SBC FACILITATOR GUIDE

The SOC "NXChange" Program
Published & Distributed by Skills Of Communication.

OREGON TRAIL CENTER #283
2229 NE Burnside Street
Gresham, Oregon 97030
(503) 665-4428

Printed in the U.S.A.
First Printing 1986
Second Printing 1987
Third Printing 1989
Fourth Printing 1990
Fifth Printing 1992
Sixth Printing (.pdf) 1997

SUBJECT: FACILITATOR CHECKLIST & NOTES FOR THE SBC.

FROM: Jim Campbell, Director Research & Development, SOCNAT

TO: All Facilitators

Date: JULY 4, 1996

PURPOSE: This document provides the current standard method for presenting the SOC Skills Building Course (SBC). All facilitators will be evaluated for certification according to the concepts, sequences, procedures and methods set forth herein. Individuals having suggestions to improve this document or the SBC should contact R & D "before" implementing them in the program.

FACILITATOR NOTES

All programs offered by SOC must meet three criteria in order to assure excellence. They are **HIGH QUALITY**, **PROVEN EFFECTIVE** & **LOW COST**.

The only way you can **GUARANTEE** the greatest percentage of students will derive the maximum benefit from the program is to adhere strictly to the controls and engineering of the course.

The more adamantly you adhere to the guidelines, set forth in this document, the more accurately you will be able to **PREDICT** the results the students will obtain. If a student invests money, it is critical to be able to show what skills are going to be developed and other benefits the student is purchasing - and then **deliver** exactly according to terms.

It is the ability to predict the results and guarantee **SATISFACTION,** of the product being sold, that allows facilitators everywhere to advertise proudly about the program. Following the recipe assures the program will become widely known as being worth the money and time. is critical to bringing mental fitness training to the people of the community.

Please do not abort the manner, sequence, and methodology, of the program. If you are not willing to support and sustain the rules, set forth in this document, (the result of many years of research and development to prove what works) then just don't use any part of the program for any reason whatsoever. You will be doing yourself, the program, and all other facilitators, a tremendous disservice.

Do not permit anyone to facilitate the course until she or he has:

1. first experienced the program as a student.
2. received comprehensive instruction and supervision from a qualified SOC Trainer.
3. taught the course under supervision.
4. been certified through observed application of this technology.

This assures the person's proficiency level is sufficient to be a qualified/certified facilitator - and has the necessary confidence to do a good job.

Students are normally unaware, until they reach the end of the application phase of the course, that each activity (meals, refreshments, breaks, exams, team discussions, candor sessions, role plays, etc.) is designed specifically to generate a myriad of different type behavioral displays to be used to provide feedback in the Personal Improvement Training Sessions (PITS).

Although students are "consciously" collecting behavioral display information, about the other team members throughout the first two days of the course, they are not aware (do not realize it is a conscious effort) until they are required to use the information to aid others in gaining insight into how they communicate - "as others see them."

The most accurate feedback is achieved when the facilitator does not interfere with or improperly control the planned situations engineered into the course. That is why we decided to use the term "Facilitator" rather than Instructor. The course is engineered to produce the results FOR YOU if you will only administer the program according to the guidelines.

We purposely developed the exams with one best answer and other answers that may be right or partially correct, but definitely not the BEST, in order to generate more interaction in the team discussions.

Team competition is encouraged to develop interaction in the main classroom.

Although the primary purpose of scoring role plays is to aid students in becoming skilled at understanding and identifying different kinds of behavior, role play scoring also develops an extremely large number of interpersonal interactions (through mildly challenging and competitive situations) that surface during the comparison of differing opinions about the observed behavior. The SBC is not intended to produce a level of competence in using probing skills and competence in following the problem solving sequence - it is a starter skills course. The skills are developed to a higher proficiency in the Intermediate Classes immediately following the SBC.

Personal Improvement Training Sessions are "designed" to enable an individual to be less resistant and become more conditioned to receiving information from "outside sources" that can help adjust behavior to more accurately reflect true intent... It also provides for the students, often for the first time in their entire lives, an opportunity to **EXPERIENCE THE CLOSENESS THAT RESULTS FROM BEING MORE OPEN AND SECURE.**

In the following guide are the sequences, methodology notes, and time-saving checklists, to help make it easier for facilitators everywhere to achieve uniformity and excellence.

I encourage you to study this manual and the Facilitator Skills Manual every time you have the opportunity. It will help you do a good job - and to pass certification as an Associate Chartered Facilitator

Thanks for helping to make "Mental Fitness" the most fascinating subject we ever study.

JIM CAMPBELL
Director for Research & Development

FACILITATOR CHECKLIST

A. Checklists: PRE COURSE INVENTORY

1. One Course Guide.
2. Twenty (20) Student Guides - one for each student.
3. Marking pens - non permanent type (Crayola).
4. Pencils, sharpener, and note paper for students.
5. Flip chart and easel, overhead projector, view graph pens, chalkboard and chalk, blank overhead slides.
6. Video (and audio) cassette tapes of presentations.
7. Four (4) blank audio cassettes for role plays.
8. Four (4) audio cassette recorders available for team use.
9. Audio and video tape recorder and TV.. set.
10. Timers -like kitchen egg timers to time activities (optional).
11. Main class rooms - one large enough to accommodate all the students in the course.
12. Team rooms - one per 4 to 6 person team.
13. Food, menu, feeding plan, drinks, refreshments.
14. Scotch tape and masking tape for feedback sessions.
15. Graduation certificates (try to get 8x10 frames).
16. Handouts for each session (blank individual answer sheets and exam school solution sheets).
17. Note paper.
18. Games - Clue or Monopoly (optional).
19. Kid alcohol role play audio cassette - this cassette has music on it for intermission and graduation.
20. Pencil sharpeners.
21. Drinking cups.
22. Music (on cassette) for opening, intermission and graduation.
23. Clean-up plan (food items, plates, cups, etc.)
24. Brochures, business cards, enrollment forms, referral sheets.
25. Check to be sure all handouts are present:

    a) Exams - Circles, Level transactions, Making Contact.
    b) Exam solution (answer) sheets.
    c) Appropriate Response Exercise Worksheet (ARE).
    d) Kid Alcohol Script.
    e) Kid Alcohol Solution sheet.
    f) Style Exercise #1 and #2 solution sheets.
    g) Role Play scenarios for Problem Solver and the Situation Generator - Communications, Messy Kid, Neighborhood Nuisance, Contemplating Marriage, and Going For Quality.
    h) Graduation Certificates.

26. Overhead projector slides (may be purchased from SOC during facilitator training).
27. Name tags (optional).

B. MAIN MATERIALS NEEDED IN EACH SESSION

Session I
1. Audio and video tapes of Distortion Gap and Circles presentations.
2. Registration forms - located on first page of ringbinder.
3. Circles exams.
4. Answer sheet for Circles exam.
5. Receipt book.

Session II
1. Audio and video tapes of Level Transactions and Unpracticing.
2. Attendance forms.
3. Level Transactions exams.
4. Level Transactions answer sheet.

Session III
1. Audio and video tapes for Making Contact skills, Skills of Communication, Developing Rapport, Appropriate Response Probes, Skills of Negotiation, and Problem Solving Process.
2. Clue, Monopoly or other games to generate behavioral displays, if time is available.
3. Attendance forms.

Session IV
1. Making Contact Skills exam.
2. Making Contact Skills answer sheet.
3. Attendance forms.

END OF DAY ONE SESSIONS IF DONE IN THE 3 DAY FORMAT

Session V
1. Kid Alcohol role play scenario.
2. SOC solution sheet to Appropriate Response
3. Kid Alcohol role play tape.
4. Typed script of Kid Alcohol role play.
5. Style Exercise #1 handout.
6. Style Exercise #2 handout.
7. Appropriate Response Exercise #1 for Role Player and Situation Generator.
8. Flip chart paper for team rooms.
9. Attendance forms.

