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California State College
San Bernardino

ROLE PLAYING FOR INTERPERSONAL RELATIONSHIPS
IN THE MODEL SIMULATION
OFFICE PRACTICE CLASS

A Project Submitted to
The Faculty of the School of Education
In Fulfillment of the Requirements of the Degree of
Master of Arts
in

Education: Vocational Education Option

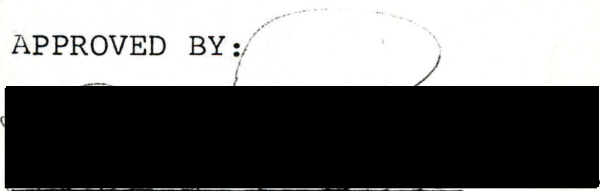
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CHAPTER I

INTRODUCTION

Each year many high school and college students will graduate from their role as business education students and take on new roles as office workers. Although many may graduate with average grades or better, which gives them the confidences they need to be a complete success in the role of office worker, many may fail. Why? Business educators and employers feel one reason is the lack of interpersonal relationships.¹ Some entry-level office workers do not know how to effectively cooperate and work harmoniously with others. Because they do not have the knowledge of interpersonal relationships, they find it difficult to interact with other office workers.

It is not enough that business educators teach their students to type 80 wpm, take shorthand 100 wpm, and keep files and accounts in order. They must also prepare the students for the total work experience. The students must know how to work cooperately and harmoniously with others. Because of this, business educators must prepare the students totally, not only as skilled technicians, but as office workers who can interact effectively with others. In order for business educators to prepare students to be successful in

their office work, both technical and interpersonal relationships must be represented in their curriculum .

The purpose of this thesis is to show how interpersonal relationships can be added to the curriculum and be taught in the model simulation office practice class. The model simulation office practice class was chosen because of its structure. In order for the class to run as an efficient office, interactions between students must take place. Also, the method of teaching interpersonal relationships must be role playing, because it enables students to act out realistic situations, such as real life office conflicts.

Definitions

Definitions were taken from the Dictionary on Education.

"1. Interpersonal Relationships: The reciprocal influences that individuals exert upon one another in primary social groups.

"2. Model: An example for imitation, such as a standard of performance

"3. Office Practice: A course in the field of business education taught in secondary schools and college and intended to perfect business students in methods and practices of business offices

"4. Role: a) The characteristic behavior shown by an

individual within a group, and b) the behavioral patterns of functions expected or carried out by an individual in a given societal context

"5. Role Playing: A method for developing insights into human relationships by acting out certain behavior in situations that are similar to real life. An instructional technique involving a spontaneous portrayal (acting out) of a situation, condition, or circumstance by selected members of a learning group

"6. Simulation: In learning and training, making the practice and materials as near as possible to the situation for which the learning will be applied"²

CHAPTER II

REVIEW OF LITERATURE

Introduction

In the review of the literature, three questions were examined in order to substantiate the need for the thesis. The first question was, do interpersonal relationships still need to be taught to entry-level office workers in the business education curriculum? The second was, if interpersonal relationships still needs to be taught, in what class should they be taught? The final question was, in teaching interpersonal relationships, what is the suggested method by which it can be taught?

Review of Literature

The need for training in interpersonal relationships as a means to success in office work is not a new theory. An early study done in 1947 found that a harmonious working relationship with others was an important factor in the success of an office worker.³ Recent studies today still uphold that theory of success. A Gallup Survey done by Frank Allen, reported in the Wall Street Journal, brings to point again the need of harmonious working relationships with co-workers as a means to success. The inability to work with and understand

others was noted by one third of the surveyed companies as a deterrent to a successful business office career.⁴

Business educators are also aware of this problem. A recent survey done by Les Dlabay, reported in the Journal of Business Education, found the same repeated responses. When employers were asked what important qualities were found in those that do succeed in business offices, the outstanding replies were the ability to get along with others and the ability to cooperate. It was noted that stress was not placed on skills as a means to success but placed on worker attitude, which can be developed through good interpersonal relationships.⁵

The surveys conducted by Allen and Dlabay indicate that the development of interpersonal relationships in the work setting is still needed.⁶ In order to be a success at one's job, one must be able to work harmoniously with others and also be able to cooperate with them. Through early training in interpersonal relationships, entry-level office workers will learn how to work harmoniously with others and cooperate in a team effort. With the knowledge and use of interpersonal relationships, entry-level office workers should have a better chance of success.

The class in which interpersonal relationships could be taught is the model simulation office practice class. It is mentioned in the "Report of the Simulated Office Advisory Committee" and by business educators Julie Griffin Levitt and

Robert H. Stocker.⁷ This class functions as a normal office, and class members are assigned specific job roles which correspond to the requirements of the job. Examples of jobs are: accounts payable, accounts receivable, clerk typists, credit clerks, file clerks, mail clerks, payroll clerks, personnel clerks, purchasing agents, and stock control clerks. More positions can be added or subtracted, depending upon the type of office situation to be developed. The reason business educators chose this class is because the main thread that runs through the working process of the model simulation office practice class is the need for interaction between students. In order for students to carry out their own duties, they must cooperate and work harmoniously with each other and keep the flow of work moving.

Elements that can keep the flow of work from moving at an efficient rate are the elements of critical problems and situations. Because critical problems and situations occur in the model simulation office practice class, as in any business office, this is where interpersonal relationships should be taught. When critical problems and situations arise, such as poor performances by certain students, office students must deal with them. They must cooperate with each other to keep the flow of work moving. Through the teaching of interpersonal relationships in the model simulation office practice class, they are able to interact with each other, solve their problems and situations, and run an efficient office.

In reviewing the literature, a suggested method for teaching interpersonal relationships is role playing.⁸ An example of role playing used for learning interpersonal relationships could be the setting up of a story situation in which an office worker does not complete his daily work routine and asks for help each afternoon from his co-workers. This daily routine of asking for help brings about feelings of resentment from his co-workers and communications between he and his fellow office workers break down. The students in the model simulation office practice class can role play the parts of the office worker and his co-workers, find a way in which these resentments can be openly expressed, and find a solution for the office worker who does not complete his daily work assignments. By using this method of role playing in the model simulation office practice class, students are able to put themselves into other office workers' situations and experience their feelings and thoughts. The students are able to act out as though they are in a real life incident. Also, the simulation of an office provides the realistic office environment in which the students are able to interact with others through role playing experiences. Learning about interpersonal relationships through the use of role playing in model simulation office practice classes enables students to participate actively in interpersonal relationships, which gives them a better chance at being successful entry-level office workers.

Findings by Allan and Dlabay show that in order to insure success in an office situation, two important factors are needed: 1) the ability to cooperate; and 2) the ability to work harmoniously with others.⁹ Not knowing how to cooperate and work harmoniously with others is a problem of interpersonal relationships. Business educators Levitt, Stocker, and Andrews suggest the model simulation office practice class as the place in which interpersonal relationships should be taught, and role playing was cited as the suggested teaching method for this situation.¹⁰

Because employers and business educators still recognize the need for strong interpersonal relationship skills in the office worker, this thesis was prepared as a teachers' guide to help business educators include interpersonal relationship skills in their model simulation office practice curriculum. The teachers' guide includes: a) information on how to use role playing as a teaching strategy; b) a survey that identifies some common problems manifested by office workers; and c) role playing dramas that depict three of the most common interpersonal problems manifested by office workers, as identified by personnel managers in the San Bernardino area.

