

Compendium of Learning and Development Quizzes

Sarah Cook

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Contents

Preface.....	v
Matrix Index.....	ix
1 Action-Centered Leadership.....	1
2 Assertiveness	7
3 Body Language	13
4 Coaching Skills.....	17
5 Coaching Styles	21
6 Conflict Management	27
7 Counseling Skills	33
8 Creative Problem Solving.....	39
9 Customer Service	43
10 Delegation	47
11 Diversity.....	53
12 Emotional Intelligence	59
13 Employee Orientation.....	65
14 Empowerment	71
15 Facilitation Skills.....	75
16 Feedback Skills	81
17 Handling Difficult Customer Situations	89
18 Health and Safety.....	95
19 Influencing Skills.....	99
20 Leadership Styles.....	105
21 Learning Styles.....	111
22 Listening Skills.....	117
23 Managing and Helping Poor Performers	121
24 Managing Change	125
25 Meeting Skills	131
26 Mentoring Skills	135

27	Motivating Others	141
28	Negotiation Skills.....	145
29	One-to-One Training	155
30	Performance Appraisal.....	161
31	Performance Appraisal: Before, During, and After	167
32	Presentation Skills.....	175
33	Project Management	181
34	Questioning Skills.....	185
35	Recruitment and Equal Opportunities.....	191
36	Recruitment and Selection	201
37	Recruitment Interviewing.....	205
38	SMART Objectives	211
39	Stress Management	215
40	Teamwork.....	221
41	Telephone Skills	225
42	Time Management	231
43	Written Communication Skills.....	235

Preface

This compendium came about as a result of my experiences as a managerial development consultant running Stairway Consultancy. As a designer and facilitator of training interventions, I find it helpful to have alternative ways to increase self-awareness and assess or consolidate learning.

Objectives

This compendium is intended to provide trainers, HR professionals, line managers, and team leaders with a selection of management-development quizzes. It is designed to be part of a trainer's toolkit, covering a broad range of topic areas. I have personally designed and tested the quizzes in a wide variety of professional development situations.

Design

The quizzes are presented in alphabetical order, according to topic heading. For ease of use, I have grouped them into nine categories:

- Communication skills
- Customer service
- Health and safety
- Leadership
- Performance management
- Personal development
- Teamwork
- Recruitment and selection
- Training and development

The Matrix Index on pages ix and x lists the quizzes and indicates in which category or categories each quiz belongs. Suggested responses to the questions and helpful background information on the topics are provided for most of the quizzes.

Using the Material

The quizzes in this compendium are not designed to “test” individuals in the negative sense of the word. Rather, they are intended to provide the learner with an opportunity to:

- Reflect on their own thinking on the topic area
- Identify knowledge, skills, or behavioral gaps, and thereby assess training and development needs
- Encourage self-awareness
- Encourage group discussion
- Coordinate training efforts

Most quizzes work best when they are included as part of a training and development program. However, they work equally well as part of one-to-one training or coaching sessions. They can be used:

- As preparatory material for a development session to help individuals assess their knowledge, skills, attitude, or approach toward a topic
- Either as an individual assessment tool at the beginning of or during a development session, **or** as a means of generating group discussion during a development session
- As a way of consolidating training, for example during a learning review
- As follow-up material to help individuals reflect on what they have learned from the session

Before you administer a quiz, fully describe its purpose. Also, unless you wish to use the quiz as a basis for group discussion, you should tell participants that the results of the quizzes will not be shared.

If you decide to use the results as the basis for group discussion, remember to let each participant decide whether or not they want their results shared so that people do not feel put on the spot.

The quizzes give people an opportunity to assess hypothetical situations and reflect on the best ways to handle them as a manager. Remember to allow sufficient time for this. Also, it is best to familiarize yourself with the material; take the quiz yourself before you administer it to others.

Action plans can be developed immediately after most quizzes are completed and then evaluated. You can adapt each quiz to meet the needs of the individuals within the group by changing wording, phrases, or questions to suit the organization for which the quiz is intended.

Acknowledgment of Sources

These quizzes were developed over a period of years when I worked as a development consultant. I am indebted to the numerous managerial-development trainers and thinkers who inspired me to create this collection of assessment tools.

I hope that you find this a useful, informative, and valuable training aid.

Sarah Cook

Matrix Index

	Page Number	Communication Skills	Customer Service	Health and Safety	Leadership	Performance Management	Personal Development	Teamwork	Recruitment and Selection	Training and Development
1. Action-Centered Leadership	1				•					
2. Assertiveness	7	•			•		•			
3. Body Language	13	•			•					•
4. Coaching Skills	17				•					•
5. Coaching Styles	21				•					•
6. Conflict Management	27		•		•		•			
7. Counseling Skills	33				•					
8. Creative Problem Solving	39				•		•			
9. Customer Service	43	•								
10. Delegation	47				•					
11. Diversity	53				•				•	
12. Emotional Intelligence	59	•			•		•			
13. Employee Orientation	65						•		•	
14. Empowerment	71		•					•		
15. Facilitation Skills	75	•								•
16. Feedback Skills	81				•	•				
17. Handling Difficult Customer Situations	89	•								
18. Health and Safety	95			•						
19. Influencing Skills	99	•			•					
20. Leadership Styles	105			•						

(continued)

Matrix Index (concluded)

	Page Numbers	Communication Skills	Customer Service	Health and Safety	Leadership	Performance Management	Personal Development	Teamwork	Recruitment and Selection	Training and Development
21. Learning Styles	111						•			•
22. Listening skills	117	•				•	•			
23. Managing and Helping Poor Performers	121					•				
24. Managing Change	125				•		•			
25. Meeting Skills	131				•		•	•		
26. Mentoring Skills	135				•					•
27. Motivating Others	141				•	•	•	•		
28. Negotiation Skills	145				•		•			
29. One-to-One Training	155									•
30. Performance Appraisal	161					•				
31. Performance Appraisal: Before, During, and After	167					•				
32. Presentation Skills	175						•			•
33. Project Management	181				•		•			
34. Questioning Skills	185	•								
35. Recruitment and Equal Opportunities	191								•	
36. Recruitment and Selection	201								•	
37. Recruitment Interviewing	205								•	
38. SMART Objectives	211					•				
39. Stress Management	215						•			
40. Teamwork	221							•		
41. Telephone Skills	225	•								
42. Time Management	231						•			
43. Written Communication Skills	235	•								

1 Action-Centered Leadership

Use this quiz to help individuals identify the actions that an effective leader will take in:

- Satisfying the needs of the task
- Satisfying the needs of the team
- Satisfying the needs of individuals

Action-Centered Leadership

Below is a list of activities that managers undertake. For each activity, put a checkmark (✓) in the column(s) that indicates whether the manager is:

- Satisfying the needs of the task
- Satisfying the needs of the team
- Satisfying the needs of the individual

Activity	Satisfying the needs of...		
	Task	Team	Individuals
1. Define and document team objectives and goals.			
2. Communicate the team's goals and objectives to all members and obtain agreement on all.			
3. Conduct one-on-one discussions with team members to identify specific skills and knowledge.			
4. Identify each team member's strengths and areas for improvement.			
5. Clearly define, divide up, and delegate tasks according to skills, training, and interest.			
6. Inform team members about assigned tasks and explain the reasons for the tasks.			
7. Monitor the progress of each task.			
8. Adjust plans and workload when necessary.			
9. Monitor internal and external influences that might affect the progress of tasks, and communicate them to others as necessary.			
10. Conduct team meetings to give and receive information, get ideas, and give praise and feedback.			
11. Involve the team in decision making.			
12. Coordinate and guide the team, rather than be too hands-on.			
13. Listen to team members and ask for ideas.			

(continued)

Action-Centered Leadership (continued)

Activity	Satisfying the needs of...		
	Task	Team	Individuals
14. Discuss with team members opportunities for career development.			
15. Identify team strengths and areas for improvement, as well as the need for specific training.			
16. Clarify procedures, rules, and policies.			
17. Set standards to work toward.			
18. Identify motivators.			
19. Maintain harmony in the team and resolve conflict.			
20. Set up systems and timelines, and maintain schedules.			
21. Evaluate the results.			
22. Review what needs to be changed for the future.			
23. Maintain business awareness.			
24. Set ground rules.			
25. Make decisions.			
26. Clarify roles and responsibilities.			
27. Organize social events.			

Action-Centered Leadership (continued)

Suggested Answers

Here are the suggested answers. In many cases, the manager satisfies more than one need.

Activity	Satisfying the needs of...		
	Task	Team	Individual
1. Define and document team objectives and goals.	✓		
2. Communicate the team's goals and objectives to all members and obtain agreement on all.		✓	
3. Conduct one-on-one discussions with team members to identify specific skills and knowledge.			✓
4. Identify each team member's strengths and areas for improvement.			✓
5. Clearly define, divide up, and delegate tasks according to skills, training, and interest.		✓	✓
6. Inform team members about assigned tasks and explain the reasons for the tasks.		✓	
7. Monitor the progress of each task.	✓		
8. Adjust plans and workload when necessary.	✓		
9. Monitor internal and external influences that might affect the progress of tasks, and communicate them to others as necessary.	✓		
10. Conduct team meetings to give and receive information, get ideas, and give praise and feedback.		✓	
11. Involve the team in decision making.		✓	
12. Coordinate and guide the team, rather than be too hands-on.		✓	
13. Listen to team members and ask for ideas.		✓	✓

(continued)

Action-Centered Leadership (concluded)

Activity	Satisfying the needs of...		
	Task	Team	Individual
14. Discuss with team members opportunities for career development.			✓
15. Identify team strengths and areas for improvement, as well as the need for specific training.		✓	
16. Clarify procedures, rules, and policies.	✓		
17. Set standards to work toward.	✓		
18. Identify motivators.			✓
19. Maintain harmony in the team and resolve conflict.		✓	
20. Set up systems and timelines, and maintain schedules.	✓		
21. Evaluate the results.	✓		
22. Review what needs to be changed for the future.	✓		
23. Maintain business awareness.	✓		
24. Set ground rules.	✓	✓	
25. Make decisions.	✓		
26. Clarify roles and responsibilities.			✓
27. Organize social events.		✓	

2 Assertiveness

This quiz is designed to help identify the differences between *assertive*, *aggressive*, *passive*, and *passive-aggressive* behavior.

Assertiveness

Look at each of the situations below and decide if the response is *assertive*, *aggressive*, *passive*, or *passive-aggressive*. If the response is not assertive, write in an alternative reply that is assertive.

	Situation	Response	Assertive? Passive? Aggressive? Passive- Aggressive?	Alternative Assertive Response (if original response is not assertive)
1	Your manager has been out of the office for the past three days. You have a number of urgent issues that you need to discuss with him upon his return. When he returns, he goes straight to his desk and says that he does not want to be disturbed. You say:	"I know that you are busy, but I do need to speak to you urgently. If now is not convenient, what time today would be?"		
2	A colleague arrives 30 minutes late for an important 9:00 a.m. meeting that you are also attending. He/she was responsible for the first item on the agenda. You say:	"Good afternoon!"		
3	It is 5:00 p.m. and your manager gives you a work assignment that she needs completed right away. You know that it will take at least two hours to complete. You have plans for this evening and have already told your boss that you needed to leave by 5:30 p.m. You say:	"Well, I suppose I can do it."		
4	You have purchased an appliance that does not work, so you take it back to the store. You say:	"Give me my money back or I'll report you to the Better Business Bureau!"		

(continued)

Assertiveness (continued)

	Situation	Response	Assertive? Passive? Aggressive? Passive- Aggressive?	Alternative Assertive Response (if original response is not assertive)
5	One of your customers insists that you deliver his order right away. You know that the order will not be ready until tomorrow. You say:	"I appreciate that you need the delivery urgently. The entire order will not be ready until tomorrow, but I can arrange for two-thirds to be delivered today. Will that be acceptable?"		
6	You are in a review meeting with your manager. You would really like to attend French language classes to help you communicate with French clients. When you ask your boss, he says: "You don't need to do that, you're fine as you are." You say:	"Oh, okay, if you think so."		
7	A colleague on another team has volunteered your services to her manager without first consulting you. The next time you see your colleague, you say:	"What kind of game do you think you're playing? You shouldn't offer my services without asking me first!"		
8	You are handing out tickets to customers in line. Suddenly, one customer pushes himself to the front and asks, "I need to have my ticket now. Do you know who I am?" You reply:	"Does anyone know who this person is? He appears to have forgotten his name!"		

Assertiveness (concluded)

Suggested Answers

Situation 1 = Assertive
Situation 2 = Passive-aggressive
Situation 3 = Passive
Situation 4 = Aggressive
Situation 5 = Assertive
Situation 6 = Passive
Situation 7 = Aggressive
Situation 8 = Passive-aggressive

Definitions

Assertive behavior

People using assertive behavior clearly express that both they and the other person have rights and needs. Their behavior is open and respectful.

Passive behavior

People using passive behavior are demonstrating their belief that others' rights and needs take precedence over their own. Onlookers tend to consider this behavior timid, inhibited, and self-denying.

Aggressive behavior

People who use aggressive behavior boldly insist that their rights and needs prevail. Their behavior can be seen as domineering, pushy, and self-centered.

Passive-aggressive behavior

People who use passive-aggressive behavior subtly make sure that their rights and needs prevail. Their behavior (which is not always apparent) can be perceived as sarcastic, underhanded, and manipulative.

3 Body Language

This quiz is designed to be “acted out.” Individuals are given different roles to play without speaking a word. The rest of the group must successfully interpret the body language (the quiz).

Body Language

Cut out each strip and distribute one per person. Each participant takes a turn role playing the scenario on his or her strip, but must not speak. They are allowed only to mime the action, using their body to convey the action and emotions. The rest of the participants must guess what kind of situation the individual is portraying (charades).

You have just been promoted, and you are very happy!

You are in a rush because you are late for a meeting.

You are very upset because you've just received bad news.

You are attracted to one of your fellow course participants.

You do not trust one of your fellow course participants.

You are tired and bored.

You are actively listening.

You are listening, but you do not like what you are hearing.

(continued)

Body Language (concluded)

You think that you are superior to the rest of the group.

You are anxious to leave as soon as the course has finished.

You enjoy your work.

You are curious about what is happening in the next room.

4 Coaching Skills

This quiz is designed to test an individual's understanding of the most effective coaching approaches and techniques.

Coaching Skills

Read the questions and statements that follow and circle the letter of the one you think is the most appropriate for the situation.

At the beginning of the coaching session...

1. a) "What you need to do is improve your influencing skills."
b) "I understand that you want to improve your influencing skills. Is that correct?"
c) "What would you like to achieve from this session?"
2. a) "What makes you think that you can't influence effectively now?"
b) "What aspect of influencing do you want to work on specifically?"
c) "I can see why you might have problems in this area."
3. a) "What's happening now when you try to influence people?"
b) "What approaches have you tried in the past?"
c) "When was the last time you failed to influence someone?"

In the middle of the coaching session...

4. a) "What I suggest you do is to be less forceful in your views."
b) "How do you think you can improve your influencing skills?"
c) "I had the same problem, and in my experience, it's best to listen more and talk less."
5. a) "What options do you have?"
b) "Which well-known individuals do you think are effective influencers?
Why are they so effective?"
c) "What other routes might there be to improving?"
6. a) "Which option seems most achievable?"
b) "You need to start doing something about this immediately."
c) "In my opinion, the only way to do it is to talk to her in person."

At the end of the coaching session...

