



THE LEADERSHIP JOURNEY

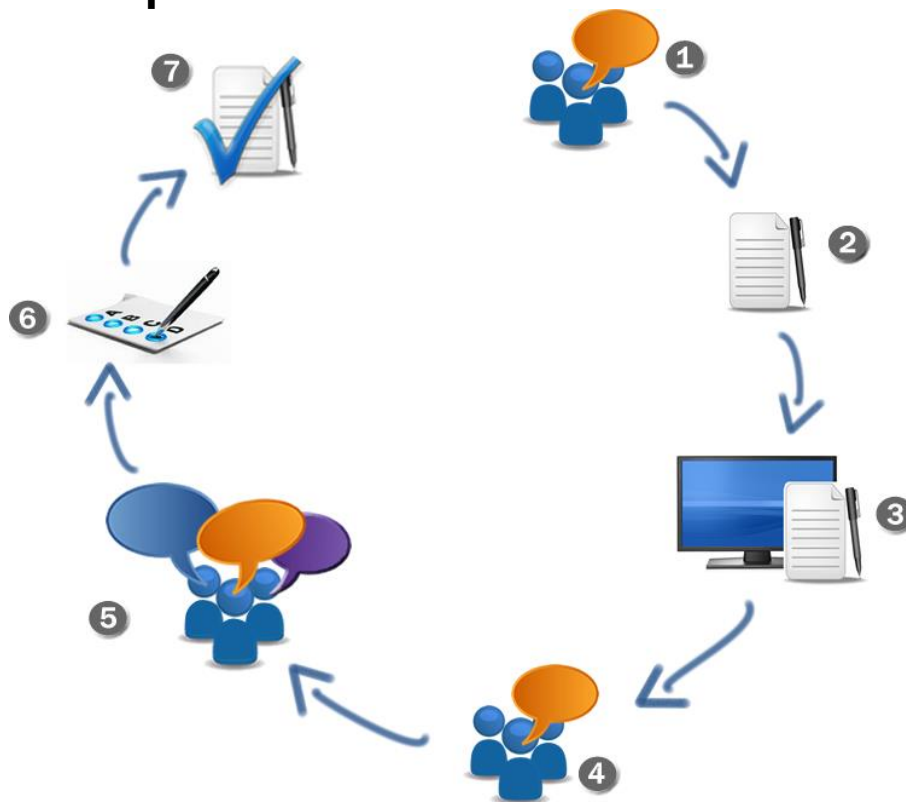
PARTICIPANT GUIDE

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.

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

© 2020 Business Training Experts. This program is protected under US Copyright Act of 1976 and all other applicable international, federal, state, and local laws. All rights are reserved. This program is a proprietary product licensed for limited, internal use to the original licensee. It may only be exhibited at the licensed location on the premise owned, controlled, or occupied by the original licensee. It may NOT be transferred between multiple licensee locations. It may NOT be copied, edited, altered, duplicated, broadcast, reproduced, stored, or retransmitted, nor may it be rented, loaned, exchanged or sold for any purpose whatsoever, whether or not for value, without the express written consent of Business Training Experts.

This program is designed to provide accurate and authoritative information in regard to the subject matter covered. It is sold with the understanding that neither the author nor publisher is providing or rendering legal, accounting, or other professional service. If legal advice or other expert assistance is required, the services of a competent professional should be sought.



Seven Tips for Using This Guide

1. This participant guide is yours to keep. As you answer the questions, don't worry about writing complete sentences, using proper grammar, or punctuation. It is more important that you capture the idea.
2. Many sections of this course involve group discussion. You may be called upon to get the discussion started by sharing your answers and experiences.
3. If you don't know an answer to a question, leave it blank. You can answer it later during group discussion.
4. If you hear a good idea from someone in the class, write it down. You'll learn many great ideas from your colleagues.
5. Use your personal action plan as a tool to help you apply your new knowledge and skills. The sooner you use the skills, the easier they will be to master.
6. Depending on the plan put in place by your organization, you may be asked to share the results of your personal action plan with your manager, a colleague, or a training partner. Or, you may be asked to share your results in the next training class.
7. After the class, keep this participant guide in a convenient spot, so you can reference it later. It is a valuable tool that you can access when you need it.

(The course begins on the next page.)

Pre-Discussion Questions

(This section is 1 page)

Answer the following questions before viewing the video presentation. There are no “right” or “wrong” answers.

1. Are disagreements, conflicts, and tension natural parts of healthy organizations? Why or why not?
2. What are the results of poorly handled confrontations?
3. What are the results of positive confrontations?
4. What contributes to a confrontation ending poorly?

Video Presentation and Note-Taking Guide

(This section is 2 pages)

Complete the following statements with keywords as you view the video. The keywords will be underlined in the video.

SET THE STAGE FOR POSITIVE CONFRONTATION

Step One: Confront _____ not the person!

Step Two: Stress _____ - _____ not fault-finding.

ESSENTIAL COMPONENTS FOR POSITIVELY SCRIPTED FEEDBACK

Step Three: Take time to _____ 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 _____ 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."

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

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

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

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

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

FOLLOW-UP STRATEGIES FOR ACCOUNTABILITY AND TRUST

Step Seven: Establish meaningful _____ 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 _____ and systematic _____ 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 _____ that _____ may be part of the problem.

Post-Discussion Questions

(This section is 1 page)

Answer the questions below by focusing on how they relate to your organization and position. There are no “right” or “wrong” answers.

1. What would be the advantages of having more positive confrontations within your organization?
2. When was the last time you confronted an employee? In light of this lesson, how would you have handled it differently?
3. In what way is listening a critical part of any effective confrontation?
4. In what ways is receiving criticism as important as being able to effectively give negative feedback?

Group Exercise

(This section is 2 pages)

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 situation to discuss and role play. Have one member identify a specific issue with an employee (names are not necessary) they'd like to use for practicing 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.

For Preview Only. For Licensing Options Call 1-800-541-7872.

Quiz

(This section is 2 pages)

Answer the questions below to test your comprehension of the material presented in this course.

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

(This section is 2 pages)

Follow the steps below to create an action plan for applying new skills and ideas that you learned to your specific workplace challenges, objectives, and opportunities.

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.)

(The personal action plan is continued on the next page.)

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

For Preview Only. For Licensing Options Call 1-800-541-7872.



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.

We'll transform your people with our proprietary burst learning model that takes a systematic approach to learning. Instead of relying on a one-time training event, our short courses can be spaced out over time. Students learn practical skills, then apply them on the job to real workplace challenges - before they learn the next set of skills. Supervisors learn and internalize through discussion, practice and application. Our follow-up tools hold students accountable for applying new skills in the workplace.

Over 1000 companies and tens of thousands of students have delivered lasting results through our training curricula. Topics include:

- Leadership Development for Supervisors and Managers
- Customer Service
- Time Management
- Sexual Harassment Prevention
- Diversity Awareness

Learn more by visiting:

www.BusinessTrainingExperts.com

