

THE LEADERSHIP JOURNEY

FACILITATOR'S GUIDE

Build Accountability and Trust with Positive Confrontations

Every leader should be able to shift a potentially negative confrontation into a future-focused problem solving dialogue. In this course you will learn:

- **Eight steps to turn confrontations into receptive conversations.**
- **Four essential messages in positively-scripted feedback.**
- **Follow-up strategies that ensure accountability and improve trust.**
- **How to tell if you are the problem.**



The Featured Expert



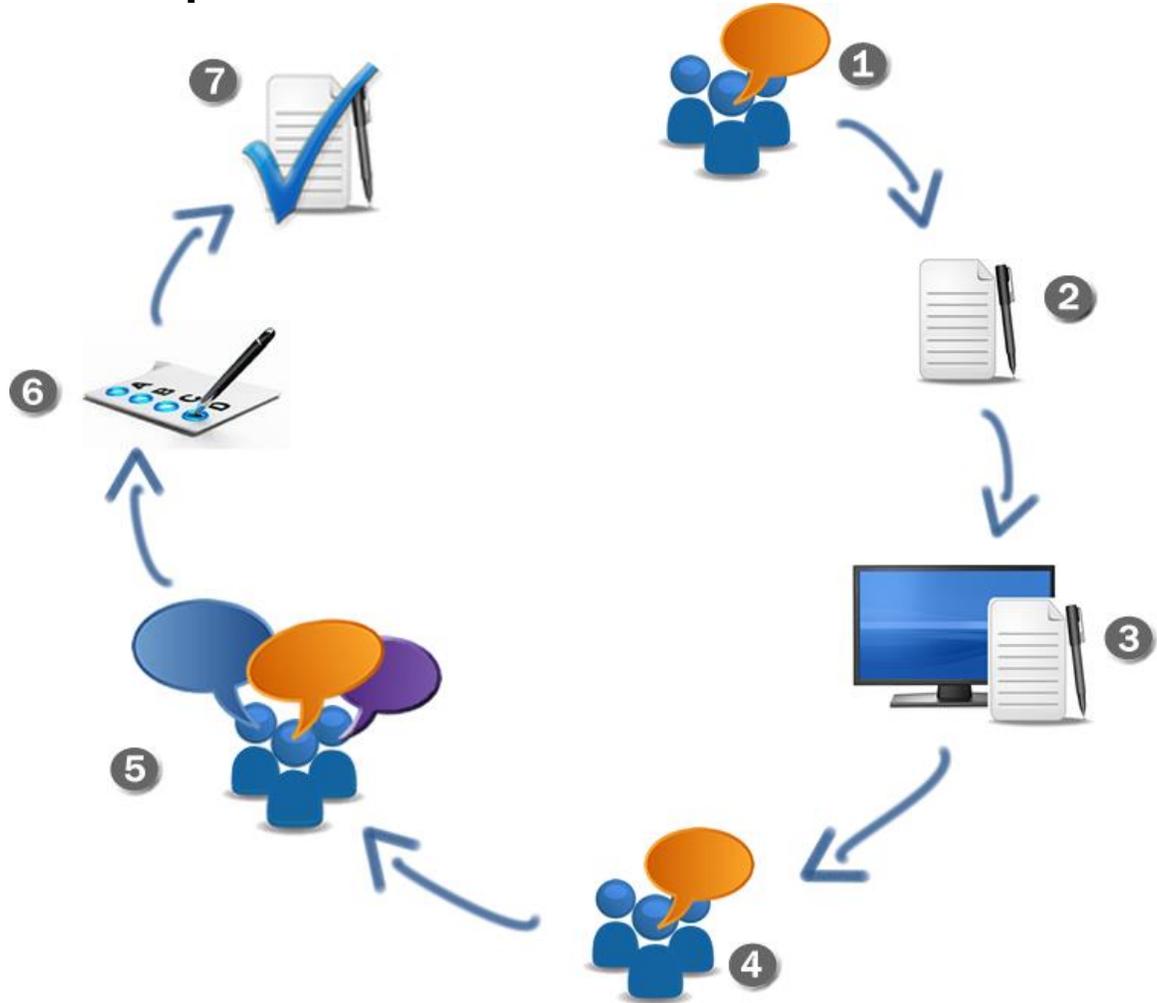
Terry Paulson is a PhD psychologist and a leading authority on change management and leadership. His dynamic and compelling programs provide both the attitude adjustment and the practical strategies for organizations, leaders, and teams to produce real-world results. He is the author of over ten books, a national columnist, and a business television host who has been featured in *USA Today*, *The Wall Street Journal*, and numerous trade magazines. He is one of thirty speakers elected into the CPAE Speakers Hall of Fame and awarded the Cavett Award. For more than 30 years he has been bringing practical insights, knowledge, and passion to organizations around the globe.

