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Chapter 1 : Exercises and Training Activities To Teach Conflict Management

In addition, for each role play there are ready-to-photocopy briefing sheets and case backgrounds for all the participants and observers. The role plays can be used either in triad or in larger groups, with the length of each role play varying in accordance with the size of the group.

Follow Up Questions Is there a gap between how you should spend your energy and how you actually spend it? Are there some behaviors that are taking up too much of your leadership time? Are there some strategies that you can employ that would move you closer to your ideal distribution of behavior? Some groups may want to calculate behavior totals to see how their peers are spending their energy. From the third column it is easy to move into a discussion about "ideal" leader distribution of energy. You may also use this same format with both meeting and team interaction. Added thoughts or considerations: Since this activity helps participants see what they are actually doing, it helps them translate leadership theory into real behavior. Once participants review their charts it is easier for them to design strategies to align their leadership behavior.

Your Leadership Calendar Author: Tom Siebold is a writer and consultant in Minneapolis. He is also co-owner of Collegegrazing. To extend leadership learning beyond the workshop. How the author has used this exercise: This exercise is a good follow up or homework activity. Ask the participants to mark twelve different days on their calendar spread out over four or six months. At the end of each marked day, participants should write down some leadership behavior either positive or negative that they exercised during that day. Each behavior should be followed by a reaction statement that answers two questions: On each marked day, the participant can send his or her personal leadership comments to a selected partner from the original workshop. This is a good method for accountability and feedback. I almost always use the strategy in the Options section above. By having them contact a selected partner from the workshop, it puts a little pressure on them to follow through.

Leadership Dance Card Author: To encourage participants to talk to one another about specific leadership best practices How the author has used this exercise: Very simply, I use this activity to get participants to share best practices. This format will work with almost any professional topic. Each leader has his or her own style of leadership. They ask each other a set of questions provided by the facilitator and record the responses. Below are some leadership interview questions that I have used in this activity: How do you motivate your reports? How do you keep your reports meaningfully informed? How do you recognize successful work? When the full group reconvenes, the facilitator asks participants to share leadership tips and strategies that they picked up in their interviews. The facilitator may want to make a master list of these to pass out later. Have the group brainstorm for interview questions to be used in the interviews. This activity serves many purposes: To visualize different leadership styles How the author has used this exercise: If the group is comfortable with one another, a role playing activity can have some impact. However, this same format can be used with a variety of different topics. Ask for four volunteers. The other three volunteers each play the role of a different kind of leader. To save time I usually give the leader volunteers a personality trait from which they can create their persona: Allow the volunteers to have some time to think about their role. Gather the full group in a circle and place two chairs in the middle. In turn, have each leader confront the team member. Explain the situation to the group before the role playing begins: Loren, the late team member, has not only been missing meetings or arriving late, he has also appeared to be very tired and disjointed. As a leader, what is a good way to handle Loren? After all three scenarios have been played out, ask the full group to comment on the different leadership approaches—“What worked? What could the leaders have done differently? This activity is a good spring board to exploring different leadership styles. You may want to have the full group identify three different role playing situations. I try to check with some of the participants before the workshop begins to see if the group would be comfortable or willing to engage in a role playing activity.

Leaders you Admire Author: To seek leadership characteristics through personal experience How the author has used this exercise: I have found stories to be a powerful way for participants to connect to the workshop

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subject matter. Generally people like to tell and hear stories. Divide the group into small groups. Ask participants to share a story about the best or most influential leader that they have encountered. After each story, identify leadership characteristics by asking the question: All groups then write the shared traits on a white board. You can use this traits list as a springboard to explore more about what makes a good leader. You can ask the groups to share stories about the worst leaders they have encountered. You will get some dandy stories. I like to insert an activity like this into a workshop when participants are starting to run a little low on energy. A good story swap frequently revives energy. Be sure not to drag this activity out too long. Encourage the participants to include details in their leadership examples. To exchange leadership ideas and build participant rapport How the author has used this exercise: Sometimes it is helpful to allow the participants to have some time just to swap leadership examples. In short they have some time to portray their own leadership style by giving examples. This activity is a structured leadership example exchange. Divide the group into groups of three. From the list of "situations" below, instruct the groups to take turns giving examples of something they have done or witnessed. Leadership Situations A creative twist on a situation or issue. A clever improvisation--"dancing on your feet" A pleasant surprise Something that generated a great deal of excitement A conflict resolved A breakthrough insight or solution A really tough situation A moving emotional situation Options: You may want the groups to identify their own Leadership Situations Added thoughts or considerations:

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Chapter 2 : Games for Leadership Development | calendrierdelascience.com

This is a great resource to achieve results. It can be used to: provide training in areas which can only be developed by practice; obtain feedback from observers to aid personal development; enable participants to test their skills in a variety of real-life situations; enable participants to practice in a risk-free environment.

This role play enables both team leaders and team members to work through the discomfort of these situations in a non-threatening environment. That means a strong, focused, well-written resume section in the proposal document. Only four of this group are present at the meeting. Sam is one of the seven. He willingly accepts ownership for the task and aims to please. It is three weeks until the proposal is due. No problem—it all seems straightforward enough. Ten days later, 3: Sam is working at home the morning before his deadline. He decides to ask Kimberly for two more days to complete the assignment. Have them role play two ways of concluding the scenario. One partner plays Kimberly, the other plays Sam. Allow no more than five minutes for this role play. One partner plays Sam, the other plays the team leader. Debrief the Role Play Activity Ask the participants: Did people find it more difficult to hold a peer accountable in the second role play? If so, what made it more difficult? What are some things a person should do when holding another person accountable? Look for responses such as: More notice, more help, better instructions, etc.? What are the consequences of not confronting those either subordinates or co-workers who have not kept a commitment?

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Chapter 3 : The Benefits of Role-Play Training for People Development

Training Objectives. Provide training in areas which can only be developed by practice; Obtain feedback from observers to aid personal development.

Whatever your native social skills capabilities may be, you can improve them with practice. Your degree of social skill may never be completely fluent or polished, but it is not necessary that this occur for you to realize gains in the quantity and quality of your relationships. Even small improvements are sometimes enough. Many social skills are behaviors, and, as you now know, the way to improve behaviors is to practice, and to seek out feedback to help you correct any mistakes you may be making. As it is sometimes difficult to find opportunities to practice social skills in real life, you should know that practicing them in a simulated situation known as role playing can also prove quite helpful. Role playing involves play acting - acting out a feared or avoided social situation, such as giving a speech, or engaging in small talk, or asking someone out on a date. You imagine the scene in as much detail as you can, and then act out the interaction as realistically as you can. Role playing is easiest and most helpful when you are able to recruit other people. You play yourself and they play others you fear to interact with. The two or more of you simulate and improvise a feared interaction, trying to stay in character for as long as possible. As each instance of role playing ends, you can ask your helpers for feedback on your performance, soliciting ways that you might present yourself better or more effectively. When it is not possible to role play with other people, you can turn to an alternative strategy, which is to role play by yourself. Tape or video record yourself practicing a speech, or asking someone out, and then listen to or watch yourself afterwards so as to critique your own performance. Role playing by yourself is potentially awkward. The lack of a partner makes it difficult to truly simulate an interaction, and, as a socially unskilled person, you are not in the best position to give yourself the sort of feedback you really need to know how best to improve. Still, every bit of practice helps to improve actual performance. A variation on the theme of role playing is called Fixed Role Therapy. For a period of time set by yourself, you pretend to have these desired characteristics as you go about your life and interact with people. For example, if you are a shy person, you act as though you are more outgoing. The purpose of fixed role therapy is not to help you develop a fake personality, but rather to allow you the experience and practice of living your life from another perspective which you would normally never consider. The artificiality of the task tends to free people up to take it on. Though they might not be able to be outgoing on their own, they are able to do it when it is prescribed play acting. Having acted out such a fake fixed role, people then have the experience they need to integrate desirable aspects of that role into their normal selves. In other words, having play acted at being outgoing, people now know how to be more outgoing within their own personalities and feel more comfortable doing so.