Statement of Objective

The purpose of this paper is to provide a guide that can be used by teachers when implementing role playing for interpersonal relationships in their secondary or post secondary model simulation office practice class.

Design of Project

1. Historical background of role playing
2. Rationale for role playing
3. The uses of role playing for instructing, evaluating, and training
4. Procedures for role playing
5. Teacher and student preparation for role playing interpersonal relationships in the model simulations office practice class
6. A survey of personnel managers to identify some common problems manifested by office workers
7. Three role playing dramas that depict the top three common problems manifested by today's office workers

CHAPTER III

HISTORICAL BACKGROUND OF ROLE PLAYING

Role playing became prominent in the United States in the 1930's when theorists developed theories of role playing that may be incorporated into role playing exercises in the model simulation office practice class. The three theorists were: 1) George Mead, a professor of philosophy from the University of Chicago; 2) Ralph Linton, an anthropologist; and 3) Jacob Moreno, a Viennese psychiatrist who came to the United States in the 1930's.¹¹

George Mead's most influential work, Mind, Self, and Society, was based on his unpublished writings and the class notes of his students. He believed role perception was a "determinant to social action".¹² How one perceives his role in society determines how one acts within that society. This belief is illustrated in his example of a team member playing a baseball game. A team member responds in a game in the way in which he feels the team as a whole expects him to respond, and in order for the team member to play well, he depends on his own team members to play and interact with him as he perceives they should.¹³

This phenomenon will also operate in a role playing exercise in a model simulation office practice class. The

student accepts a role, such as the baseball team member does, perceives what his actions are expected to be, and interacts with the other role players. He, too, expects the other role players to perceive their own parts and how they should interact with him. Having the student perceive his own role will help him determine his/her actions in the role playing drama.

The second theorist, an eminent anthropologist Ralph Linton, proposed the classic distinction between status (position) and role. He stated that:

A status, as distinct from the individual who may occupy it, is simply a collection of rights and duties....A role represents the dynamic aspect of a status.¹⁴

Status is the position in society in which a person holds, and the role of that status is made up of all the actions that constitute that status. The job of a sales clerk was used by Linton to explain this theory. The status of the person working behind the counter is that of a clerk, a position he occupies in his society, while the role he is to play is a combination of all the values, attitudes, and behaviors ascribed to it by his society. His status as the sales clerk defines the role he is to play.¹⁵

When role playing in the model simulation office practice class, a student must have a clear understanding of his status (position), a sales clerk for instance, in order to realize the values, attitudes, and behaviors he should act out. By having a student role play different statuses (positions),

he is able to realize the values, attitudes and behaviors that are ascribed to each of the statuses (positions) and is better prepared to act out these roles correctly when he is in his actual work setting.

As Mead and Linton were developing their theories on role playing, Jacob Moreno was experimenting with role playing groups in the theater of spontaneity in Vienna. He became well known in America in the 1930's with his publication Who Shall Survive? Moreno's theory was that role playing was an experimental procedure, a method of learning to perform roles more adequately.¹⁶ By experimenting with a role all the actions that might constitute the role are tested by the student, but only the actions that perfect the role are kept. In the model simulation office practice class, a student experimenting with roles through role playing is able to learn and perfect the roles more adequately. He does not have to try to perfect roles in his actual work setting, which may jeopardize his job, but can perfect the roles within the security of his own classroom.

The use of role playing as an experimental procedure in which people learn to perform roles more adequately was used by the War Manpower Commission in the Job Instruction Training (JIT) program during World War II. This program focused on teaching industrial supervisors well-established training techniques that they could use when training their new employees.¹⁷ By having industrial supervisors experiment with train-

ing procedures through role playing, they were allowed to perfect their own training techniques before actually training new employees. Industrial supervisors role played the parts of new employees, and through their interactions with each other, learned how to train new employees in job procedures.

A student in the model simulation office practice class can learn job procedures by role playing the procedures with other students in the class until the procedures are well understood and can be performed accurately. By learning how to perform roles accurately, the student will be better able to perform the roles in his actual work setting.

Mead, Litton, and Moreno developed ideas of role playing that can be used when role playing in the model simulation office practice class. Mead's theory of role perception states that a student responds in a way that society expects him to respond, and Litton's theory states that a student's role perception of himself depends upon his status (position) in society. Moreno's theory of role playing is that of an experimental procedure that allows a student to perfect his job role before he is actually in his work setting. This theory was used in the Job Instruction Training (JIT) program to train industrial supervisors in the correct procedures of Job Instruction.¹⁸ With the use of these theories when role playing in the model simulation office practice class, they can contribute to the preparation of today's successful office workers.

CHAPTER IV

RATIONALE FOR ROLE PLAYING

Role playing can be an exciting teaching method in which the student is active while learning about interpersonal relationships in the model simulation office practice class. The student not only uses his mental abilities but also uses his listening, verbal, and physical abilities. The student as a whole actively participates in role playing exercises and through his active participation, becomes aware of the concepts of interpersonal relationships.

Role playing is a form of reality practice in which a student can act out as though he were involved in real life situations. It enables "realistic behavior under unrealistic conditions."¹⁹ In the model simulation office practice class, a student can realistically portray the role of a receptionist in the unrealistic setting of a classroom. The student acts out the role of the receptionist as he perceives it should be acted out in a real life situation and ignores the fact it is taking place in an unrealistic setting of the classroom.

Reality practice brings about another aspect of role learning "in which one can practice complex skills without hurting oneself or anyone else through failure."²⁰ The student who plays the role of a receptionist can try and try

again to perfect that role without the danger of losing an actual job by, failing to perform the job role correctly.

Role playing is also thought to resemble life more closely than the lecture method and could be considered a better method of learning human relationship skills. This is because role playing repeats and reinforces the learned accomplishments in human relationship training.²¹ For example, through trial and error in a role playing situation, a student will learn the appropriate methods to handle human relationship problems and then reinforce those appropriate methods by using them again to solve other human relationship problems in other role playing situations. These appropriate methods should eventually be used by the student to solve his own human relationship problems in his own real life situations.

Role playing is also considered a technique in which the learning of reactions to human relationship problems takes place.²² A student not only becomes aware of his correct reactions to human relationship problems but also becomes aware of his incorrect ones. A student should be aware of his unacceptable reactions to human relationship problems and should make an effort to unlearn them and substitute those unacceptable reactions with appropriate ones. Students in the model simulation office practice class should learn to react appropriately to human relationship problems because inappropriate reactions only hinder the solving of problems, not enhance them.

Bruce Joyce and Marsha Weil in Models of Teaching feel that their rationale for using role playing is that it serves as a vehicle in which students:

. . . 1) explore their feelings; 2) gain insights into their attitude, values and perceptions; 3) develop their problem solving skills and attitudes; and 4) explore subject matter in varied ways.²³

By having a student in the model simulation office practice class explore his feelings towards other students through role playing experiences, he is able to realize his own attitudes and values. By realizing his own attitudes and values, the student is able to have a better understanding of himself, and because of this, he should be able to interact effectively with others.

