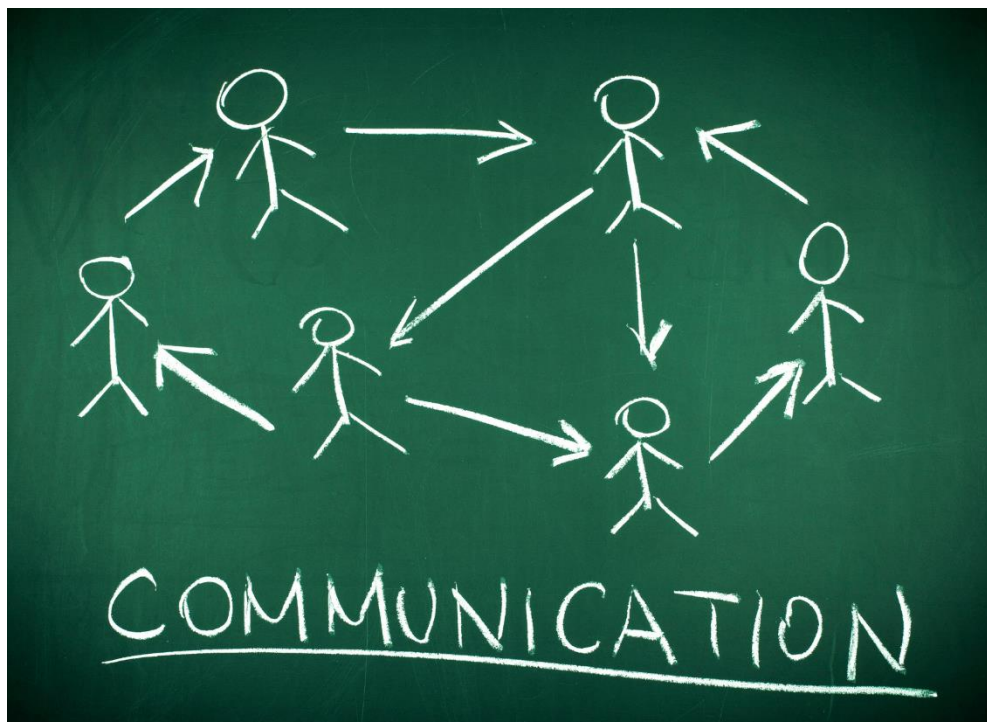


# Leading & Managing Teams

## DAY THREE

Creating & Communicating Performance  
Standards



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# The Jessica Bailey Situation

## Introduction

This is an experiment in a new way of thinking about the way you act as a team leader.

It begins with the statement of a problem which you, the supervisor, are having with one of your people. Your course of action can, and will, differ from others. There is no one path to follow, as there is no one path to follow in real life. But which path you will take will depend on your attitudes and actions at each point, and you have a choice.

***THIS SERIES OF SECTIONS ARE NOT***

***TO BE FOLLOWED IN ORDER AS IN A BOOK.***

Instead of looking at each section in sequence (Section 1, 2, 3, 4, etc.), you are to decide in section 1 what action you would take, and then turn to the section indicated under that choice. Other action choices will refer you to other sections, back and forth, as you go along. Each section is numbered above the opening sentence.

## **Section 1 - The Situation**

You are a production supervisor, and you have a crew of twelve women in a cosmetic packing department.

Jessica Bailey is one of your women who have been with you for three and a half months. (All together she has been with the company for two years).

Jessica is absent today (Monday). You know she has been absent quite a bit, and when you check in your logbook you confirm that she has been absent three Mondays out of the last four.

This has no doubt interfered with production and is part of the reason you are behind schedule. You have had to ask the women in your team to work overtime on Saturdays and evenings over the last two months in order to catch up. You note that, on occasions, Jessica Bailey has been among those selected to work.

**You feel that some action has to be taken about Jessica Bailey.**

**Which of the five steps listed below would you take first?**

**Select the first step you would take from those listed below and turn only to the section number indicated for the one you select.**

- A. Call Jessica aside on her return and have a talk to her.  
*(Turn to section 9).*
- B. Ask some of the women in your group who work with Jessica if they know what her problem might be. *(Turn to section 4).*
- C. Ask the supervisor in the department where she worked previously what her record was there.  
*(Turn to section 7).*
- D. Discuss the matter with your boss.  
*(Turn to section 11).*
- E. Transfer her elsewhere at the first opportunity.  
*(Turn to section 34).*

**Section 2 - You are not following the instructions.**

Nowhere are you instructed to turn to this section.