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Chapter 4 : Using and Developing Role Plays in Teaching Aimed at Preparing for Social Responsibility

This is one of the communication role plays deals with different facets of management, such as assertive communication, managing time and leadership skills Facilitator Guide & 2 Participant Handouts Communication.

Such opportunities are integral in elevating personal qualities, management skills and moral commitment, particularly in the social setting of an organization. Companies often use leadership games to teach leadership. Significance Teaching leadership through games is an effective way to get the message of leadership to employees. These games can help managers build relationships with their staff members and nurture and improve appropriate leadership qualities. Even though many people have natural leadership skills, such qualities can be improved markedly through training, leadership exercises and games. Games create a dynamic platform for learning new mechanisms for managing conflicts, innovating, fostering collaboration and using diversity to achieve organizational goals. Purpose Often entertaining activities, leadership games are designed specifically to employ different development programs and training pursuits to instill positive effects in the lives of workers. They also offer a platform that allows employees, regardless of their position in the business organization, to interact with each other positively. Games are viable platforms that managers can use to help estimate the suitability of a potential team leader. Small business owners can use leadership games and activities as creative ways to improve management style and leadership qualities. Role-playing games can help you prepare for these situations because you practice the likely communication beforehand. These games also are useful for managing difficult situations, as leaders often must resolve conflicts within the organization. Participants in role-playing games act out scenarios, and this practice during these sessions helps leaders develop confidence and gauge possible reactions to their responses to the situation. Developing Trust A good leader must be trustworthy, and leadership games can help managers and those they supervise realize the importance of trust in their interactions. Games such as "Blindfold Search" demonstrate this idea. In this game, half of a group is blindfolded, and these participants must follow the directions of the other half. The leaders must provide silent directions, using touch signals to lead the blindfolded group. During the entire process, the followers must obey the signals of those leading them and trust these leaders to take them in the right direction. Conversely, leaders learn how to recognize the needs of those they are leading and adjust their directions accordingly. Through role switching, all participants get to experience the implication of their actions. These games also can teach respect for the power of leadership and can help participants discover their true strengths and use those strengths to direct those they serve.

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Chapter 5 : Management Interview Exercises - Role Play Exercise

"The role-play approach described in this paper was perceived by first-year pharmacy students to be a useful tool for developing essential patient-care skills, including communication, information-gathering, obtaining patient history, making an assessment and recommendation, and counselling patients regarding non-prescription medications."

Learning through imaginary play has long been recognised as an important component of child development. As far back as the late nineteenth Century, studies have proven an association between role play and mental and behavioural development in babies and young children. For example, in the s American psychologist and educator, Granville Stanley Hall focused on childhood development and evolutionary theory. Hall was the father of the Child Study Movement, which initiated an interest in the developmental, mental and behavioural world of babies and children. Developing social skills Role play is an extremely social act. All walls of reality are broken in imaginary and role play as children pretend to be something or someone different from themselves. In being assigned and accepting different roles and then acting them out, this type of play practises both verbal and non-verbal communication skills. When children group together and practice imaginary play, they negotiate roles and mutually agree different terms. This helps youngsters develop the skills they need to socialise and cooperate with their peers. They learn how to control impulses and how to respect the decisions of others, which is a central aspect of sound social skills. Communication and language skills Imaginary play and role play typically involves verbal communication. When children participate in dramatic types of play, they copy and practice the words they have heard others saying which ultimately develop vocabulary and language skills. In addition, children are aware that in order to participate well in the game they need to listen to others in order to respond and follow the game in an appropriate manner. Not only does this type of play therefore promote the use of speaking but it also promotes collaborative and listening skills. In observing, discovering and carrying out deductive reasoning, pretend play is critical for cognitive skills and helping children build the ability to solve problems and draw their own conclusions. So what toys can help bring imaginary play to life? Play kitchens Pretending to be dad cooking in the kitchen while mum lays the table, has long been a firm role play favourite. As well as being a great way to encourage interaction and communication, play shops with their pretend money can also help develop numerical skills. In promoting mathematic understanding, play shops are great preparatory aids for pre-school children. Dolls houses Dolls houses have fascinated children and adults alike for centuries. With their miniature furniture, intricately decorated interiors and moveable roofs, children can have hours of fun playing with dolls houses.