Session VI
1. Appropriate Response Exercise #2 for Role Player and Situation Generator.
2. Appropriate Response Exercise #2 for Role Player and Situation Generator.
3. Attendance forms.

Session VII
1. Appropriate Response Exercise #4 for Role Player and Situation Generator.
2. Appropriate Response Exercise #5 for Role Player and Situation Generator.
3. Flip chart paper for team rooms.
4. Attendance forms.

END OF DAY TWO SESSIONS IF DONE IN THE 3 DAY FORMAT

BEGIN DAY 3 IF DONE IN 3 DAY FORMAT

Session VIII
1. Flip chart paper for team rooms.
2. Water color marking pens.
3. Attendance forms.

Session IX
1. Flip chart paper for team rooms.
2. Water color marking pens.
3. Attendance forms.

Session X
1. Graduation certificates.
2. Frames.
3. Critique sheets (last page of Student Guide).
4. Facilitator "Expectations" sheet from Session I to
5. Camera & film.
6. Graduation cake.
7. Attendance forms.
8. College credit applications - if appropriate.

END DAY THREE SESSIONS IF DONE IN THE 3 DAY FORMAT

FACILITATOR SEQUENCE

A. COGNITIVE LEARNING BLOCK

1. OPENING EXERCISES

a. GET ACQUAINTED

1. During the "get Acquainted part, the facilitator should go around the room and have each person:

   * state his or her first and last names.
   * tell what kind of work he or she does.
   * give the names of the people who have previously given their names in the sequence or order being followed.

2. When the last person has given his or her name and recited the names of everyone in the class, the facilitator should randomly select one of the first students to repeat his or her name and ask that person to attempt to recall everyone's name in the order or sequence followed. Then the facilitator should choose another student and ask him or her to give the names of the class members until they all feel comfortable they know each other's names.

3. Keep them moving along as quickly as possible. Try not to let the session last longer than 20 minutes at the most.

b. EXPECTATIONS

1. The facilitator should ask everyone to turn to the page in the ringbinder marked "Expectations." At the top of the flip chart, chalk board or overhead projector transparency, write the word "EXPECTATIONS".

2. Ask probing questions from the class to develop:

   a) What they are **EXPECTING** to get from the class as a result of what they have heard from others who have attended or have been told about it by those who influenced them to attend.

   b) What they would like to get or **WANT** to get from an investment of this amount of their time, effort and money.

   c) What the think a **DREAM COURSE** would yield if it were perfect.

3. Ask the class to record the information from the facilitator's flip chart in their notebooks to use for comparison at the end of the course. Explain that we will see how many of their expectations, wants and dreams were actually realized or achieved during the learning experience.

4. This should be a fast moving, brainstorming session with everyone throwing ideas at the facilitator so quickly the facilitator cannot write them down fast enough to keep up.

5. Try to get as many ideas as you can down on the paper, but do not let the period run for more than 5 to 10 minutes.

6. Here are some examples of what students might put on the EXPECTATIONS list - as taken from several previous lists:

   "Help me control my temper better"
   "Improve listening skills"
   "Learn not to be as depressed as I have been"
   "Better family relations"
   "Learn to solve family problems"
   "Be a happier person"
   "Not to pick on each other"
   "Be more proud of our family"

c. ADMINISTRATIVE ANNOUNCEMENTS

1. Ask the students to turn to the Rules of the House.

2. Read aloud with the students each applicable item that needs to be covered.

3. Do not spend more than 5 minutes on this part.

4. Have the video cassette introduction ready to go.

d. REGISTRATION FORMS

1. You may or may not want to have registration at the beginning of the course. If you already have all the funds to support purchasing student materials and conducting the course, you may not need to have students fill out registration forms.

2. Some programs do not attempt to generate funds at the start of the course. Instead, they wait until graduation when individuals are having peak feelings about the results and are more apt to commit financially to support the perpetuation and expansion of the program. This method is more in obtaining donations, grants, endorsements or tax deductible contributions.

3. If you do not have the funds to support the program, you may have to use the registration as a contract to gain financial agreement, and attendance commitment from the student to provide funds to cover expenses such as the cost of student materials.

4. Registration forms, enrollment forms, course critique sheets, and exam or test scores should be maintained permanently as records of attendance, payments, and donations.
5. A sample registration form is included at the front of each student guide. You may use your form to make copies. Always return your original to the facilitator's manual.

6. Try not to spend more than 10 minutes on completing registration... Be prepared.

e. TEAM ASSIGNMENTS

1. If you are presenting the course on a 3-day schedule, try not to have more than 4 persons on a team, or the feedback sessions will run quite late on the third day.

2. The ideal team size is 4 in all cases. However, if you are presenting the course one session per week for 10 weeks and team members may be absent from a session, it is more practical to put 5 or 6 or even 7 people on one team to assure that there are always 4 people present.

3. Try to put husbands and wives, fiancées, family members, employers, seniors and subordinates on different teams to assure more open candid feedback.

4. Try to mix the content of the teams. Do not end up with all dominant or all submissive people on one team. The same goes for age - do not end up with younger and older teams. Mix them, as it is amazing to see how older people find out that 14 year-olds are people, too!

5. If at all possible, try to have the team assignment decision made before the start of the course. Have the team assignments written on the flip chart or on an overhead projector slide, and have the students record the information on the team assignment sheet in the notebook. **IF ALL ELSE FAILS, ASSIGN THEM TO TEAMS AS THEY ARE VIEWING THE FIRST VIDEO PRESENTATION - THERE IS PLENTY OF TIME THEN.**

2. PRE-COURSE INSTRUCTIONS

a. Conclusions - Behaviors - Results

b. Old/New Conclusions

c. Paradigms

d. Mental Fitness/illness/typical continuum

e. Program overview

3. REGULAR PRESENTATIONS

a. Make sure the audio or video equipment is ready and works before the class starts.

b. Inform the students that:

1. Throughout the course you will be reading various instructions with them.

2. You are not reading the read sheet with them to insult their intelligence, but to reinforce learning and keep all the students together.

3. There will also be times when you will add notes to the material in the read sheet for further clarification.

4. Reading aloud adds the auditory learning aspect of merely reading the critique sheet separately.

c. Have the students turn in the notebook to the READ SHEET for the appropriate presentation. Again, make sure the audio and video is at the start point before the beginning of class.

d. Read the read sheet aloud, with the students following in their ringbinders, and then begin the video tape presentation.

e. After the video tape has played, hand out the exams and read the examination instructions aloud with the students. The instructions are on the front cover of the CIRCLES EXAM handout - or in their ringbinder. This is only done on the first examination - after that, the students know the rules of the game.

f. After students have individually completed the exam handout, assemble the students and read the team discussions instructions ALOUD with them. Make team assignments at this point if you have not already done so. The team discussion instructions are on the back of the front cover to the CIRCLES EXAM handout - or in the ringbinder. This is only done on the first exam and team discussion.

g. After the students have completed the team discussions in their team rooms or areas, assemble students and pass out examination answer sheets containing the school solution.

h. After the CIRCLES presentation only, give the **Synergy Evaluation** presentation. In subsequent sessions, conduct only a synergy evaluation and compare team scores. The method for presenting the synergy evaluation is listed under sub-paragraph B3 below.

i. After the second presentation only, give the **ZING ZANG** presentation. The method for presenting the ZING ZANG presentation is listed under sub-paragraph B4 below.

j. After the third video and before the team discussion for Making Contact, complete the **Candor** discussion as outlined in sub-paragraph B5 below.

k. After each synergy evaluation is complete, ask for and answer questions about anything covered in the program up to this point. Try to clear up and "FUZZY IMPRESSIONS" but don't get into a long philosophical discussion.

l. Ask whatever check-up questions are necessary to assure learning is complete.