Remember, in this series you are not to follow the section in sequence as in a book. Instead, you skip around, depending on the action you decide to take.

*Now turn to section 1 and select the number of the section you should be on.*

**Section 3-**

You asked the employees who laughed to tell you what they saw. The women are embarrassed, but the most outspoken member of the group says: "We were just laughing at a joke Freda told at lunchtime. It didn't have anything to do with you or Jessica!"

**What would you do now?**

*(Turn to section 24 and select another answer).*

**Section 4-**

You decide to ask others in the team if they know what Jessica's problem might be. You wonder if she has a drinking problem, a family problem, a real illness, or what.

You talk to three of the women chatting together at lunchtime. They seem hesitant to talk but one finally admits that a man on the afternoon shift reported seeing Jessica and a young man with long blonde hair speeding in a car this morning. It looked as if they were driving out of the city. He reported that Jessica, "Could have been drunk." The bloke who saw them said, "She certainly looked like it."

**What would be your approach to Jessica now?**

*(Turn to section 1).*

**Section 5-**

You decide to keep calling Jessica's home at regular intervals during the day.

Late that afternoon the phone is answered. The same man, still sounding peculiar, says that Jessica is not there. When you ask where she is he becomes incoherent. After a few minutes of this Jessica comes on the phone and asks who it is. When you tell her she says, "I can't talk now. Good-bye," and hangs up the phone.

**Tuesday morning when Jessica comes to work what would your approach be?**

*(Turn to section 9).*

**Section 6-**

You have asked Jessica if she has really been ill. Jessica says:

“Now look, I know the rules! They say that either your illness or that of someone in your immediate family is allowable as sick leave. And it’s been one of the two, I assure you!”

**What would be your general approach to Jessica?**

- A. Explain to Jessica that you can require proof of illness before sick leave is allowed; that you are in charge, and she should respect this fact.

*(Turn to Section 13)*

- B. Tell her that her personal problems are her business, but that production is your business. Tell her that she must “shape up or ship out”.

*(Turn to Section 24)*

- C. Say “I didn’t mean it that way, Jessica, and I am sorry you are having so much trouble. But I am concerned about how your absences have been affecting your work.”

*(Turn to section 28)*

- D. Tell Jessica she is fired.

*(Turn to section 25)*

- E. Transfer Jessica at the first opportunity.

*(Turn to section 34).*

**Section 7-**

You have decided to ask the supervisor in Jessica’s previous department what her experience with Jessica was. She says:

“Jessica Bailey? Why I know Jessica very well. I think a lot of her too. She was one of my best people and I was sorry to see her go. If it hadn’t been something of a promotion for her, I would have really tried to keep her.”

“How is Jessica going, anyway? I hear she married a widower with two teenage kids. Boy! That’s really getting a ready-made family!”

*(Turn back to section 1 to decide your next move).*

**Section 8-**

You have decided to call Jessica over to a more private place and ask her what is on her mind. She is reluctant to discuss it at first, then she blurts out:

“You know very well what’s wrong. Everything seems screwed up! At first it was just at home, but now you’re picking on me too. It’s enough to drive anyone to drink!

“The least you could do is get off my back and stay off!

**What general response would you make to Jessica following that rather blunt outburst?**

A. Remind her that you are the one in charge of this department and of her; that you are just doing your duty and that she should have more respect for this fact.

*(Turn to section 13).*

B. Suggest that she go back to work and cool off and that you will talk to her later.

*(Turn to section 19).*

C. Warn her that if there are any more comments like that, you will see that she is severely dealt with.

*(Turn to section 20).*

D. Tell her that you think it might help if you discussed it. You don't wish to intrude but you are concerned over her absences.

*(Turn to section 28).*

Tell Jessica that she is fired for insubordination. *(Turn to section 25).*

F. Transfer Jessica at the first opportunity. *(Turn to section 34).*

**Section 9-**

**In discussing Jessica's absences with her, which of the following general approaches would you take?**

A. Explain to her the importance of good attendance to the production record of the department. Point out to her what would happen if everyone were away on Monday. Urge her to try to do better. *(Turn to Section 10).*

B. Tell her that her problems are her own personal business, but production is your business. Tell her that she must "shape up or ship out". *(Turn to Section 24).*

C. Wait until Jessica brings up the matter of her absences, so as not to embarrass her.

*(Turn to Section 16).*

D. Ask her what difficulty she is having. *(Turn to Section 12).*

E. Tell her that she is fired. *(Turn to Section 25).*

**Section 10-**

Jessica says, "I'll try to do better."