7. a) "What are you going to do in order to move forward?"
b) "What are your next steps?"
c) "When you speak to her, you need to tell her exactly how you feel."
8. a) "When will you take this action?"
b) "What's wrong with seeing her this week?"
c) "I suggest that you see her this week."
9. a) "What support do you need to achieve this?"
b) "When will you know if you've been successful?"
c) "Come back to me as soon as you have seen her and let me know how it worked out."

Coaching Skills (concluded)

Suggested Answers

At the beginning of the coaching session...

1. c) "What would you like to achieve from this session?"
The objectives of the session should be driven by the coachee, not the coach.
2. b) "What aspect of influencing do you want to work on specifically?"
The coachee's objectives should be as specific as possible.
3. a) "What's happening now when you try to influence people?"
b) "What approaches have you tried in the past?"
A discussion should take place on the coachee's current and past approaches in similar situations. The language used by the coach should be positive ("failed to influence" is negative).

In the middle of the coaching session...

4. b) "How do you think you can improve your influencing skills?"
The coach should encourage the coachee to think of his or her own solutions.
5. a) "What options do you have?"
c) "What other routes might there be to improving?"
The coach should encourage the coachee to explore all options.
6. a) "Which option seems most achievable?"
The coach should help the coachee select the options that seem to be most realistic and achievable.

At the end of the coaching session...

7. a) "What are you going to do in order to move forward?"
b) "What are your next steps?"
The coachee needs to determine and be committed to the action.
8. a) "When will you take this action?"
The coach should encourage the coachee to set his or her own timeframes.
9. a) "What support do you need to achieve this?"
b) "When will you know if you've been successful?"
The coach should help the coachee determine the support he or she needs and the criteria for success. These should not be decided by the coach.

5 Coaching Styles

This quiz is designed to help individuals distinguish between the three styles of coaching and understand when it is most appropriate to use them.

Coaching Styles

Read the statements explaining each coaching style. For each statement, write a sentence describing a situation in which it is appropriate for the coach to take this action.

The Directing Coaching Style	
Action	Coaching situation in which this action is appropriate:
The coach retains control.	
The coach sets objectives with the coachee, provides solutions, and gives clear and detailed instructions on what to do.	
The coach works closely with the coachee in implementing the solution, checking his or her understanding, and giving feedback on progress.	
The Guiding Coaching Style	
Action	Coaching situation in which this action is appropriate:
The coach retains some control, but allows the coachee as much freedom as he or she feels comfortable with.	
The coach sets objectives with the coachee, and they discuss and explore issues together.	
The coach helps the coachee evaluate options for development. The coach also makes suggestions.	
The coach tends to only get involved with the coachee at the coachee's request.	

(continued)

Coaching Styles (continued)

The Enabling Coaching Style	
Action	Coaching situation in which this action is appropriate:
The coach helps the coachee manage his or her own learning.	
The coach will typically use questions to help the coachee think things through.	
The coach encourages the coachee to come up with his or her solutions and determine his or her development.	
The coach acts as a sounding board and discusses the coachee's experiences.	

Coaching Styles (continued)

Suggested Answers

The Directing Coaching Style	
Action	Coaching situation in which this action is appropriate:
The coach retains control.	The coachee lacks confidence and competence.
The coach sets objectives with the coachee, provides solutions, and gives clear and detailed instructions on what to do.	The coachee is new to the job or task, and has no experience in this area.
The coach works closely with the coachee in implementing the solution, checking his/her understanding, and giving feedback on progress.	The coachee is new to the role, and has no previous experience in this area.
The Guiding Coaching Style	
Action	Coaching situation in which this action is appropriate:
The coach retains some control, but allows the coachee as much freedom as he or she feels comfortable with.	The coachee lacks competence, but is fairly confident.
The coach sets objectives with the coachee, and they discuss and explore issues together.	The coachee lacks confidence, but is competent.
The coach helps the coachee evaluate options for development. The coach also makes suggestions.	The coachee has not undertaken the specific task before, but might have experience with similar tasks.
The coach tends to only get involved with the coachee at the coachee's request.	The coachee is new to this particular role, but has experience with similar roles.

(continued)

Coaching Styles (concluded)

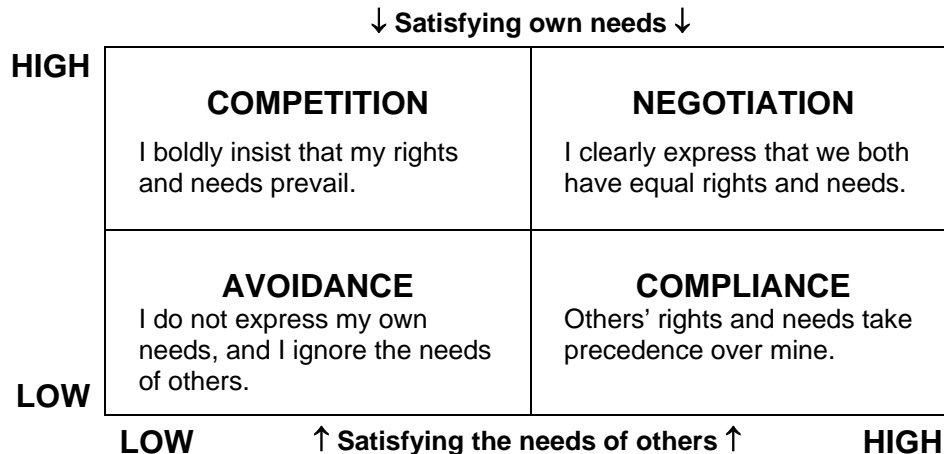
The Enabling Coaching Style	
Action	Coaching situation in which this action is appropriate:
The coach helps the coachee manage his or her own learning.	The coachee is competent and confident.
The coach will typically use questions to help the coachee think things through.	The coachee has performed the specific task before.
The coach encourages the coachee to come up with his or her solutions and determine his or her development.	The coachee has already performed in this specific role.
The coach acts as a sounding board and discusses the coachee's experiences.	The coachee is experienced and can discuss issues with the coach as an equal.

6 Conflict Management

In this quiz, individuals must identify the most effective way to manage conflict in each situation presented.

Conflict Management

There are four approaches to dealing with conflict:



Read each situation description and assign one of the four conflict management styles—competition, negotiation, avoidance, or compliance—on the blank line after each lettered response.

1. A colleague strongly disagrees with you about something that really matters to you at work. You...
 - a) Walk away, rather than express your views. _____
 - b) Express your opinions as strongly as your colleague did. _____
 - c) Soothe her feelings rather than start an argument. _____
 - d) Listen to what she has to say, and then state your feelings in a rational manner. _____

2. You are negotiating with a salesperson over a price. She refuses to bring the price down. You...
 - a) Tell her what you are willing to pay, and say that is your final offer. _____
 - b) Accept the price she offers. _____
 - c) Let someone else do the talking. _____
 - d) Question the price, and seek a more favorable exchange. _____

(continued)

Conflict Management (continued)

3. An individual who works for you has not performed a task to the standard that you were expecting. You...
- a) Mention it in a roundabout way so as not to hurt his feelings. _____
 - b) Put off telling him that you are disappointed. _____
 - c) Tell him directly and forcibly what he has not done. _____
 - d) Ask him the reason for the performance shortfall. Then you explain the consequence of this and how you would like things to change. _____
4. Conflict has arisen within your team. You...
- a) Help the team find a compromise solution. _____
 - b) Do not say anything during the team meeting. _____
 - c) Concur with the majority view. _____
 - d) Get your point across strongly. _____
5. Your boss gives you some feedback on something he believes you did wrong. You...
- a) Shrug your shoulders and walk away. _____
 - b) Agree with him that it was wrong. _____
 - c) Tell him loudly that you disagree. _____
 - d) Ask him why he thinks this was wrong. _____
6. You have been waiting in a line for 20 minutes. Someone cuts in line in front of you. You...
- a) Say, "Get back where you were." _____
 - b) Say, "I have been waiting here 20 minutes. Please don't cut in line." _____
 - c) Say, "If you really need to be in front of me, that's okay." _____
 - d) Let him cut in front of you. _____

Conflict Management (continued)

Suggested Answers

1. A colleague strongly disagrees with you about something that really matters to you at work. You...
 - a) Walk away, rather than express your views. Avoidance
 - b) Express your opinions as strongly as your colleague did. Competition
 - c) Soothe her feelings rather than start an argument. Compliance
 - d) Listen to what she has to say, and then state your feelings in a rational manner. Negotiation
2. You are negotiating with a salesperson over a price. She refuses to bring the price down. You...
 - a) Tell her what you are willing to pay, and say that is your final offer. Competition
 - b) Accept the price she offers. Compliance
 - c) Let someone else do the talking. Avoidance
 - d) Question the price, and seek a more favorable exchange. Negotiation
3. An individual who works for you has not performed a task to the standard that you were expecting. You...
 - a) Mention it in a roundabout way so as not to hurt his feelings. Compliance
 - b) Put off telling him that you are disappointed. Avoidance
 - c) Tell him directly and forcibly what he has not done. Competition
 - d) Ask him the reason for the performance shortfall. Then you explain the consequence of this and how you would like things to change. Negotiation
4. Conflict has arisen within your team. You...
 - a) Help the team find a compromise solution. Negotiation
 - b) Do not say anything during the team meeting. Avoidance
 - c) Concur with the majority view. Compliance
 - d) Get your point across strongly. Competition

(continued)

Conflict Management (concluded)

5. Your boss gives you some feedback on something he believes you did wrong. You...
- | | |
|--|--------------------|
| a) Shrug your shoulders and walk away. | <u>Avoidance</u> |
| b) Agree with him that it was wrong. | <u>Compliance</u> |
| c) Tell him loudly that you disagree. | <u>Competition</u> |
| d) Ask him why he thinks this was wrong. | <u>Negotiation</u> |
6. You have been waiting in a line for 20 minutes. Someone cuts in line in front of you. You...
- | | |
|--|--------------------|
| a) Say, "Get back where you were." | <u>Competition</u> |
| b) Say, "I have been waiting here 20 minutes. Please don't cut in line." | <u>Negotiation</u> |
| c) Say, "If you really need to be in front of me, that's okay." | <u>Compliance</u> |
| d) Let him cut in front of you. | <u>Avoidance</u> |

7 Counseling Skills

This quiz is designed to help individuals recognize the skills they need to be effective counselors.

Counseling Skills

In this quiz, five different situations in which counseling is required are described. Imagine that one of the members of your team comes to you with the problem described. Circle the lettered response that you believe reflects the most appropriate counseling style to use in that situation.

Situation 1

"When I took this job, I was told that people could be flexible with their hours. It's not easy having to work overtime, because I have to pick up my children after work. I can't always rely on my babysitter to work overtime, too." You say:

- a) "Tell me what arrangements you have with your babysitter. Is she only able to work certain hours?"
- b) "You have children and you are responsible for picking them up at a certain time each day, so it's not easy to stay late. Is that what you're saying?"
- c) "You must feel that you are being pulled in two directions. Perhaps you've not made it clear that you have to leave on time because of your commitments."
- d) "It sounds really difficult to manage. There must be other ways around this. Why not change your babysitter or enroll the kids in an after-school program?"
- e) "Well, I'll see what I can do to help. Perhaps Petra from the other section could take on some of your work. Do you want me to ask her?"

Situation 2

"I haven't had a chance during my training period to observe all the departments in the company. I've decided that I'm not happy with the work I'm doing. I don't think I'm suited for this kind of job. I'd rather start again in an area that will give me more job satisfaction." You say:

- a) "So you feel you'd be a lot happier if you could start out fresh in a new area. Is that correct?"
- b) "Whether or not this is the right job for you is anyone's guess, but it's good that you've come to a decision."
- c) "Are you sure you are making the right decision? It seems that the time you've already spent in this department would be wasted if you left now."
- d) "So you've decided you'd be better off leaving?"
- e) "To what extent have you looked into working in other areas?"

(continued)

Counseling Skills (continued)

Situation 3

"Well, I really thought that I had the promotion in the bag. I'm far better qualified to be manager than he is, and I've been with the company longer than him. If he thinks he can come in here and tell me what to do, he has another thing coming!" You say:

- a) "So, you feel you're better qualified than he is, and you won't like it if he becomes your boss, right?"
- b) "Well, you might be better qualified, but do you think the head of the department would have chosen him to be manager if he didn't seem right?"
- c) "Yes, that will be very difficult. When is he likely to take on the job?"
- d) "You really don't want to work for him, do you?"
- e) "Hold on. Don't jump the gun. Why do you think that he will tell you what to do?"

Situation 4

"I don't know if I can take any more. I've had angry customers on the phone ranting and raving that they haven't received their goods. The people in the shipping department don't help—they don't even answer their phones! Delays don't bother them at all, because they don't have to deal with the public." You say:

- a) "It's no use blaming another department. It's part of your job to deal with customer complaints. It's something you just have to get used to."
- b) "I know it's not easy, but you get used to dealing with angry people after a while. It will seem much better tomorrow."
- c) "What exactly is the problem that customers are complaining about?"
- d) "Maybe the shipping department is so snowed under with work they can't answer their phones."
- e) "It looks like everyone's been giving you a hard time today."

(continued)

Counseling Skills (continued)

Situation 5

"I know it's no use. No matter what I say, he's not going to believe me because he doesn't like me. He's already told the others that my productivity is down. Just because I'm less experienced than they are doesn't mean that I can't do as good a job." You say:

- a) "You're blowing this all out of proportion. Could it be because you feel you were passed over for promotion?"
- b) "I know he can be a pain sometimes. If I were you, I would ignore it."
- c) "What else has happened in the past that makes you think he doesn't like you?"
- d) "If I understand you correctly, you feel that he will never support you and that he's trying to undermine your confidence."
- e) "It isn't fair. You should let his manager know about this. I'll come with you, if you like."

Counseling Skills (concluded)

Suggested Answers

The following responses represent a non-evaluative counseling style:

Situation 1

- b) "You have children and you are responsible for picking them up at certain times each day, so it's not easy to stay late. Is that what you're saying?"

Situation 2

- d) "So you've decided you'd be better off leaving?"

Situation 3

- a) "So, you feel that you're better qualified than he is, and you won't like it if he becomes your boss, right?"

Situation 4

- e) "It looks like everyone's been giving you a hard time today."

Situation 5

- d) "If I understand you correctly, you feel that he will never support you and that he's trying to undermine your confidence."

8 Creative Problem Solving

This is a fun quiz to help individuals recognize the stages of creative problem solving and problem-solving techniques.

Creative Problem Solving

Discover the mystery word related to creativity by writing the letter from your answer to each of the numbered statements in the corresponding numbered space below.

Mystery Word:

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

1. The first letter of the mystery word is the first letter of the word that describes the obstacles to creativity (8-letter word).
2. The second letter of the mystery word is the second letter of the two-word term describing what should happen with ideas when you are generating them (5-letter word and 9-letter word).
3. The third letter of the mystery word is the third letter of the word that describes what you should *not* do when generating ideas (8-letter word).
4. The fourth letter of the mystery word is the first letter of the first word of the first stage of the creative problem-solving process (8-letter word, 3-letter word, 7-letter word).
5. The fifth letter of the mystery word is the fifth letter of the name of the creative thinker who developed the “six hats” theory (2-letter word and 4-letter word).
6. The sixth letter of the mystery word is the third letter of the response to this question: “Can anyone be creative?” (3-letter word)
7. The seventh letter of the mystery word is the first letter of the four-word phrase that is sometimes used to describe creativity (8-letter word, 7-letter word, 3-letter word, 3-letter word).
8. The eighth letter of the mystery word is the ninth letter of the four-word phrase that is sometimes used to describe creativity (8-letter word, 7-letter word, 3-letter word, 3-letter word).
9. The ninth letter of the mystery word is the same as the second letter of the mystery word.
10. The tenth letter of the mystery word is the second letter of the fourth stage of the problem-solving process (9-letter word, 3-letter word, 8-letter word).