A student in the model simulation office practice class should also learn problem solving skills and attitudes in order for him to become a self-directed individual. He should not let others solve problems for him, but should learn to take control of his own life and solve his own problems. Once a student in the model simulation office practice class learns the skills of solving office problems, he will be able to use these same skills in solving his own personal problems. A student who can solve his own problems, whether in school or out, should be able to lead a self-directed life.

The subject matter of interpersonal relationships can also be explored in various ways by the student in the model simulation office practice class. He can learn about interpersonal relationships through the lecture method, films,

guest speakers, or by active participation in role playing exercises. From learning about interpersonal relationships through role playing exercises, the student can realize there are methods of learning other than the standard lecture method. He might also realize that through his own active participation in role playing exercises, he was better able to understand the concepts of interpersonal relationships.

Fannie R. Shaftel, co-author of Role-Playing for Social Values also backs Joyce and Weil's rationale for role playing by stating that when role playing is used properly, it permits "discovery" learning through the realization of how to solve problems of interpersonal relationships.²⁴ The student in the model simulation office practice class realizes ways in which he can solve problems of interpersonal relationships through role playing exercises. The author also states that through role playing exercises, sensitivity to the feelings and welfare of others and clarification of values in terms of ethical behavior are also realized.²⁵ By having students interact with each other in role playing exercises, they should be able to realize the feelings of others, become sensitive to those feelings, and behave towards those feelings in an ethical manner. As with Joyce and Weil's belief, Shaftel feels that a student who participates in role playing exercises discovers his own abilities to explore and realize his feelings as well as others and is able to obtain an insight into his own attitudes and values.

The rationale for using role playing in the model simulation office practice class as a means for the student to learn the concepts of interpersonal relationships is that it should help the student develop into a sensitive, problem-solving, cooperative office worker. Through role playing experiences, the student should become aware of his feelings as well as others and should be aware of those feelings when working with others. By learning problem-solving skills in role playing exercises, the student should be able to attempt to solve problems within his office environment, as well as within his own real life situations. Finally, when a student becomes sensitive to his feelings and the feelings of others and learns the technique of solving interpersonal relationship problems, he can become a successful office worker who is willing to cooperate and get along well with others. The use of role playing to learn interpersonal relationships in the model simulation office practice class can be an asset to the teacher in helping the student prepare to be a successful office worker.

CHAPTER V

THE USES OF ROLE PLAYING FOR INSTRUCTING,
EVALUATING, AND TRAINING

There are three ways in which role playing can be used in education as a teaching method. They are: 1) instructing; 2) evaluating; and 3) training. Each one can be used as a separate method, or they can be combined.²⁶

Instructing

When students do not participate in a role playing drama but watch and listen to one taking place, the role playing drama is being used for informing and instructing. This method can be used to instruct effective human relations, safety practices, interviewing procedures, and any skill or principle that involves interaction between people. It is an audio-visual technique in which the audience is passive, but the enactment attracts their attention, stimulates their interests, or dramatizes an interpersonal situation.

Instructing through role playing accomplishes three things: 1) It increases general knowledge and understanding 2) It teaches specific methods; and 3) It prepares for action training.²⁷ By increasing general knowledge and understanding, a change in behavior is expected to occur, such as being able

to handle interpersonal relationships better. By teaching specific methods, a correct technique or skill can be learned, like operating a duplicator machine or answering the telephone correctly. In preparing for training, a new procedure can be demonstrated that will prepare for action training. It does not change behavior but prepares for participation in an action-learning situation. This instructing method can be used in training to "calculate change" after a cash transaction. Knowing how to calculate change correctly enables the training to go on to the training of how to run a cash register.

Evaluating

In the evaluating method, the role player is evaluated or analyzed. The role player is in a simulated but psychologically real situation, and from this, an evaluation can be made as how well the situation was handled. Practicing interviewing for a job in front of an evaluator can give pertinent feedback to the person being interviewed. An evaluation is made on how the interview was performed, and the evaluator can give recommendations for improvement. Because evaluating deals with the here and now, it gives the evaluator pertinent information for the evaluation process.

Training

The main objective of training as an educational method of role playing is to change ineffective behavior to achieve

performance goals. Training through role playing can be done in four ways. First it can be used in training for methods in which an established pattern or procedure is used. The correct procedures as a bank teller is an example of this method.²⁸

The second is training to handle problem situations in which no correct procedures have been formulated. An example of this is improving poor work habits through role playing the correct work procedures.

Training for self-understanding is the third method. Role playing a problem situation can bring about self-awareness of weaknesses and limitations. A supervisor who role plays distributing work to his office workers can realize the weaknesses and limitations in his communications with them.

Human relations training, the fourth, permeates almost every training situation, but specific training in human relations, such as principles and skills, should be taught in separate training exercises. This type of role playing can be used to change attitudes, to increase self-awareness, to motivate people, to resolve conflicts, and to handle interpersonal problems.²⁹ Human relations training deals with interpersonal relationships in an effective way and provides the awareness of one's potential. Office workers who are educated in human relations training can become aware of their own potential, use it to their fullest benefit, and work effectively and cooperately among their co-workers.

Role playing in education can be used as a teaching method for either instructing, evaluating, or training.³⁰ The method of training can be used in four ways.³¹ The fourth way, training for human relations, was used to incorporate the teaching of interpersonal relationships in the model simulation office practice class.

CHAPTER VI

PROCEDURES FOR ROLE PLAYING

Role playing can be used to change attitudes, to increase self-awareness, to motivate students, to resolve conflicts, and to handle interpersonal problems.³² Training for handling interpersonal relationship problems is needed in the model simulation office practice class, and role playing could be used as the method of training. There are certain procedures that can be followed for the role playing method, as stated by Shaftel and Shaftel. They are as follows:³³

1. Warm up the group
2. Select participants
3. Set the stage
4. Prepare the observers
5. Enact
6. Discuss and evaluate
7. Reenact
8. Discuss and evaluate
9. Share experiences and generalize

Warm Up the Group

Inwarming up the group, the teacher introduces role playing and explains the procedures to the group, which is

the class. The problem situation that is to be role played is then identified by the teacher and clearly explained to the students. The first problem situation should be one that all the students can relate to or should be one that is immediately at hand.³⁴

A possible way of presenting problem situations is with the use of problem stories. The Shaftels in Role-Playing for Social Values use problem stories in their role playing practices. A problem story is one that focuses on a particular dilemma and ends when the dilemma becomes apparent. After the problem story is read, the teacher discusses the story and explores the issues with the students.³⁵

Select Participants

The roles to be played should be discussed and analyzed by the class with the teacher before the selection of participants. Participants are best selected by having volunteers. If there are no volunteers, the teacher should choose those students who are verbal and cooperate well.³⁶

In choosing the participants, look for students who can identify with specific roles, who can express attitudes that need to be explored, and who can identify with the roles and place themselves in other people's positions. For the first incident avoid choosing students who will give "adult-orientated, socially acceptable solutions" because they will curtail the exploration of what the students think and feel about the problem situation.³⁸