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Chapter 6 : Role-Playing and Role-Play - Communication Skills from calendrierdelascience.com

Developing and strengthening project management capabilities encompasses, amongst other aspects, training individuals in organizations in project management disciplines. Considering that the pursuit of effectiveness and efficiency in project management plays an.

Received May 8; Accepted Nov Abstract In this paper, we discuss the use of role plays in ethics education for engineering students. We do this on the basis of our experiences with a newly developed role play about a Dutch political controversy concerning pig transport. The role play is special in that the discussion is about setting up an institutional framework for responsible action that goes beyond individual action. In that sense, the role play serves a double purpose. It not only aims at teaching students to become aware of the different dimensions in decision making, it also encourages students to think about what such an institutional framework for responsible action might possibly look like. Role play, Ethics teaching, Engineering, Institutional context, Organizational constraints, Macro-ethics, Responsible action, Institutional framework

Introduction In the last decade, engineering ethics has gained increasing attention in most undergraduate engineering curricula in Europe and the US. This requires methods that go beyond the traditional classroom settings and help students see multiple perspectives surrounding an issue rather than only a technical one Maier et al. It is increasingly recognized that active learning pedagogies i. In a review of different active learning approaches, Prince found that students working in small groups on real problems, and with mutual interdependencies, contribute to a more enduring and sustainable remembrance of the content that was delivered by teachers. Additionally, these active learning approaches also have a positive influence on student attitude. These activities are best combined with individual responsibility and coupled with explicit instruction in these skills Springer et al. In this paper, we focus on role plays, which can be used in combination with and additional to more traditional forms of teaching. In engineering, role plays have already been used successfully to teach students environmental issues and sustainability Guikema et al. In this paper, we present some learning experiences from a role play based on a historical case in the Netherlands. The case concerns the organization of the inspection of pig transport. The focus in the case is on the institutional factors and political interests pertaining to the inspection and regulation of the pig sector. The course is aimed at recognizing moral problems in professional practice and to be able to reflect on them using the conceptual frameworks offered by the course. The setup of the course reflects these two main learning goals. The first hour is spent on theoretical perspectives like the different meanings of the word responsibility and different ethical methods. The second hour is dedicated to practical cases, reflecting real life and all its complexities. These practical cases turn out to be highly motivating, since they are based on real-life stories and events. The practical focus of the course is further strengthened by inviting external guests to provide a lecture during the course. The assessment of the role play itself is explorative in nature. Since the play has only been enacted a few times, we do not have a quantitative analysis yet. On the basis of the first experiences, combined with student evaluations from previous courses, it is possible to draw some conclusions on this particular role play. The outline of this paper is as follows. Following this introduction, we first discuss the current criticism on the individualistic approach on engineering ethics. After briefly discussing a rough taxonomy of objectives of role plays, we discuss previous experiences with role plays at universities both in general and at DUT. After that, we discuss the Dutch pig transport case and the role play that is based on this case, including four evaluative dimensions that are part of the role play instructions. In the subsequent section, we discuss our experiences and some points for improvement. The paper ends with a concluding section in which we summarize our findings. Engineers often work in teams and they hardly, if ever, have to make a decision on their own, separate from other participants Bucciarelli Whereas the focus of micro-ethics is on relationships between individual engineers and their clients, colleagues and employers, the focus of macro-ethics is on the collective social responsibility of the profession. Herkert , argues for a broadening of engineering ethics education by integrating the micro-ethical