Creative Problem Solving (concluded)

Suggested Answers

1. The first letter of the mystery word is the first letter of the word that describes the obstacles to creativity (8-letter word). **BARRIERS**
2. The second letter of the mystery word is the second letter of the two-word term describing what should happen with ideas when you are generating them (5-letter word and 9-letter word). **CROSS-FERTILIZE**
3. The third letter of the mystery word is the third letter of the word that describes what you should *not* do when generating ideas (8-letter word). **EVALUATE**
4. The fourth letter of the mystery word is the first letter of the first word of the first stage of the creative problem-solving process (8-letter word, 3-letter word, 7-letter word). **IDENTIFY THE PROBLEM**
5. The fifth letter of the mystery word is the fifth letter of the name of the creative thinker who developed the “six hats” theory (2-letter word and 4-letter word). **DE BONO**
6. The sixth letter of the mystery word is the third letter of the response to this question: “Can anyone be creative?” (3-letter word) **YES**
7. The seventh letter of the mystery word is the first letter of the four-word phrase that is sometimes used to describe creativity (8-letter word, 7-letter word, 3-letter word, 3-letter word). **THINKING OUTSIDE THE BOX**
8. The eighth letter of the mystery word is the ninth letter of the four-word phrase that is sometimes used to describe creativity (8-letter word, 7-letter word, 3-letter word, 3-letter word). **THINKING OUTSIDE THE BOX**
9. The ninth letter of the mystery word is the same as the second letter of the mystery word. **R**
10. The tenth letter of the mystery word is the second letter of the fourth stage of the problem-solving process (9-letter word, 3-letter word, 8-letter word). **IMPLEMENT THE SOLUTION**

The mystery word is: **BRAINSTORM**

9 Customer Service

This quiz is designed to be used at the start of or during a program on customer service.

Customer Service

Match the descriptions in the boxes with participants in this course. Walk around during the time allotted, and if you find out that one of the listed items applies to a specific individual, ask them to sign their name in the appropriate box. (**Note:** They can only sign their name once.)

When you get three complete columns or rows, shout “Finished!”

Has external customer contact in their job	Has had a good customer experience in the past week (state the customer's name)	Has filed a customer complaint (to another organization) in the past month	Is a customer of yours	Talks to customers on the phone every day
Feels confident dealing with difficult customers	Has received great service at _____	Has been part of a focus group (as a customer or as an employee)	Has recognized a colleague for excellent service in the past month	Knows three regular customers by name (name the customers)
Can name two excellent service organizations	Has put customer service on a meeting agenda in the past month	Has improved a process in the past six months to better satisfy their customer	Is a customer of _____	Uses the products and services of your organization
Has attended a seminar on customer service before today	Has answered a complaint letter from a customer in the past month	Has received a compliment from a customer in the past month	Provides a service to you	Deals with customer feedback

10 Delegation

This quiz focuses on the best ways to delegate tasks and helps individuals identify their personal approach to delegation.

Delegation

For each statement, circle the lettered response that best reflects your opinion.

1. The main reason why managers fail to delegate more is that:
 - a) They believe they can do the job better than their subordinates.
 - b) They do not have sufficient confidence in their subordinates.
 - c) It is quicker to do the job themselves.
2. When delegating a task, the manager delegates:
 - a) Responsibility for the task.
 - b) Accountability.
 - c) Responsibility and authority.
3. When delegating a task, you should:
 - a) Involve the individual in the process of delegation.
 - b) Give clear, precise details about how you want the task done.
4. When you have a task delegated to you, you must:
 - a) Listen carefully and follow instructions.
 - b) Ask questions to establish exactly what is expected.
5. When you have delegated a task, you should:
 - a) Jointly determine with the individual when the performance of the task will be reviewed.
 - b) Let the individual proceed with the task.
 - c) Monitor the individual's progress at regular intervals.
6. Individuals stretch and grow when tasks are delegated to them and:
 - a) They are told in detail how to complete the task.
 - b) They receive help in achieving the task.
 - c) They are allowed to make mistakes and learn from them.
7. When an individual delegates a task upward, it is usually a sign that:
 - a) They are a poor time manager.
 - b) They need training in this area.
 - c) The manager is not providing sufficient supervision.
8. When more than one person has delegated tasks to you, you should:
 - a) Make each person aware of the other tasks that have been delegated to you.
 - b) Decide which tasks are the most important, and concentrate on these first.

Suggested Answers

1. The main reason why managers fail to delegate more is that:

c) It is quicker to do the job themselves.

This kind of thinking is not productive. Managers fail to realize that delegating saves time in the long run. It is also the main means of developing a team and developing individuals.

2. When delegating a task, the manager delegates:

a) Responsibility for the task.

The manager delegates responsibility for the task, but is still accountable for its completion.

3. When delegating a task, you should:

a) Involve the individual in the process of delegation.

By involving the person to whom you are delegating a task, you establish the extent of the guidance that you need to give them in order to help them perform the task. The individual to whom you are delegating the task is likely to have ideas and suggestions of their own.

4. When you have a task delegated to you, you must:

b) Ask questions to establish exactly what is expected.

The individual to whom a task is delegated needs to ask questions to establish exactly what is expected. The person delegating should also make a point of encouraging the individual to ask questions so that the task is clear.

5. When you have delegated a task, you should:

a) Jointly determine with the individual when the performance of the task will be reviewed.

Different people need different levels of supervision. Always agree when the task will be reviewed.

6. Employees stretch and grow when tasks are delegated to them and:

c) They are allowed to make mistakes and learn from them.

People learn best when they are allowed to try things out on their own. This means that mistakes may occur. However, people learn from their mistakes.

(continued)

Delegation (concluded)

7. When an individual delegates a task upward, it is usually a sign that:

b) They need training in this area.

Before delegating a task, be sure the individual has the skills and knowledge to complete the task effectively.

8. When more than one person has delegated tasks to you, you should:

a) Make each person aware of the other tasks that have been delegated to you.

The individual must inform the delegators about other work assignments so that priorities can be established.

11 Diversity

This quiz helps managers think about what they can do to encourage diversity in the workplace.

Diversity

There are federal and state laws regarding discrimination in the workplace, including laws protecting workers from discrimination based on age, gender, and sexual orientation.

Write what you can actively do as a manager to encourage diversity and provide equal opportunity in the following areas:

Gender: _____

Sexual orientation: _____

Religion/belief: _____

Disability: _____

Age: _____

How can you promote an appreciation of diversity in general within your organization?

Suggested Answers

Gender

- Encourage both women and men to take self-development seriously.
- Consider candidates on their merits without respect to gender. Don't overlook women for promotion or for temporary positions simply because they have parental responsibilities or different working patterns or styles.

Sexual Orientation

- Create a working environment in which everyone feels respected and valued for what they do and what they contribute to make the organization.
- Do not make judgments based on what people look like, what their background is, or how they choose to live their lives.

Religion/Belief

- Consider various religious practices when arranging meetings and training events.
- Take into account daily dietary requirements and other restrictions.
- Understand that some staff members might participate in religious observances and festivals that are different from what most other employees are familiar with.
- Be aware of cultural differences when meeting or interviewing others. (For example, in some cultures, making eye contact is considered disrespectful.)

Disability

- Provide appropriate disability-awareness training for the team and for yourself.
- Foster an atmosphere that encourages disclosure of a disability so that accommodations can be made.
- Make timely adjustments to the workplace as required or needed.

Age

- Do not make assumptions about an individual's abilities on the grounds of age.
- Do not assume that an older worker does not need or want to improve.
- Make sure there are no age limitations in recruitment.

(continued)

Diversity (concluded)

To promote an appreciation of diversity in general:

- Review the organization's recruitment, appraisal, development, and promotion processes and policies.
- Make sure bullying and harassment are dealt with immediately and effectively.
- Consult and listen to your staff.
- Monitor the organization's approach to diversity.
- Offer childcare services or space.
- Offer flexible working hours to accommodate working parents.

12 Emotional Intelligence

Use this quiz to help individuals understand and recognize the elements that make up emotional intelligence.

Emotional Intelligence

Emotional intelligence is defined by Daniel Goleman, author of *Working with Emotional Intelligence* (Bloomsbury, 1999), as “the capacity for recognizing our feelings and those of others, for motivating ourselves, and for managing emotions well in ourselves and in our relationships.”

There are four aspects of Emotional Intelligence (EQ):

- Self-awareness
- Self-management
- Awareness of others
- Relating to others

Answer the following questions that relate to these four areas to better understand the nature of emotional intelligence. You may circle more than one lettered response for each question.

Self-Awareness

1. Which of the following characterize emotional self-awareness?
 - a) I know what motivates me.
 - b) I know when I am angry, sad, happy, or frightened.
 - c) Sometimes I am not aware of the impact my behavior has on others.
 - d) I know what skills I am competent in.
 - e) I am aware of situations that cause me to think negatively.
 - f) I am confident in myself.
 - g) Sometimes I do not know why I act like I do.

Self-Management

2. Which of the following do **not** characterize emotional self-management?
 - a) My anger tends to be explosive.
 - b) I take setbacks in stride.
 - c) If something goes wrong at the start of the day, I know the rest of the day will be bad, too.
 - d) I set achievable goals for myself.
 - e) I am adaptable.
 - f) I sometimes lack initiative and drive.
 - g) I use positive self-talk to help me achieve my goals.

(continued)

Emotional Intelligence (continued)

Awareness of Others

3. Which of the following behaviors characterize emotional awareness of others?
- a) I recognize when others have done a good job.
 - b) I am sensitive to my team members' needs.
 - c) I know when someone says something that they do not really mean.
 - d) I sense when others are not happy.
 - e) I do not know what makes my team "tick."
 - f) I know when to contribute to a conversation and when to stay silent.
 - g) I know what is important to the people with whom I work.

Relating to Others

4. Which of the following do **not** characterize emotional intelligence in relating to others?
- a) I can chat with some people on the team on a friendly basis.
 - b) I find it easy to develop others' potential.
 - c) Helping others through change is not always easy.
 - d) I find it difficult sometimes to influence others to my way of thinking.
 - e) I build trust with my customers and my team.
 - f) If someone is having a hard time, I am supportive of them.
 - g) Sometimes I find it easier to deal with facts than with feelings.

Emotional Intelligence (concluded)

Suggested Answers

Self-Awareness

1. The following characterize emotional self-awareness:
 - a) I know what motivates me.
 - b) I know when I am angry, sad, happy, or frightened.
 - e) I am aware of situations that cause me to think negatively.
 - f) I am confident in myself.

Self-Management

2. The following do **not** characterize emotional self-management:
 - a) My anger tends to be explosive.
 - c) If something goes wrong at the start of the day, I know the rest of the day will be bad, too.
 - f) I sometimes lack initiative and drive.

Awareness of Others

3. The following behaviors characterize emotional awareness of others:
 - a) I recognize others when they have done a good job.
 - b) I am sensitive to my team members' needs.
 - c) I know when someone says something that they do not really mean.
 - d) I sense when others are not happy.
 - f) I know when to contribute to a conversation and when to stay silent.
 - g) I know what is important to the people with whom I work.

Relating to Others

4. The following do **not** characterize emotional intelligence in relating to others:
 - a) I can chat with some people on the team on a friendly basis.
 - c) Helping others through change is not always easy.
 - d) I find it difficult sometimes to influence others to my way of thinking.
 - g) Sometimes I find it easier to deal with facts than with feelings.

13 Employee Orientation

Use this quiz to help new employees consolidate information they are learning about the organization.

Employee Orientation

20 Questions

Answer the following questions about your new employer:

1. When was the organization established?

2. What is the organization's vision or mission?

3. What are the organization's stated values?

4. Who heads the organization?

5. What is the name of your department head?

6. Where else does the organization operate (location of other facilities, divisions, etc.)?

7. Who are the organization's key customers?

(continued)

Employee Orientation (continued)

8. What are the key products and/or services that the organization sells?

9. Who are your external customers?

10. Who are your internal customers?

11. What is the organization's standard telephone greeting?

12. What is your work e-mail address?

13. Where are the fire exits in your area?

14. Where is the emergency assembly location?

(continued)

Employee Orientation (concluded)

15. Who are the first responders in your work area?

16. What are your working hours?

17. What are the arrangements for lunch and breaks?

18. When do you start to accrue vacation time and how much time off do you get in the first year of employment?

19. Who do you contact if you have a question about payroll?

20. In what area would you like more information to help you in your new job?

14 Empowerment

This quiz is designed to help individuals understand the subject of empowerment.

Empowerment

Answer the following questions:

1. What does the word *empowerment* mean to you?

2. What are the three benefits of empowering people?

3. In what kind of environments or situations is empowerment not always effective?

4. What three key actions does a manager need to take to empower his or her team?

5. What three actions does an empowered employee need to take to use the power and responsibility they have been given?

6. Why do some employees prefer not to be empowered?

Suggested Answers

1. What does the word *empowerment* mean to you?

Empowerment refers to the delegation of decision making to the lowest level.

2. What are three benefits of empowering employees?

Benefits of empowerment include:

- *Greater decision making for employees*
- *Increased sense of “ownership” on the part of employees*
- *Higher levels of customer satisfaction (staff have the power to make decisions that will increase customer loyalty)*

3. In what kind of environments or situations is empowerment not always effective?

- *Highly regulatory environments*
- *Crisis situations where clear command and control is needed*

4. What three key actions does a manager need to take to empower his or her team?

- *The manager must communicate the benefits of empowerment.*
- *The manager must set guidelines for empowerment and provide related training.*
- *The manager must provide appropriate motivational and developmental feedback.*

5. What three actions does an empowered employee need to take to use the power and responsibility they have been given?

- *They must understand the guidelines for empowerment.*
- *They must ask for training and development in areas where they are not competent or confident.*
- *They must provide feedback to their line manager regarding issues of concern.*

6. Why do some employees prefer not to be empowered?

- *The benefits have not been communicated to them properly.*
- *They do not want to take on what they perceive as additional responsibility.*
- *Their manager has not provided clear guidelines, training, or support.*

15 Facilitation Skills

This quiz will help individuals improve their facilitation skills by reading a scenario and identifying the skills used effectively by the facilitator described in the scenario.

Facilitation Skills

Read the following scenario and identify on the following page the facilitation skills demonstrated by Ruth.

Ruth is an external facilitator. She has been asked by a client to facilitate a meeting with the management team. This is the second meeting that Ruth has facilitated for this group on this topic. The objective of the meeting is for the group to agree on a strategy to move the organization forward.

Ruth arrives early at the venue and sets up the room. She has already had a discussion with the meeting sponsor before the event to better understand the desired outcomes. She greets the members of senior management as they arrive and makes them feel at ease.

To begin the meeting, Ruth explains her role and asks the group to agree on some ground rules for working together that will make the day as productive as possible.

Ruth introduces the first agenda topic. A debate ensues, during which Ruth notices that the three stronger members of the group dominate the discussion. Ruth asks for a volunteer from the group to summarize the opinions stated so far. She then asks, "What other views are there in the group?" One other member of the group voices an opinion, but his point is shot down by one of the stronger personalities.

Ruth refers the group to the ground rules that have been established and makes an observation about the uneven participation so far. Several of the quieter members of the group then state their views. The first topic on the agenda is concluded.

In order to encourage greater debate on the second item on the agenda, Ruth suggests that the group divide into pairs and discuss the topic prior to sharing their thoughts with the rest of the group. This seems to encourage greater dialogue. However, when the second pair feeds back their comments to the rest of the group, another member of the group talks over them. This same person also does not allow another pair to finish providing their feedback. Ruth makes an observation regarding this behavior and asks group members how they want to proceed. The group agrees that they should show more respect for one another's views and listen to what others have to say.