1. The purpose of asking check-up questions is to reinforce the learning process - not to test the student's intelligence. The first time the facilitator asks the students to respond to the check-up questions will demonstrate to the students how much a person is able to recall and identify any fuzzy impressions that may still be remaining.

2. The second time the facilitator asks the students the check-up questions (reviewing both the first and second sessions), the learning and retention process will be greatly accelerated. This makes the students feel more comfortable about the fast pace at which the program moves. When the facilitator has asked the students the check-up questions the third time (reviewing all the material covered in the video presentations), everyone should be answering all the questions correctly - confidence should be achieved. There may be some individuals who need separate assistance to keep up, but don't force the entire class to endure working at length with only one student - see that person on the break.

3. Use the APC TECHNIQUE for check-up questions. ASK the check-up questions, PAUSE and allow the group to arrive at their best answer, letting them talk among themselves as much as possible; CALL on someone if no one answers. If that person is unable to give a complete, correct answer, CALL on someone else and ask if she or he can help the first student complete the answer.

4. Give the CORRECT ANSWER only AFTER the class has made their best effort. If someone asks a question:

   a. Put your BALL GLOVE ON.

   b. CATCH the question.

   c. REPEAT it back in your own words, if necessary, to confirm YOU have it correct.

   d. GIVE AN ANSWER the best you can, or merely say, "I don't know, but I'll get an answer for you."

   e. ASK if that resolves the question.

5. Give the students a short break before going into the next exercise to clear their minds for new information. Try to get them around or do some exercises.
   NOTE***** Each period should not take more than the time allotted for the presentation and check-up questions as the time constraints generate behavioral displays for use in feedback. Don't be rigid - but don't let the students get bored or bogged down on any one point as it detracts from the quality of the program.

4. SYNERGY EVALUATIONS

a. This is a comparison of the high individual score to the team score on the exam to see if the students have positive or negative synergy. This part is under control, but we will give you an illustration to help you understand the purpose of the evaluation.

b. Learn to give the following sample presentation in your own words using the flip chart:

"Let us say we gave the exam to a team of 5 people and their team score was 38. However, their individual scores were 41, 39, 37, 36 and 33.

EXAMPLE:

50 Questions

Individual	Team	Synergy
41 39 37 36 33	38	-3

We would say they have a negative synergy as we know they had at least 41 correct answers before they started into the team discussion - as one individual had that many correct answers on his personal exam.

We take the highest individual score and subtract the team score to get the -3.

We then ask the students what factors may be causing the team to lose 3 answers.

They normally discover the individuals with the lower scores may be more persuasive in presenting their views - or that the person with the 41 is less forceful or articulate in defending his answer.

They may feel it would be a wise corporate decision for the team not to meet and discuss the answers but just go with the person with the 41. Some will say that the person with 41 correct answers should make the plans and the more persuasive individuals should get the job done using 41's guidance.

But what if three or four of the other team members each had one correct answer that the person who got the score of 41 did "not" answer correctly. Now the potential correct number of answers in the group is 44, not 41. The team could get 44, or a +3 synergy - if they learn to communicate effectively.

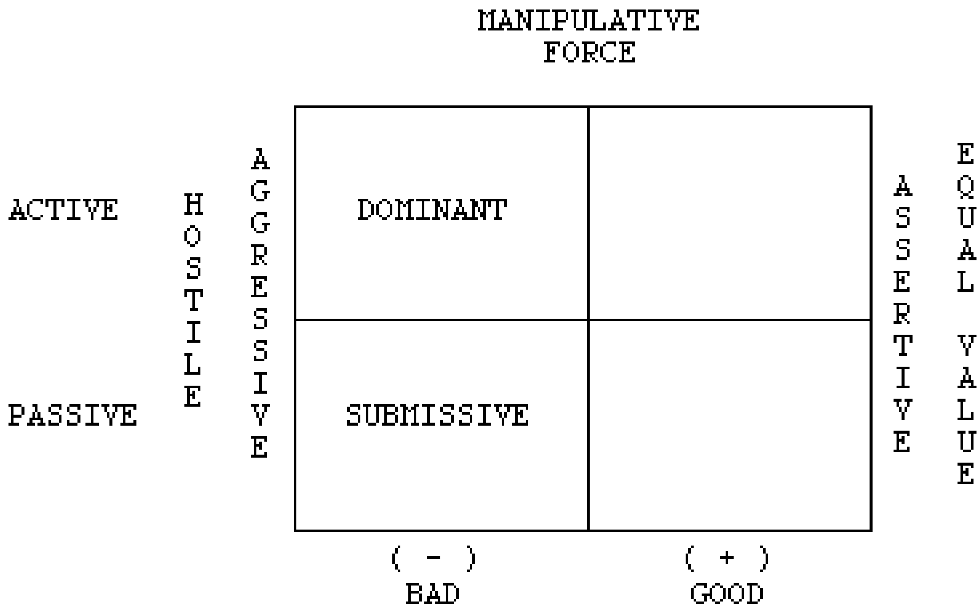
It is even possible the team might get 45 correct answers - after they learn to examine and discuss each question using better communication skills.

Needless to say, a business with managers or a board of directors that regularly score with negative synergy would profit immensely from learning to communicate more effectively. By the same token, a family can learn to be effective if they apply the same principles to their group.

c. End the Synergy discussion by informing them the normal synergy score on the first exam is usually a -2, -1 or 0. On the next exercise they are expected to improve their synergy score by at least one point and by the time they have finished they should be scoring positively. This is an average of thousands of teams going through the program and not, repeat not, a prescription for any one team - as a few teams do start with positive scores and get progressively worse. It does not mean they haven't learned the principle involved. In fact, they may have learned it even more profoundly.

5. ZING ZANG PRESENTATION

a. Start the discussion by drawing a large square on the flip chart, chalkboard or overhead projector slide so that it looks like this:



b. Explain that if we are going to use the word DOMINANT to represent behavior that is hostile or "ACTIVE AGGRESSIVE", and the word SUBMISSIVE to represent behavior that is hostile or "Passive Aggressive" then ask the students to come up with words, from the English language that represent behavior that is the opposing "EQUAL VALUE" type behaviors to complete our vocabulary - note to the students there are no words in our vocabulary at this time that is appropriately descriptive if we use dominant and submissive to represent aggressive style behavior. This is a discovery that we have spent years studying mental fitness to a point our vocabulary is sufficient, but we are just now beginning to add to our vocabulary the words to describe mental fitness.

c. Place the words ZING and ZANG on the model and inform the students these are not words that have been accepted into our language to represent this type behavior, but were coined by Jim Campbell to merely have something to refer to the behavior for identification until someone develops more descriptive words to place in those quadrants.

d. Point out the word MANIPULATIVE is a maligned or misunderstood word as it is normally accepted as having a negative connotation - if someone says you are being manipulative they normally imply you are being negative or BAD when manipulative behavior is both GOOD and BAD depending on how you are being manipulative. If a parent takes measures to not allow a child to go out into the street, it is manipulating the child - and there is nothing wrong with that manipulation. Ask "if two people are shooting at each other, are they being hostile? " The correct analysis shows one is a burglar shooting at a police officer and the police officer is merely defending his or her life - one is active aggressive behavior and the other is appropriate. Ask, "If two people are being silent, are they being submissive?" One is avoiding answering a legitimate question and the other is pausing to wait for an answer! Both of these illustrations contain manipulative behaviors - both BAD and GOOD, Aggressive and Assertive behaviors.