and macro-ethical perspective and to link individual, professional and social ethics. As an initial agenda, he proposes a multidisciplinary approach, in which ethicists, STS scholars and teachers develop case studies with transparent links between public policy, professional societies and engineering codes of ethics. Although different authors have different foci, we can establish that many authors point to the broader context of individual decisions, whether they call this the institutional context, macro ethics, or some other name. This larger context frames the individual decisions of engineers. Taking a moral decision within such contexts therefore assigns the individual engineer with an optimization effort. Rather than the individual judgment of the engineer involved, the communicative process by which the engineer succeeds in influencing these force fields around her make the difference. In this respect, enhancing communicative competence of engineers is an important issue Ravesteijn et al. Personal judgments are not unimportant but need to be backed up by the ability to create support for these judgments within this larger institutional framework. From this perspective, it appears to be necessary to put more emphasis on the social interaction necessary to attain cooperation and to reach institutional backing. As stated in the introduction, this paper aims at empowering students to positively contribute to the social, economic and legal context of their prospective engineering work. It is by now realized that role plays are particularly useful for teaching these broader and contextualized aspects of ethics. The arguments provided in support of role plays often refer to the fact that they mimic real life situations Raisner and the fact that they engage the students in a process of ethical inquiry which is immediately comprehensible Brown According to Brown, three factors particularly contribute to the success of role plays. It allows students to: In this section, we provide a brief overview of the experiences at other universities with role plays, followed by a discussion of the experiences at DUT. If we look at the purpose of using role plays, we see that there are roughly three classes of objectives: Although these objectives are not mutually exclusive, most role plays have a primary focus on one of the three objectives. Teaching communication skills by way of role plays is also common in journalism Brislin , commercial service Frash et al. When these dialogical settings are explicitly aimed at discussing micro- ethical issues, the primary focus shifts from process to content. Research ethics or scientific integrity; both terms are used more or less synonymously , for example, is often taught by simulating a meeting with the Institutional Review Board or ethics committee Rosnow ; Johnson and Corser , or even civil court trial Cooley et al. However, not all topics can be framed as a discussion where students have to give an account of their behavior. In those latter plays, the focus is more on raising awareness for particular ethical problems rather than taking a position Doron As a third objective, we could distinguish role plays aimed at making students aware of the different perspectives to a particular problem or the different issues that are at stake including macro-ethical issues. These plays often simulate a negotiation or decision making process. They are mostly used in business and engineering because people working in these professions are often confronted with complex multi-stakeholder situations. Participants sometimes even label the discussion as more valuable than the role play itself Brummel et al. While not surprising, this is an important observation to take into account. It is questionable whether role playing without a proper evaluation can fulfill its learning objectives. We therefore think that any role play should include a systematic plan for observation and providing feedback, preferably to be done by the students themselves. From the start in the mids, this task has been carried out in close consultation and cooperation with the engineering departments for which the courses are intended. During the courses, cases are used as a central starting point to discuss the ethical aspects of engineering Van de Poel et al. Most courses work with lectures and tutorials in which the theoretical concepts are further discussed. The objective of the tutorials is to apply or relate the theoretical material from the reader to specific issues and cases documented in the workbook Zandvoort et al. In most courses, a role play is used to further illustrate the ethical dilemmas that prospective engineers may face when working in organizations objective 3 in classification presented in the previous section and, as a secondary aim, to train the deliberative abilities of the students objective 1. One role play that is widely used in the DUT ethics courses is based on the Challenger disaster see Vaughan for a detailed analysis of the disaster. In this role play, students are faced with the dilemma of making sound moral