At this point, Ruth senses that the energy levels are low in the group. She makes this observation and asks group members if they want to take a break.

After a 15-minute break, the meeting reconvenes. Ruth notices that in discussing the third and final topic on the agenda, the debate is much more even and considered. At the end of the discussion, the group reaches agreement about the strategy for the organization going forward.

(continued)

Facilitation Skills (continued)

Use the space below to note the skills demonstrated by Ruth.

[illegible]

Suggested Answers

The facilitator is a neutral servant of the group. His or her role is to encourage participation and help the group meet its objectives. The facilitation skills Ruth uses include these:

Preparation. Ruth arrives early at the venue and sets up the room. She has already had a discussion with the meeting sponsor before the event to better understand the desired outcome.

Rapport building. She greets the members of senior management as they arrive and makes them feel at ease.

Establishing ground rules. To begin the meeting, Ruth explains her role and asks the group to agree on some ground rules for working together that will make the day as productive as possible.

Listening and observation skills. Ruth introduces the first agenda topic. A debate ensues, during which Ruth notices that the three stronger members of the group dominate the discussion.

Intervention skills. Ruth asks for a volunteer from the group to summarize the opinions stated so far.

Questioning skills. She then asks, "What other views are there in the group?" One other member of the group voices an opinion, but his point is shot down by one of the stronger personalities.

Neutrality and intervention skills to keep the group on track. Ruth refers the group to the ground rules that they established and makes an observation about the uneven participation so far. Several of the quieter members of the group then state their views. The first topic on the agenda is concluded.

Intervention skills. In order to encourage greater debate around the second item on the agenda, Ruth suggests that the group divide into pairs and discuss the topic prior to sharing their thoughts with the rest of the group. This seems to encourage greater dialogue.

(continued)

Facilitation Skills (concluded)

Listening, observation, intervention, feedback, and questioning skills. However, when the second pair feeds back their comments to the rest of the group, another member of the group talks over them. This person also does not allow another pair to finish their feedback. Ruth makes an observation about this behavior and asks members how they want to proceed. The group agrees that they should show more respect for one another's views and listen to what others have to say.

Observation, intervention, and questioning skills. At this point, Ruth senses that the energy levels are low in the group. She makes this observation and asks the group if they want to take a break.

Observation skills. After a 15-minute break, the meeting reconvenes. Ruth notices that in discussing the third and final topic on the agenda, the debate is much more even and considered. At the end of the discussion, the group reaches agreement about the strategy for the organization going forward.

16 Feedback Skills

This quiz is designed to assess individuals' beliefs about and approach to feedback. The responses to each question can be used as the basis for discussion. Ideal answers are included at the end.

Feedback Skills

1. What is the purpose of feedback?

2. When is the most appropriate time to provide feedback?

3. What are a few common reasons why managers don't give feedback?

4. What is the effect on the individual when they receive positive, motivational feedback that has been delivered in an appropriate manner?

5. What is the effect on the individual when they are given developmental, formative feedback in an appropriate manner?

6. What is the best way to provide feedback?

(continued)

Feedback Skills (continued)

7. What is the effect on the individual of sandwiching developmental feedback between positive feedback? (For example, "Your presentation was very good. You spoke very softly during the middle part, but overall, it contained useful information.")

8. Why is it not appropriate to comment during feedback on an individual's personality?

9. What typical reactions do you get when you provide feedback?

10. How do you deal with an individual who argues with you when you are giving them feedback?

Suggested Answers

1. What is the purpose of feedback?

Feedback is communicating to an individual information about their performance, their behavior, and its impact on others.

2. When is the most appropriate time to provide feedback?

Feedback is best given at or as near as possible to the event. Managers should not wait for annual performance reviews to give feedback; it should be an on-going activity.

3. What are a few common reasons why managers don't give feedback?

Some managers hold back from giving motivational feedback because:

- *They feel too embarrassed.*
- *They believe that the individual receiving the feedback will be suspicious of their motives.*
- *They think that compliments are expected (but are inappropriate because the individual receiving the feedback is only doing what they are paid to do).*

Some managers hold back from giving formative/developmental feedback because:

- *They worry that they might upset the individual receiving the feedback.*
- *They are concerned that the individual will reject them or reject the feedback.*
- *They are concerned that it will end up in a confrontation that will be difficult to resolve and might damage future relations.*

4. What is the effect on the individual when they receive positive, motivational feedback that has been delivered in an appropriate manner?

Giving motivational feedback builds confidence and encourages people.

5. What is the effect on the individual when they are given developmental, formative feedback in an appropriate manner?

Giving developmental feedback builds people's competence because they are told what specific things they need to do differently.

(continued)

Feedback Skills (continued)

6. What is the best way to provide feedback?

- *Start with motivational feedback, because it encourages the individual to listen.*
- *Follow with developmental feedback (what can be improved).*
- *Ask the individual what they think about their performance.*
- *Offer specific examples of the observed performance or behavior.*
- *Describe behavior and its **effect** on you and others.*
- *Ask the individual how they might do things differently.*
- *Listen to what the individual has to say before you comment.*
- *Offer alternatives and suggestions for those areas where improvement is needed.*

7. What is the effect on the individual of sandwiching developmental feedback between positive, motivational feedback? (For example, "Your presentation was very good. You spoke too softly during the middle part, but overall, it contained useful information.")

Developmental feedback tends to get lost between the two pieces of motivational feedback. The individual will not be clear what it is that you would like them to change. Likewise, linking motivational and developmental feedback with "but" or "however" kills the motivational feedback (for example, "Your presentation was very well structured, but you spoke too softly during the middle part"). Keep the two kinds of feedback separate.

8. Why is it not appropriate to comment during feedback on an individual's personality?

Feedback should refer to relevant performance and behavior, not personality. It should focus on behaviors that can be changed. If you offer perceptions and opinions, be sure you state that they are not facts, but impressions or opinions.

9. What typical reactions do you get when you provide feedback?

Typical reactions to feedback include:

<i>Denial</i>	<i>"Not me!"</i>
<i>Emotion</i>	<i>"How can you do this to me?"</i>
<i>Rationalization</i>	<i>"Ah, maybe, but..."</i>
<i>Acceptance</i>	<i>"Well, yes, it's true."</i>
<i>Change</i>	<i>"I know what I am going to do."</i>

We have all experienced these reactions at some point when receiving feedback.

(continued)

Feedback Skills (concluded)

10. How do you deal with an individual who argues with you when you are giving them feedback?

Stay calm. Provide evidence of their behavior. Listen to what they have to say. If the behavior persists, ask to postpone the discussion until later. Make sure, however, that you continue the discussion at a later date.

17 Handling Difficult Customer Situations

This quiz will help customer-service staff members think about the most effective ways to handle difficult situations.

Handling Difficult Customer Situations

Write down how you would respond in each of the following situations.

1. A customer approaches you and says that he has been waiting over six weeks for a problem to be resolved.

What do you say? _____

2. A customer calls you and is very frustrated that no one has called her back to let her know what is happening about the complaint she filed. She explains that she spoke to someone in your office over two weeks ago, and it seems that the message never got to you.

What do you say? _____

3. A customer contacts you and is very annoyed because the product he purchased one month ago no longer works.

What do you say? _____

4. The daughter of an elderly customer calls. Her father is very ill and can no longer deal with his own affairs. She wants to know who to contact in your organization about his account. She has already sent a letter to ask about this, but has still not received a reply.

What do you say? _____

(continued)

Handling Difficult Customer Situations (continued)

5. A customer comes in to see you. She tells you that she called the company about a problem and was passed around six times, from one department to another. No one in the organization has done anything to help her. She is very angry and has decided to get some answers in person.

What do you say? _____

6. A customer calls your company with a problem and complains that he has been waiting over a month for a reply to his letter documenting the problem. He explains that he has had this same problem once before, and it took over three months to sort out. He tells you that the complaint process is inefficient, given his past experience with the company.

What do you say? _____

Handling Difficult Customer Situations (concluded)

Suggested Answers

In any customer situation, particularly a problematic one, it is very important to acknowledge what the customer is feeling before you deal with the facts of the situation.

Oftentimes, the customer's emotions are running high. This makes it harder for them to deal rationally with the situation; they need to first believe that you understand their problem. Customers will not listen to you unless you show that you have really listened to them.

The first steps in dealing with a difficult customer situation should be to:

- Listen actively. Allow the customer to let off steam. Indicate that you are following what they are saying, but do not interrupt.
- Apologize if your company is at fault. If you are wrong, say so. A sincere apology if you are at fault will often diffuse a situation.
- Show empathy and understanding. Put yourself in the customer's shoes. Use phrases such as "I appreciate..." or "I understand" or "I'm sorry to hear that." Most importantly, make sure that what you say is and sounds sincere.
- Show that you are willing to help. Use phrases such as "I will certainly do my best to help you."
- Only when you have acknowledged the customer's feelings should you question the customer. Start with the facts of the complaint and take ownership of the problem. Then go on to resolve it.

Look back at your responses to the situations presented in this quiz. If you did not acknowledge the customer's feelings *before* you dealt with the facts of the situation, revisit your answers.

18 Health and Safety

Use this quiz to assess an individual's understanding about the organization's health and safety procedures.

Health and Safety

Staying safe at work is important to all of us. Take a few minutes to answer the following questions:

1. What is the name of the health and safety coordinator in your department, division, or area?

2. What is/are the name(s) of the people in your area who are qualified to administer first aid?

3. Where is the first-aid and safety equipment stored? (Write down all the locations you are aware of.)

4. What are the procedures for reporting accidents?

5. What are you supposed to do if the fire alarm rings? Be as detailed as you can.

6. If there is a fire or another emergency situation, where are the designated locations where people should assemble?

(continued)

Health and Safety (concluded)

7. What are you expected to do if you discover a fire (explosion, gas leak, etc.)?

8. Where are the fire alarms located?

9. How would you escape from the building in an emergency?

10. What special arrangements have been made to evacuate or safeguard colleagues with disabilities?

11. Where is the fire-fighting equipment located?

12. What types of fire extinguishers are there?

13. Do you know how to use them?

19 Influencing Skills

This quiz will help individuals distinguish between “push” behaviors (which encourage other people to do things differently) and “pull” behaviors (which signal that you are willing to change). A successful influencer is able to use both approaches, alone or in combination.

Influencing Skills

In order to influence effectively, managers need to use a balance of “push” and “pull” techniques. Using the examples below as a reference, decide whether each statement that follows is an example of “push” or “pull.” Put a checkmark in the appropriate box.

Influencing Skills

Example of “Push”...	Example of “Pull”...
Stating views and opinions	Actively listening
Stating what you want	Questioning
Stating incentives and consequences	Building common ground
Disclosing feelings	Being open
Impact: Signals you want the other person to change	Impact: Signals you are prepared to learn more and possibly change

Statement	Behavior (push or pull)	
“In my opinion, we need to...”	<input type="checkbox"/> Push	<input type="checkbox"/> Pull
“So what you’re saying is...”	<input type="checkbox"/> Push	<input type="checkbox"/> Pull
“I need to know when you need it by.”	<input type="checkbox"/> Push	<input type="checkbox"/> Pull
“How did this happen?”	<input type="checkbox"/> Push	<input type="checkbox"/> Pull
“You’re right. We did make an error there.”	<input type="checkbox"/> Push	<input type="checkbox"/> Pull
“If you do that, I’d be prepared to...”	<input type="checkbox"/> Push	<input type="checkbox"/> Pull
“I agree—that’s a good idea.”	<input type="checkbox"/> Push	<input type="checkbox"/> Pull
“I believe that’s the best way, because...”	<input type="checkbox"/> Push	<input type="checkbox"/> Pull
“So, we all agree that we should...”	<input type="checkbox"/> Push	<input type="checkbox"/> Pull
“You don’t sound as though you are convinced.”	<input type="checkbox"/> Push	<input type="checkbox"/> Pull
“What do you think we should do next?”	<input type="checkbox"/> Push	<input type="checkbox"/> Pull
“I want you to be responsible for time management.”	<input type="checkbox"/> Push	<input type="checkbox"/> Pull

(continued)

Influencing Skills (continued)

<i>Statement</i>	<i>Behavior (push or pull)</i>	
"Right now, I'm feeling as though we're not getting anywhere."	<input type="checkbox"/> Push	<input type="checkbox"/> Pull
"I feel really pleased about what we have achieved so far."	<input type="checkbox"/> Push	<input type="checkbox"/> Pull
"I am quite good at this type of activity."	<input type="checkbox"/> Push	<input type="checkbox"/> Pull
"I suggest we do this first."	<input type="checkbox"/> Push	<input type="checkbox"/> Pull
"If you do that, we will run out of time."	<input type="checkbox"/> Push	<input type="checkbox"/> Pull

Suggested Answers

Statement

"In my opinion, we need to..."

"So what you're saying is..."

"I need to know when you need it by."

"How did this happen?"

"You're right. We did make an error there."

"If you do that, I'd be prepared to..."

"I agree—that's a good idea."

"I believe that's the best way, because..."

"So, we all agree that we should..."

"You don't sound as though you are convinced."

"What do you think we should do next?"

"I want you to be responsible for time management."

"Right now, I'm feeling as though we're not getting anywhere."

"I feel really pleased about what we have achieved so far."

"I am quite good at this type of activity."

"I suggest we do this first."

"If you do that, we will run out of time."

Push or Pull Behavior

Push (stating views and opinions)

Pull (actively listening)

Push (stating what you want)

Pull (questioning)

Pull (being open)

Push (stating incentives and consequences)

Pull (building common ground)

Push (stating views and opinions)

Pull (building common ground)

Pull (actively listening)

Pull (questioning)

Push (stating what you want)

Push (disclosing feelings)

Push (disclosing feelings)

Pull (being open)

Push (stating views and opinions)

Push (stating incentives and consequences)

20 Leadership Styles

Use this quiz to help individuals review various leadership styles and evaluate the effectiveness of each. Consider holding a group discussion on the subject.

Leadership Styles

The chart below shows the four leadership styles.

Support	HIGH	High support Low challenge COUNSELOR	High support High challenge COACH
	LOW	Low support Low challenge ABDICATOR	Low support High challenge TASK MASTER
		LOW	HIGH
		Challenge	

Each lettered statement below is a characteristic of one of the four leadership styles above. For each statement, identify which style is being described.