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Course Components



This course consists of seven interactive components:

1. Pre-discussion questions
2. Note-taking guide (Use with video)
3. Video presentation
4. Post-discussion questions
5. Group exercise
6. Quiz
7. Personal action plan

For Preview Only

You Will Need

- As the facilitator, you will need to print a copy of this Facilitator's Guide to use during the course.
- A copy of the Participant Guide for each participant.
- A pen or pencil for each participant.
- A room with audio-visual equipment.
- The course video.
- Time before class to setup and test the video presentation for clear viewing and adequate volume.

Course Length

The recommended course length is one hour. The course video is 11 minutes long. The time listed for each section is simply a suggestion; you may spend more or less time depending on the size of your group and length of discussion. We suggest you check with your organization before facilitating this course to identify the most important sections and which, should time run short, you may skip.

Icons in this Facilitator's Guide

Icon	Meaning
	<ul style="list-style-type: none"> • Total number of pages in a section of the course • Page numbers in the Facilitator's and Participant Guides
	<ul style="list-style-type: none"> • Information, instructions, and tips for the facilitator
	<ul style="list-style-type: none"> • Facilitator should announce the information provided
	<ul style="list-style-type: none"> • Class discussion or question-and-answer session. (one person speaks at a time, while others listen)
	<ul style="list-style-type: none"> • Small groups interactive exercise (several discussions take place at the same time)
	<ul style="list-style-type: none"> • Personal action plans for applying new knowledge and skills in the workplace

Your Role as Facilitator

As the facilitator your job is to encourage discussion among all of the class participants. The idea is to encourage everyone to freely express ideas and opinions. Participants will learn from their classmates as well as from the course material.

It is your responsibility to keep the discussion on track and to watch the clock so the class finishes on time.

Facilitating Group Discussion

Throughout this course you will call on participants and ask them to share their answers. Some participants may need extra time to think. Others may require encouragement to participate. If the participant you are calling on does not have an answer, open up the question to the group. You don't want to make anyone feel uncomfortable.

After the first student has shared their answer, ask if anyone else has a different answer or something more to add. Encourage everyone to participate.

Sample responses are provided in the facilitator's guide to help get discussions started. If the class is stuck on a question, provide an answer to help get the discussion started. The participant guides do not have sample answers.

When leading group participation, start calling on the person to your left. Always go in the same direction so students can anticipate their turn. After you finish a section, note who will be next when you begin another activity.

Getting Started



This section contains:

- 1 page in this facilitator's guide. (page 7)



Remind participants:

- The Participant Guides are theirs. No one else will see them.
- Use the guides for writing answers and taking notes.
- Don't worry about grammar or punctuation.
- If they don't know the answer, leave it blank.
- If someone makes a good point, write it down in your notes.
- The guide should be saved as a reference for later use.



Distribute Participant Guides to each participant.

(The course begins on the next page.)

Pre-Discussion Questions

(5 minutes)

Objective: Pre-discussion questions help prepare the participants for learning and get them to focus on the course topic.



This section contains:

- 3 pages in this facilitator's guide. (pages 8-10)
- 1 page in the participant guide. (page 4)



Before beginning:

- Ask everyone to turn off and put away electronic devices.
- Announce the title of the course.
- Remind participants to write their answers in the space provided.
- Provide pens or pencils to those who need them.



Before viewing the video presentation, there is a brief discussion. Begin the course by asking participants to answer the four pre-discussion questions.

Start by having the person to your left read and answer question #1. Always go in the same direction so participants can anticipate their turn.

After an answer is given, ask if others have additional ideas to share. Continue this way through all four questions.