The teacher discusses with the class the general setting of the problem story and what is taking place. Each role player is reminded of his role, but no dialogue or plot is prepared. In order to insure spontaneity, the class develops only a brief outline of the enactment. It is important to insure spontaneity because through spontaneity the students will become aware of their real feelings and ideas.³⁹

Prepare the Observers

The observers are the students who watch the role playing drama. The observers can be given tasks, such as evaluating whether or not the role players realistically played their parts. The observers can also determine what the role players are trying to accomplish, comment on the action taken by the role players, and evaluate the solution the role players developed for the problem situation. The observers can also take role players' parts after the first enactment in order to demonstrate how they felt the roles should have been played.⁴⁰

Enact

The enactment is the actual role playing drama being acted out by the role players. The first enactment of a role playing drama establishes events and roles which can be probed, analyzed, and reworked in later enactments. The role enactments should be short and end when "the proposed behavior is clear, a character has developed, a behavioral skill has been

practiced, an impasse is reached, or the action has expressed its viewpoint, or idea."⁴¹

Players should react spontaneously and realistically. They should react in the way they feel their characters would in reality. As they are brought into contact with each other, role players must play their part as they develop, and no hesitation should be made to wonder whether one's behavior is appropriate.⁴²

No role playing drama is flawless, and there will be slips and awkward moments. No evaluation should be made for the acting because the focus is not on a theatrical performance but on reality exploration. The students should also understand that the way a student performs his role is not a reflection upon him as a person. He is performing the role only as he perceives it should be performed, and no condemnation should be allowed by the students or the teacher.

Discuss and Evaluate

The teacher and students discuss their feelings that were brought out by the enactment of the problem story. The role players discuss how they feel being in another person's position and the observers discuss their own evaluations of the role players' abilities to portray problem situations realistically. If needed, further clarification and exploration of the problem story can be initiated by the students or teacher.

Discussion on the possible effectiveness of the solu-

tion takes place, as well as discussions on what the consequences of the solution will bring. Alternative suggestions of solutions can be given by the observers, and these suggestions set up further enactments that can be performed by either the role players or the observers.⁴⁴

Reenactments

Role players may reenact their own roles, exchange roles with other role players, or give up their roles to observers who want to reenact the roles the way they perceive them to be themselves. Shaftel feels that this is the great value of role playing. The author feels that a good solution to a human difficulty is allowed to be derived from as much trial and error as necessary. The students can continue role playing dramas about a problem situation until an acceptable solution has been developed.⁴⁵

Discuss and Evaluate

As with the previous discussion and evaluation segment, a discussion is held by the teacher with the class as to whether or not the solution to the problem situation is realistic and if it could be accepted by the students. If not, further enactments can take place in which a generalized solution is developed that can be accepted by the students.⁴⁶

Share Experience and Generalize

The students and teacher can share their own personal experiences that relate to the problem situation, but caution

must be made to assure they do not reveal personal things about themselves that could lower their esteem in the class.⁴⁷

Generalizations can be drawn from the solutions to the problem situation, and from these generalizations principles can be developed that may be used by students in their own real life situation. These principles have influence on the students because they are developed by their own peer group.⁴⁸

CHAPTER VII

TEACHER AND STUDENT PREPARATION FOR ROLE
PLAYING INTERPERSONAL RELATIONSHIPS
IN THE MODEL SIMULATION
OFFICE PRACTICE CLASSTeacher Preparation

The teacher must be prepared to attend to a number of duties. Attention must be given to individual class members and to the class as a whole, to the interaction between the students, and to the application of the role playing procedures. She must be prepared to work through peer rivalry in the class and be able to nurture and support some students while setting firm limits for others.⁴⁹ Encouragement should be made for free and honest expression of ideas and feelings, and trust should be developed between the students and teacher. This can be done by accepting all suggestions as legitimate and by making no value judgements. The teacher should reflect only the students' feelings and attitudes.⁵⁰ Structured teacher preparation and duties were stated by Donald A. Maley in the Industrial Arts Student Teacher Survival Book and are listed as follows:⁵¹

1. Identify the role playing activity
2. Clarify the nature of the activity

3. Discuss the students' involvement in role playing
4. Discuss the possibilities of roles to be used
5. Clarify the goals and purposes for the role playing activity
6. Assist the students in their selection of roles
7. Gather needed information
8. Observe the progress and performance of the students and give assistance when needed
9. Monitor the total class role performance to insure maximum effectiveness
10. Evaluate the role playing experience as to how it helped in the growth of the students and how the goals were effectively met
11. Assess whether the role playing experience worked well within the overall program and whether it should be used again

The teacher in the model simulation office practice class can also prepare the problem stories that will introduce the problem situations of interpersonal relationships that can occur in a business office. These problems of interpersonal relationships in the business office should be resolved through the role playing dramas. A method the teacher can use to develop these problem stories is the method of surveying personnel managers in business offices in the school's community and asking them what problems of interpersonal relationships they have observed between their office workers.

From their responses, the teacher can develop problem stories that deal with those problems of interpersonal relationships observed in the business offices. This method of the teacher developing problem stories from the results of a survey of personnel managers was used for this project.

Using the business community for the survey helps the teacher prepare the students for the world of work in an office situation. By having this contact with the business offices, the teacher will be able to prepare the students to work in those same offices in a cooperative and harmonious manner. It also provides valuable outside contacts that can keep the teacher in touch with new developments in business offices. This project is an example of how the surveying of personnel managers and the identifying of interpersonal relationship problems among office workers can be done.

Student Preparation

The students in the model simulation office practice class can also take an active part in helping the teacher develop the problem stories. If they are working in business offices, they can express what problems of interpersonal relationships they have encountered or have observed in their own work setting. From their expressed observations or encounters, the teacher can develop problem stories that deal with problems that are immediately at hand. This information from the students is valuable because it keeps the teacher in touch with the students' present problems of interpersonal

relationships in their business offices, and it also enables the teacher to help the students solve their own immediate problems in their own work setting.

The students must also be prepared to take an active part in the role playing drama. How well they understand their role and interact with other students are vital in reaching goals of the dramatization. A list of some of their preparations follows:⁵²

1. Become familiar with information and data
2. Understand what one's association is within the role playing drama.
3. Know the duties and responsibilities in performing the roles
4. Investigate the role to be played through written materials, books, pamphlets, and job descriptions
5. Develop by visualization and pre-acting the role to be played
6. Perform the role as an integral part of the role playing drama
7. Interact with the other students in the performance of their roles
8. Evaluate one's performance
9. Draw a conclusion about the role position
10. Develop an understanding about the role and the roles of the other participants

CHAPTER VIII

SURVEY

In the review of literature Dlbay and Allen state there are two common problems encountered by office workers: 1) the ability to cooperate; and 2) the ability to work harmoniously with others.⁵³ By identifying and studying these problems of interpersonal relationships, office workers can enhance their careers.

In order to identify the interpersonal problems of local office workers, a survey was conducted of personnel managers in the community surrounding California State College, San Bernardino. The personnel managers were asked to rate to what extent fourteen characteristics of office workers are problems that reduce the efficiency of office operations. The characteristics that received the top three problem rankings by the calculation of their mean score were those selected as the problem characteristics manifested by office workers in the three problem stories.