However, the following Monday she is absent again and someone who says he is her husband phones in to say that she is ill. He sounds queer, as if he had been drinking.

**What would you do then?**

- A. Telephone her home to verify her illness. *(Turn to Section 14).*
- B. Send some inexpensive flowers to her home with a "get well soon" card. *(Turn to section 27).*
- C. Ask others in the team if they know what Jessica's problem might be (if you have not done this before). *(Turn to section 4).*
- D. Wait until her return to deal with Jessica. *(Turn to section 26).*
- E. Contact someone experienced in counselling to get help on this problem. *(Turn to section 40).*

**Section 11-**

You have decided to discuss the problem with your manager before taking any other action. He says:

"No, I don't know Jessica, but I do know how far we are behind on our production schedule! We just had a management meeting about it, one thing's certain, I don't want to go through that again! Did we come up looking poorly!"

"So, for goodness sake, get back down there and see if you can stir some life into your women. It looks like we're going to have to put on weekend overtime again, and you know what that does to our budget".

"We must get stuck in, or we'll be history!"

*Turn back to section 1 to decide on your next step.*

**Section 12-**

You ask Jessica what difficulty she is having. Jessica says:

"Well, it's rather personal, and I'd rather not talk about it, if you don't mind".

**What general approach would you follow now?**

- A. Tell her she is fired. *(Turn to section 25).*
- B. Ask Jessica if she has really been ill for the last three out of four Mondays. *(Turn to section 6).*
- C. Tell her that her problems are her own personal business, but production is your business. Tell her that she must "shape up or ship out". *(Turn to Section 24).*
- D. Be friendly but tell her you are going to give her an official warning to the effect that she must improve next month. *(Turn to Section 17).*
- E. Say something like: "Jessica, I don't want to intrude where I'm not wanted, but at the same time, you must see how your Monday absences are affecting your work. I'm concerned about this, and I know you are too." *(Turn to section 28).*



**Section 13-**

You have told Jessica that you are in charge, and she should respect this fact.

Jessica says:

“Well, one thing I have is respect for myself! Too much respect to stay on with this crummy mob. I’m off. Finished!”

Jessica then leaves.

**How do you feel at this point?**

- A. That you might have handled things differently at some point? Would you like a chance to retrace your steps to see what could have been done differently?

*(If so, go back to Section 9)*

- B. That you did what any supervisor would do to correct their people and keep them under control?

*(If so, you need proceed no further.)*

**Section 14-**

You telephone Jessica’s home to verify her illness. There is no answer. What do you do now?

- A. Keep ringing at regular intervals during the day. *(Turn to section 5)*
- B. Ask the Personnel Department to keep on calling. *(Turn to section 21)*
- C. Wait to deal with it when Jessica returns. *(Turn to section 26)*

**Section 15-**

You have replied to Jessica, “You’ve talked it over with your husband?”

Jessica says: “Yes, but he is so wrapped up in his two kids that he won’t listen. I knew I would have problems when I married a widower, but I didn’t expect this”.

What general approach would you follow then?

- A. Say, “I’m glad you realise the seriousness of this, and I hope you can make him see it too. Jessica, I hope you will try to do better”. *(Turn to section 10)*
- B. Say, “It’s pretty tough being married to a widower with kids, I suppose”. *(Turn to section 33)*
- C. Say nothing but continue to listen. *(Turn to section 18)*

**Section 16-**

You have decided to wait until Jessica brings up the matter of her absence. She does not. However, she is present each day for the next two weeks. Then she misses Monday and Tuesday of the next week, and is absent today (the following Monday)

When (and if) she comes in tomorrow, what approach will you take with her?

*(Turn to section 9).*

**Section 17**

You have given Jessica an official warning that she must improve next month. Jessica is absent the first two Mondays of the next month.