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judgments under time pressure in a situation of scientifically ambiguous information. The play was developed by Dr. Michiel Brumsen, who at that time worked at the Philosophy group. The play has been played many times and it is in general well appreciated by the students. This gives the play a slightly clinical aspect allowing the students to apply the ethical concepts taught during the course in a rather academic, detached setting. A more serious point of criticism comes from course instructors with a professional experience in industry. After moderating the play, they pointed out that group management decisions are not only made on the basis of the technical input from experts but also by that of non-experts whose input is colored by earlier personal relationships with the experts in the group, creating higher or lower levels of blind confidence in their colleagues. Personal relationships of trust and distrust, like and dislike, significantly affect moral decisions and may change the outcome of the deliberations Kroesen and Van der Zwaag. These aspects are not well developed in the Challenger role play as designed and used at TUD. In the new role play, the outcome is not known beforehand and more emphasis is put on the performance and the quality of the social relationships among the actors. This play is well-received by students and tutors. It appears that relationships of loyalty or distrust, friend or foe, manipulation or authenticity do indeed affect the content of the final decision making process Kroesen and Van der Zwaag. The role play described in this paper takes a step further by making the development of an organizational framework to improve responsible behavior as the explicit goal. Whereas the previous role plays both illustrate the organizational constraints that people working in organizations are faced with, the new role play aims at developing an organizational framework such that it facilitates rather than hampers responsible action. The Pig Transport Case Background The role play presented in this paper is developed on the basis of existing material on the development of a Dutch governmental controlling body for Food and Consumer Product Safety in Dutch: Voedsel- en Warenautoriteit; VWA. Recently, this body came under severe criticism for failing to inspect the meat industry. At the background of this criticism are the changed views concerning regulation of the sector. The case got moving by a whistle blower from the Department of Agriculture, Nature and Food Quality in the remainder: The discussion gradually turned into a political debate on inspection versus self-regulation in the sector. In the role play, the case is simplified to a decision-making process about the role of the VWA in the inspection of the pig farming industry and the way to set up an institutional framework for responsible action. In the full case, several moral values and dilemmas run together: Responsible action, in such a context, refers to an adequate way of handling these conflicting values, without sacrificing the public interest including the interests of minority groups. Although, at a superficial reading, one may argue that the case is "strictly speaking" not derived from prototypical engineering practice, it seems a very suitable case for teaching engineering ethics. Second, the case is about the organization of inspection of a particular farming sector and the different responsibilities that pertain to this inspection. It herewith makes the creation of an institutional framework for optimal moral conduct explicitly part of the deliberation simulated in the role play. Third, the complex socio-technical setting involves different meaning giving perspectives from other stakeholders involved in the process. These other stakeholders do not only judge the situation differently, but they may also frame and name the situation differently, which may complicate the decision making process. After all, ethics involves different and competing sets of value priorities, which may be hidden behind these different meaning giving perspectives. It is important for engineering students to recognize that these different dimensions are omnipresent in engineering practice as probably in any professional practice; cf.

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Chapter 7 : Free Leadership Activities and Exercises

Next - with this particular approach to role-play - each group sends forth an "actor" to take part in the role-play. The actor receives support and coaching from members of the team throughout the role-playing process. Each team is able to take time-outs and regroup quickly as needed.

Think back to the last time you prepared for an important meeting. Perhaps you needed to convince a prospective client to do business with your organization. Or maybe you had to present to executive board members, and you knew that they would be peppering you with questions about your proposal. Whatever the situation, chances are that you were nervous about the meeting; and practicing in front of a mirror may not have helped you overcome your anxiety, especially with respect to answering difficult questions. This is where role-playing can be useful. Uses and Benefits Role-playing takes place between two or more people, who act out roles to explore a particular scenario. By acting scenarios like these out, you can explore how other people are likely to respond to different approaches; and you can get a feel for approaches that are likely to work, and for those that might be counter-productive. You can also get a sense of what other people are likely to be thinking and feeling in the situation. Also, by preparing for a situation using role-play, you build up experience and self-confidence with handling the situation in real life, and you can develop quick and instinctively correct reactions to situations. You can also use role-play to spark brainstorming sessions, to improve communication between team members, and to see problems or situations from different perspectives.

How to Use Role Play It is easy to set up and run a role-playing session. It will help to follow the five steps below.

Identify the Situation To start the process, gather people together, introduce the problem, and encourage an open discussion to uncover all of the relevant issues. This will help people to start thinking about the problem before the role-play begins.

Add Details Next, set up a scenario in enough detail for it to feel "real. Some of these may be people who have to deal with the situation when it actually happens for example, salespeople. Others will represent people who are supportive or hostile, depending on the scenario for example, an angry client. This involves trying to understand their perspectives, goals, motivations, and feelings when they enter the situation. You may find the Perceptual Positions technique useful here.

Act Out the Scenario Each person can then assume their role, and act out the situation, trying different approaches where necessary. It can be useful if the scenarios build up in intensity. For instance, if the aim of your role-play is to practice a sales meeting, the person playing the role of the potential client could start as an ideal client, and, through a series of scenarios, could become increasingly hostile and difficult. You could then test and practice different approaches for handling situations, so that you can give participants experience in handling them.