There are no "right" or "wrong" answers for this section of the course. Refer to the sample answers to help get the discussion started. Your group may have different answers.

(The pre-discussion questions begin on the next page.)



1. Are disagreements, conflicts, and tension natural parts of healthy organizations? Why or why not?
 - Yes. Everyone is different, so people will have different viewpoints on how things should be done.
 - Yes. These conflicts and disagreements cause improvements in people and processes which in turn improve our organization.
 - No. When change occurs these things happen because people aren't as comfortable as they once were. I don't think they are healthy.
 - Yes. As long as conflicts are handled properly, they are usually good.

2. What are the results of poorly handled confrontations?
 - Feeling are hurt.
 - Escalates into anger and resentment.
 - Behavior doesn't change.
 - People quit or act out their frustrations.
 - Retaliation.
 - Bad morale.

3. What are the results of positive confrontations?
 - Behavior changes.
 - People learn something.
 - Relationships strengthened.
 - Better long-term results.

(The pre-discussion questions continue on the next page.)



4. What contributes to a confrontation ending poorly?
- Egos get in the way.
 - People feel attacked.
 - Yelling or raised voices.
 - People get defensive.
 - Being overly critical.

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Video Presentation and Note-Taking Guide (20 minutes)

Objective: The note taking guide improves retention of essential ideas by having participants write-down keywords. Watching the video and recording keywords engages participants and allows them to take an active role in the video presentation.



This section contains:

- 3 pages in this facilitator's guide. (pages 11-13)
- 2 pages in the participant guide. (pages 5-6)



Before starting the video, ask participants to:

- Turn to the note-taking section in their guidebooks.
- Fill in the keywords as they watch the video.
- The keywords are underlined in the video.
- Be ready to share their answers.



Play the video ensuring the volume is loud enough for everyone to hear.

After the video is finished, call on the participant whose turn is next. Have them read the full sentence, not just the answer. Reading both will help reinforce key concepts.

A completed note-taking guide is included below. The keyword answers are underlined for you - participants must fill in the blanks.

In the note-taking guide, you will see a text box like this one that contain one or more notable excerpts from the video.

(The note-taking guide begins on the next page.)



SET THE STAGE FOR POSITIVE CONFRONTATION

Step One: Confront performance not the person!

Step Two: Stress problem-solving not fault-finding.

ESSENTIAL COMPONENTS FOR POSITIVELY SCRIPTED FEEDBACK

Step Three: Take time to script your message.

Think of these three basic messages in your script:

1. "I feel..."
2. "I didn't like..."
3. "In the future, this is what I expect"

Step Four: Identify a specific reference to a past event or behavior.

"I'm concerned about. . . (some recent issue or behavior that has motivated the conversation), and I want to discuss it with you."

Step Five: Ask yourself what you expect in the future.

"In the future, I would like you to. . . ."

Step Six: Before sharing your expectations for the future, take time to listen.

"What kinds of things have you thought about, in terms of how we can handle this in the future?"

(The note-taking guide is continued on the next page.)



FOLLOW-UP STRATEGIES FOR ACCOUNTABILITY AND TRUST

Step Seven: Establish meaningful measurements to prove people are making progress.

“This gives you a chance to gain confidence in your own ability to make those changes, and it gives me a chance to gain trust in your ability to do a great job.”

Step Eight: Be ready to use your calendar and systematic documentation, and discipline if necessary.

“Let’s schedule a time when we can get together and check progress on this item.”

LOOK IN THE MIRROR

Be ready to admit that you may be part of the problem.

Post-Discussion Questions

(5 minutes)

Objective: Post-discussion questions help participants transfer new knowledge and skills to the workplace, applying what they learned to their specific jobs. Having a discussion will allow participants to learn from their classmates' experiences as well as from the course material.



This section contains:

- 3 pages in this facilitator's guide. (pages 14-16)
- 1 page in the participant guide. (page 7)



Remind participants to write down answers in the space provided.



Continue calling on the participants where you left off. Have them read the questions and their answers.

After the initial participant answers, ask the class if anyone has anything to add. Often a discussion will take place with multiple people offering their ideas and experiences.

