

APPLYING QUESTIONING TECHNIQUES: ROLE CARD FOR LEARNER (CONFIDENT TEAM MEMBER)

Please read carefully.

The task

The teacher or trainer has set the group of learners an exercise. The learners undertake the exercise then come together as a group to discuss issues arising. The teacher or trainer then questions the learners about the exercise.

Please note that the purpose of the group exercise is only to create an opportunity for the questioning role-play that follows. The aim of the exercise and any associated tasks is to ensure that all those in the role of learner have a common learning experience on which to be questioned.

Your role

Your role is:

Stage 1 – group exercise

- To carry out the exercise your teacher or trainer has set.
- To discuss with the group any issues arising.

Stage 2 – role-play

- To listen and respond to questions the teacher or trainer asks you about the exercise, taking account of the information given below.

You are a very strong member of the team who is able to analyse and evaluate the exercise and tackle it in a logical and effective way.

Your role is to answer questions fully. You are very aware of the ways in which you could have tackled the exercise better – for example, by better planning or by allocating tasks to members of the team based on their strengths and weaknesses. You can see ways in which various individuals approached the task and

what impact this had on working relationships and performance.

You are very vocal. You are full of explanations when you are asked a question by the teacher or trainer and offer a range of insights. You take the opportunity to butt in if another member of your team fails to answer a question. You'll offer your answer without being asked if you think it's better than the one being given.

APPLYING QUESTIONING TECHNIQUES: ROLE CARD FOR LEARNER (REASONABLY CONFIDENT TEAM MEMBER)

Please read carefully.

The task

The teacher or trainer has set the group of learners an exercise. The learners undertake the exercise then come together as a group to discuss issues arising. The teacher or trainer then questions the learners about the exercise.

Please note that the purpose of the group exercise is only to create an opportunity for the questioning role-play that follows. The aim of the exercise and any associated tasks is to ensure that all those in the role of learner have a common learning experience on which to be questioned.

Your role

Your role is:

Stage 1 – group exercise

- To carry out the exercise your teacher or trainer has set.
- To discuss with the group any issues arising.

Stage 2 – role-play

- To listen and respond to questions the teacher or trainer will ask you about the exercise, taking account of the information given below.

You're a member of the group who is able to offer explanations when required to do so. You can develop your analysis easily with some support from the teacher's or trainer's questioning. You demonstrate reasonably good knowledge and can apply it to the task undertaken.

Your role is to answer whatever questions the teacher or trainer asks you.

You are broadly aware of the ways in which you could have tackled the task better.

With support from the teacher or trainer you can offer useful observations and insights into the task and can link it to the wider business context.

APPLYING QUESTIONING TECHNIQUES: ROLE CARD FOR LEARNER (LESS CONFIDENT TEAM MEMBER)

Please read carefully.

The task

The teacher or trainer has set the group of learners an exercise. The learners undertake the exercise then come together as a group to discuss issues arising. The teacher or trainer then questions the learners about the exercise.

Please note that the purpose of the group exercise is only to create an opportunity for the questioning role-play that follows. The aim of the exercise and any associated tasks is to ensure that all those in the role of learner have a common learning experience on which to be questioned.

Your role

Your role is:

Stage 1 – group exercise

- To carry out the exercise your teacher or trainer has set.
- To discuss with the group any issues arising.

Stage 2 – role-play

- To listen and respond to questions the teacher or trainer will ask you about the exercise, taking account of the information given below.

You are a less confident member of the team who provides very limited analysis of the tasks. You demonstrate basic knowledge and at times can apply it.

Your role as a member is to have difficulty in answering questions. You're unaware of the ways in which you could have tackled the exercise better. You cannot relate the exercise to wider business/management issues.

However, with some support from the teacher or trainer you can begin to offer some observations and make some limited judgements.

You're a very quiet member of the group. You struggle to offer explanations and need teacher or trainer support and direction in order to do so.