**At this point what would you do?**

A. Warn Jessica what will happen if she is absent again on either of the next two Mondays.

*(Turn to section 35)*

B. Wait to see if Jessica is absent the remainder of the Mondays in the month.

*(Turn to section 37)*

C. Transfer her at the first opportunity. *(Turn to section 34)*

D. Tell Jessica you don't wish to intrude on her personal problems, but you are concerned over how her absences affect her work. *(Turn to section 28)*

E. Express to Jessica your hope that she will be able to improve this month. Then wait to see if she is absent in the remainder of the month. *(Turn to section 37)*

**Section 18-**

You have decided to say nothing, but to continue to listen. Jessica continues:

"Joe, my husband, is an invalid pensioner. He has a married teenage daughter whose marriage is breaking up, it seems. Also, his boy, who is two years younger, is supposed to be living with us but he has run away twice in the past two months. Everything seems to happen on weekends!"

"First the daughter comes home mad at her husband, then the husband follows, and they put on a scene. Sometimes they make up and go back to their house, and sometimes not".

"Then the boy takes off and the police phone us to come and get him. Sunday night at midnight I had to drive two hundred miles to get him out of jail. We didn't get back until eight last night".

"All these things happening on weekends are very upsetting to Joe. I think this helplessness is getting too much for him. He has been so upset and ill and several Mondays I've been afraid to leave him. But I know it has been causing you problems on the job. I hope I can get it worked out soon".

**What would your general approach be?**

- A. Explain to Jessica that you understand what she has to cope with and suggest to her that she wait two weeks to see how things look then (*Turn to section 22*)
- B. Tell her that her personal problems are her business, but that production is your business. Tell her that she must 'shape up or ship out' (*Turn to section 24*)
- C. Suggest that Jessica take her problems to her family doctor or minister.  
*(Turn to section 41)*
- D. Explain that you are giving her an official warning and that she must improve her attendance the following month. (*Turn to section 17*)

**Section 19-**

After the situation involving Jessica and the women, things seem calm for the next few days, except for occasional loud bursts of laughter coming from her department when you don't happen to be nearby.

You must plan for overtime for two thirds of your team on next Saturday and some evenings as well. Would you:

- A. Exclude Jessica from the overtime, but say nothing to her directly?  
*(Turn to Section 30.)*
- B. Exclude Jessica from the overtime, but tell her if she 'shapes up', she will be included in the future? (*Turn to section 32*)
- C. Tell Jessica that you are scheduling her for overtime but ask her to put her mind on the job and be on side in order to get the production out. Stress the importance of everyone doing his or her part. (*Turn to section 10*)
- D. Call Jessica in and explain that you have wondered what to do to help her improve her attendance, because it is affecting her work. You don't want to put her down for overtime if it is going to complicate the problem she already has. (*Turn to section 28*)

**Section 20-**

You have warned her that any more comments and she will be severely dealt with. Jessica says:

"That's what I mean by everybody getting on my back. Well, I don't have to take it from you! I'm leaving! Finish!"

Jessica then heads for the exit with tears in her eyes.

**At this point how do you feel about this?**

A. That you might have handled things differently at some point or another? Would you like a chance to retrace your steps to see what could have been done differently? *(If so, go back to section 9).*

B. That you did what any supervisor would do to correct their employees and keep them under control? *(If so, you need proceed no further).*

**Section 21-**

You have asked the Personnel Department to keep calling Jessica's home. At 3 p.m. they phone to say there is still no answer.

**When Jessica returns on Tuesday morning, what would be your approach to her?**

*(Turn to section 9 and select an approach).*

**Section 22-**

Now that Jessica has spelled out some of her main problems causing her Monday absences, let's talk about it.

There is no clear-cut ending to this problem given here - nor do we find one, usually, in real life. The first-line supervisor is constantly dealing with people in the team, with fellow supervisors, the boss, and one's own beliefs and values in problems such as these. The attitude taken and one's approach to taking action will often determine how they come out.

Jessica's problem raises some interesting questions, which we might discuss:

1. Now that you know Jessica's problem, or at least some of it, is it easier or more difficult to handle her absences?
2. Do you feel the company should be understanding and give Jessica time off to work out her problems?
3. Would just telling you about her problem help Jessica?
4. Are you familiar with anywhere in the Company or in the community Jessica might be offered to for help?

**END OF ACTION MAZE**

**Section 23-**

The Union Representative says, “Well, Jessica’s story sounded pretty wild to me. Why don’t you talk it over with her and let’s see what happens. I can’t see why the Union should be concerned here”. (*Turn to section 8 for your talk with Jessica*)

**Section 24**

After you comment to Jessica, she says nothing, but goes directly to work.