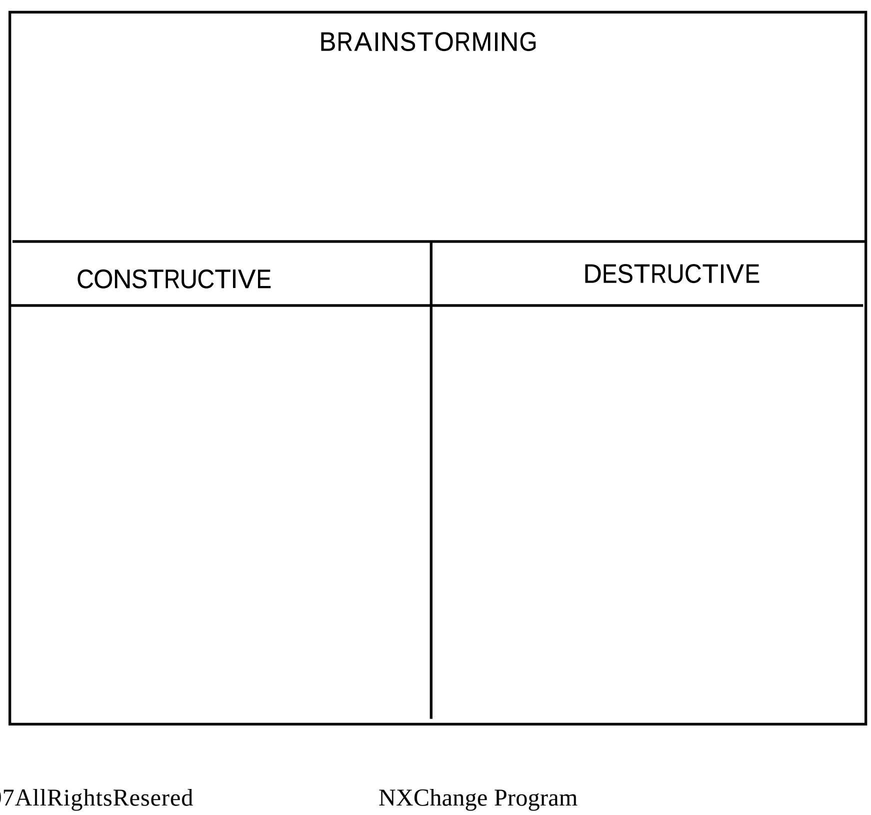
e. Ask, "Should we use force to get people to behave properly"? Enter 30.4 in the Dominant quadrant and ask,"If a person is 30.4 pounds Dominant, how much FORCE should a person use to insure they are EQUAL VALUE or Assertive?" Point out that if the person attempting to be Assertive puts a force of 31.4 pounds of force into the situation, they are now 1 pound Dominant and if they only put in 29.4 pounds of force, they are 1 pound Submissive. Explain that FORCE, like Manipulative, is also a maligned word in our thinking.

f. Explain that people normally state that Dominant behavior is hostility turned outward (ANGER) while Submissive behavior is hostility turned inward (DEPRESSION) - and such is not the case as depression is normally (discounting organic or biological depressions) blamed on others and is used, just like anger, as an emotional weapon to attempt to get what they want or to get their want filled.

g. Point out that as the course goes on, you will introduce other materials to help them better understand the concept of "EQUAL VALUE" and they should not be concerned if it is not entirely clear at this point. If the students end up with a rough understanding that all behavior is manipulative and forceful and can be identified as either appropriate or not appropriate to the situation to varying degrees - then you should proceed with the class.

6. CANDOR SESSION - (start with the student Read Sheet)

a. Start the Candor discussion by drawing a large "T" on a piece of flip chart paper or on the chalkboard. It should look about like this:



b. At the top of the area marked "BRAINSTORMING" write the word "CANDOR", and then ask the students to rapidly furnish words that describe candor - or ask what does CANDOR mean? Record their answers as fast as you can until you have several answers in the "BRAINSTORMING" area of the flip chart paper. Some answers they may give - or you may furnish if they are being sluggish at getting the pace are: FRANK, BLUNT, UP FRONT, LIKE IT IS, CUTTING, OPEN, CARING TO THE POINT, CANDID, CONSTRUCTIVE, DESTRUCTIVE, INCISIVE, REACTIVE RATHER THAN RESPONSIVE, and many others they may wish to use to describe what CANDOR is.

c. Next, write the word "CONSTRUCTIVE" on top of the left cross-bar of the "T". It should not be written there until after brainstorming. Then ask what are some things that should happen within their personal professional relationships if the people involved are "constructively" candid. They should come up with things like:

> BONDING TAKES PLACE, (just write "bonding" in the left column), LOVE GROWS, TRUST IS ESTABLISHED, PROBLEMS ARE ADDRESSED AND RESOLVED, OPENNESS, SECURITY DEVELOPS, and others as they desire.

d. Now, write the word "DESTRUCTIVE" on top of the right cross-bar of the "T". It should not be there until you reach this point in your presentation. Then ask the students what happens to relationships when people are "destructively" candid? They should come up with "OPPOSITES", e.g. love=hate, bonding=breaking-up, trust=distrust, etc.

e. Now, write (in large letters) over the top center of the cross-bar of the "T" the word "HOW". Explain that it is not a question of should we be candid or not, but more a question of "HOW" should we be candid.

f. Have the students complete the first "CANDOR RATING FORM" in the manual. Have them first score quickly their ratings on scale A, B, and C- then have them go back and record a one-line reason, "why" they circled the number on each scale. Tell them you are not going to collect their papers so whatever they write down is only for their own information.

g. Have the students complete a "SUMMARY RATING FORM" by transcribing the numbers they scored on scales A, B, and C onto the summary form place their team letter (not their name) on the top of the summary form and turn it in to the facilitator - folded to assure ratings are not disclosed.

h. Place the ratings on the flip chart in a format like this;

Team A	Team B	Team C	Team D
6 5 6	7 7 7	8 7 6	5 5 5
4 8 7	3 7 7	5 6 7	7 6 6
5 5 5	7 8 7	7 8 7	8 8 8
4 8 8	7 7 9	4 5 6	7 4 7

and point out they are not 10's. Show the wide range of opinions from a 3 to a 9. Show that obviously there are differing opinions among some people as to their candor level versus the other members of the team.

i. Have the teams go to their team rooms and discuss their ratings in private for 10 to 20 minutes and especially discuss what they, as a team, need to do to achieve all 10's on their next ratings.

j. The candor rating is best completed after the team has seen the last video and before they complete their team discussion for the final exam. It helps to increase their synergy score and conditions them to being a bit more constructively candid. Do not condone an argument or any destructive activity on the candor ratings or any other activity at any time during the course - the course is not an encounter group in any manner.

THIS ENDS THE COGNITIVE LEARNING BLOCK

NOTES

B. AFFECTIVE LEARNING BLOCK

You have now come to the point of making a transition from the **COGNITIVE LEARNING BLOCK** to the **AFFECTIVE LEARNING BLOCK** (Role Plays). Students are going to be given an opportunity to use all the concepts they have learned in mock situations to develop "**Starter skills**".

Walk them through the entire sequence of how to conduct the role play one step at a time. Make sure they understand how to do each step correctly - before proceeding to the next step.

Student's feelings about doing a role play vary from fear to eagerness. They are concerned about knowing what to do, how to do it, and especially about being able to do it well (looking good and successful to the other team members rather than doing poorly or appearing unsuccessful or lacking in ability), and are cautious that they might be expected to reveal something personal about their lives.

Assure everyone, at the outset, that all the situations are **MOCK** situations and they are not, repeat not, to bring up personal issues or engage in destructively candid remarks for any reason whatsoever. Explain the reason we use mock situations to learn with is that mock situations are not emotionally charged and lend themselves better to developing the skills.