Description of Survey

The survey was conducted with the use of a questionnaire. (see page 37) This questionnaire, similar to the one used by Dlbay in May, 1980, consisted of fourteen characteristics that depicted personal qualities and employment skills and a rating

scale.⁵⁴ The rating scale ranged from 3, A Critical Problem to 0, No Problem. The personnel managers were asked to circle the number that corresponded best to their observation of how their office workers manifested those fourteen characteristics as problems.

Procedure of Survey

The survey took place in October and November, 1982. Twenty companies with the Lake Arrowhead, San Bernardino, and Riverside, California area were asked to participate. Their names were obtained by a random sample of fifty companies. They were first contacted by telephone and asked whether they would participate in the survey. Those who agreed were surveyed through mail or by personal meetings. In all instances, the participants were requested to return the survey instrument in a postage-paid, self-addressed envelope.

Scoring of Survey

A tally was first taken of the number of responses given to each category for every characteristic. (see page 38) A mean score was then computed for each characteristic. The characteristics were then ranked from the highest mean score to the lowest mean score.

Results

Sixteen of the twenty personnel managers who were surveyed returned the questionnaire. The three problem characteristics that scored highest were: 1) Management of

Time; 2) Accepting Criticism; and 3) Ability to Adapt to Change. (see, page 39)

Of the twenty companies surveyed, sixteen responded, which gave the survey an eighty percent response rate. Those who did return the questionnaire were four education institutions, four service companies, three industrial corporations, two financial institutions, and one health care facility.

Discussion

"Management of Time" was ranked as the top problem characteristic in the list, while curiously, "Job Performance" was ranked as one of the last problem characteristics. It seems the task of doing office work is of less concern to the personnel manager than the timely completion of a given task. This is a part of effective time management.

"Accepting Criticism" was ranked as the second highest problem on the list, and the third ranked problem characteristic was "Adapting to Change". This is understandable, considering the changes office workers are asked to perform today. They are asked to learn how to use word processors and computers in order to keep themselves and their offices up-to-date with the new office technologies. These changes could cause stress in those who like the old office procedures and who look at change as a threatening situation.

Conclusion

Based on the result of the survey, "Management of Time",

"Adapting to Change", and "Accepting Criticism" were selected as the problem characteristics manifested by office workers in the three problem stories.

SURVEY

This survey is part of a master's project taking place at California State College, San Bernardino. This survey will be used to design a teaching curriculum that will enable office practice students to learn how to work well in office situations. By having office practice students aware of the difficulties that office workers are encountering today, they can be prepared through educational training to avoid those difficulties or easily solve them once they are in their own office situations.

For each of the categories listed below, please circle the number that best corresponds to your observations of your office workers.

	A Critical Problem	A Serious Problem	A Problem But Not Serious	No Problem
Oral Communication	3	2	1	0
Management of Time	3	2	1	0
Enthusiasm Towards Work	3	2	1	0
Receiving Advice	3	2	1	0
Ability to Follow Directions	3	2	1	0
Ability to Adapt to Change	3	2	1	0
Honesty	3	2	1	0
Ability to Get Along with Others	3	2	1	0
Good Attendance	3	2	1	0
Showing Initiative	3	2	1	0
Emotional Maturity	3	2	1	0
Job Performance	3	2	1	0
Responsibility	3	2	1	0
Accepting Criticism	3	2	1	0

Thank you for your time and consideration in responding to these questions. Please enclose the response sheet in the pre-addressed envelope and mail as soon as possible.

Cordially yours,

Janet L. Vrettos

Address: P.O. Box 833, Blue Jay, CA 92317

SURVEY RESULTS

Number of circled responses each characteristic received.

	A Critical Problem	A Serious Problem	A Problem But Not Serious	No Problem
1. Oral Commun- ication	0	5	6	5
2. Management of Time	4	3	6	3
3. Enthusiasm Towards Work	3	3	4	6
4. Receiving Advice	0	3	6	7
5. Ability to Follow Direc- tions*	0	4	3	8
6. Ability to Adapt to Change	2	4	8	2
7. Honesty	0	0	3	13
8. Ability to Get Along with Others	2	2	6	6
9. Good Attend- ance	2	1	4	9
10. Showing Initiative	2	2	6	6
11. Emotional Maturity	1	3	5	7
12. Job Performance*	0	2	6	7
13. Responsibility	0	2	6	8
14. Accepting Criticism	3	4	6	3

* Each characteristic received only 15 responses.

PROBLEM RANKING OF CHARACTERISTICS

BY MEAN SCORE

	Mean Score
1. Management of Time	1.5000
2. Accepting Criticism	1.4375
3. Ability to Adapt to Change	1.3750
4. Enthusiasm Towards Work	1.1875
5. Oral Communication	1.0000
6. Ability to Get Along With Others	1.0000
7. Showing Initiative	1.0000
8. Receiving Advice	.9375
9. Emotional Maturity	.8750
10. Good Attendance	.7500
11. Ability to Follow Directions	.7333
12. Job Performance	.6666
13. Responsibility	.6250
14. Honesty	.1875

CHAPTER IX

PROBLEM STORIES

The following pages contain three problem stories that deal with the characteristics that were found to be important from the result of the survey. Each problem story is followed by a guideline which should be used for its own particular story. Within each guideline are incorporated the nine stages of role playing. The suggestions in the guideline do not have to be strictly adhered to, and supplemental suggestions by the teacher are welcomed. Following each guideline is a teacher-made test for each problem story, and included in the appendix is a teacher analysis guide that can be used to evaluate the preparation and enactment of the role playing drama.⁵⁵

Management of Time

Place of Introduction in the Model Simulation Office Practice Class

This role playing drama may be employed in a model simulation office practice class when the teacher notices there has been a delay of completing work by one student, by a certain group of students, or by the class as a whole, and this delay has been affecting the smooth running of the model simulation office practice class.

Objectives

1. The students will realize that correct management of time can be an important factor in being a successful office worker
2. The students will discuss what are considered "time wasters" in an office situation
3. The students will discuss why management of time is important in other areas, such as hospitals, manufacturing, and our every day lives

Problem Story

Management of Time

John, a twenty-two year old bachelor who has just finished a four year stint with the Army, works at Andrew Wilson Company, a small manufacturer of metal cabinets. While in the service, John learned clerical skills and is now using his training and experience in a non-military office situation.

John is classified as a typist, and among his duties are typing memorandums for the sales department and purchase orders for the purchasing department. John is an excellent typist, but he is now having problems keeping up with the amount of typing to be done. Not being under the pressure of working with higher-ranking officers has led John to a slower pace in typing, and thus he is not finishing his work in a normal amount of time. One rarely finds John at his desk, but he is either socializing with co-workers or doing errands for them.

At first, the managers thought it was fine having an amiable person in the office, until their own work efficiency was being impaired by John's inability to get his work done on time. Memorandums that were to be immediately typed and distributed in the sales department were typed too late to be of any use to anyone, and purchase orders that requisitioned materials to be used in the factory were typed too late for any chance of a delivery that would help meet a production

deadline. John's problem was managing his time so that he could complete his work within a normal time span and also keep his friendly relationships in the office.

Guidelines for Role Playing Management of Time

Warm up the Group

The teacher can either read the problem story to the class or have them read it by themselves. After the reading of the problem story, the students and teacher can discuss why management of time is an important factor in a successful office worker's career. Other examples of misuse of time should also be discussed, such as personal telephone calls, unwarranted visits to the employees' lounge, and long coffee breaks.

