A
Actor, 6
Adult Learner, The (Knowles), 64
Application activities: definition of, 8; determining, 34, 254; introducing a learning activity, 178; model to ask for behavior change, 139–145; practice five selling techniques, 151–156; practice nonverbal expressions of public speaking, 157–162; using persistent requesting technique, 163–169
Assistants, use of human, 22

B
Behavior: asking for change in, 40; model to ask for change in, 139–145
Behavior rehearsals: definition of, 7; determining, 34, 254; introducing self to strangers, 113–116; quickly expressing oneself, 127–132; rehearsal of good telephone etiquette, 117–122; rehearsal of welcoming expressions, 109–112; sharing job satisfaction needs, 123–126
Blatner, A., 8
Buckner, M., 6

C
Coaches, 7, 21–22
Competition, 29
Conflict management: and conflict resolution model, 211; group role play for, 205–210; and workplace conflict situations, 211–212
Content, 11; monitoring, 68
Costumes, 26, 28

D
Debriefing: definition of, 6; design, 49–50; discussion versus, 47–48; implementing, 70–71; what to cover in, 48–49
Design forms: checklist to determine role-playing particulars, 269–271; choose type of role play you will design, 267; determining your learning goals, 265; role-play design format, 272–273; write a general summary of role play, 268; write a goal statement, 266
Design, role play: and checklist to determine particulars, 256–258; and choosing type of role play, 253–254; and determining learning goals, 252–253; and determining particulars, 255; format for, 260–261; and general summary of what will happen, 254–255; and setting parameters, 252
Difficult person situations: confronting, 202–204; role play for, 197–202
Discussions: debriefing versus, 47–48; when and where to have, 47–50
Dunning, D., 16

E
Equipment, 62
Error, options to reduce: and use of human assistants, 22; and use of in-hand written materials, 22; and visual reminders, 21–22

F
Fears: common to role playing, 16; ten ways to reduce, 17
Feedback: definition of, 6; making, safe, 23–25; methods of giving, 44–45; safe, structured practice with, 10
Flexibility, 11

G
Galbraith, M., 8–9
Games, 29
Groups: deciding number of, 41; dividing participants into, 41–44

H
Handouts: general feedback form, 276; nonverbal feedback form, 277; situation development form, 275
Human assistants, 22

I
Idea development form, 133
Implementation: assembling
Learning: concepts, immediate application of, 9–10; goals, setting, 32–33; from others, 11–12
Learning activities: application activity for introducing, 171–178; definition of, 5; feedback checklist for, 176–177;
guidelines for great, 175–176; and instructions for three different activities, 177–178

M
Materials: assembling, 62; determining, 53–54; in-hand written, 22
Mental walk-through, 54; questions for, 56–57
Modeling, 20, 37–38, 65–66
Monitoring: mechanics, 67; people and content, 68; role playing time, 51–52; space needs, 52–53; time factors, 50–53
Myers-Briggs Type Indicator, 16

N
Nonverbal behaviors: feedback form, 162; of public speaking, 157–161; seven effective, 161–162

O
Observer, 6
Order of events, 35–36
Others, learning from, 11–12

P
Participants: and discussion of feedback, 23; and forcing participation, 19; grouping, 40–44
Performance improvement: situation cards, 146–149; situations, 144–145
Performance problem: feedback form for, 196; problem-focused role play for, 187–193; situations, 193–195
Persistent requesting technique, 167; application activity for, 163–169; examples, 169; situations for, 168
Planning, importance of, 55
Positive reinforcement, 23
Practice sessions: and feedback, 10; rote, 18–19; trying, 54–55
Problem- and people-focused role plays: asking for raise or promotion, 181–185; definition, 8; determining, 34, 254; difficult person-focus, 197–202; group, on management conflict, 205–210; ordering lunch in English, 213–219; performance problem role play, 187–193
Prompts, 21–22
Props, 26, 28
Public speaking: application activity for practicing nonverbal of, 157–161; and seven effective nonverbal behaviors, 161–162

R
Recorder, 7
Request development form, 133
Requests, examples of making, 134
Restaurant: role play for ordering lunch in English, 213–217; script for ordering at, 217–218
Rewards, 26–27
Role playing: benefits of, 63; defining, 4–5; positive aspects of, 8–9; resistance to, 15–30; round of, 5; second round of, 6; terminology of, 5–7
Role playing activities: number of, 35–36; types of, 7–8
Role plays: application activity, 139–178; behavior rehearsal, 109–135; determining type of, 34; easing into, 17; implementing, 59–71; impromptu, 223–247; individual, 5; key variables for planning effective, 32; planning, 31–57; problem- and people-focused, 181–219; single, 6; topics addressed in, 76–77; warm-up, 81–105
Room, setting up, 60–62
Rounds, choosing number of, 37

S
Selling techniques: application activity for, 151–155; and five
techniques for selling products and ideas, 155–156
Sharing ideas, examples of, 134
Situations: identifying sources of, 45–46; instructor-generated, 45–46; participant-generated, 46; real, 46
Staging devices, 26, 28
Stibbard, J., 48

T
Thiagarajan, S., 48
Time factors: and adjusting time allotments, 52; and monitoring role playing time, 51–52; planning and monitoring, 50–53; and space needs, 52–53
Timekeeper, 7
Time-outs, 69

V
Variables, key: and choosing methods of giving feedback, 44–45; and grouping of participants, 40–44; and methods for delivering instructions, 38–40; and number of role-play activities, 35; and number of rounds, 37; and order of events, 35–35; and use of warm-ups and modeling, 37–38

W
Warm-ups, 18–19, 37–38
Warm-up role plays: dealing with different responses, 95–99; determining, 34, 253; getting ready for difficult people, 91–94; introductions and expectations, 85–89; parody of participant roles, 81–84; speaking in public, 101–105

Z
Zelenak, B., 8–9