To aid in overcoming any confusion, have them complete each step separately and critique it to eliminate concern about how to do it. Tell them again that all situations are mock situations, and they are not permitted to discuss personal situations. This alleviates their concern for privacy.

Their concern about doing well is handled by stating, "No one is able to do well on his or her first attempt", then show surprise if someone does a good job. Point out that the team does several role plays, and they will notice progressive improvement in their ability to score observed student behavior, control emotions, and make appropriate responses.

Stress the students are developing "starter skills" and must practice these skills for quite some time after completing the course to become proficient.

Do not solve the teams' problems for them. Let the team work out how they are going to handle someone who is reticent about doing a role play because he or she is afraid of not doing well. The behavioral displays and feelings generated by this situation provide excellent material for the Personal Improvement Training sessions.

Give them adequate time to complete their work if the team gets down to business, but do not hesitate to let the team decide what they are going to do about finishing on time or late.

Try to always have enough time in the course for everyone to be either a problem solver or situation generator at least once. Although the students are most reticent about being the problem solver, while they are the observers they get more action and learn as much or even more than the problem solver or situation generator.

If there are 6 persons on a team, have the problem solver sit quietly and listen to the scoring while the situation generator runs the scoring chart. If there are 5 or fewer persons on a team, have the situation generator actually participate with the observers in the scoring exercise.

1. ROLE PLAY SEQUENCE - (2 to 4 hours)

READ ALOUD, WITH THE STUDENTS, THE READ SHEET ON PAGE 4-1.

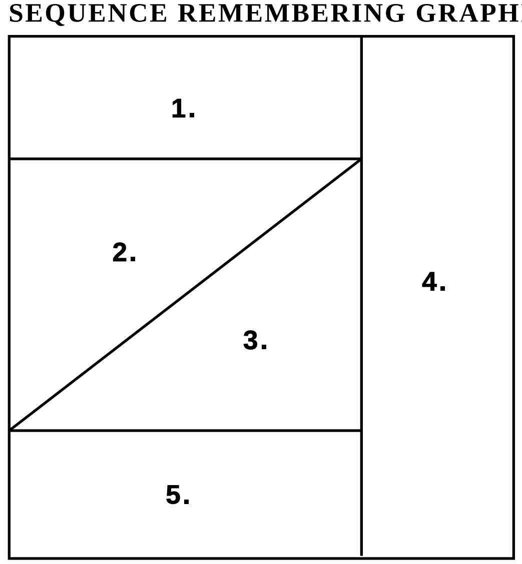
Before starting into the presentation, explain there are four basic steps to learning how to complete a role play: VISUALIZING THE SEQUENCE, PREPARING THE WORKSHEET, TAKING NOTES, AND SCORING.

ASK, "What sequence would you follow if your were going to make a phone call? Point out that there is an appropriate sequence to follow if you want to get the right number - look up number, go to phone, dial 1, area code, prefix and number, wait for an answer, talk and hang up to terminate the sequence. Point out that we are only effective if we follow the sequence. Ask, "What other things can you think of that have a sequence that should be followed to gain the best results?" Ask, "Does problem solving or presenting ideas have a sequence?" Transition to the presentation on a flip chart, chalkboard or overhead projector as shown following:

a. VISUALIZE THE SEQUENCE

1. Start the sessions by using a flip chart to evolve from the class the general order in which ideas should be presented or the way problems should be approached to gain resolution. Using the flip chart, draw a graphic that looks like this:

VISUAL SEQUENCE REMEMBERING GRAPHIC



2. Explain to the students that this graphic helps to remember the sequence in which ideas are best presented to achieve the most "EQUAL VALUE", or successful results.

3. Ask the students what is the first thing they should do when opening a conversation - and have them evolve "GAIN ATTENTION AND DEVELOP RAPPORT". Enter that in block #1.

4. Ask the students what is the last thing they should do in a problem solving discussions and have them evolve "GET AGREEMENT AND COMMITMENT". Enter that in block #5.

5. Ask whose ideas they should explore first (in order to gain more information or do fact finding) and have then evolve "THEIRS". Enter that in block #2.

6. Fill in "YOURS" in block #3. Explain that you do not begin presenting "YOUR" ideas until you have collected all the pertinent facts from the other person. Emphasize they should allow the other person to complete his or her ideas and not interrupt or cut the other person off when the other person is talking.

7. Ask what could you run into at any point during the discussion and evolve from the students the word "OBJECTIONS" and write the word OBJECTIONS vertically in block #4 from the top of the graphic to the bottom.

8. Ask for the students to list the things they feel should be done in what order during the "GAIN ATTENTION AND DEVELOPING RAPPORT" phase. List them in order to the side of the graphic"

   a. Greeting
   b. Purpose
   c. Benefit Statement
   d. Transition Statement - beginning probe.

9. Evolve from the students that what they want to get from the other person during the EVOLVE NEEDS of THEIRS phase is:

   a. What the other person thinks about the situation - their perception of the issue and the facts - FACTUAL ASPECTS.
   b. How the other person feels about the situation - their attitude toward it - EMOTIONAL ASPECTS.
   c. The importance, significance, weight, or relative emphasis toward the issue - THEIR VALUES.

10. Point out that they will do the same thing when it is time for them to present their own view - explain what they think about the matter (their conclusions), how they feel about the situation, and the value they place on their position. List these beside block #3 alongside the graphic:

   a. Ask for permission to share to assure you will be heard before starting.
   b. Restate the problem and purpose.
   c. Explain the facts as you see them.
   d. Outline alternatives.
   e. Propose a solution.
   f. Ask for their comments and questions.

11. Evolve from the students how to handle an objection and write the sequence alongside of the graphic on the side where OBJECTIONS is printed:

    a. RESTATE THE OBJECTION - in your own words to assure the other person you have a clear understanding of what (s) he is saying and how (s) he feels about it.

    b. CLARIFY CONDITIONS - Ask for the conditions needed to resolve the problem - e.g. if consumer report said it was the best, would you believe it?

    c. PRESENT THE REAL TRUE FACTS.

    d. OFFER PROOF STATEMENTS - Make proof statements to indicate that you are offering credible INFORMATION to CORRECT their perception of the facts and are meeting their conditions - e.g. show them consumer report!

    e. ASK IF THE OBJECTION HAS BEEN RESOLVED.

12. Gain agreement and commitment:

    a. Ask, "ARE WE IN AGREEMENT?" and then restate clearly the terms of what is being agreed to - CONFIRM.

    b. ASK COMMITMENT QUESTIONS to determine that the action required to uphold the agreement will be accomplished.

    c. THANK the person for his or her effort.

    d. CHECK LATER to confirm the action was completed. Ask if the students understand the basic sequence?

2. GETTING READY - ARE WORKSHEET

Refer the students to the KID ALCOHOL #1S role play scenario. Have students quickly note the appropriate response exercise worksheet has the same 5 sections as were developed when discussing sequence and that you will now explain briefly how the Problem Solver would complete this once (s)he had received the Problem Solver handout.

a. OBJECTIONS - have the students propose objections they see might arise were they to attempt to solve the problem. Write their proposed objections on the flip chart. Then he four main objections and have them list them on their Appropriate Response Exercise Worksheet in section D. Some examples they may come up with in the brainstorming are:

1. Not Mine!
2. You have invaded my privacy!
3. All my friends do!
4. I'm having fun now, I'll study seriously when I get to college!
5. I think I'm old enough to decide for myself - now!

6. You drink!
7. Not now!
8. You're always picking on me!

After they have listed 4 objections on the left side under Section D - have them write out a PROBE (to the right of the 4 main objections under Section D) they would use if the Situation Generator used that objection against them, such as:

NOTE - These probes correlate with the objections above!

