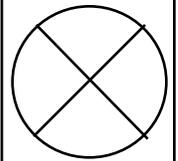
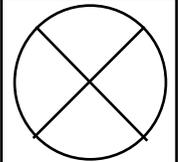
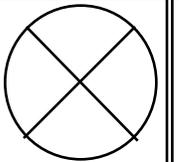
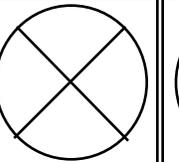
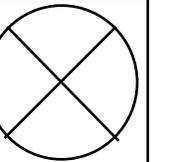
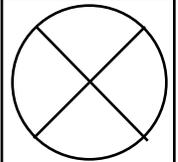
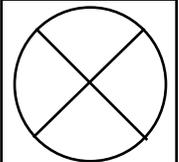
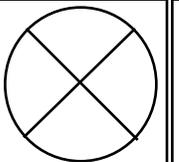
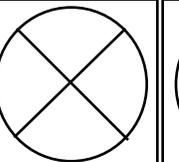
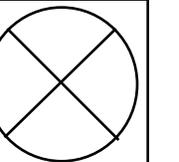
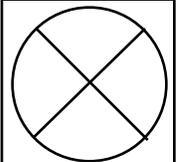
## TEAM SCORE SHEET

**PRINT NAMES OVER TEAM MEMBER'S SCORES**

**YOUR TEAM  
SCORE IN  
THIS COLUMN**

					
---	---	---	--	---	---

**ENTER PROBLEM SOLVER SCORES FROM INDIVIDUAL SCORE SHEETS**

GAIN ATTENTION AND ESTABLISH RAPPORT					
EXPLORE THEIR VIEWS					
PRESENT IDEAS AND SOLVE PROBLEMS					
HANDLE THE OBJECTION					
GAIN AGREEMENT AND COMMITMENT					

# NOTES

PROBLEM SOLVER



SITUATION GENERATOR

# NOTES

PROBLEM SOLVER



SITUATION GENERATOR

# NOTES

PROBLEM SOLVER



SITUATION GENERATOR



# NOTES

PROBLEM SOLVER



SITUATION GENERATOR



# NOTES

PROBLEM SOLVER



SITUATION GENERATOR



# NOTES

PROBLEM SOLVER



SITUATION GENERATOR

# NOTES

PROBLEM SOLVER



SITUATION GENERATOR



# NOTES

PROBLEM SOLVER



SITUATION GENERATOR