That afternoon, one of the women tells you that Jessica has been telling all the women how badly you’ve been treating her. Later the same afternoon, as you pass Jessica you catch a glimpse of a gesture she makes behind your back. Three other women in the department laugh. When you turn around, Jessica is back at work.

**What would you do?**

- A. Do nothing, continue on your rounds, but keep your eye on Jessica.  
(*Turn to section 19*)
- B. Ask the employees who laughed to tell you what they saw. (*Turn to section 3*)
- C. Warn Jessica that she’d better stick to work and forget about making comments and gestures directed toward you. Then continue walking. (*Turn to section 19*)
- D. Call Jessica over to a more private place and ask her what is on her mind. (*Turn to section 8*)
- E. Tell Jessica she is fired. (*Turn to section 25*)

**Section 25-**

You have fired Jessica.

Do you feel that - without any previous warning, and in a strong union company - you could make this stick? Chances are you couldn’t. But at any rate, here are some questions for you.

1. Would your action cause any problems with the others in the department?
2. Were you responding to her feelings with your feelings?
3. Were you admitting to Jessica that you didn’t know what else to do with her?
4. Is there nothing more you know about Jessica?

If you have answered yes to any of these questions, you may be admitting that you have something to learn about the managing of people. If so, turn to the previous section and take another choice.

If you have answered no to all four, there is evidently no doubt in your mind that the way you operate is the correct way. Then this exercise can teach you no more. Remember that those who live by the sword perish by the sword. Stop the action maze.

**Section 26-**

You have decided to wait until her return to deal with Jessica.

*Turn to section 9 and select the approach you will use to Jessica when she returns.*

**Section 27-**

You decide to send some inexpensive flowers to her home with a “get-well-soon” card. On Tuesday, when Jessica returns, she does not mention the flowers.

What would your approach to Jessica be now?

*Turn to section 9 and select your next step.*

**Section 28-**

You have told Jessica you don’t want to intrude but you have to express your concern over how her absences are affecting her work. Jessica says:

“I know you are concerned, and I have been too. I’m sorry it’s happening, but I just can’t help it. I’ve told my husband that I might lose my job if it keeps up. It makes it even harder that I’m the breadwinner in the family”.

What general approach would you follow then?

- A. Say, “I’m glad you realise the seriousness of this, and I hope you can make him see too. Jessica, I hope you will try to do better”. (*Turn to section 10*)
- B. Say, “You’ve talked about it with your husband?” (*Turn to section 15*)
- C. Say nothing but continue to listen. (*Turn to section 18*)
- D. Impress Jessica with the seriousness of this in a business situation and warn her that she must improve or take the consequences. (*Turn to section 35*)

**Section 29-**

To have told Jessica that she should forget the warning and consider the matter over and done with, and you hope that she will keep up the good record she’s started.

Jessica may or may not be absent on future Mondays. If she is, then that is another problem.

Did you ever wonder just what Jessica’s problem was?

Other paths led to her telling you, and perhaps you would like to hear her describe it. *If so, turn to section 18. Then turn to section 22 and let’s discuss the questions there.*

**Section 30-**

You decide to exclude Jessica from overtime work. You say nothing to her directly but inform the other girls that you wish them to work. (*Turn to section 36*)

**Section 31-**

After Jessica has been present each Monday for the remainder of the month, you tell her to keep up the good work. Jessica says, "I'm certainly trying".

Jessica is in attendance for the next three weeks, including the overtime work she is assigned to.

**At the end of this time, what would you do?**

- A. You would do nothing. (*Turn to section 39*)
- B. You would tell Jessica that she should forget the warning she'd received and consider the matter over and done with, and you express the hope that she will keep up the good record she's started. (*Turn to section 29*)

**Section 32-**

You decide to exclude Jessica from overtime work next weekend, but tell her if she shapes up, she will be included in the future. Jessica says nothing but goes back to work. (*Turn to section 36*)

**Section 33-**

You have remarked to Jessica how tough it must be to be married to a widower with kids. Jessica says, "Boy, I'll say!"

What general approach would you use then?