1. Whose is it, why are you keeping it for them, do you think you are enabling or feeding their problem, do you feel this is caring behavior, what do you feel you should do about it, how would you go about it?

2. Do you think that was my intent? What was my intent? Are you using this to not address the issue?

3. How old are your friends? Do their parents know? Would you be concerned if you were a parent? How would you approach your son/daughter? What result would you try to achieve? Is that an excuse you're using to give yourself permission to violate the law?

4. Were you planning to get a scholarship? Is it possible to get good grades and have fun, too? Which is the most important at this point in time? Are you avoiding responsibility just for more exciting activities? How will this impact on your abilities to do well when you get to college? Could it jeopardize your chances of being accepted at the school of your choice?

5. What is the legal age? Why do you think that age was made the law? Are you breaking the law? Are you violating our rules as parents? How do you feel about breaking faith with us? Do you think I should allow you to break the law?

6. Am I of legal age? Am I breaking the law? Are you justifying what you are doing? If I stop, will you? Why not? Is it fair to say that what I am doing legally is not really the real reason you are breaking the law at all?

7. When would be a convenient time for us to discuss this? Can we make an appointment to discuss this? Are you saying not now, or are you merely trying to avoid the conversation entirely?

8. Why do you say that? Do you think you are addressing my question or is this a side issue? Are you uncomfortable answering my question? When we finish talking about whether or not I'm always picking on you, will you be willing to address this issue?

b. OPENING:

Have all the students write out what they think would be an appropriate GREETING, PURPOSE, BENEFIT STATEMENT, and TRANSITION STATEMENT. Have several of them present their solution to the class by going around the room having various student read aloud their proposed solution. Do it one step at a time. Explain that by completing section D first, it can help in designing what they are going to say during the GAIN ATTENTION AND DEVELOPING RAPPORT PHASE in order to avoid encountering some objections.

1. Point out that in the greeting it is important to ask if this is an appropriate time and if there is enough time to discuss the issue - BEFORE revealing what the purpose of the discussion is to be. I use the illustration of the phone call where a sales person calls and starts into their spiel - I wait a few moments and ask if I may interrupt and then ask the caller "What was I doing when you called? Are you even interested that I'm dripping wet, as I was in the shower?" The greeting has a specific purpose - to find out if the time and conditions are right for the discussion before proceeding!

2. Emphasize the PURPOSE must be CLEAR, CONCISE AND COMPLETE! I use the saying,"Put the whole cookie on the table." It is imperative to put the whole issue on the table, immediately after completing the GREETING, if the person, to whom you are speaking, is going to be able to provide his or her complete views when you transition to the next phase (Fact finding- Evolving Needs) of the discussion! The more the entire issue is on the table, the more accurately and completely the person can come directly to the point when you ask fact finding questions in the second phase.

3. Stress that a BENEFIT STATEMENT must show what's in it for the person to resolve the issue - a reason to cooperate! You might do a short F.A.B. presentation where you show the difference between a Feature, Advantage and Benefit - An automatically controlled air conditioner (Feature) means you only have to set the controls to the desired temperature in the car one time (Advantage) and you don't have to take your eyes off the road while you're driving so the kids will be safer (Benefit). Constructively candid conversations (F) enable problems to be resolved (A) and relationships to be more joyful to experience (B).

4. The TRANSITION PROBE should TURN THE CONVERSATION OVER to the other person to make his or her comment on what you stated in the purpose!

5. Emphasize the students need to get into the habit of following this sequence in their Gain Attention and Developing Rapport step in problem solving in almost every conversation they have where information is to be EXCHANGED! It should be VERY BRIEF not take more than one to two minutes at the most!

c. AGREEMENT & COMMITMENT

Third, have the students list what it is they specifically want to get agreement and commitment to at the conclusion of the discussion! Some examples might be:

1. In by 10:00 p.m. each evening.
2. Homework must be completed before going out for fun with their friends.
3. No drinking or other illegal activities of any kind. That was a period!

Discuss with the students what some check-up questions might be that would assure the agreements are going to be met with action commitments!

NOTE: **Do not complete the other sections of the ARE Worksheet - time is critical!**

d. SCHOOL SOLUTION TO THE ARE WORKSHEET
At this point, hand out the school solution APPROPRIATE RESPONSE EXERCISE WORKSHEET and discuss how close they came to the solution sheet in developing their worksheet. Make the benefit statement to them that if they were to use this sequential model in their professional and personal approaches to situations requiring closure, they would experience a significantly increased success rate - more money for the sales person and more harmony in personal contacts! This sets the stage for the remainder of the day's activities - be brief but be thorough!

3. TAKING NOTES

Next, discuss how to take notes during the role plays (use SAMPLE NOTES in the ringbinder for general orientation as the first step).

a. Copy Fast & come back and fill in: Emphasize that at first they should try to copy as much of the dialogue as possible. Point out that they are going to find it impossible (unless they are able to take shorthand) and that the exercise is not intended to frustrate them, but to give them an idea of what they need to do to get the notes they will need for use during scoring. Stress that later they must adjust from this initial style of taking notes to one that fits their own abilities. Show them the better the notes, the more help to them in scoring - as close as they can get to abbreviated scripting should be their goal.

b. Time Line: Explain that the time line down the center of the page can be used to leave blank spaces (if they get behind they can leave a little space and come back during cassette replay to fill in their notes) and to indicate pauses or interruptions.

c. EDNS: Point out that after listening to the role play tape and taking notes, they are going to analyze the role play script to determine which pieces of behavior are equal value (E), dominant (D), unequal value (U), and submissive (S).Following this procedure will help them understand how each style of behavior falls into each category.

d. 3 Minutes Practice: Play the first three minutes of the audio cassette on the Kid Alcohol Role Play through two (2) times to allow the students to develop, refine and improve their notes. Again, explain you understand it is sometimes impossible to keep up even by taking shorthand, but as they progress in the role plays, they will improve their ability to discern what information to record and what to disregard.

e. Typed Script: Hand out the typed script and refer them to the SCORING HELPER in the ringbinder.

4. SCORING

a. Explain that the reason you provided the handout is that you do not want them to use THEIR NOTES, this time, as you want everyone to have the same information to analyze for the purpose of learning how to score the activity.

b. Have the students place and E,D,U, S on the script at points they feel are examples of that style of behavior.

c. Remind them (that for the purpose of scoring) you are considering this as only the Gain Attention and Develop Rapport portion of a 15 minute role play they are evaluating.

d. Have students estimate what percentage of behavior is E,D,U,S and write the percentages at the top of the page in a circle model graphic. DO NOT TRY TO HAVE THEM ROUND TO THE NEAREST TEN AT THIS TIME as it becomes too confusing Let them write out their percentages any way they want as long as they total 100%.

e. After reviewing some of their individual scores, have students go to team rooms and develop a team score for the Gain Attention step only for the Kid Alcohol role play. When they have completed team scoring, post individual and team scores on the flip chart for comparison, and discuss any pertinent observations.

f. Hand out the SOC School Solution sheet and personally develop the SOC solution so that students become more familiar with determining the style of behavior.

1. Normally, again NORMALLY, students will score much more heavily on the dominant side of the model than the submissive. Emphasize that it is normal for most students to initially treat all aggressive or controlling behavior as dominant - and that is not alarming as it is one of the purposes of the course - to educate them to identify all types of aggressive behavior and learn how to deal with each strategy being played against them.

2. Have a conversation that gets them to agree that the Father WAS aggressive or controlling first - then ask HOW was he controlling. For some, this is the first time they will understand the difference and similarity between ACTIVE (angry) and Pass (sweetness/whining /pleading) styles of behavior.