Characteristic	Leadership Style (Counselor, Coach, Abdicator, or Task Master)
1. a) I tend to leave my team to their own devices. b) I seek to maintain a steady pace of work with my team. c) I drive my team hard to achieve their goals. d) I am supportive of my team.	a) _____ b) _____ c) _____ d) _____
2. a) I avoid conflict at all costs. b) I try to avoid conflict, but if it occurs, I try to smooth things over in a friendly way. c) When there is a conflict, I defend my position with counter-arguments. d) When there is conflict, I keep calm and try to work toward a joint solution.	a) _____ b) _____ c) _____ d) _____ (continued)

Leadership Styles (continued)

Characteristic	Leadership Style (Counselor, Coach, Abdicator, or Task Master)
3. a) My style is collegiate. b) My style is defensive. c) My style is laissez-faire. d) My style is consultative.	a) _____ b) _____ c) _____ d) _____
4. a) I rarely give feedback on employee performance. b) I find it easy to give motivational feedback. c) I tell people how they can improve. d) My feedback is a balance of motivational and developmental advice.	a) _____ b) _____ c) _____ d) _____
5. a) I place high value on maintaining good relationships. b) I tend to do my own thing. c) I search for workable solutions. d) I tend to impose my decisions.	a) _____ b) _____ c) _____ d) _____
6. a) I use humor to maintain a warm and friendly work environment or to lighten a serious discussion if there is disagreement. b) My humor sometimes comes across as rather pointless. c) My humor is hard hitting. d) I fit the humor to the situation, but I try to retain a sense of humor at all times, even under pressure.	a) _____ b) _____ c) _____ d) _____

Leadership Styles (concluded)

Suggested Answers

Characteristic	Leadership Style (Counselor, Coach, Abdicator, or Task Master)
1. a) I tend to leave my team to their own devices. b) I seek to maintain a steady pace of work with my team. c) I drive my team hard to achieve their goals. d) I am supportive of my team.	a) Abdicator b) Coach c) Task Master d) Counselor
2. a) I avoid conflict at all costs. b) I try to avoid conflict, but if it occurs, I try to smooth things over in a friendly way. c) When there is a conflict, I defend my position with counter-arguments. d) When there is conflict, I keep calm and try to work toward a joint solution.	a) Abdicator b) Counselor c) Task Master d) Coach
3. a) My style is collegiate. b) My style is defensive. c) My style is laissez-faire. d) My style is consultative.	a) Counselor b) Task Master c) Abdicator d) Coach
4. a) I rarely give feedback on employee performance. b) I find it easy to give motivational feedback. c) I tell people how they can improve. d) My feedback is a balance of motivational and developmental advice.	a) Abdicator b) Counselor c) Task Master d) Coach

(continued)

Leadership Styles (concluded)

Characteristic	Leadership Style (Counselor, Coach, Abdicator, or Task Master)
5. a) I place high value on maintaining good relationships. b) I tend to do my own thing. c) I search for workable solutions. d) I tend to impose my decisions.	a) Counselor b) Abdicator c) Coach d) Task Master
6. a) I use humor to maintain a warm and friendly work environment or to lighten a serious discussion if there is disagreement. b) My humor sometimes comes across as rather pointless. c) My humor is hard hitting. d) I fit the humor to the situation, but I try to retain a sense of humor at all times, even under pressure.	a) Counselor b) Abdicator c) Task Master d) Coach

21 Learning Styles

This quiz tests people's understanding of learning styles.

Learning Styles

Research shows that there are four learning styles:

- The **Accommodating** style (hands-on, risk taking, interactive); aka “the doer”
- The **Assimilating** style (prefers abstract thinking); aka “the thinker”
- The **Convergent** style (interested in the practical application of an idea); aka “the practical”
- The **Divergent** style (prefers to combine concrete experience with reflective observation; likes to think about what they are thinking); aka “the rationalist”

The table below lists characteristics of various learning styles. In the right column, write the style—accommodating, assimilating, convergent, or divergent—that best fits each behavior.

Behavior	Learning Style
1. Integrates observations into logical theory	
2. Gets involved in new experiences	
3. Stands back and observes	
4. Is willing to try out new ideas	
5. Thinks problems through in a logical way	
6. Assimilates disparate information into logical theories	
7. Lives in the “here and now”	
8. Finds better ways of doing things	
9. Listens and then speaks	
10. Uses brainstorming to solve problems	
11. Prefers to see ideas and theories work in practice	
12. Seeks perfection	
13. Prefers to reflect on things before coming to a conclusion	
14. Searches out new ideas and applies them	
15. Collects and thoroughly analyzes experiences	
16. Worries, unless things fit into a logical scheme	
17. Is enthusiastic about new things	

(continued)

Learning Styles (continued)

Behavior	Learning Style
18. Tends to postpone reaching conclusions	
19. Wants to try things out in practice	
20. Appears slightly distant	
21. Likes to analyze	
22. Is down to earth	
23. Gets bored easily	
24. Takes a back seat in meetings and discussions	
25. Looks for new challenges	
26. Wants things to make sense	
27. Is open-minded	
28. Enjoys observation	
29. Likes to get moving on a project right away	
30. Likes theories, models, and concepts	
31. Acts first, thinks second	
32. Acts quickly to apply new ideas	
33. Gets impatient with lengthy discussions	
34. Seeks to be in the center of activity	
35. Prefers information to have a practical application	
36. Likes solving problems	
37. Is detached and analytical	
38. Considers all angles	
39. Will try anything once	
40. Is a good listener	
41. Is logical	
42. Is cautious	
43. Is gregarious	
44. Dislikes subjectivity and flippancy	

Learning Styles (continued)

Suggested Answers

Behavior	Learning Style
1. Integrates observations into logical theory	Divergent (the rationalist)
2. Gets involved in new experiences	Accommodating (the doer)
3. Stands back and observes	Assimilating (the thinker)
4. Is willing to try out new ideas	Convergent (the practical)
5. Thinks problems through in a logical way	Divergent (the rationalist)
6. Assimilates disparate information into logical theories	Divergent (the rationalist)
7. Lives in the “here and now”	Accommodating (the doer)
8. Finds better ways of doing things	Convergent (the practical)
9. Listens and then speaks	Assimilating (the thinker)
10. Uses brainstorming to solve problems	Accommodating (the doer)
11. Prefers to see ideas and theories work in practice	Convergent (the practical)
12. Seeks perfection	Divergent (the rationalist)
13. Prefers to reflect on things before coming to a conclusion	Assimilating (the thinker)
14. Searches out new ideas and applies them	Convergent (the practical)
15. Collects and thoroughly analyzes experiences	Assimilating (the thinker)
16. Worries, unless things fit into a logical scheme	Divergent (the rationalist)
17. Is enthusiastic about new things	Accommodating (the doer)
18. Tends to postpone reaching conclusions	Assimilating (the thinker)
19. Wants to try things out in practice	Convergent (the practical)
20. Appears slightly distant	Assimilating (the thinker)
21. Likes to analyze	Divergent (the rationalist)
22. Is down to earth	Convergent (the practical)
23. Gets bored easily	Accommodating (the doer)
24. Takes a back seat in meetings and discussions	Assimilating (the thinker)
25. Looks for new challenges	Accommodating (the doer)
26. Wants things to make sense	Divergent (the rationalist)
27. Is open-minded	Accommodating (the doer)

(continued)

Learning Styles (concluded)

Behavior	Learning Style
28. Enjoys observation	Assimilating (the thinker)
29. Likes to get moving on a project right away	Convergent (the practical)
30. Likes theories, models, and concepts	Divergent (the rationalist)
31. Acts first, thinks second	Accommodating (the doer)
32. Acts quickly to apply new ideas	Convergent (the practical)
33. Gets impatient with lengthy discussions	Convergent (the practical)
34. Seeks to be in the center of activity	Accommodating (the doer)
35. Prefers information to have a practical application	Convergent (the practical)
36. Likes solving problems	Convergent (the practical)
37. Is detached and analytical	Divergent (the rationalist)
38. Considers all angles	Assimilating (the thinker)
39. Will try anything once	Accommodating (the doer)
40. Is a good listener	Assimilating (the thinker)
41. Is logical	Divergent (the rationalist)
42. Is cautious	Assimilating (the thinker)
43. Is gregarious	Accommodating (the doer)
44. Dislikes subjectivity and flippancy	Divergent (the rationalist)

22 Listening Skills

This quiz helps individuals identify the skills used by good listeners.

Listening Skills

Below is a list of listening behaviors. Consider each in turn, and decide if it is characteristic of either a good listener or a bad listener.

1. Listens to content	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
2. Tries to really understand and get the full meaning	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
3. Thinks of his or her responses while the other person is speaking	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
4. Daydreams while someone is speaking	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
5. Listens without getting distracted	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
6. Asks for confirmation when needed	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
7. Questions when necessary	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
8. Uses silence to show that he or she is listening	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
9. Listens for the main idea	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
10. Controls own emotions while listening	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
11. Listens for facts, themes, and impressions	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
12. Concentrates and fights distractions	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
13. Divides his or her attention or multitasks	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
14. Focuses on the speaker's emotions	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
15. Keeps an open mind	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
16. Is anxious for the speaker to wrap things up	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
17. Checks for understanding	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
18. Understands only part of what has been communicated	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
19. Maintains patience and concentration	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
20. Nods and makes eye contact	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
21. Summarizes key points, using the speaker's own words	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
22. Summarizes key points in their own (listener's) words	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
23. Does not use body language to respond or signify that the message is being heard	Good <input type="checkbox"/>	Bad <input type="checkbox"/>
24. Focuses on style (for example, grammar)	Good <input type="checkbox"/>	Bad <input type="checkbox"/>

(continued)

Suggested Answers

A good listener...

1. Listens to content
2. Tries to really understand and get the full meaning
5. Listens without getting distracted
6. Asks for confirmation when needed
7. Questions when necessary
10. Controls own emotions while listening
11. Listens for facts, themes, and impressions
12. Concentrates and fights distractions
15. Keeps an open mind
17. Checks for understanding
19. Maintains patience and concentration
20. Nods and makes eye contact
21. Summarizes key points, using the speaker's own words

A bad listener...

3. Thinks of his or her responses while the other person is speaking
4. Daydreams while someone is speaking
8. Uses silence to show that he or she is listening
9. Listens for the main ideas
13. Divides his or her attention or multitasks
14. Focuses on speaker's emotions
16. Is anxious for the speaker to wrap things up
18. Understands only part of what has been communicated
22. Summarizes key points in their own (listener's) words
23. Does not use body language to respond or signify that the message is being heard
24. Focuses on style (for example, grammar)

23 Managing and Helping Poor Performers

This quiz focuses on ways to manage individuals who are not performing to satisfaction.

Managing and Helping Poor Performers

Suppose you need to have a talk with a member of your team who has arrived a half-hour late three out of five days each week for the past month.

At each point of the discussion, circle the letter of the remark that is most appropriate for you to say.

At the beginning of the discussion...

- a) "How are things going? Are you having any problems at home?"
- b) "I want to speak to you about your time management. You have arrived a half-hour late three out of five days for the past month. Can you explain why this is?"
- c) "You've arrived late three out of five days for the past month, and this is not acceptable. The organization's policy states that employees must arrive by 9:00 a.m. each day."
- d) "Do you realize that you're letting the team down each time you arrive late?"

During the discussion...

- a) "The situation must change. It is not fair to the rest of us for you not to be here to answer the phone first thing in the morning."
- b) "We do need to resolve this situation. When you are not here for the first half-hour of the day, our level of customer service drops because the phones are not answered quickly. What suggestions do you have to ensure that you will arrive on time from now on?"
- c) "You'll just have to get an earlier start in the morning."
- d) "I can appreciate that traffic is heavier in the morning because everyone is coming to work at the same time. Would you like to change your hours so that you can come in later?"

At the end of the discussion...

- a) "So, we've agreed that you'll leave home earlier so that you arrive on time."
- b) "So that we're both clear, please tell me what we've agreed to and when we'll review this."
- c) "In spite of your poor time management, you are making a significant contribution to the team."
- d) "We'll talk about this again next week. If this is not resolved by then, I'm afraid we'll have to begin the disciplinary process."

Suggested Answers

At the beginning of the discussion...

- b) "I want to speak to you about your time management. You have arrived a half-hour late three out of five days for the past month. Can you explain why this is?"

It is important at the beginning of the discussion for the manager to:

- *Explain the purpose of the discussion.*
- *Provide evidence of the poor performance.*
- *Ask the employee to explain the reason for their poor performance, and listen to their response.*

During the discussion...

- b) "We do need to resolve this situation. When you are not here for the first half-hour of the day, our level of customer service drops because the phones are not answered quickly. What suggestions do you have to ensure that you will arrive on time from now on?"

During the discussion, the manager needs to:

- *Explain that the situation must change.*
- *Point out the impact of the poor performance.*
- *Ask the employee for their ideas on how to resolve the situation.*
- *Listen and build on their ideas rather than impose their own solutions.*

At the end of the discussion...

- b) "So that we're both clear, please tell me what we've agreed to and when we'll review this."

At the end of the discussion, the manager needs to:

- *Agree on a plan of action and when this plan will be reviewed.*
- *Ask the employee to summarize the plan of action and when it will be reviewed in order to check their understanding.*

24 Managing Change

This quiz can help managers understand how their employees are dealing with change within the organization by assessing behaviors and verbal responses. They can then look for ways to help employees on an individual basis.

Managing Change

Employees differ somewhat in their response to organizational change, but in general, they go through seven stages:

Stage 1: Shock. Employees feel overwhelmed. Reality doesn't meet expectations.
Stage 2: Denial. The employee builds up defenses and minimizes the disruption. They behave as if the change has not occurred.
Stage 3: Self-doubt. Reality of change becomes apparent and causes uncertainty. The employee experiences a sinking feeling.
Stage 4: Acceptance. The employee begins to let go of the past and shows a willingness to experiment with change. Optimism for the future grows.
Stage 5: Testing. The employee tries out new behaviors to help them cope with the transition. They become more involved in activities and have more energy. They are likely to make mistakes in this stage.
Stage 6: Internalizing. The employee looks for the meaning of how and why there was a change. They withdraw a bit from activity and do not share their insights; it is a quiet, reflective period.
Stage 7: Integration. The employee starts to incorporate meaning into new behavior. Conditions are stable; the final stage of transition is now over. New and better ways of coping with the change have been developed, and there is increased self-esteem.

The time spent on each phase depends on the individual, as well as whether or not employees are encouraged to express their emotions during the change process.

(continued)

Managing Change (continued)

Quiz on Managing Change

The left-hand column contains typical remarks or simple descriptions about organizational change. Write the stage each remark represents in the blank space to the right.

Stage 1: Shock
Stage 2: Denial
Stage 3: Self-doubt
Stage 4: Acceptance

Stage 5: Testing
Stage 6: Internalizing
Stage 7: Integration

"What am I doing here?"

"Maybe there's a role for me in the future."

"I can't sleep at night."

Increase in productivity in the short term

Over-preparation

"On reflection, I can see why change was needed."

"It will soon be over."

Anger/fights

"It might not be as bad as I thought."

Apathy

Numbness

"I feel more able to cope."

"I feel frustration at getting things wrong."

"I found it difficult to change because..."

"I feel confident and competent."

"We have to move on."

Good teamwork

"It probably won't happen anyway."

"I gave my all, and now look what I get."

"I have too many ideas."

Satisfaction

(continued)

Managing Change (continued)

Stage 1: Shock
Stage 2: Denial
Stage 3: Self-doubt
Stage 4: Acceptance

Stage 5: Testing
Stage 6: Internalizing
Stage 7: Integration

"I can see where I was going wrong."

"I'll keep my head down, and hopefully it will go away."

"We have a clear focus and a plan."

"In the past, we did it another way."

"I'm not sure what to do."

"I have too much to do."

"On reflection, it was for the best."

Suggested Answers

"What am I doing here?"	Shock
"Maybe there's a role for me in the future."	Acceptance
"I can't sleep at night."	Self-doubt
Increase in productivity in the short term	Denial
Over-preparation	Testing
"On reflection, I can see why change was needed."	Internalizing
"It will soon be over."	Shock
Anger/fights	Self-doubt
"It might not be as bad as I thought."	Acceptance
Apathy	Shock
Numbness	Shock
"I feel more able to cope."	Acceptance
"I feel frustration at getting things wrong."	Testing
"I found it difficult to change because..."	Internalizing
"I feel confident and competent."	Integration
"We have to move on."	Acceptance
Good teamwork	Integration
"It probably won't happen anyway."	Denial
"I gave my all, and now look what I get."	Self-doubt
"I have too many ideas."	Testing
Satisfaction	Integration
"I can see where I was going wrong."	Internalizing
"I'll keep my head down, and hopefully it will go away."	Denial
"We have a clear focus and a plan."	Integration
"In the past, we did it another way."	Denial
"I'm not sure what to do."	Self-doubt
"I have too much to do."	Testing
"On reflection, it was for the best."	Acceptance

25 Meeting Skills

This is a fun activity that summarizes the key skills of the meeting leader in a creative way. To extend the learning, hold a follow-up discussion on the skills participants think are of critical importance when running a meeting.