- A. Say, I'm glad you realise the seriousness of this, and I hope you can make him see it too. Jessica, I hope you will try to do better". (*Turn to section 10*)
- B. Say nothing but continue to listen. (*Turn to section 18*)

**Section 34-**

You have transferred Jessica at the first opportunity. And that got rid of your problem nicely, didn't it?

But what about the company, of which you are manager? Did you fully fulfil your responsibility as a manager?

*Return to the previous section and make another decision.*

**Section 35-**

You have reminded Jessica what will happen if she is absent again on Monday. Jessica is there next Monday.

On the following Monday, you notice Jessica at lunchtime sitting by herself looking flushed and ill. When you ask her what the trouble is, Jessica says she feels quite sick. You send her to the Medical Centre, and they send her home. You hear from them that Jessica has a fever of 39.5 degrees (103 degrees F.) and is seriously ill with influenza.

Jessica is reported to have told the nurse that she was afraid you would have her fired if she had stayed home ill. Jessica is absent for six days.

**When she returns, what will be your approach to Jessica?**

- A. Tell her that despite her illness, she is still under the probation period following the warning you'd given her, and as far as her Monday absences were concerned, she still had to show you she could improve. (*Turn to section 24*)
- B. Tell her that you are wiping the slate clean, and hope that she has no more trouble in the future. (*Turn to section 10*)
- C. Say that you are sorry she was ill, that you don't want to intrude, but ask her if the difficulty she was having that caused the Monday absences looks as if it has been cleared up.  
  
(*Turn to section 28*)
- D. Say nothing to Jessica. (*Turn to section 36*)

**Section 36-**

That afternoon, the union delegate tells you that Jessica has charged you with victimisation.

**What would you do?**

- A. Tell the Union delegate that the charge is ridiculous and dare him to take such a trivial and ludicrous matter further. The whole thing was so ridiculous, that the charge would be laughed out of court. (*Turn to section 38*)
- B. Tell the Union delegate the situation, and say you wish to talk to Jessica about it and that he can also be present if he and Jessica wish it. (*Turn to section 23*)



**Section 37-**

You have waited to see whether Jessica is absent the remainder of the month. She is not.

**At this point, what action would you take?**

- A. You would do nothing. (*Turn to section 39*)
- B. You would tell Jessica to keep up the good work. (*Turn to section 31*)
- C. You would tell Jessica that she could forget the warning that you had given her, and consider the matter over and done with. You express the hope that she will be able to keep up the good record she has started. (*Turn to section 29*)

**Section 38-**

You have dared the Union delegate to take the charge further. The next day he comes in with a lengthy statement of charges, containing not only Jessica's remarks, but testimony from a number of others in your team as well. After a few minutes, it becomes obvious that there is nothing to be gained by discussing the statement, so you pass it on to your boss.

So, there it is. You may find the arbitration may rule in favour of you on the basis of Jessica's absenteeism, but it may not and the whole process may be a long drawn-out one. And there is still Jessica to deal with.

**At this point, how do you feel?**

- A. That you did what any supervisor would do to correct their people and keep them under control? (*If so, you need proceed no further.*)
- B. That you might have handled things differently at some point or another. Would you like the chance to retrace your steps to see what could be done differently? (*If so, go back to section 9.*)

**Section 39-**

You would do nothing after Jessica was not absent the remainder of the month.

Why not? Jessica seems to be trying to do what you wish her to do.

One principle of teaching desired behaviour is to reward it when it happens.

*Turn back to your previous section and reward Jessica.*

**Section 40-**

You have contacted a counsellor to get some help on your problem. The counsellor can't help, since you are unable to say what Jessica's problem is. You then decide to discuss it with Jessica.