3. Indicate they should FIRST decide if the behavior was EQUAL VALUE or not. SECOND, they should decide what the STYLE of the Unequal Value behavior or aggressiveness was - D,U,S. Use this conversation to transition to STYLE EXERCISE #1 as it aids them in further understanding the different styles of behavior - so they can score more accurately the remainder of the activities. Point out it is a cumulative learning experience and you do not expect them to do it perfectly at this point in time.

g. Refer in the book to Style Exercise Sheet #1.

1. Have students individually write what they think is a very definite Dominant statement in the space for D and discuss their statements as you place them on the model with an (x) to show the degree of dominance you feel they have expressed - extremely dominant would be plotted nearer the outside of the circle and less dominant near the center. Behavior that is dominant but close to being equal value would be plotted in the dominant quadrant nearer to the equal value quadrant - not on the center line.

2. Continue to S, then U and finally to E in the same manner - writing reactions and responses on their handout. Discuss their answers and write one or two of the good ones on the flip chart.

3. At this point, discuss that initially the U category was used as a catch-all for behaviors known to NOT BE EQUAL VALUE but it was too difficult to determine whether it was more a D or an S. But, as we developed more technology, we found there were behavioral displays that fell into this category - making it a legitimate category for recording behavioral displays. For example:

   a. A woman says, "I think you have really been unfair to me!" The husband heard her but says, "Have you seen the paper?" or walks quietly away. You can't say that it was an angry or depressive reaction - but it was definitely NOT EQUAL VALUE.

   b. A man walks into an office and asks the man at the desk, "Are you John Doe?" and when the man says he is, the first man quietly pulls out his gun and shoots him saying "I'm sorry, but I have a contract on your life - BANG - Have a nice day!" and walks UNEMOTIONALLY from the office! You can't say he was angry or depressed, but you could possibly consider the behavior as NOT EQUAL VALUE!

   c. Yes, you can use the U category to place behavior in that the students know it is not equal value but cannot clearly identify it as being D or S - just so they don't get bogged down in a lengthy discussion that cannot be resolved. It is the resolution quadrant! It is the time saving quadrant!. There is also behavior that legitimately fits into the U quadrant!.

h. Hand out the solution sheet to STYLE EXERCISE #1 and discuss any questions.

i. Refer in the book to Style Exercise #2 ONLY IF YOU FEEL THE STUDENTS NEED MORE TRAINING BEFORE PROCEEDING. Have students individually write E,D,U, or S reactions and responses on their handouts. Discuss their answers and write the best ones on the flip chart. Hand out and discuss the solution sheet. This exercise should be used only if there is a problem.

j. Explain the SCORING SHEET.

1. First, the SITUATION GENERATOR, only has 1 score for the entire role play. This one score is to give the team an idea as to what

percentage or each style of behavior the PROBLEM SOLVER was encountering or playing against.

2. Note that the score sheet, like the Appropriate Response Exercise Worksheet, is a direct reflection of the sequence in which ideas should be presented.

3. Point out that, from this point on, the percentage of behavior is displayed only in units of 10 (e.g. 1,2,5,7 etc.) and that the numbers are not points, but are figures that represent the approximate amount of BEHAVIOR the person displayed during the role play - NOT POINTS - BUT PERCENTAGE OF BEHAVIOR. NOT POINTS, BUT PERCENTAGE OF BEHAVIOR. GOT THAT?

4. Point out that the percentage of behavior observed must always total 100% or 10 in each of the models.

5. Explain that when a step or portion of a category is omitted, the score is to be expressed in the "U" section of the scoring circle. If a person DID NOT MAKE A BENEFIT STATEMENT in the Gain Attention & Develop Rapport phase - you cannot say they did it in a E,D,or S style as THEY DIDN'T DO IT AT ALL and therefore they would be scored in the U category for OMITTING behavior.

6. Explain that the team scoring column is used to record the team score. This score enables them to compare how well they are progressing at being able to more accurately analyze behavior. As they complete each role play, their own personal score should come closer to that which the team develops synergistically.

7. Emphasize that it is the FUNCTION OF THE SITUATION GENERATOR to provide situations in which the PROBLEM SOLVER MUST respond appropriately to both active and passive aggressive behavior. The Problem Solver endeavors to elicit an equal value response FROM THE SITUATION GENERATOR through the use of good probing skills. Also, instruct the Situation Generator he or she should reward the Problem Solver with cooperation when the Problem Solver has responded appropriately, but may continue to be uncooperative when the Problem Solver is not probing appropriately. The Situation Generator should function as a source for practice for the Problem Solver (by providing legitimate sample objections) and NOT BE OUT TO DEFEAT the Problem Solver or to "win" the role play.

5. GETTING THEM STARTED

a. Discuss any questions the students may have concerning how to do a role play.

b. Discuss how the remaining time is divided for the team to complete the role plays. Have each team decide who is going to be the Problem Solver and Situation Generator for each role play to be completed and fill in the ORDER FOR ROLE PLAYS in the ringbinder.

c. READ THROUGH THE ROLE PLAY INSTRUCTIONS Read Sheet with the students so they are aware they have a checklist to aid them in knowing specifically what to do while they are in the team rooms. Point out you will be available to answer questions about procedure and will remind them of how they are progressing on the time schedule. Make sure they understand you are a facilitator, not a referee. They must solve their own problems.

d. Hand out the first role play and let them get started. The facilitator should work with the Problem Solvers to help them do a good job in the role play. Check on the teams to be sure they are developing realistic sample objections. Allow them to determine their own course as long as they stay within the boundaries.

6. NOTES ON TEAM ROOM SUPERVISION

a. You should help the Problem Solvers develop their Appropriate Response Exercise Worksheets. Usually, on the first team role play, you can assemble all the Problem Solvers and do it as a group. If you keep all the teams on the same schedule, you can do the same every time, but if one team falls behind, you may have a full time job trying to help them complete the worksheets one Problem Solver at a time. Try to keep them on schedule. You do not have to help each and every time - get them doing it on their own!

b. You, and assistants, should check the team rooms frequently at first to assure the teams know how to do the role plays properly. Do not go into a team room during the actual live role play as it can be threatening to the Problem Solver.

c. Make sure they do not lose time between the role play and cassette review - discussing the role play or horsing around. Try to get them to immediately play the review and improve their notes and complete individual scores.

d. Check to make sure they put all the scores up on the team score sheet BEFORE they start scoring.

e. Make sure that they discuss what appears to be the type of behavior observed and that they DO NOT START TALKING POINTS. The numbers represent pieces of observed behavior, not points.

f. Have the students start their team discussion, of each phase in the sequence, with the person showing the highest percentage of behavior first and then move to the next highest and so on until all quadrants have been discussed. THEN THEY SHOULD determine, as a team, which quadrant had the largest or greatest percentage of observed behavior and post that score. IT SHOULD BE A SYNERGISTIC EFFORT SCORE. Then the team should enter the second most prevalent behavior score in the appropriate quadrant. The third most prevalent behavior score is posted next, and the balance should be allocated to the last quadrant. The team should complete the scoring ONE LINE AT A TIME starting with the Gain Attention & Developing Rapport and ending with Agreement and Commitment.

g. While in the team rooms, do not hesitate to give them information about what they are supposed to do to stay within the instructions, but do not solve their problems for them.

h. IF they fall behind, let them suffer the consequences of their decisions. It makes good information for feedback. Don't let them get so far off track the course becomes a disorganized mess or you will read about it in the critique sheets - you are the pilot.

i. If one team finishes early, give them a game of CLUE or MONOPOLY to play, do not let them rush through the just to leave early. Just put the game on the table and instruct them to play, but do not show them how to play. Let them interact.

j. Explain that in the SKILLS BUILDING COURSE they are only learning to do the role plays and that in the INTERMEDIATE CLASSES they develop more proficiency. There is not enough time in the SKILLS BUILDING COURSE to develop skills to a more polished level.

k. In the FIRST COURSE you facilitate, you are going to make a lot of mistakes and learn a great deal about how to do the next course better. It is going to be a cumulative learning experience for the facilitator too! We do know this and are comfortable that you have to start somewhere if you are ever going to be top notch! Study the written portion of this document until you are comfortable using the SUMMARY CHECKLIST. Call R & D at SOCNAT if you have ANY question.