Meeting Skills

Find the words and phrases that describe the skills and actions characteristic of effective meeting leaders. Words and phrases can be found vertically, horizontally, or diagonally.

S	T	I	N	V	O	L	V	E	E	V	E	R	Y	O	N	E	N	Q
C	T	O	S	P	K	A	S	D	F	G	H	J	K	L	Z	X	O	U
A	L	A	X	E	C	E	V	B	N	M	K	O	P	E	F	O	I	E
R	P	E	R	Y	N	D	E	S	C	A	V	R	I	F	Q	X	U	S
L	Z	P	L	T	T	D	O	P	S	C	T	D	T	M	E	R	H	T
E	S	R	O	T	O	D	A	C	O	S	Z	G	M	N	S	A	L	I
T	N	S	C	I	D	N	S	G	L	N	G	H	A	O	J	P	O	O
U	Q	S	E	R	N	Y	T	W	E	U	T	I	L	I	S	T	E	N
E	A	R	U	T	H	T	Y	I	F	N	C	R	S	P	I	N	S	R
E	P	D	F	R	G	P	T	U	M	N	D	T	A	I	L	I	F	P
T	H	M	C	B	E	M	N	I	J	E	L	A	D	C	H	O	E	L
I	D	E	A	N	B	N	C	V	M	G	D	Y	B	A	K	J	R	O
X	X	V	O	L	V	E	O	T	H	E	S	H	C	E	F	T	T	I
D	D	A	D	F	G	E	T	T	R	F	K	U	V	S	F	F	P	U
S	S	U	M	M	A	R	I	Z	E	R	A	E	T	G	C	O	W	Y
S	S	A	O	H	P	D	S	A	E	S	R	I	E	Y	S	E	R	W
Z	Z	W	K	J	W	E	Z	S	E	E	K	O	H	P	D	S	A	E
A	A	Q	L	E	U	F	R	D	R	T	F	E	J	W	E	Z	S	E
Q	Q	Z	K	L	N	H	X	X	F	A	S	L	P	U	F	R	D	R
T	T	R	T	Y	U	I	O	P	K	L	D	K	L	T	H	X	X	F

Meeting Skills (concluded)

Answers

S		I	N	V	O	L	V	E	E	V	E	R	Y	O	N	E		Q
	T		S		K													U
A		A		E		E												E
	P		R		N		E											S
		P		T		D		P										T
E			O		O		A		O									I
	N			I		N		G		N								O
		S			N		T		E		T		L	I	S	T	E	N
			U			T		I		N		R						
				R			T		M		D		A					
					E			I		E		A		C				
						N			M				B		K			
							O			E				E				
								T			K				F			
	S	U	M	M	A	R	I	Z	E			E				O		
										S			E				R	
											K			P				E
												E			E			
													P			R		
														T				

Start on time
Involve everyone
Question
Listen
Summarize

Ensure notes kept
Keep on track
Send agenda before
Appoint timekeeper

26 Mentoring Skills

This quiz will help individuals focus on the four-stage mentoring process and what should be done at each stage.

Mentoring Skills

There are four stages of mentoring:

- Start-up
- Direction setting
- Implementation
- Review

The first column contains a list of activities that should take place during the mentoring process. For each activity, put a checkmark (✓) in the appropriate column to indicate in which stage this activity should take place.

Activity	STAGES			
	Start-Up	Direction Setting	Implement- ation	Review
Discuss mentee's understanding of the mentoring process.				
Diagnose the mentee's needs.				
Track the mentee's progress.				
Determine the mentee's objectives.				
The mentee puts plans into action.				
Discuss the mentee's key learning points.				
Set timelines, schedules, and meeting dates.				
Agree on how the mentor and the mentee will work together.				
Use the mentor's expertise.				
Identify the mentee's learning style and the implication of this for development.				
Identify new issues and directions.				

(continued)

Mentoring Skills (continued)

Activity	STAGES			
	Start-Up	Direction Setting	Implementation	Review
Identify priorities.				
Think through how the mentor and mentee's respective learning styles might complement or hinder progress.				
The mentor and mentee will decide whether or not they can work together.				
Decide next steps.				
Set measures of success.				
Decide to either maintain or end the relationship.				
Review how well the mentor and the mentee are working together.				
Access outputs against agreed-on success criteria.				
The mentor assesses his/her own learning.				

Mentoring Skills (continued)

Suggested Answers

Activity	STAGES			
	Start-Up	Direction Setting	Implementation	Review
Discuss mentee's understanding of the mentoring process.	✓			
Diagnose the mentee's needs.		✓		
Track the mentee's progress.			✓	
Determine the mentee's objectives.		✓		
The mentee puts plans into action.			✓	
Discuss the mentee's key learning points.				✓
Set timelines, schedules, and meeting dates.	✓			
Agree on how the mentor and the mentee will work together.	✓			
Use the mentor's expertise.			✓	
Identify the mentee's learning style and the implication of this for development.		✓		
Identify new issues and directions.			✓	
Identify priorities.		✓		
Think through how the mentor and mentee's respective learning styles might complement or hinder progress.		✓		
The mentor and mentee will decide whether or not they can work together.	✓			

(continued)

Mentoring Skills (concluded)

Activity	STAGES			
	Start-Up	Direction Setting	Implementation	Review
Decide next steps.				✓
Set measures of success.		✓		
Decide to either maintain or end the relationship.				✓
Review how well the mentor and the mentee are working together.			✓	
Access outputs against agreed-on success criteria.				✓
The mentor assesses his/her own learning.				✓

27 Motivating Others

This quiz can be used to help individuals identify their attitude and approach to motivating others. It is based on the work of Herzberg and Spitzer.

Motivating Others

Read the following statements and decide whether each one is *True* or *False*. If you don't know the answer, check *Not sure*.

1. You cannot motivate other people. You can only create the environment in which they want to give their best. Motivation comes from within.
☐ True ☐ False ☐ Not sure
2. What motivates me will motivate the people on my team.
☐ True ☐ False ☐ Not sure
3. Money is a long-term motivator.
☐ True ☐ False ☐ Not sure
4. Having a pleasant environment in which to work is a motivator.
☐ True ☐ False ☐ Not sure
5. Different things motivate different people.
☐ True ☐ False ☐ Not sure
6. If you don't receive recognition for a job well done, you won't feel motivated.
☐ True ☐ False ☐ Not sure
7. Giving people opportunities to advance is a means of motivation for some people.
☐ True ☐ False ☐ Not sure
8. Setting goals for your employees is a motivator.
☐ True ☐ False ☐ Not sure
9. When people do not feel that they are achieving anything, they become demotivated.
☐ True ☐ False ☐ Not sure
10. Work conditions and managerial attitudes can demotivate as well as motivate.
☐ True ☐ False ☐ Not sure

Suggested Answers

1. You cannot motivate other people. You can only create the environment in which they want to give their best. Motivation comes from within.
True. *Motivation comes from within.*
2. What motivates me will motivate the people on my team.
False. *Everyone has different motivators. It is a fallacy that what motivates you will motivate others.*
3. Money is a long-term motivator.
False. *Money is important to people. However, you can be in a highly paid job and still not be motivated. In Herzberg's terms, money is a "hygiene" factor: if you are paid adequately, you won't necessarily be motivated.*
4. Having a pleasant environment in which to work is a motivator.
False. *In Herzberg's terms, the working environment is a "hygiene" factor: if you work in a pleasant environment, you won't necessarily be motivated.*
5. Different things motivate different people.
True. *See Question 2.*
6. If you don't receive recognition for a job well done, you won't feel motivated.
True and False. *Recognition is a motivator, but not for everybody.*
7. Giving people opportunities to advance is a means of motivation for some people.
True.
8. Setting goals for your employees is a motivator.
False. *Setting goals is not a motivator in itself. However, for some people, having goals that they then **achieve** can be a motivator.*
9. When people do not feel that they are achieving anything, they become demotivated.
True and False. *For some people, achievement is a motivator.*
10. Work conditions and managerial attitudes can demotivate as well as motivate.
True. *For some people, work conditions and managerial attitudes can be both demotivators and motivators.*

28 Negotiation Skills

Use this quiz as a springboard for a discussion about negotiation and ways to achieve successful outcomes.

Negotiation Skills

Read each question about negotiation and decide which end of the scale best represents your answer. Circle the letter that comes closest to your true opinion.

1. How important is it to prepare for a negotiation?

Extremely important	A B C D E	Not at all important
---------------------	--------------------------	----------------------

2. How important is it to consider the position and concerns of the other party prior to the negotiation?

Extremely important	A B C D E	Not at all important
---------------------	--------------------------	----------------------

3. To what should you pay most attention when preparing for a negotiation?

The other party's strengths	A B C D E	The other party's weaknesses
-----------------------------	--------------------------	------------------------------

4. What is the best way to regard the process of negotiating?

One party wins, the other loses	A B C D E	Both parties win
---------------------------------	--------------------------	------------------

5. What should be the outcome of a negotiation?

A good result for your organization	A B C D E	A good result for both parties
-------------------------------------	--------------------------	--------------------------------

6. How important is it to set clear objectives for a negotiation?

Extremely important	A B C D E	Not at all important
---------------------	--------------------------	----------------------

7. When negotiating, should you hold fast to your original objectives all the way through?

Yes, always	A B C D E	No
-------------	--------------------------	----

8. How often should you become impatient or lose your temper in a negotiation?

Always	A B C D E	Never
--------	--------------------------	-------

(continued)

Negotiation Skills (continued)

9. Which should you do more of in a negotiation?

Talk	A B C D E	Listen
------	-----------	--------

10. When it comes to making concessions, what's your best advice?

Don't make concessions	A B C D E	Give and take
------------------------	-----------	---------------

11. How should you test assumptions in a negotiation?

Wait to hear what the other party has to say	A B C D E	Use open questions
--	-----------	--------------------

12. If you have already spent some time negotiating but are not happy with the current status of the negotiation, how likely are you to reach agreement during the next meeting?

Very unlikely	A B C D E	Very likely
---------------	-----------	-------------

13. As you work to reach agreement, which side should summarize what has been agreed to along the way?

You	A B C D E	The other party
-----	-----------	-----------------

14. What should you do during a negotiation session when you don't understand something?

Ask questions to clarify the matter	A B C D E	Let the matter pass without saying anything
-------------------------------------	-----------	---

15. What should you do when you are involved in negotiations and the other party will not give anything away?

Decide that you've reached a stalemate, and give up	A B C D E	Ask questions and explore possibilities
---	-----------	---

16. How do effective negotiators view conflict?

They prefer to avoid conflict	A B C D E	Conflict is healthy (and should be aired)
-------------------------------	-----------	---

(continued)

Negotiation Skills (continued)

17. How and when should you make concessions during a negotiation?

Make the concession early on in the negotiation	A B C D E	Take your time offering a concession, and make it look more significant than it is
---	-------------------	--

18. When should you raise important issues during a negotiation?

Early on in the negotiation process	A B C D E	Toward the end of the negotiation process
-------------------------------------	-------------------	---

19. Rate your confidence level.

More confident negotiating with an individual on the same level as you	A B C D E	Confident negotiating with anyone, irrespective of title or position
--	-------------------	--

20. How often should a negotiator suggest alternatives and options?

Frequently	A B C D E	Rarely
------------	-------------------	--------

Negotiation Skills (continued)

Suggested Answers

1. How important is it to prepare for a negotiation?

Extremely important	A B C D E	Not at all important
---------------------	-------------------	----------------------

2. How important is it to consider the position and concerns of the other party prior to the negotiation?

Extremely important	A B C D E	Not at all important
---------------------	-------------------	----------------------

It is extremely important. The best negotiators thoroughly assess the position of both parties before they begin negotiating.

3. To what should you pay most attention when preparing for a negotiation?

The other party's strengths	A B C D E	The other party's weaknesses
-----------------------------	-------------------	------------------------------

Effective negotiators pay particular attention to the other party's strengths AND to their own weaknesses.

4. What is the best way to regard the process of negotiating?

One party wins, the other loses	A B C D E	Both parties win
---------------------------------	-------------------	------------------

5. What should be the outcome of a negotiation?

A good result for your organization	A B C D E	A good result for both parties
-------------------------------------	-------------------	--------------------------------

A negotiation is not a competition, but neither is it total cooperation. A negotiation has to be fair. If you try to make it competitive, you will damage your relationship with the other party. A successful outcome is a win/win for both sides.

6. How important is it to set clear objectives for a negotiation?

Extremely important	A B C D E	Not at all important
---------------------	-------------------	----------------------

(continued)

Negotiation Skills (continued)

7. When negotiating, should you hold fast to your original objectives all the way through?

Yes, always	A B C D E	No
-------------	----------------------	----

Effective negotiators always set objectives prior to the negotiation. They never lose sight of them during a negotiation. However, they are flexible in their approach and are prepared to produce new ideas.

8. How often should you become impatient or lose your temper in a negotiation?

Always	A B C D E	Never
--------	------------------------	-------

Never lose your temper or become impatient in a negotiation. It gives advantage to the other side.

9. Which should you do more of in a negotiation?

Talk	A B C D E	Listen
------	------------------------	--------

10. When it comes to making concessions, what's your best advice?

Don't make concessions	A B C D E	Give and take
------------------------	------------------------	---------------

Making concessions helps both parties move toward agreement. Remember the principles of give and take.

11. How should you test assumptions in a negotiation?

Wait to hear what the other party has to say	A B C D E	Use open questions
--	------------------------	--------------------

12. If you have already spent some time negotiating but are not happy with the current status of the negotiation, how likely are you to reach agreement during the next meeting?

Very unlikely	A B C D E	Very likely
---------------	-------------------	-------------

Do not reach agreement unless you are happy with the terms. You can reconvene at a later date if you are not happy.

(continued)

Negotiation Skills (continued)

13. As you work to reach agreement, which side should summarize what has been agreed to along the way?

You	A B C D E	The other party
-----	-------------------	-----------------

Make certain that you sum up what has been agreed to as you work through the negotiation. This helps both sides keep track of progress.

14. What should you do during a negotiation session when you don't understand something?

Ask questions to clarify the matter	A B C D E	Let the matter pass without saying anything
--	-------------------	---

Always ask if you are uncertain about what has been said.

15. What should you do when you are involved in negotiations and the other party will not give anything away?

Decide that you've reached a stalemate, and give up	A B C D E	Ask questions and explore possibilities
---	-------------------	--

Do not give up if the other party will not give in. Summarize the areas where you have reached agreement. Ask questions and propose alternatives or more options.

16. How do effective negotiators view conflict?

They prefer to avoid conflict	A B C D E	Conflict is healthy (and should be aired)
-------------------------------	-------------------	--

Always expect conflict in a negotiation. It is healthy, and it should be aired.

17. How and when should you make concessions during a negotiation?

Make the concession early on in the negotiation	A B C D E	Take your time offering a concession, and make it look more significant than it is
---	-------------------	---

Do not make concessions too early in a negotiation. Make them slowly, and make them seem as though you are giving away more than you are.

(continued)

Negotiation Skills (concluded)

18. When should you raise important issues during a negotiation?

Early on in the negotiation process	A B C D E	Toward the end of the negotiation process
--	--	---

Raise important issues early on in the negotiation process, while you are still fresh.