Finding This Article Useful? Further Tips Some people feel threatened or nervous when asked to role-play, because it involves acting. To make role-playing less threatening, start with a demonstration. Hand two "actors" a prepared script, give them a few minutes to prepare, and have them act out the role-play in front of the rest of the group. Another technique for helping people feel more comfortable is to allow them to coach you during the demonstration. He divides the 12 people into two groups: Group A represents the customer support representatives; Group B represents the customer. In short, the company cannot afford to lose her business! John tells Group B that the customer has recently received a software product that did not live up to expectations. Clearly, her relationship with Mythco is in jeopardy. John now allows the groups to brainstorm for a few minutes.

Next – with this particular approach to role-play – each group sends forth an "actor" to take part in the role-play. The actor receives support and coaching from members of the team throughout the role-playing process. Each team is able to take time-outs and regroup quickly as needed. John runs through the scenario several times, starting with the "customer" behaving gently and ending with the customer behaving aggressively. Each time, a best solution is found. Of course, John can always ask for additional role-playing and suggestions if he feels that the process needs to continue, or that the team has yet to uncover the very best solutions. During this, they discuss the strategies and the solutions that the actors

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implemented, and how they could apply them to a real-life situation. John also asks each team to write a short summary of what they learned from the exercise. He then combines the summaries and provides a copy of everything learned to all participants. Key Points Role-playing happens when two or more people act out roles in a particular scenario. You can also use it to spark brainstorming sessions, improve communication between team members, and see problems or situations from different perspectives.

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Chapter 8 : 3 Benefits of Making Role-Play Part of Training | Training Magazine

Management-Skills Training Help management be successful communicators by developing skills with professional role-players. Organisations in today's climate are facing new and sometimes difficult challenges.

Search Role Play Exercise This exercise is popular because it gives a real insight into how an individual will interact with others in situations they have little direct control over. It is an excellent way for a potential employer to see if you possess the attitudes and behaviors they want in their organization. Most people find it difficult to act naturally in contrived situations like those used for role play exercises. The more you can overcome the discomfort of being in an unnatural situation the better you will be able to demonstrate the behaviors required by the role. Typically you will be given an overview of your role and the background circumstances that have resulted in the scenario you have been asked to act out. Forms and procedures used will be as realistic as possible without compromising confidentiality. You will be given an objective to achieve in the time allocated. You need to quickly identify the key issues presented in the exercise brief and decide the best tactics at your disposal to attain the objective set. This structured approach enables you to ascertain potential obstacles that may arise and how best to deal with them. Having identified the required competencies you need to break them down into the expected behaviors. By mapping your own behaviors against these you can assess how well they match. If this gap is excessive you need to use the competency development cycle to raise your behaviors to those of the role. The most common trap individuals fall into during this exercise is to become sidetracked from the objective, which results in running out of time. To avoid being ensnared in such situations you should incorporate the T. TIME - plan how best to use the time allocated to achieve the assigned objective. Take a minute or two to verify your understanding of the situation with the other party or parties involved in the role play. Clearly state what you want to achieve at the end of this discussion. Do not forget to allocate enough time so that the final few minutes are dedicated to drawing the discussion to a close. Ideally, all parties will agree on the substance of what has been said and on any forward actions. Learn how to develop your active listening skills. This exercise is designed to test this particular behavior as the situations you are presented with often arise from poor communications in some previous interaction. CONTROL - ensure that you maintain control of the conversation at all times and keep it focused on attaining the exercise objective. You need to demonstrate your ability to control and defuse any conflict that may arise. FOCUS - keep the aim of the exercise at the forefront of your words and actions. Do not end the exercise without having achieved something even if it is only to arrange another opportunity to continue the discussion. If you feel the assigned objective is confusing then rephrase it at the outset so that expectations are clear. This may be your first test to see if you behave appropriately for the role, i. The behaviors this exercise assesses are your verbal communication and interpersonal skills, but role play can also evaluate other less obvious competencies. The type of examples you could be presented with to demonstrate such behaviors are: Change Agent - you are responsible for a key strategic project which will significantly change how your organization and its employees operate. One member of your project team Jim is consistently missing deadlines and this is beginning to undermine the project. The task you have been given in the role play is get Jim on board with the project plan. You need to understand why Jim is having problems and explain how his missed deadlines are impacting others and the project as a whole. By the end you must gain his agreement on how best to move forward and how issues the discussion has raised will be handled. For this type of scenario it will also be expected that you tackle the issues that Jim may have with the strategic change that will occur on the completion of the project. Coach or Mentor - you have inherited an inexperienced team that you need to develop so that you can properly delegate tasks. Your role play is to brief Sarah, one of your supervisors, so that she is able to take on the responsibility of briefing and training her team to perform the assigned task. This scenario allows you the opportunity to demonstrate your abilities as a coach or mentor. The style of leadership and skills in communication you adopt in this exercise will show how well