Select Participants

In this role playing drama four students will be needed:

- 1) John;
- 2) John's immediate supervisor, the office manager;
- 3) Sales Manager; and
- 4) Production Manager.

Set the Stage

This enactment takes place in the office manager's office with all participants there except John. They have discussed John's problem of not getting his work done during a satisfactory period of time and its effect on the small company. They now want to speak personally to him about the seriousness of the matter, and the office manager calls John to his office.

Prepare the Observers

The observers may be divided into four groups. Each

group may be given a participant to evaluate. They are to evaluate whether or not the students stayed within their given roles and if needed, give suggestions as to how to improve the participants' roles. All the observers may evaluate if the outcome of the role playing drama was realistic and met the demands of the problem story.

Enact

John enters and the office manager introduces him to the other managers in the office. The office manager first states that he is pleased with John's typing ability, but then acquaints John with what he and the other managers have been discussing. The production manager and the sales manager tell about the problems that result from John's mis-management of time. John discusses the situation with the managers.

Discuss and Evaluate

The students may discuss John's reactions to the managers and to his realization of why he is not finishing his work on time. If any of the observers felt the role players were not reacting favorably towards John during the role playing drama, they could discuss it now and ask for any needed changes. An evaluation may also be made as to John's conclusion as to how to improve his management of time.

Reenact

Observers may now reenact the problem story in the way that it could bring about new discussions and conclusions.

More helpful suggestions may be given to John as to how to curtail his socializing and get a better hold of managing his time.

Discuss and Evaluate

The reenactment may be evaluated as to whether it shed any more light onto John's problem and if the new or same conclusion is realistic and accepted by the majority of the class.

Share Experiences and Generalize

Here the students and teacher may discuss why time management is important in other areas, such as hospitals, manufacturing, and their every day lives. They may also discuss the relative importance of having good office morale through socializing which is gained at the expense of time efficiency. The students and teacher should then share experiences they have had in trying to effectively manage their own time in school, in work, and in their own lives.

Test

Management of Time

Please write answers on a separate sheet of paper.

1. In your own words, restate John's problem.
2. How were the sales manager and production manager affected by his problem?
3. Give three suggestions how John can improve his management of time in the office.
4. Why is effective management of time important to your success as an office worker?
5. Explain and give examples of why management of time is an important factor in hospitals, manufacturing, and our every day lives.
6. Explain why management of time is an important factor in keeping our own office practice class running smoothly.

Accepting Criticism

Place of Introduction in the Model

Simulation Office Practice Class

This role playing drama may be used in the model simulation office practice class in either of two instances:

It could be presented when the teacher becomes aware that certain students are not accepting criticism in a favorable way; or it could be used before granting midterm or semester grades.

Objectives

1. The students will discuss that knowing how to accept criticism is an important factor in being a successful office worker
2. Through a discussion, the students will suggest ways one can easily accept criticism in a favorable way
3. Through a discussion, the students will state how learning to accept criticism in an office situation can be a benefit to them in their every day lives

Problem Story

Accepting Criticism

Ted, a twenty year old graduate from a regional vocational high school, works in a small manufacturing company of cardboard boxes. Recently Ted was promoted to payroll clerk. He was promoted to this position because of his ability to work with numbers and his eagerness to take on new job responsibilities. His relationship with the other office workers has been good, and until now, he has had little contact with the people in the factory itself. Now, since Ted is responsible for the payroll of all the employees, he will have more contact with the people in production.

The payroll clerk who was leaving the company trained Ted for two weeks, and Ted felt very confident that he knew all the responsibilities of the job. Within three months, however, Ted's confidence fell, as did his relationships with the office and factory workers.

Ted had the ability to work with numbers but he had difficulty keeping the payroll records straight. Employees who made changes on their payroll deductions did not receive those changes. Those who expected vacation pay did not receive it, and those who contributed to the company's profit-sharing plan did not receive accurate records of their contributions. Ted started receiving criticism on how he handled the payroll, a situation that he never anticipated and he did not know how to handle it.

Ted took the criticisms unfavorably. He refused to take the blame for certain mistakes and even blamed the employees themselves. He showed no eagerness to quickly correct the mistakes and made the employees feel they were a burden on his time. Also, whenever he received a complaint, his attitude towards work and others would change negatively, and his fellow office workers tried to avoid him for the rest of the day.

Ted's problem was accepting criticism of his work in a favorable way. His defensive reaction to criticism led to poor relationships with the other employees.

Guidelines for Role Playing Accepting Criticism

Warm up the Group

The teacher may either read the problem story to the class or have them read it by themselves. The teacher and students may discuss the different ways in which students react to criticism and the consequences that result from their reactions.

Select Participants

In this role playing drama three students will be needed: 1) Ted, the payroll clerk; 2) Alice, the accounts payable clerk; and 3) Dennis, the file clerk.

Set the Stage

It is the day after pay day, and Alice and Dennis have just come back from lunch. An employee who brought to Ted's attention a mistake that Ted had made on her payroll check has just left the office.

Prepare the Observers

The observers may be divided into three groups. Each group may be given a participant to evaluate. They are to evaluate whether or not the students stayed within their given roles and, if needed, give suggestions as to how to improve the participants' roles. All the observers may evaluate whether the outcome of the role playing drama was realistic and met the demands of the problem story.

Enact

Ted greets his two fellow office workers with a cool hello and begins to sulk at his desk. Alice realizes it will be another afternoon in which Ted will not be responsive to others in the office and feels it is time to talk with Ted about his behavior. Alice begins to talk with Ted, and Dennis joins in.

Discuss and Evaluate

The students and teacher may discuss Ted's responses to Alice and Dennis. He may have responded negatively to them or he may have implied that he wanted to learn how to accept criticism in a favorable way.

Reenact

Observers may now reenact the problem story in a way that will bring about suggestions that could help Ted learn to accept criticism in a favorable way. Ted should be able to express his feelings as to why he reacts in a defensive manner.

Discuss and Evaluate

Discussion should take place on whether or not Ted's attitude had changed, and if he expressed clearly why he reacts defensively. The suggestions of how to accept criticism in a favorable way should also be evaluated.

Share Experiences and Generalize

The teacher and students may share experiences they had when they did not accept criticism in a favorable way. The reasons for their reactions should be brought out. Also, general ways of reacting favorably to criticism may be discussed and how these ways may help the students in their every day lives as well as in their office situations.

Test

Accepting Criticism

Please write answers on a separate sheet of paper.

1. In your own words restate Ted's problem.
2. Explain how Ted's reaction to criticism was affecting his relationship with the employees.
3. Give three suggestions that Ted could use to help him accept criticism in a favorable way.
4. Why is knowing how to accept criticism in a favorable way important to being a successful office worker?
5. If a teacher criticized your neatness in typing, describe: 1) how you would react; and 2) how you would resolve the problem.

Ability to Adapt to Change

Place of Introduction in the Model

Simulation Office Practice Class

This role playing drama may be presented to the model simulation office practice class before the first change of office training duties for the students. This will familiarize the students with emotions and fears they may encounter when they first begin working on a different office training duty.