19. Rate your confidence level.

More confident negotiating with an individual on the same level as you	A B C D E	Confident negotiating with anyone, irrespective of title or position
--	--	---

If you have done your preparation, you should feel happy to negotiate with anyone at any level.

20. How often should a negotiator suggest alternatives and options?

Frequently	A B C D E	Rarely
-------------------	--	--------

Suggesting options and alternatives will move the negotiation forward.

29 One-to-One Training

This quiz is designed as a managerial self-assessment tool. Use it after you have led one-to-one training at the work site or after a practice session.

One-to-One Training

Provide specific examples of what you did relative to the one-to-one training you led.

1. How did you prepare for the one-to-one training? Be specific.

2. How did you put the training into context?

3. How did you set the scene with the learner? What did you tell him or her about the task and the training time involved?

4. Did you explain the training process in a logical order?

5. Did you start with the easiest part first?

6. How did you break the training material up into digestible sections?

(continued)

One-to-One Training (continued)

7. How did you bring out key learning points?

8. How did you maintain the learner's interest and motivation to learn?

9. How did you get the learner to participate?

10. What opportunity to apply the new learning did you provide?

11. What questions did you ask the learner to test his or her understanding?

12. How was the learner able to track their progress?

13. How did you show your confidence in the learner?

(continued)

One-to-One Training (concluded)

14. How did you make sure that the learner's performance met the required standard?

15. What steps will you take next to further develop the learner in this area?

30 Performance Appraisal

This quiz allows individuals to test their understanding of the performance appraisal process.

Performance Appraisal

Check (✓) the response that you consider to be appropriate.

1. Is it a good idea for the appraiser to decide before the appraisal how he or she will rate the employee?
☐ Yes ☐ No
2. Which of the following do you believe best describes the performance appraisal?
☐ A joint exchange of views
☐ An opportunity for the employee to have his or her say
☐ An opportunity for the appraiser to tell the employee how he or she is doing
3. Who should do more of the talking during the appraisal?
☐ The appraiser ☐ The employee ☐ Equal share
4. How frequently should the appraiser ask the employee to share his or her opinion during the appraisal?
☐ Often ☐ Sometimes ☐ Seldom ☐ Never
5. Which of the following skills is the appraiser likely to use **least** during an appraisal?
☐ Listening skills
☐ Feedback skills
☐ Questioning skills
☐ Counseling skills
6. Which of the following statements are **not** appropriate feedback for a performance appraisal?
☐ "You have a very argumentative personality."
☐ "Everything's fine. You're doing great."
☐ "I particularly appreciate the time you took to complete the report. We were able to obtain the information within the week."
7. What should the appraiser focus on when conducting a performance appraisal?
☐ Looking back at past performance
☐ Looking ahead to the future
☐ Both: looking back and looking ahead

(continued)

Performance Appraisal (continued)

8. Who should set objectives for the future?
- ☐ The appraiser
 - ☐ The employee
 - ☐ The appraiser and the employee should set them jointly
9. Which of the following statements **best** describes how the employee should feel at the end of the appraisal if the appraisal is done correctly?
- ☐ Happy with his or her performance
 - ☐ Aware of what he or she has done well and areas where improvement is needed
 - ☐ Unhappy with his or her performance
10. When should the employee's objectives be reviewed after an appraisal is done?
- ☐ At the next appraisal
 - ☐ Every month
 - ☐ Every two months
 - ☐ Every six months

Performance Appraisal (continued)

Suggested Answers

1. Is it a good idea for the appraiser to decide before the appraisal how he or she will rate the employee?
No, you should not preempt the outcome of the appraisal.
2. Which of the following do you believe best describes the performance appraisal?
A joint exchange of views
3. Who should do more of the talking during the appraisal?
The employee
4. How frequently should you ask the employee to share his or her opinion during the appraisal?
Often. This is the employee's opportunity to state his or her feelings and opinions.
5. Which of the following skills is the appraiser likely to use **least** during an appraisal?
Counseling skills
6. Which of the following statements are **not** appropriate feedback for a performance appraisal?
"You have a very argumentative personality." (It is not appropriate to give feedback on personality—just behavior and job performance.)
"Everything's fine. You're doing great." (This statement needs to be qualified by specific evidence.)
7. What should the appraiser focus on when conducting a performance appraisal?
Both: looking back and looking ahead
8. Who should set objectives for the future?
The appraiser and the employee should set them jointly
9. Which of the following statements **best** describes how the employee should feel at the end of the appraisal if the appraisal is done correctly?
Aware of what he or she has done well and areas where improvement is needed
10. When should the employee's objectives be reviewed after an appraisal is done?
Best practice is to jointly review objectives at least every six months.

31 Performance Appraisal: Before, During, and After

This quiz is designed to help managers think through what needs to happen before, during, and after a performance appraisal.

Performance Appraisal: Before, During, and After

Listed below are appraiser and employee tasks that need to be completed **before**, **during**, or **after** a performance appraisal.

Look at the descriptions and identify:

- What is **missing** from the list
- What should **not** be on the list

Preparation

The employee

- Review the appraisal process and the forms and information that will be used.
- Look over your last written appraisal.
- Think about your main strengths and limitations.
- Think about your relationship with your boss. Identify what you would like him or her to continue doing, start doing, or stop doing.

What is missing from the list?

What should not be on the list?

(continued)

Performance Appraisal: Before, During, and After (continued)

The appraiser

- Allow enough time for the appraisal.
- Review the appraisal process and the forms, and consider how the information will be used.
- Schedule an entire day to conduct appraisals.
- Review the employee's last appraisal and job history.
- Meet with other managers to talk about the employee's performance.
- Review the employee's key objectives and to what extent they have been achieved.
- Make a judgment about reasons for under- or over-achievement of objectives.
- Think about the employee's main strengths and limitations.
- Consider what can be done by you, by the employee, and by others to improve performance.
- Think about what you expect the outcome to be of the appraisal discussion.

What is missing from the list?

What should not be on the list?

Briefing the employee

- Give two to three days notice.
- Explain the purpose of the appraisal.
- Emphasize that it is a two-way discussion, not an inquisition.
- Provide a copy of the employee's performance objectives.
- Explain the structure of the discussion.

What is missing from the list?

(continued)

Performance Appraisal: Before, During, and After (continued)

What should not be on the list?

During the Appraisal

- Consider location, seating, and room layout in order to create a relaxed and unhurried atmosphere.
- Explain the structure of the discussion.
- Explain that the main emphasis of the discussion will be on the employee's past performance.
- Encourage the employee to express his or her views by asking open questions.
- In an effective appraisal discussion, the employee should speak 60 percent of the time.
- Work within a clear structure.
- Use praise to build confidence.
- Encourage self-appraisal.
- Discuss performance, not personality.
- Focus on facts.
- Ask the employee to suggest ways to improve his or her own performance.
- Agree on measurable goals.

What is missing from the list?

What should not be on the list?

(continued)

Performance Appraisal: Before, During, and After (continued)

After the Appraisal

Fill in the appraisal forms and file them.

What is missing from the list?

What should not be on the list?

Suggested Answers

Preparation

The employee

Missing from the preparation list:

- Review which key objectives have been achieved and consider reasons for any under- or over-achievement.
- Think about the next six months regarding:
 - How to improve your performance
 - Problems and opportunities for the next six months
 - Training and development needs
 - Career opportunities
 - What help you will need (and from whom)

The appraiser

Should not be on the preparation list:

- Item #3. **Do not** spend a whole day conducting appraisals.
- Last item. **Do not** make a judgment before the appraisal about reasons for under- or over-achievement of objectives. Do think about whether the successes and difficulties have to do with the situation or with the employee.

Missing from the preparation list:

- Think about the appraisee's main strengths and limitations
- Identify problems and opportunities for the future
- Consider training and development needs
- Consider career opportunities

Briefing the employee

Should not be on the briefing list:

- Give two to three days notice—the employee should be given at least seven to ten days notice

Missing from the briefing list:

- Explain what needs to be prepared

(continued)

Performance Appraisal: Before, During, and After (concluded)

During the Appraisal

Should not be on the list:

- Item #3. The discussion must focus equally on the employee's past performance and on future performance.

Missing from the list:

- Take steps so that you won't be distracted by noise, telephone calls, or other interruptions.
- Don't pre-judge the outcome of the interview.
- Give specific examples.
- There should be no surprises.
- Leave the employee motivated and clear about areas for improvement.

After the Appraisal

Missing from the list:

- Monitor and regularly review the employee's progress.
- Help the employee achieve development goals.
- Seek opportunities to give motivational feedback in areas where performance has improved.
- Discuss reasons for any poor performance, and agree on improvement plans.

32 Presentation Skills

This quiz focuses on effective ways to present information to a group.

Presentation Skills

Circle the lettered response you most agree with. You may choose more than one response for each question.

1. The audience's attention is greatest during what part of a presentation?
 - a) At the beginning of the presentation
 - b) In the middle of the presentation
 - c) At the end of the presentation
 - d) At the beginning and the end of the presentation
2. How much time does it take to assess whether or not a presenter is worth listening to?
 - a) 90 seconds
 - b) 5 minutes
 - c) 10 minutes
 - d) 30 minutes
3. When presenting, is it best to tell a joke within the introduction?
 - a) Yes
 - b) No
4. A presenter using PowerPoint should spend most of the time:
 - a) Looking at the screen
 - b) Looking at the audience
 - c) Looking at his or her notes
5. What should you do with your hands while making a presentation?
 - a) Keep your hands at your sides.
 - b) Keep your hands behind your back.
 - c) Use your hands to emphasize points.
6. A presenter's introduction should contain:
 - a) A welcome
 - b) An introduction to the presenters
 - c) The objectives of the presentation
 - d) A detailed background of the presentation
 - e) An overview of what the presentation will cover
 - f) How long the presentation should last
 - g) Information regarding when the audience will be able to ask questions

(continued)

Presentation Skills (continued)

7. A presenter's summary should contain which of these things?
 - a) A review of the objectives of the presentation
 - b) A summary of what has been covered
 - c) A call to action
 - d) An invitation to ask questions
8. Which people in an audience are presenters least likely to make eye contact with?
 - a) The person who is the key decision maker
 - b) The people on either side of the presenter
 - c) The person who is least influential in the room
9. What should you do to overcome nerves?
 - a) Drink lots of coffee.
 - b) Practice your presentation.
 - c) Think positively (This will be a good presentation!).
 - d) Take deep breaths to calm your nerves.
10. Which part of your presentation do you need to know the best?
 - a) All of it
 - b) The beginning
 - c) The middle
 - d) The end
11. What should you do if someone asks you a question and you're not sure of the answer?
 - a) Ask them to repeat the question.
 - b) Tell them that you don't know the answer.
 - c) Make something up.
 - d) Tell them that you will find out the answer and get back to them.

Presentation Skills (continued)

Suggested Answers

1. The audience's attention is greatest during what part of a presentation?
d) At the beginning and the end of the presentation
The audience's attention is lowest during the middle part of the presentation.
2. How much time does it take to assess whether or not a presenter is worth listening to?
a) 90 seconds
It only takes 90 seconds for the audience to assess the credibility of the speaker.
3. When presenting, is it best to tell a joke within the introduction?
b) No
It is essential to create rapport with the audience, but this does not necessarily mean telling a joke.
4. A presenter using PowerPoint should spend most of the time:
b) Looking at the audience
Resist the temptation to look at the screen or to keep looking down at your notes.
5. What should you do with your hands while making a presentation?
c) Use your hands to emphasize points.
Animation through body language engages the audience.
6. A presenter's introduction should contain:
a) A welcome
b) An introduction to the presenters
c) The objectives of the presentation
e) An overview of what the presentation will cover
f) How long the presentation should last
g) Information regarding when the audience will be able to ask questions
A detailed background of the presentation does not need to be included in the introduction.

(continued)

Presentation Skills (concluded)

7. A presenter's summary should contain which of these things?

- b) A summary of what has been covered
- c) A call to action
- d) An invitation to ask questions

A review of the objectives of the presentation is optional.

8. Which people in an audience are presenters least likely to make eye contact with?

- b) The people on either side of the presenter

Presenters need to make a conscious effort to make eye contact with everyone, but particularly the often-overlooked people on the side.

9. What should you do to overcome nerves?

- b) Practice your presentation.
- c) Think positively (This will be a good presentation!).
- d) Take deep breaths to calm your nerves.

These are all techniques to help you calm your nerves.

10. Which part of your presentation do you need to know the best?

- b) The beginning

This will help increase your confidence and make a good impression with your audience.

11. What should you do if someone asks you a question and you're not sure of the answer?

- a) Ask them to repeat the question. *(This gives you time to think.)*
- d) Tell them that you will find out the answer and get back to them. *(This is better than saying that you don't know.)*

33 Project Management

Managers need to know and understand the specialized language of project management. This quiz is designed to test an individual's current understanding of project management.

Project Management

Column 1 contains a list of terms used in project management. Draw a line from the term in Column 1 to the correct definition.

1. Project	Sequence of activities through a project that has no slack
2. Task	The extra time available to complete a task without delaying the start of subsequent activities
3. Parallel task	The earliest date a task can start
4. Dependent task	The latest date a task can start without delaying the start of subsequent activities
5. Lag	A task that cannot begin until prior activities are completed
6. Critical path	Anything (people, machines, materials, money) required for completion of the project
7. Earliest start	A group of related activities organized in a manner to accomplish a given goal
8. Latest start	A task that can be done during the same timeframe as one or more other activities
9. Slack	An element of work
10. Resource	The hierarchy or levels of tasks within a project
11. Work breakdown structure	The time delay between one task relative to another

Suggested Answers

1. **Project:** A group of related activities organized in a manner to accomplish a given goal
2. **Task:** An element of work
3. **Parallel task:** A task that can be done during the same timeframe as one or more other activities
4. **Dependent task:** A task that cannot begin until prior activities are completed
5. **Lag:** The time delay between one task relative to another
6. **Critical path:** Sequence of activities through a project that has no slack
7. **Earliest start:** The earliest date a task can start
8. **Latest start:** The latest date a task can start without delaying the start of subsequent activities
9. **Slack:** The extra time available to complete a task without delaying the start of subsequent activities
10. **Resource:** Anything (people, machines, materials, money) required for completion of the project
11. **Work breakdown structure:** The hierarchy or levels of tasks within a project

34 Questioning Skills

An effective manager is able to ask several different kinds of questions to obtain information. Use this questionnaire to help individuals learn the practical applications of each type.

Questioning Skills

“Closed” Questions

A closed question is one that can be answered with a simple “Yes” or “No.” For example:

- “Did you sleep well last night?”
- “Did you have a good weekend?”
- “Have you finished the schedules for next week?”
- “Are you eager to take on that role?”

Advantages

A closed question...

- Puts the other person at ease at the initial stages of the conversation
- Puts you in control of the situation
- Helps you obtain specific facts quickly
- Is useful for testing understanding and summarizing
- Allows the participants in the conversation to come to an agreement

“Open” Questions

An open question allows you to receive more information than a closed question. Open questions start with *What, Why, How, When, Tell me, or Explain*. For example:

- “Would you tell me more about what happened?”
- “What are your personal views about this idea?”
- “How do you think that might work in reality?”
- “Explain exactly what happened when you saw him.”

Open questions also allow you to probe for more information. Probing questions are a type of open question. For example:

- “What would be the result if you did that?”
- “Why do you say that?”
- “What makes you believe that would happen?”
- “What do you mean?”
- “I didn’t understand that last point. Can you explain it again?”

Advantages

An open question...