Allow discussion about each question. Participants will learn from their classmates as well as from the course material

There are no "right" or "wrong" answers for this section of the course. Sample answers are provided to help you get the discussion going. Your group may have different answers.

(The post-discussion questions begin on the next page.)



1. What would be the advantages of having more positive confrontations within your organization?
 - You don't damage relationships.
 - If the other person comes up with the ideas for improvement, they are much more likely to follow through.
 - People don't react defensively.
 - Might learn a better way of doing things.

2. When was the last time you confronted an employee? In light of this lesson, how would you have handled it differently?
 - I made a general statement instead of making a specific reference and it didn't go well from there. I would have followed step four, identify a specific reference to a past behavior.
 - I didn't position my issue properly and I confronted the person instead of the performance. I would reverse it, confronting the performance.
 - I came up with the solutions instead of listening to the other person's ideas to improve. I would listen and let them come up with solutions.

3. In what way is listening a critical part of any effective confrontation?
 - You may uncover some underlying issue that is causing the performance issue other than the person. You can then solve the actual problem instead of making a temporary fix.
 - When you listen, the other party will likely have solutions to solve the performance issue. They may think of something that you had not thought of, and it may be the best solution.
 - When you listen to the other person's solutions and use one of them, they are more likely to "buy-in" to the solution and take action.

(The post-discussion questions continue on the next page.)



4. In what ways is receiving criticism as important as being able to effectively give negative feedback?
 - When you are open to receiving effective feedback, others will be more open to receiving feedback from you.
 - You will have a greater understanding of the other person that you are providing feedback to.

Group Exercise (10 minutes)

Objective: The group exercise provides a safe environment for participants to practice new skills, and gives them an opportunity to work together on applying new concepts to the workplace.



This section contains:

- 3 pages in this facilitator's guide. (pages 17-19)
- 2 pages in the participant guide. (pages 8-9)



The class will break into small groups. Each group should work independently.

The directions for this exercise do not have to be read out loud to the entire class. Each small group can proceed at their own pace.

You may adjust the number of people per group, depending on your class size.

Keep track of the time. Remind the participants when they are half way through the time allowed.

(The group exercise begins on the next page.)



In this exercise you will work in small groups to write scripts and practice having positive confrontations with employees.

1. Form small groups of three people.
2. As a group, pick a problem situation to discuss and role play. You can choose an issue specific to your organization, or choose a general problem such as an employee habitually coming in late. Your small group will use this issue to practice having a positive confrontation.
3. Together, write a script that fits the guidelines taught in this course for giving constructive feedback. Use these sentences to script your message.
 - “I feel....” (frustrated, concerned, disappointed)
 - “I am concerned about the way you....” (specify recent behavior that is a clear example)
 - “What kinds of things have you thought about, in terms of how we can handle this in the future?” (Pause to listen to their response and solution ideas.)
 - “In the future, I’d like....” (be ready with a specific expectation if they do not come up with a plan that is acceptable. Listen first, but be ready to clarify expectations.)
4. Role play. Choose one of the three roles to play.
 - The Communicator (the person who identified the issue): Give the message assertively without being aggressive or evasive, and to listen when appropriate.
 - The Recipient: Act out the employee’s likely reaction to the message. Let the communicator determine your degree of difficulty. We want this to be a positive opportunity to practice giving a good message.
 - The Coach/Encourager: Help the communicator to stay on track, focus on the future, and come to a mutually acceptable solution.

(The group exercise is continued on the next page.)



5. Discuss the following questions:
 - How did the role play go?
 - What was the most difficult part of this exercise?
 - How will you be able to apply the scripting process to your own situation?
 - Is there a potential confrontation scenario your group did not role play that you would like to discuss?

6. If time permits, switch roles and repeat the process with another scenario.

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Quiz (10 minutes)

Objective: With the quiz, participants can check their comprehension of the course material.



This section contains:

- 3 pages in this facilitator's guide. (pages 20-22)
- 2 pages in the participant guide. (pages 10-11)



Before the participants start the quiz, remind them that they:

- Will be called on to share their answers.
- Will have four minutes to complete the quiz.
- May skip a question when they don't know the answer.



Give the participants four minutes to complete the quiz. Watch the class to see when everyone is finished. Or, after four minutes, start calling on the participants where you left off in the previous section. Ask each student to read the question and the correct answer.

If you are running short on time, you may simply read the question yourself and ask participants for the correct answer.

The correct answers have an asterisk (*) after them.

(The quiz begins on the next page.)



1. Conflict is a part of every organization.
 - a. True*
 - b. False

2. Which of the following are examples of natural tensions that can result in conflict and must be managed?
 - a. Those who love change and those who value established processes.
 - b. Those who want to cut costs and those who want to invest in innovation.
 - c. Those who want more brand standards and those who want local flexibility.
 - d. All of the above *

3. Sometimes employees need a “good talking to” and a public display of anger never hurt anyone. In fact, it actually provides a little needed humility.
 - a. True
 - b. False *

4. According to this course, after asking yourself what you expect in the future, you should *listen* to the other person *before* you share your expectations.
 - a. True *
 - b. False

5. A positive compliment is a good way to start any confrontation because it shows that you care and are aware of their strengths.
 - a. True
 - b. False *

(The quiz is continued on the next page.)



6. Which of the following are important parts of your script in providing negative feedback?
 - a. I feel....(frustrated, concerned, disappointed)
 - b. I'm concerned about what you....(specific behavior)
 - c. In the future, I would like you to....(specific expectation)
 - d. All of the above *

7. It's critical to stay with the script and not deviate into the other person's excuses or explanations for their performance.
 - a. True
 - b. False *

8. An agreeable _____ gives employees a way to prove their progress and gain your trust.
 - a. measurement plan *
 - b. confrontation
 - c. resolution
 - d. none of the above

9. Scheduling a follow-up session to review progress after a confrontation shows that you don't trust the employee.
 - a. True
 - b. False *

10. What should you be ready to do if you consistently have problems with a lot of people?
 - a. Retake this course.
 - b. Look in the mirror. *
 - c. Surround yourself with different people.
 - d. Have a group meeting.

Personal Action Plan

(10 minutes)

Objective: The personal action plan allows participants to share their most important concepts from this course and is an effective way of reviewing learning objectives. With their written action plan in place, participants are better prepared to apply their new skills to the specific challenges, objectives, and opportunities they are facing.



This section contains:

- 2 pages in this facilitator's guide. (pages 23-24)
- 2 pages in the participant guide. (page 12-13)



Before the participants start, remind them that they:

- Should complete the personal action plans individually.
- Will share their answer to the first question, before completing the other questions.
- May refer to their notes and materials from this course to answer the questions.
- Will follow-up by sharing their personal action plans with someone like their manager, a colleague, a training partner, or they may be chosen in the next class to share the results of their action steps. (This optional follow-up process should be pre-determined by your organization.)



Give the participants a few minutes to answer the first question. Then, go around the room and have each participant share their answer, allowing time for them to explain or elaborate.

After everyone has had the opportunity to share, focus each participant's attention back to completing the remainder of their personal action plan.

(The personal action plan begins on the next page.)



Participants should individually write their answers in the space provided.

1. What is the most important idea that you learned from this course?
2. Identify a specific performance issue in which you need to have a positive confrontation with a particular employee or coworker.
3. Use the space on the next page to script a message for this issue using the guidelines taught in this course for having positive confrontations. Use the following or similar sentence starters to write your script, including the essential pause for listening:
 - “I feel...” (your own emotions such as frustrated, concerned, or disappointed)
 - “I am concerned about the way you...” (a clear example of a specific recent behavior)
 - “What kinds of things have you thought about, in terms of how we can handle this in the future?” (Pause to listen to their response and ideas for solutions.)
 - “In the future, I’d like...” (be ready to specify a specific expectation if they do not come up with a plan that is acceptable. Listen first, but be ready to clarify expectations.)
4. Practice saying your script out loud until you feel comfortable with it. Remember to practice listening for feedback.
5. Schedule a meeting with your follower or coworker to have the positive confrontation. Be sure to tell them what the meeting will be about so they can think of some ways to resolve the issue.
6. Rehearse your script before the meeting.

Additional Notes

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About Business Training Experts

We believe learning is not a one-time event, it happens over time.

Business Training Experts publishes corporate training programs that deliver lasting behavior change and business results. Our turnkey training programs are customizable to any organization's needs.

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