Objective

1. The students will realize that if they can not adapt to change in an office situation, it may cause them emotional and physical stress
2. Through a discussion the students will suggest ways one can adapt to change in an office situation
3. The students will state how learning to adapt to change in an office situation can be a benefit to them in their every day lives

Problem Story

'Ability to Adapt to Change

Susan is a twenty-one year old secretarial science graduate of a two year community college in the Mid-west. While she was in secretarial science, she received average grades and was characterized as a responsible student who tried hard to do her best. She is now a secretary for Wang Laboratories, a large electronic firm based on the East coast.

Susan has been living on the East coast now for six months and is feeling comfortable in her new surroundings. At the office her co-workers maintained a certain degree of comraderie among themselves and accepted Susan very easily within this group. Her six-month job review gave Susan a good report and characterized her as one who fits in well with the functioning of the office.

Shortly after the report, technological innovations introduced at the office caught up with Susan as a secretary. Because Susan typed many sales letters and information sheets that were to be distributed to the salesmen who worked out of the regional office, she spent many hours at the duplicating machine making copies. In order to make her job more efficient, a word processor was bought to cut down her hours of re-typing letters and making duplicate copies.

At first Susan was enthused with the purchase of the word processor, but after taking a two day training course given by the manufacturer, she felt intimidated by the ma-

chine and dreaded going to work. Before the word processor was purchased, Susan worked at a steady pace throughout the day accomplishing her secretarial duties. Now with the word processor, her pace has never been the same. She spends a stressful amount of time making the word processor function correctly, and frantically uses the rest of her time to complete her other secretarial responsibilities. Because of the stress her personality also has changed. She has taken out her frustrations on her co-workers by snapping at their questions and constantly complaining about her work to them. Her personal appearance has deteriorated and she finds it hard to express a positive attitude about anything.

Susan's problem is adapting her secretarial duties to the new technology of a word processor. Because of this problem, she is under considerable stress and can not function properly in maintaining her job responsibilities and her relationships with her co-workers.

Guidelines for Role Playing
Ability to Adapt to Change

Warm up the Group

The teacher can announce that it is close to the time when the job responsibilities will be changed, and that this role playing drama will introduce to them how one person felt and reacted when her job responsibilities were changed for her. The teacher may read the problem story to the class or have them read it by themselves. After reading the problem story the students and the teacher may discuss how not being able to easily adapt to change in an office situation can cause stress and can effect their emotions and their job performance.

Effects of stress may also be discussed, such as the effects on the emotional and physical appearance of office workers under stress, the effects on relationships with other workers, and the effects on relationships with people outside the office.

Select Participants

In this role playing drama five students will be needed:
1) Susan, the secretary; 2) Allen, the receptionist; 3) Judy, the typist; 4) Beth, the payroll clerk; and 4) Robert, the file clerk.

Set the Stage

Allen, the receptionist, realizes that Susan is having

a difficult time adapting herself to the word processor and discusses this with the other office workers. He asks them to try to understand why Susan is under such stress and to give her extra support and encouragement during her time of becoming familiar with the word processor. He also explained that with their encouragement, Susan may be able to find ways of dealing with her stress and learn to adapt to change in a easy manner.

Prepare the Observers

The observers may be divided into five groups. Each group can be given a participant to evaluate. They are to evaluate whether or not the students stayed within their given roles and if needed, give suggestions as to how to improve the participants' roles. All the observers may evaluate if the outcome of the role playing drama was realistic and met the demands of the problem story.

Enact

Allen is having lunch with the three other office workers in the staff cafeteria. Susan enters and asks if she could sit with them. Susan apologizes for her emotional behavior and states that her job has not been the same since the word processor was purchased. The four office workers "cue in" on her feelings and begin to talk with words of support and encouragement.

Discuss and Evaluate

The students may discuss the kinds of encouragement and support the role players gave Susan. If any of the observers felt the role players were not giving encouragement and support to Susan, they may discuss it now and ask for any needed changes.

If at this time Susan gives concrete solutions to relieve her stress, they may be evaluated as to their effectiveness.

Reenact

Observers may now reenact the problem story in the way that it could bring about new discussions and conclusions. More specific ideas on how to adapt to change should be brought out by all the role players.

Discuss and Evaluate

A discussion on the new solutions and new ways of expressing encouragement and support may take place. A consensus should be taken to see if the majority of the students agree with Susan's solution and the support shown to her by the other participants.

Share Experiences and Generalize

The students and teacher may share together experiences they had in trying to cope with changes in their jobs, in school, and in other settings. Listening to new ways of adapting to change, whether it is in an office situation or in

their own personal lives, can give the students a variety of ideas that will help them cope with the stress that might occur when change must take place.

Test

'Ability to Adapt to Change

Please write answers on a separate sheet of paper.

1. In your own words, restate Susan's problem.
2. How was Susan's problem effecting her: 1) job as a secretary; 2) relationships with others in the office; and 3) her personal appearance?
3. Give three ideas that Susan could have used in order to adapt to change in an easier manner and explain how they could be a benefit to her.
4. Why is learning how to adapt to change important to your success as a office worker?
5. List at least three ideas that you will use to help you adapt to change when you incur a new job responsibility in our model simulation office practice class.

FOOTNOTES

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⁴Allen, pp. 33-34.

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⁶Allen, pp. 33-34 and Dlabay, pp. 50-52.

⁷California State Department of Education, Bureau of Business Education, "Report of the Simulated Office Advisory Committee," Los Angeles, 27 June 1968, p. 5. (Mimeographed.); Julie Griffin Levitt, "Office Simulations: Types and Objectives," The Balance Sheet 63 (Feb. 1982): 182-183, 223.; Robert H. Stocker, "Ingredients for Success in Model Office Simulation," Journal of Business Education 55 (Feb. 1980) 222-224.

⁸Margaret E. Andrews, ed., The Gregg Office Training Program: OJT Supervisors Handbook (New York: McGraw-Hill Book Co., 1973), p. 44.

⁹Allen, pp. 33-34 and Dlabay, p. 51.

¹⁰Levitt, pp. 182-183, 223, Stocker, pp. 222-224, and Andrews, p. 44.

¹¹Bruce J. Biddle and Edwin J. Thomas, eds., Role Theory: Concepts in Research (New York: John Wiley and Sons, 1966), p. 6.

¹²Ibid., p. 361.

¹³George Herbert Mead, Mind, Self, and Society from the

Standpoint of a Social Behaviorist (Chicago: University Press of Chicago, 1934), pp. 154-156.

¹⁴Ralph Linton, The Study of Man (New York: Appleton Century, 1936), pp. 113-114.

¹⁵Ibid., pp. 76-78.

¹⁶Jacob L. Moreno, ed., The Sociometric Reader (Glen-coe, Ill.: The Free Press, 1960), p. 84.

¹⁷Malcolm E. Shaw et al., Role Playing: A Practical Manual for Group Facilitators (San Diego: International Authors, 1980), p. 92.

¹⁸Mead, pp. 154-156, Litton, pp. 113-114, and Moreno, p. 84.

¹⁹Shaw et al., p. 1.

²⁰Ibid., p. 2.

²¹Ibid.