*Turn to section 9 and select your approach.*

### **Section 41-**

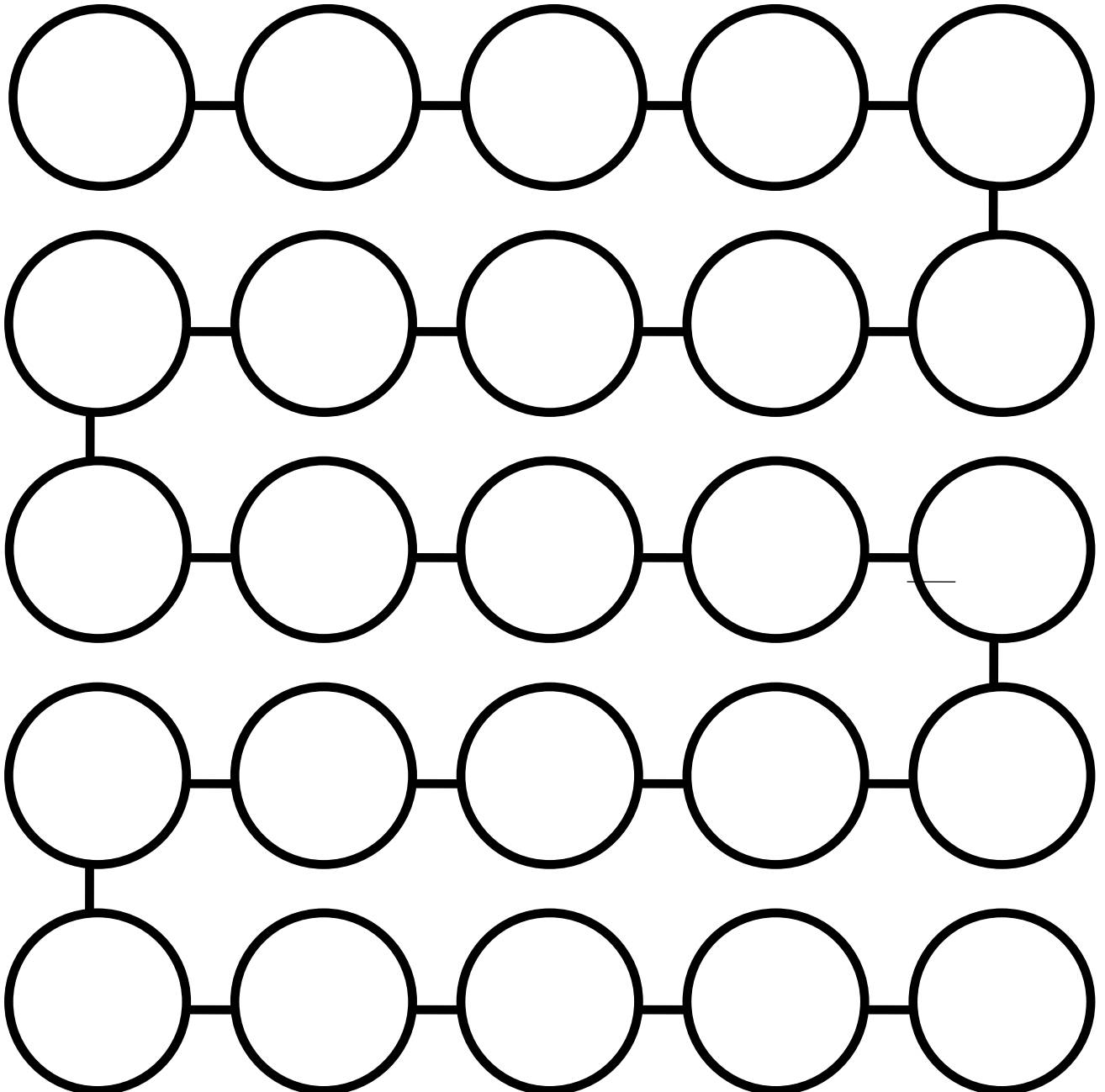
You have suggested that Jessica take her problem to her family doctor or minister. Jessica says, "Well, we are not really churchgoers, and we don't have a regular doctor".

*Turn back to section 18 and select another route.*

## Path Record Sheet

As you turn to each new Section in your hand-out,  
write the number of the new Section in the next circle below.  
(You will not use them all).

**START**



## Constructive Feedback Guidelines

How can a Manager call attention to an error or a failure in a way that's seen as constructive and supportive? It's not easy, and you're likely to arouse some defensiveness unless you handle the feedback with care. Helping people learn from their mistakes is an important management tool and a key element in maintaining and improving employee performance.

This four-step process will help you minimise defensiveness and turn a potentially unpleasant situation into collaborative problem solving and positive change. The guidelines for giving constructive negative feedback are....