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it matches the expectations of the organization. It also offers you the chance to demonstrate your delegation skills and how you would develop team members. Unfortunately you have received a complaint from the customer about the way Powell handled their last call. In all these scenarios prospective employers are able to gain an excellent sense of your level of emotional intelligence EQ. Are you able to demonstrate the right level of personal and social awareness so that you can be seen as someone who would be competent in the role? You need to show that you remain calm and objective during aggressive or stressful situations. You gain a rapport with the other party demonstrating your ability to understand the emotions of another person. In it he states that there are three criteria we are judged by in the workplace: To ensure your success in attaining the role it may require some development of your emotional intelligence. You may also be interested in: Key Points Role play exercises are popular because they give an insight into how you interact with others in situations you have little direct control over. Common role play scenarios include: Use the TACF method:

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Chapter 9 : Social Skills: Role Playing

Developing Management Skills is designed to help you actually improve your personal management competencies--to change your behavior. This book, therefore, serves more as a practicum or a guide to effective.

Email 3 Benefits of Making Role-Play Part of Training Role-playing provides a safe environment to encounter different scenarios for the first time, which builds confidence in team members that can help them in their day-to-day roles. February 6, Article Author: By John Buelow, Executive Vice President, Shapiro Negotiations Institute Role-play long has been a common training method among military branches, emergency response groups, and companies where quick decision-making is highly valued. So why not in the world of business training? Over the last few years, it seems role-play has been incorporated more often in business training curricula, and for good reason. For example, sales teams that continually engage in role-playing are more likely to outperform their non-role-playing competitors. Benefits of Role-Play Here are just a few of the benefits of making role-play a part of your business training: When your team role-plays, you can throw any number of situations at them. Role-playing provides a safe environment to encounter these scenarios for the first time, which builds confidence in team members that can help them in their day-to-day roles. Good role-playing requires good listening skills. No matter how outlandish a situation you create in a controlled environment, generally, something even more bizarre is bound to happen on the job. Role-playing will at least give your team the chance to get some experience in handling difficult situations and in developing creative problem-solving skills. How to Start Role-Playing While some organizations prefer to hire a professional facilitator for the most effective role-play, here are a few tips for doing it yourself: The best role-play is as realistic as possible. Videotaping the participants in role-playing scenarios is a valuable teaching tool. It allows people to see themselves and their strengths and weaknesses, which can be quite powerful. This is perhaps one of the easiest forms of role-play training to execute yourself. Hire consultants and actors: Getting an authentic role-play experience from your team may be difficult to do on your own. Bring in consultants and professional actors to get the training your team deserves. Use these tips to try role-play with your team during your next training session. John Buelow is the executive vice president of Program Design and Delivery at the Shapiro Negotiations Institute, a global performance improvement firm focused in the areas of sales, negotiation, and influencing. He is a master facilitator and has collaborated with Fortune companies worldwide in the pharmaceutical, financial, entertainment, and professional services industries to deliver training on negotiations, sales optimization, and influence. Buelow is on the Advisory Board and adjunct faculty at the University of Maryland, Baltimore County, where he teaches and advises graduate students pursuing careers in ISD and training delivery. For more information, visit <http://Special hotel rates are available for attendees, book your room today! Need training on Articulate Storyline? Start with Fundamentals and then take Next Level Design.>