

# Quiet one Script v2

## Dramatis Personae:

- Leon (Quiet One)
- Marco (Trainer)
- Dan (Boss)

## Slide 1: Traits of the Quiet One (scene with clickable pop outs for each)

Does not take part in class discussions or ask questions.	Apprehensive to communicate because of lack of knowledge or uncomfortable talking in large groups.	Can be considered passive. They may need time to reflect or absorb content.
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## Slide 2: Scene 2.1

Setting: Meeting room. Middle of a training session.

**Marco:** Alright, Leon, how might you reduce fuel consumption when operating your machinery? Do you think the answer is A or B?

**Leon:** Um, I am not sure.

**Marco:** Which answer do you think best fits how you should use your equipment?

**Leon:** Umm....I think the answer is B? But I'm not sure.

## Slide 3: Question 2.1

MOVING FORWARD, HOW SHOULD THE TRAINER RESPOND TO THE QUIET ONE'S APPREHENSION TO PARTICIPATE?		FEEDBACK
A	Keep asking the trainee to participate, eventually he will gain confidence.	Not Quite. Lack of confidence is not always the reason a learner is apprehensive to participate.
B	Let the trainee sit quietly for the duration of the session while other students answer the questions.	Not Quite. Not engaging the trainee at all may enable their tendency to withdraw from you and the other participants.
C	Pair trainees together, so the trainee can work one-on-one with someone.	Correct. Having participants pair up rather than working as a whole class is more comfortable for a shy person.
OTHER SUGGESTED RESPONSES.		
Other acceptable responses to <i>Quiet Ones</i> could be: <ul style="list-style-type: none"> <li>- Ask the Quiet One to add onto comments <b>THAT OTHER PARTICIPANTS HAVE MADE.</b></li> <li>- Implement small groups, where a "quieter" role such as a <b>NOTETAKER</b> can be chosen by the group.</li> </ul>		

- **PROVIDE TRAINEES TIME TO REFLECT ON CONTENT AND WORK INDEPENDENTLY BEFORE HAVING THEM WORK TOGETHER ON A RELATED ACTIVITY.**

Slide 4: Scene 2.2

Setting: Office. The day before the training.

**Dan:** Leon, it is good to have you on as a machine operator. I know you are new, but the training will cover some of the more advanced operating procedures, but I think you will do fine.

**Leon:** Thanks, Dan. I am looking forward to it. I'm a bit nervous but will take good notes.

**Dan:** Don't worry. I thought it would be a great opportunity for you to meet some of the more experienced team members. It will also give you a chance to ask them questions.

**Leon:** Oh ok. I didn't realize that. I haven't really had a chance to talk to any other people yet.

**Leone [thinking to himself]:** *It is going to be really intimidating to be the "new guy" at this training.*

Slide 5: Question 2.2

If you were in Leon's position as a new employee attending a training at which several of your more experienced colleagues would also be present, how might you feel and behave during the training?

Slide 6: Question 2.3

Now that you have a little more insight into Leon's hesitation during the training, how else might you engage or include such a participant in your future training?

Slide 7: Question 2.4

YOU REALIZE THE *QUIET ONE* UNDERSTANDS THE CONTENT BUT IS UNWILLING TO PARTICIPATE DURING THE SESSION. HOW COULD YOU ADDRESS THIS WITH THEM IN PRIVATE?

FEEDBACK

A	Suggest the trainee speak with their supervisor about whether group training is a good fit for them.	Not Quite. Suggesting that the trainee doesn't belong will create a situation for them to withdraw even further.
B	Kindly advise the trainee that they need to adjust their attitude in order for them to learn anything.	Not Quite. It is important not to jump to conclusions and assume the trainee's passive behavior is due to negative feelings about the training.
C	Set up a break in your training to check in with the trainees one-on-one to learn more about them and ask if they have any questions.	Correct. An opportunity for direct interaction can help ease the trainee's tension and give them time to process the content.
OTHER SUGGESTED RESPONSES.		
<p>Other acceptable actions could be:</p> <ul style="list-style-type: none"> <li>- Start each session with an icebreaker to create a positive and inclusive environment.</li> <li>- Allow time for reflection.</li> <li>- Use a variety of social forms (individually, in pairs, small groups and whole class activities) to help the Quiet One connect and feel comfortable with different participants.</li> </ul>		

#### Slide 8: Summary

The "Quiet One's" apprehension to communicate does not necessarily remain constant throughout all the stages of speech preparation and delivery. Researchers have found that we are likely to be most anxious right before we get up to speak.

As we progress through our speech, our level of anxiety is likely to decline. Planning your classes to incorporate techniques for managing nervousness at various times such as allotting time for trainees to reflect on the content, pairing two students for activities rather than larger group exercises, and factoring in one-on-one time with your trainees will help you decrease the overall level of stress the participant's experience.

Witt, P. L., Brown, K. C., Roberts, J. B., Weisel, J., Sawyer, C., & Behnke, R. (2006, March). Somatic anxiety patterns before, during and after giving a public speech. *Southern Communication Journal*, 71, 89.