1. Express your concern
2. Understand the whole story
3. Reinforce correct performance
4. Discuss alternatives

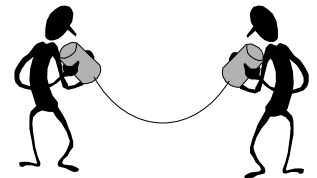


### 1. EXPRESS YOUR CONCERN-

Clear and open communication is a prerequisite to constructive feedback that leads to a solution. That's why it's important to begin the process by carefully and thoroughly explaining what's on your mind. Use "I messages" like: I've noticed the backlog is going up; I'm concerned about....; or I have a problem with.... Avoid opening with a question or anything that may sound like a judgement or accusation. Questions like...Can't you keep up with the work? or where were you when Jim was looking for you? Only serve to increase defensiveness and anxiety. Be tactful but be direct. If you're too subtle, you may create misunderstanding and doubt.

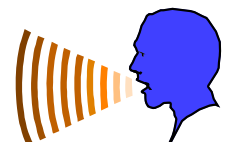
### 2. UNDERSTAND THE WHOLE STORY-

Once you've expressed your concern, immediately follow up with a question that invites explanation. For example: What happened? Why was it done that way? Tell me about it. You must understand the problem thoroughly in order to solve it constructively. Listen carefully, ask clarifying questions, and confirm your understanding, even though you might not agree with what the person did in that situation. Use confirming phrases like: What you're saying is...., or Then the reason you..., Genuine listening is a vital ingredient of both motivation and problem solving.



### 3. REINFORCE CORRECT PERFORMANCE-

Often, you may discover that behind poor performance were the best of intentions. If so, it's important to reinforce the good parts of the performance so that you can focus problem solving only on the error or misjudgement. Otherwise, the person is likely to assume that both the reason and the action were inappropriate or incorrect. For example, suppose a report contained several errors because the Administration Assistant thought it was more important to complete the report by a given deadline. Reinforcing the Administration Assistant's concern for timeliness will help preserve this quality, while seeking solutions to the problem of accuracy.



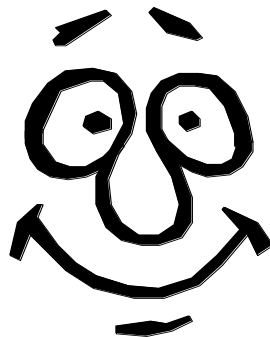
### 4. DISCUSS ALTERNATIVES-

Having expressed your concern, listened to understand the whole story, and focused on the issue by reinforcing good performance, you can now discuss alternative ways to handle the situation the next time it occurs. This is important because it takes the pressure off past performance and looks constructively toward the future.

There are two ways to approach this step. First, if you want to draw out the other person's ideas, or if you can't think of any other alternatives of your own, ask for possible solutions. Second, if you have a suggestion yourself, or if there's only one course of action open, make your suggestion. Don't try to "lead" the other person to a solution you've already thought of by asking a series of questions. People are likely to become resentful of such a manipulative technique.

Here's how it might sound when you want to discuss alternatives. "It was a tight deadline, and I appreciate the extra effort it took to get the report out on time. What can be done to reduce the number of typos and still get the work out on time.

In summary, even negative feedback can be supportive and constructive when you follow a process of open, two-way communication and collaborative problem solving.



 <p><b>The Proven group</b> Great people Better results</p>	<h2 style="margin: 0;">Course Evaluation Form</h2>
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**Course Details**

<b>Facilitator Name:</b>	
<b>Date:</b>	
<b>Your Name – (optional)</b>	

**Instructions**

- Please respond to the following statements by placing a ✓ in the appropriate column.
- The rating codes are **SA** – strongly agree, **A** – agree, **N** – neither agree or disagree, **D** – disagree and **SD** – strongly disagree.

Course Outcomes	SA	A	N	D	SD
The course objectives were met.					
I've learnt something that I can apply on-the-job immediately.					
My time was well spent.					
I would recommend this course to others.					
Course Content	SA	A	N	D	SD
The content was presented in a logical order.					
The content was paced appropriately.					
The course notes were clear.					
The course notes were relevant.					
There were sufficient opportunities to practice using the new skills.					
Course Facilitator	SA	A	N	D	SD
Was well prepared.					
Presented the material clearly.					
Made sure all participants were actively involved.					
Summarised group discussion in a meaningful way.					
Showed a depth of knowledge on the subject matter.					
Was able to respond to group questions.					

**General Questions**

What was most beneficial and why?

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What was the least beneficial and why?

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What (if anything) would you change about the course?

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Would you like to make any other comments about the course?

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## LEADING & MANAGING TEAMS

Please tick the box if you do NOT wish us to use your comments as testimonials.