²²Raymond J. Corsini and Samuel Cardone, Roleplaying in Psychotherapy, A Manual (Chicago: Aldine Publishing Co., 1966), p. 11.

²³Joyce Bruce and Marsha Weil, Models of Teaching (New Jersey: Prentice-Hall, 1980), p. 244.

²⁴Fannie R. Shaftel and George Shaftel, Role Playing for Social Values: Decision-Making in the Social Studies (New Jersey: Prentice-Hall, 1967), p. 9.

²⁵Ibid.

²⁶Shaw et al., p. 2.

²⁷Ibid., pp. 87-89.

²⁸Ibid., pp. 2-10.

²⁹Ibid., pp. 92-99.

³⁰Ibid., p. 2.

³¹Ibid., p. 99.

³²Ibid.

³³Bruce and Weil, p. 246.

- ³⁴Shaftel and Shaftel, p. 75.
- ³⁵Ibid.,
- ³⁶Jay A. Mathis, Louis Fairchild, and Thomas M. Cannon, "Psychodrama and Sociodrama in Primary and Secondary Education," Psychology in the Schools 18 (January 1980):96-100.
- ³⁷Bruce and Weil, p. 249.
- ³⁸Shaftel and Shaftel, p. 77.
- ³⁹Ibid.
- ⁴⁰Bruce and Weil, p. 250.
- ⁴¹Ibid.
- ⁴²Mathis, Fairchild, and Cannon, p. 98.
- ⁴³Shaftel and Shaftel, p. 79.
- ⁴⁴Ibid.
- ⁴⁵Shaftel and Shaftel, p. 80.
- ⁴⁶Ibid.
- ⁴⁷Mathis, Fairchild, and Cannon, p. 98.
- ⁴⁸Shaftel and Shaftel, p. 84.
- ⁴⁹Mathis, Fairchild, and Cannon, p. 100.
- ⁵⁰Bruce and Weil, p. 253.
- ⁵¹Edward W. Bilderback, ed., The Industrial Arts Student Teacher Survival Book (Pennsylvania: Pennsylvania State University, n.d.), p. 30.
- ⁵²Ibid., p. 31.
- ⁵³Dlabay, pp. 50-52 and Allen, pp. 33-34.
- ⁵⁴Dlabay, p. 50.
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TABLE 1

RAW SCORE OF COMPANIES

A = A Critical Problem
 B = A Serious Problem
 C = A Problem But Not Serious
 D = No Problem

Company	Oral Communication	Management of Time	Enthusiasm Towards Work	Receiving Advice	Ability to Follow Directions	Ability to Adapt to Change	Honesty	Ability to Get Along with Others	Good Attendance	Showing Initiative	Emotional Maturity	Job Performance	Responsibility	Accepting Criticism
Company 1	D	C	D	B	*	C	D	C	D	D	D	D	D	C
Company 2	B	A	C	C	B	C	D	C	D	D	C	*	C	B
Company 3	C	D	A	D	D	D	D	B	D	D	D	D	D	C
Company 4	D	D	D	C	D	C	D	D	D	B	C	D	C	B
Company 5	D	D	D	D	D	D	D	D	D	D	D	D	D	D
Company 6	C	B	B	C	C	B	D	D	C	C	C	D	D	A
Company 7	D	C	D	D	D	C	C	C	D	D	D	D	D	D
Company 8	B	C	C	B	B	A	D	C	C	A	A	C	C	A

* No score was given.

TABLE 1 - Continued

	A = A Critical Problem	C = A Problem But Not Serious
	B = A Serious Problem	D = No Problem
Company 9	C	C
Company 10	B	A
Company 11	C	C
Company 12	B	D
Company 13	C	D
Company 14	B	D
Company 15	D	C
Company 16	C	D
	Oral Communication	
	Management of Time	
	Enthusiasm Towards Work	
	Receiving Advice	
	Ability to Follow Directions	
	Ability to Adapt to Change	
	Honesty	
	Ability to Get Along with Others	
	Good Attendance	
	Showing Initiative	
	Emotional Maturity	
	Job Performance	
	Responsibility	
	Accepting Criticism	

TABLE 2

TEACHING ANALYSIS GUIDE FOR
THE ROLE PLAYING MODEL

This guide consists of a series of questions and phrases. After conducting the role playing drama, make an evaluation using the rating scale that appears opposite each question or phrase. Circle one of the four numbers that evaluates best your implementation and use of the nine stages of role playing.

	Thoroughly	Partially	Missing	Not Needed
<u>Phase One: Warm Up the Group</u>				
1. Was the problem introduced and identified?	3	2	1	0
2. Did the students speculate on or interpret the problem?	3	2	1	0
3. Were all the students involved?	3	2	1	0
4. Were the students aware of the function and procedures of role playing? If not, were these explained?	3	2	1	0
<u>Phase Two: Selecting Participants</u>				
5. Were the roles identified and described?	3	2	1	0
6. Did the role analysis reflect the ideas of the initial discussion of the problem?	3	2	1	0
7. Were the role players chosen?	3	2	1	0

TABLE 2 - Continued

	Thoroughly	Partially	Missing	Not Needed
<u>Phase Three: Setting the Stage</u>				
8. Was the line of action decided upon before the role playing?	3	2	1	0
9. Did the line of action that was decided upon reflect the ideas in the initial discussion of the problem in Phase One?	3	2	1	0
10. Was the setting described?	3	2	1	0
<u>Phase Four: Preparing the Observers</u>				
11. Was there a discussion to prepare observers to:				
a. evaluate the realism of the role playing?	3	2	1	0
b. analyze the consequences of the role playing behavior?	3	2	1	0
c. define the feelings of the role players?	3	2	1	0
12. Were specific observation tasks assigned?	3	2	1	0
<u>Phase Five: Enactment</u>				
13. Did the role play take place?	3	2	1	0

TABLE 2 - Continued

	Thoroughly	Partially	Missing	Not Needed
14. Did the teacher break the role play at an appropriate time?	3	2	1	0
<u>Phase Six: Discussion</u>				
15. Was the enactment reviewed in terms of the realism of the role play?	3	2	1	0
16. During the discussion, did the teacher exhibit the following teacher skills?	3	2	1	0
a. summarizing students' ideas	3	2	1	0
b. paraphrasing or reflecting students' ideas	3	2	1	0
17. Did the students reflect on the previous role play and consider it in planning the reenactment?	3	2	1	0
18. Was the teacher nonevaluative in her responses? That is, did she primarily reflect and summarize the students' ideas?	3	2	1	0
<u>Phase Seven: Reenactment</u>				
19. Did a reenactment take place?	3	2	1	0

TABLE 2 - Continued

	Thoroughly	Partially	Missing	Not Needed
<u>Phase Eight: Discussion and Evaluation</u>				
20. Did a discussion take place?	3	2	1	0
21. Was the enactment reviewed in terms of the realism of the role play?	3	2	1	0
22. Was the teacher nonevaluative in her responses?	3	2	1	0
<u>Phase Nine: Sharing and Generalizing</u>				
23. Were similiar experiences explored?	3	2	1	0
24. Did the students reflect on how the role play applied to their own problems?	3	2	1	0
25. Were the students able to generalize the issue involved in the role play?	3	2	1	0
26. Were general principles of behavior explored?	3	2	1	0

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