7. ON THE NEXT PAGE IS AN ABBREVIATED WORKSHEET FOR YOU TO USE ON PODIUM!

PODIUM WORKSHEET

A. COGNITIVE LEARNING BLOCK

1. Opening exercises
   a. Get Acquainted
   b. Expectations
   c. Administrative Announcements
   d. Registration Forms
   e. Team Assignments
2. Pre course instructions
   a. CBR
   b. O/N
   c. Paradigms
   d. Fit/Ill
   e. Program Overview
3. Regular Presentations
4. Synergy Evaluations
5. Zing Zang presentation
6. Candor Sessions

B. AFFECTIVE LEARNING BLOCK - ROLE PLAYS

1. Role Play Sequence
   a. Visualize the sequence
      1. Draw the Graphic
      2. Explain to remember
      3. Evolve - Gain Attention & Develop Rapport
      4. Evolve - Agreement & Commitment
      5. Evolve - Theirs
      6. Evolve - Yours
      7. Evolve - Objections
      8. List - Gain Attention
         a. Greeting
         b. Purpose
         c. Benefit Statement
         d. Transition Probe
      9. List - Evolve Needs
         a. What they think
         b. How they feel - values
      10. List - Presenting Your Ideas
         a. Ask to begin
         b. Restate the purpose
         c. Explain facts
         d. Outline Alternatives
         e. Propose solution
         f. Ask for comment
      11. List - Agreement & Commitment
         a. Ask are we?
         b. Ask commitment probes
         c. Thanks
         d. Check work done
         e. Ask Check-up Questions

2. Getting Ready - ARE Worksheet
    - a. Objections
    - b. Opening
    - c. Agreement & Commitment
    - d. ARE school solution sheet
3. Taking Notes
    - a. Copy everything fast
    - b. Time Line
    - c. Analyze Notes EDNS
    - d. Play tape
    - e. Typed script - scoring helper
4. Scoring
    - a. Handout - Not their notes
    - b. Place E,D,S,U on notes
    - c. Gain Attention only
    - d. Estimate percentage
    - e. Develop team score
    - f. Develop SOC solution
    - g. Refer to Style Exercise #1
    - h. Handout Solution Sheet #1
    - i. Complete Style Exercise #2, if required
5. Getting them started
    - a. Answer any questions
    - b. Allocate remaining time - order of players
    - c. Read instructions aloud
    - d. Hand out role plays
6. Team room supervision
    - a. Help Problem Solvers get started
    - b. Check frequently at first
    - c. Don't let them lose time between parts
    - d. All scores up BEFORE team discussion
    - e. Behavior - not points
    - f. Highest first
    - g. Guidelines only - no help
    - h. Consequences
    - i. Clue & Monopoly
    - j. Starter Skills
    - k. First course is free
7. Podium Worksheet

C. EFFECTIVE LEARNING BLOCK

1. Modeling the 1st PITS
2. Class Exercises

D. CLOSING EXERCISES

1. What we learned
2. Graduation
3. Critique Sheets

E. OTHER INFORMATION

1. College Credit
2. ACF Certification
3. Records & Reports
4. Other Information

C. EFFECTIVE LEARNING BLOCK

NOTE:Do not read the read sheet with the students first. Have them close their books and do the first exercise.

1. Draw lines under names at the top of the first flip chart page and have the students brainstorm words- listing them under their names - until they have about 25-30 words and then draw a horizontal line through the middle of the page.

2. Draw a large circle model in the bottom half of the first flip chart page and have the students (one at a time) place their words on the model. Start at the center of the model and FILL the quadrants with words so as to create a GRAPHIC display of the relative % of behavior placed in each quadrant.

3. Place the first flip chart page so they can observe it while you complete the second page. Start by a vertical line down the center of the page and a horizontal line about 2/3 down the page. Write the word NOTES in the bottom right quadrant. Write Q1 and draw a line for the key word in the upper left corner of the upper left quadrant and ask the students to come up with what they feel is the most outstanding QUALITY for the person receiving feedback. As they consider the various words for the best quality, write the various words they consider in the space marked for NOTES. This will allow for faster work in completing the second QUALITY - and records the information for the person receiving feedback to enter into his or her ringbinder at the conclusion of the session.

NOTE: Do not have the person receiving feedback enter the data in their ringbinder as the session is being conducted - merely take notes of questions or comments they would like to make when they are in the review and critique. It is too difficult for them to hear and record all the data accurately with their back to the flip chart page. Let them keep the flip chart page to transfer the information to their ringbinders at a later time.

4. Complete the first quality then the first limitation and then the second quality according to the manner prescribed in the read sheet.

5. After completing the first person or serving as the model, then read the Read Sheet aloud with the students - this makes for more understanding of the read sheet.

6. The method for conducting the Personal Improvement Training Sessions (PITS), more commonly referred to as "Feedback", is well outlined in the student guide Read Sheet. Take them through it one step at a time showing them how to do it on the flip chart.

7. Show them how to get the entire feedback on two sheets of paper - as they can take the papers home and put them up on the wall without having 5 or 6 large sheets with information scattered. Keep it clear, concise and complete.

8..Remind them that they might have axis words such as "forceful" for the first quality and "forceful" for the first limitation.

9. If time permits, use yourself to do one quality and limitation, as it models for them that feedback is and they should really not hesitate to be constructively candid.

10. If......teams are glossing over the feedback, have them complete a candor session to determine why they are not being honest and open as the quality of feedback and the strong sense of security is not developed if the person experiencing feedback thinks the team is holding back the truth. Do not let them become destructively candid and think being open - it is being non caring and hostile, and that is absolutely forbidden in the course.

11. Once they have a clear understanding and are doing it right stay out of the team room except to makes and compliment them for doing a good job.

D. Closing Exercises

1. What we Learned:

a. Have students volunteer their observations about what they learned or gained from the course and record them on the flip chart.

b. Bring out the "expectations" page from the flip chart and compare so that students can see the course even exceeds their expectations - that they got more than they paid for - that what you promised them in the way of a really worthwhile experience was true.

c. If you have time, allow them to relate personal growth experiences during the course.

2. Graduation

a. Have the Graduation Certificates well lettered and signed with black ink ....You may encourage the students to each sign all the other team members certificates with an endearing note or two!

b. If possible, have frames for the certificates so they will be able to immediately put them up for everyone to see. They are your best advertising representatives in the community to refer others into the program.

c. If possible, serve a Graduation cake immediately after the ceremony to celebrate their successful accomplishment.

d. Have a camera and someone to take a class picture to hand on the wall where the program is offered. Write the names on the picture so you have a permanent record of who is who.

e. Play the Pomp & Circumstance music on the back of the Kid Alcohol audio cassette for graduation exercises when you hand out their certificate - it lends class to the ending!

3. Critique Sheets

a. Make sure students are told that you do not want their names on the critique sheets.

b. Completing the critique sheet is the last exercise even after graduation, Make sure you have enough time (10 Min) for the students to critique adequately.

c. Read the FACILITATOR SKILLS to learn how to get high scores on the critique sheet.

D. Other facilitator information

1. College CREDIT NOTES
A. UNDERGRADUATE
B. GRADUATE 11726 words

NOTES TO BRING TO R&D ATTENTION: