

GIVING AND RECEIVING CONSTRUCTIVE FEEDBACK

COURSE OVERVIEW

Both individuals and organizations benefit from honest, objective feedback about how things are going. A constant exchange of information keeps everyone on track and helps the organization stay competitive. Problems come to the forefront before they get out of hand, information that can improve performance gets to the right people at the right time, and people build strong working relationships.

In this unit, participants learn constructive approaches to giving and receiving feedback. The emphasis is on maintaining a spirit of openness and mutual respect.

LEARNING OBJECTIVES

- Define constructive feedback.
- Explain why everyone in the organization needs to be able to give and receive constructive feedback in a spirit of learning and mutual respect.
- Use the Key Actions to give constructive feedback.
- Apply various techniques for receiving constructive feedback.

KEY ACTIONS

- Convey your positive intent.
- Describe specifically what you have observed.
- State the impact of the behavior or action.
- Ask the other person to respond.
- Focus the discussion on solutions.

HANDLING EMOTIONS UNDER PRESSURE

COURSE OVERVIEW

In today's high-pressure work environment, emotions are bound to erupt. The challenges are to prevent them from building to the point where they inhibit rational and productive interactions, and to transform them from negative outbursts into positive opportunities for solving problems.

An emotional outbreak is often a cue that a problem is affecting an employee's ability to work effectively. When others are able to deal with the emotion and move the discussion forward, a solution is more likely to occur.

This unit gives participants a process for handling the emotions in daily work situations. They learn to remain calm and objective, to recover quickly and to help others do the same, and to take charge in difficult circumstances to keep the discussion moving forward.

LEARNING OBJECTIVES

- Explain why emotions are normal, and can even be helpful, in work situations.
- Identify situations in which emotional behavior is inhibiting productive discussion.
- Explain why the ability to maintain composure at work, or to regain it quickly, is an important skill.
- Identify ways to manage their own reactions to the emotional behavior of others.
- Use appropriate techniques to diffuse emotional behavior when it hinders progress in a work discussion.

INTERPERSONAL TECHNIQUES

- Acknowledge the person's emotion and describe its impact.
- Invite the other person to share thoughts and feelings.
- Determine whether continuing the discussion is appropriate.
- Listen to understand.
- Probe to uncover underlying issues.
- Communicate your understanding.
- Help the person move on.

TYPICAL TIME INVESTMENT

Time commitment varies. Please discuss with your Partnership Development Manager.

Standard time investment without supplemental options: 4 hours

MOVING FROM CONFLICT TO COLLABORATION

COURSE OVERVIEW

Changes in the workplace are placing new emphasis on the importance of effective collaboration. Organizations are expecting employees at all levels to work together, often across functions, to make decisions that were formerly the exclusive responsibility of management. This type of collaboration can bring out new potentials for conflict, thus creating a need for employees at every level of an organization to have the skills to deal successfully with conflict. This unit gives participants the skills they need to turn conflicts into opportunities to achieve positive, productive results.

LEARNING OBJECTIVES

- Explain influences that are contributing to conflict in today's organizations.
- Identify behavior patterns that undermine the ability to address conflict constructively.
- Describe productive methods of dealing with these undermining behaviors.
- Distinguish between positions taken in a conflict and the underlying issues.
- Use the Key Actions to address conflict facing them on the job.

KEY ACTIONS

- Establish mutual involvement.
- Seek to understand the other person's point of view.
- Present your perspective of the problem and its impact.
- Decide on an appropriate plan of action.
- Express your appreciation for the other person's efforts.

TYPICAL TIME INVESTMENT

Time commitment varies. Please discuss with your Partnership Development Manager.

Standard time investment without supplemental options: 4 hours

IDENTIFYING WORK PRIORITIES AND SETTING VERIFIABLE GOALS

COURSE OVERVIEW

People today often take on many different kinds of jobs and responsibilities — cross-functional, project related, short duration, and long term. Work may come from many sources, and the performance leader must step in from time to time and help people answer two questions:

- What should be my high-priority responsibilities?
- How will I—and others—know how well I’m performing them?

This unit consists of two closely related processes. The first helps people to prioritize their work according to the key results the organization is trying to achieve. The second process, goal setting, begins where the first leaves off. Participants learn a common-sense approach that helps them to formulate clear goals, add objective terms so they can verify results, and limit goals to those with high payoffs for the entire organization.

LEARNING OBJECTIVES

PART I: IDENTIFYING WORK PRIORITIES

- Rate and rank work responsibilities based on the organizational contribution.
- Identify options for handling high-priority responsibilities that may go undone.
- Successfully use the Key Actions to help identify work priorities.

PART II: SETTING VERIFIABLE GOALS

- Describe ways to use goal setting as a leadership tool.
- Translate high-priority responsibilities into intended outcomes with verifiable terms.
- Successfully use the Key Actions to help set verifiable goals.

PARTS I AND II

Recognize opportunities to use these processes as part of continuing communication with others about priorities and goals.

KEY ACTIONS

- Develop a list of work responsibilities
- Review and revise the list.
- Rate each responsibility based on its organizational contribution.
- Rank responsibilities in order of priority.

CORRECTING PERFORMANCE PROBLEMS

COURSE OVERVIEW

This unit provides modeling and practice in how to hold discussions with employees about unacceptable performance. It focuses on discussions that are necessary after less formal feedback and coaching have failed to result in a turnaround. The unit provides a process that leaders can use to get an individual's performance back on track and to build motivation for continual improvement.

LEARNING OBJECTIVES

- Recognize why leaders delay correcting poor performance and what the costs of delaying action are.
- Identify performance situations in which to take action.
- Explain how thorough preparation lays the groundwork for a constructive discussion about performance and describe what goes into thorough preparation.
- Successfully use the Key Actions to conduct a discussion about the need to improve performance.

KEY ACTIONS

- Prepare for a focused discussion of the problem.
- State the need for improved performance.
- Mutually assess the situation.
- If appropriate, explain any steps you plan to take and why.
- Help the person identify possible actions.
- Agree on a plan and a date for follow-up.
- Offer your support.

TYPICAL TIME INVESTMENT

Time commitment varies. Please discuss with your Partnership Development Manager.

CONDUCTING A COLLABORATIVE PERFORMANCE REVIEW

COURSE OVERVIEW

Although the formal performance review may seem more an administrative than a management responsibility, in practice it can be an extremely powerful tool for the performance leader. Especially today, when people work more independently, few opportunities arise when both the manager and employee can step back, look at what has happened, and decide where to go in the future.

This unit provides a collaborative approach to the formal performance review. Participants will learn how to prepare employees—and themselves—for a review, how to manage expectations during the discussion, and how to create an atmosphere that encourages both people to be open about their concerns and plans for the future.

LEARNING OBJECTIVES

- Explain how a performance review discussion can be used to increase individual productivity, motivation, and learning
- Describe how to prepare the person being reviewed for a collaborative discussion.
- Describe how prepare yourself for a collaborative performance review.
- Explain the importance of identifying two to three core points that the person being reviewed should remember after the discussion.
- Set up a focused discussion by opening the review with the purpose, desired outcomes, and agenda.
- Focus the review on the future, rather than on the past.
- Use the Key Actions for conducting a collaborative performance review.

KEY ACTIONS

- Prepare yourself and the other person for a focused discussion.
- Begin the session by setting expectations for your discussion.
- Invite the person to share his or her self-assessment.
- Give your perspective on the other person's performance.

- Jointly determine next steps.
- Summarize the core points of your message.

TYPICAL TIME INVESTMENT

Time commitment varies. Please discuss with your Partnership Development Manager.