- Can be used to establish all the facts
- Allows people to express their views
- Builds rapport and shows that you are interested
- Allows you to clarify your understanding

(continued)

Questioning Skills (continued)

“Limiting” Questions

A limiting question is one that gives the recipient some choice, such as:

“What would you like to do first—file or make telephone calls?”

Advantage

A limiting question can be used to gain agreement or when time is short.

“Leading” Questions

A leading question is when the answer is in the question, such as:

“You are going to send out those tickets today, aren’t you?”

Advantage

A leading question can be used to gain clarity and understanding.

(continued)

Questioning Skills (continued)

Questioning Skills Quiz

Look at each of the following questions and decide which type of question it is:

- Open
- Probing
- Closed
- Limiting
- Leading

Question	Question Type
How can we get this done?	
What made you say that?	
You do want to go today, don't you?	
Do you want to pay by check or by credit card?	
Shall I mail it to you?	
I'll get back to you later today. Is that okay?	
Shall I wrap it for you, or would you like to do it?	
What reasons did he give for not showing up?	
You said you had some experience. When did you last work in this area?	
Who is the best person to speak to?	
Where is the carpet department?	
You said you were unhappy. Why was that?	
You have your money with you, don't you?	
Would you like tea or coffee?	
Why did you select this one?	
We will go together, won't we?	
Do you have the correct change?	
Is your name Sylvia?	
Is it red or green?	
You will do that for me, won't you?	

Questioning Skills (concluded)

Suggested Answers

Question	Question Type
How can we get this done?	Open
What made you say that?	Probing
You do want to go today, don't you?	Leading
Do you want to pay by check or by credit card?	Limiting
Shall I mail it to you?	Closed
I'll get back to you later today. Is that okay?	Closed
Shall I wrap it for you, or would you like to do it?	Limiting
What reasons did he give for not showing up?	Open
You said you had some experience. When did you last work in this area?	Probing
Who is the best person to speak to?	Open
Where is the carpet department?	Open
You said you were unhappy. Why was that?	Probing
You have your money with you, don't you?	Leading
Would you like tea or coffee?	Limiting
Why did you select this one?	Probing
We will go together, won't we?	Leading
Do you have the correct change?	Closed
Is your name Sylvia?	Closed
Is it red or green?	Limiting
You will do that for me, won't you?	Leading

35 Recruitment and Equal Opportunities

This quiz is intended to test an individual's understanding of equal opportunity regulations in relation to recruitment.

Recruitment and Equal Opportunities

Read the following statements and decide whether each one is *true* or *false*.

1. The U.S. Civil Rights Act of 1964, as amended, prohibits discrimination in hiring, promotion, discharge, pay, benefits, job training, classification, and referral.
☐ True ☐ False
2. U.S. Civil Rights legislation applies to women and men of any age (excluding children).
☐ True ☐ False
3. Harassment on the basis of race, color, religion, sex, disability, age, or national origin is wrong, but the United States currently has no employment laws that cover harassment.
☐ True ☐ False
4. Employers can legally refuse to hire an individual based on who they are related or married to or who they associate with.
☐ True ☐ False
5. Employers have the responsibility only to inform employees of their rights under the laws enforced by the Equal Employment Opportunity Commission at the time they are hired.
☐ True ☐ False
6. It is not direct sexual discrimination to treat a woman adversely because she is pregnant.
☐ True ☐ False
7. Employers can require their employees to speak only English on the job.
☐ True ☐ False
8. One way to prevent discrimination is to conduct regular performance evaluations for every employee and place the written reports in employee records.
☐ True ☐ False

(continued)

Recruitment and Equal Opportunities (continued)

9. Age limits should be included in retirement only if they are necessary for the job. An unjustifiable age limit could constitute indirect discrimination (e.g., against women who have taken time off to have a family).
- ☐ True ☐ False
10. Recruitment solely or primarily by word of mouth should be avoided in a workforce predominantly of one sex, if in practice it prevents members of the opposite sex from applying.
- ☐ True ☐ False
11. It is lawful to withhold recruitment information from one sex in an attempt to encourage applications from the opposite sex if they are under-represented in the organization.
- ☐ True ☐ False
12. An advertisement that uses a job description with a sexual connotation, such as “waiter,” “salesgirl,” etc., cannot be interpreted as an intention to commit an unlawful discriminatory act.
- ☐ True ☐ False
13. An employment interview is scheduled for a day when the job candidate is prohibited from doing any work because of his or her religion. The employer can refuse to reschedule the interview and consequently turn down the candidate because the candidate is unable to be present on that day.
- ☐ True ☐ False
14. An employer may ask a job applicant general details about his or her disability as well as ask questions about his or her ability to perform a job.
- ☐ True ☐ False
15. Under the Americans with Disabilities Act (ADA), employers may hold employees who are illegally using drugs and employees with alcoholism to the same standards of performance as other employees.
- ☐ True ☐ False
16. An employer should always require a candidate with a disability to undergo a medical examination as a condition of hiring.
- ☐ True ☐ False

(continued)

Recruitment and Equal Opportunities (continued)

17. Employers may use behavioral interviews to assess and screen job candidates.
☐ True ☐ False
18. The U.S. Equal Employment Opportunity Commission enforces federal anti-discrimination laws pertaining to employment.
☐ True ☐ False
19. Any decision not to make an offer of employment must not be based on sex, marital status, ethnic background, or religion.
☐ True ☐ False
20. You can refuse a person's employment on the grounds of membership or non-membership in a trade union.
☐ True ☐ False

Recruitment and Equal Opportunities (continued)

Suggested Answers

1. The U.S. Civil Rights Act of 1964, as amended, prohibits discrimination in hiring, promotion, discharge, pay, benefits, job training, classification, and referral.

True.

2. U.S. Civil Rights legislation applies to women and men of any age (excluding children).

False. *U.S. Civil Rights legislation applies to women and men of any age, including children.*

3. Harassment on the basis of race, color, religion, sex, disability, age, or national origin is wrong, but the United States currently has no employment laws that cover harassment.

False.

4. Employers can legally refuse to hire an individual based on who they are related or married to or who they associate with.

False. *It is illegal to discriminate against a job candidate because of who the candidate is related or married to or who they associate with.*

5. Employers have the responsibility only to inform employees of their rights under the laws enforced by the Equal Employment Opportunity Commission at the time they are hired.

False. *Employers are required to post notices regarding all such rights in the workplace where all employees have access to it, including persons with visual or other disabilities that affect their ability to read.*

6. It is not direct sexual discrimination to treat a woman adversely because she is pregnant.

False. *It is direct sexual discrimination. Pregnancy, childbirth, and related medical conditions must be treated the same way as other temporary illnesses or conditions.*

7. Employers can require their employees to speak only English on the job.

True. *The employer must show that such a requirement is necessary for conducting business and must inform all employees when English is the only spoken language allowed, as well as the consequences if they refuse to comply.*

(continued)

Recruitment and Equal Opportunities (continued)

8. One way to prevent discrimination is to conduct regular performance evaluations for every employee and place the written reports in employee records.

True.

9. Age limits should be included in retirement only if they are necessary for the job. An unjustifiable age limit could constitute indirect discrimination (e.g., against women who have taken time off to have a family).

True.

10. Recruitment solely or primarily by word of mouth should be avoided in a workforce predominantly of one sex, if in practice it prevents members of the opposite sex from applying.

True.

11. It is lawful to withhold recruitment information from one sex in an attempt to encourage applications from the opposite sex if they are under-represented in the organization.

False. *It is unlawful.*

12. An advertisement that uses a job description with a sexual connotation, such as “waiter,” “salesgirl,” etc., cannot be interpreted as an intention to commit an unlawful discriminatory act.

False. *It is unlawful unless the advertisement states that the job is open to men and women or uses descriptions applying to both sexes (e.g., “waiter” or “waitress” instead of “wait staff”).*

13. An employment interview is scheduled for a day when the job candidate is prohibited from doing any work because of his or her religion. The employer can refuse to reschedule the interview and consequently turn down the candidate because the candidate is unable to be present on that day.

False. *This constitutes discrimination on the basis of religious belief. Reasonable accommodation must be made.*

14. An employer may ask a job applicant general details about his or her disability as well as ask questions about his or her ability to perform a job.

False. *Before making an offer of employment, an employer may **not** ask about the existence, nature, or severity of a disability. Applicants may be asked about their ability to perform job functions, however.*

(continued)

Recruitment and Equal Opportunities (continued)

15. Under the Americans with Disabilities Act (ADA), employers may hold employees who are illegally using drugs and employees with alcoholism to the same standards of performance as other employees.

True.

16. An employer should always require a candidate with a disability to undergo a medical examination as a condition of hiring.

False. *Such a requirement is legal **only** if the same medical examination is required of all prospective or entering employees in the same job category. Medical examinations must be job-related and consistent with business necessity. Tests for illegal use of drugs are not considered medical examinations and are not covered by ADA restrictions.*

17. Employers may use behavioral interviews to assess and screen job candidates.

True. *Behavioral interviews are structured interviews that ask candidates to provide examples of how they have demonstrated specific qualities desired by the employer in their previous jobs. The interviewer takes notes during the interviews and must ask each job candidate the same questions. Behavioral interviews are based on the belief that what has been done in the past is a superior indicator of future performance.*

18. The U.S. Equal Employment Opportunity Commission enforces federal anti-discrimination laws pertaining to employment.

True.

19. Any decision not to make an offer of employment must not be based on sex, marital status, ethnic background, or religion.

True.

20. You can refuse a person's employment on the grounds of membership or non-membership in a trade union.

False.

(continued)

Recruitment and Equal Opportunities (concluded)

F.Y.I.

Civil Rights Legislation

Title VII of the U.S. Civil Rights Act of 1964, as amended, prohibits discrimination in hiring, promotion, discharge, pay, fringe benefits, job training, classification, referral, and other aspects of employment on the basis of race, color, religion, sex, or national origin.

The Civil Rights Act of 1991 provides for monetary damages in cases of intentional discrimination.

Age

The U.S. Age Discrimination in Employment Act of 1967, as amended, protects applicants and employees 40 years of age and older working in the private sector or for state or local governments from discrimination on the basis of age in hiring, promotion, discharge, compensation, terms, conditions, and privileges of employment.

Disabilities

The Americans with Disabilities Act of 1990, as amended, requires employers to provide qualified applicants and employees with disabilities with reasonable accommodations that do not impose undue hardship.

Sex (Wages)

The Equal Pay Act of 1963, as amended, prohibits sex discrimination in payment of wages to women and men performing substantially equal work in the same establishment.

Note: All of these federal laws also prohibit retaliation against a person who files a charge of discrimination, participates in an investigation, or opposes unlawful employment practice.

36 Recruitment and Selection

This quiz focuses individuals on recruitment and selection and asks them to identify the steps in the process.

Recruitment and Selection

The steps to the recruitment and selection process in the table below are not in the correct order. Place the steps in the correct order by placing a number “1” next to the first step, number “2” next to the second step, etc.

Recruitment and Selection Activity	Order
Notify the unsuccessful candidates.	
Determine hiring criteria and minimum qualifications.	
Send out job descriptions and application forms and inform candidates of the deadline to return completed applications; request a résumé.	
Conduct employee orientation.	
Use the job applications and résumés to screen the candidates and draw up a short list.	
Offer feedback to all candidates.	
Send out rejection letters to those candidates who did not make the short list and notify those who did that they will be interviewed.	
Conduct interviews and continue the selection process.	
Offer the job to the successful candidate.	
Post the vacancy after you decide where you will advertise the vacancy and how and when it will appear.	
Agree on a starting date.	
Review or write the job description.	
Make the final decision.	
Decide on selection methods.	
Agree on the deadline for receipt of formal applications.	

Recruitment and Selection (concluded)

Suggested Answers

Recruitment and Selection Activity	Order
Notify the unsuccessful candidates.	12
Determine hiring criteria and minimum qualifications.	2
Send out job descriptions and application forms and inform candidates of the deadline to return completed applications; request a résumé.	6
Conduct employee orientation.	15
Use the job applications and résumés to screen the candidates and draw up a short list.	7
Offer feedback to all candidates.	13
Send out rejection letters to those candidates who did not make the short list and notify those who did that they will be interviewed.	8
Conduct interviews and continue the selection process.	9
Offer the job to the successful candidate.	11
Post the vacancy after you decide where you will advertise the vacancy and how and when it will appear.	4
Agree on a starting date.	14
Review or write the job description.	1
Make the final decision.	10
Decide on selection methods.	3
Agree on the deadline for receipt of formal applications.	5

37 Recruitment Interviewing

This quiz focuses on standard recruitment and interviewing techniques.

Recruitment Interviewing

Write your response to each question in the space provided.

1. An outline of the duties, responsibilities, and conditions of a job is called what?

2. A description of the essential and desired skills, qualifications, and experience of the individual needed for a particular job is called what?

3. A document containing the candidate's work history, skills, achievements, and capabilities is called what? _____
4. The pre-interview process of eliminating those candidates who do not meet the criteria you have drawn up is called what? _____
5. The discussion held to measure the candidate's qualifications and abilities against the set criteria and allow the candidate to find out about the organization is called what? _____
6. The set of pre-selected questions (which take into account what will be particularly important in the job) related to key criteria used during the interview is sometimes called what? _____
7. Which of the following should you *not* do at the beginning of a recruitment interview? Why not?

	Do Not Do	Why Not?
Thank the interviewee for coming to the interview.		
Introduce yourself and the other interviewer(s) and explain your roles.		
Ask the candidate how he or she would like to be addressed.		
Offer the interviewee refreshments.		
Explain the interview structure.		
Explain why you will be taking notes during the course of the interview.		
Start the interview with a difficult question.		

(continued)

Recruitment Interviewing (continued)

8. What two types of questions should you ask most during the interview?

9. Why should you ask only one question at a time as an interviewer?

10. Why should you ask experience-based questions (“Describe a time when...”) rather than hypothetical questions (“What would you do if...”)?

11. Why should you make sure the candidate is not facing a window during the interview? _____
12. Why should you ask all candidates for the same job the same types of questions during the interview process? _____

13. What should you do if the candidate is unable to answer a question?

14. What should you do if the candidate will not stop talking?

Recruitment Interviewing (continued)

Suggested Answers

1. An outline of the duties, responsibilities, and conditions of a job is called what?

A job description

2. A description of the essential and desired skills, qualifications, and experience of the individual needed for a particular job is called what?

Job or hiring criteria

3. A document containing the candidate's work history, skills, achievements, and capabilities is called what?

A résumé or curriculum vitae

4. The pre-interview process of eliminating those candidates who do not meet the criteria you have drawn up is called a what?

Paper screening

5. The discussion held to measure the candidate's qualifications and abilities against the set criteria and allow the candidate to find out about the organization is called what?

A selection interview

6. The set of pre-selected questions (which take into account what will be particularly important in the job) related to key criteria used during the interview is sometimes called what?

A "questions bank"

7. Which of the following should you *not* do at the beginning of a recruitment interview? Why not?

Start the interview with a difficult question. This may fluster an already nervous interviewee. Instead, start with an easy question to create a relaxed environment.

8. What two types of questions should you ask most during the interview?

Open questions and probing questions

9. Why should you ask only one question at a time as an interviewer?

Multiple questions confuse the interviewee.

(continued)

Recruitment Interviewing (concluded)

10. Why should you ask experience-based questions (“Describe a time when...”) rather than hypothetical questions (“What would you do if...”)?

Candidates will be able to give a much more accurate account of their performance in given situations if you ask them to talk about past experience, rather than some hypothetical situation.

11. Why should you make sure the candidate is not facing a window during the interview?

If the candidate is facing the window, it can be distracting for him or her.

12. Why should you ask all candidates for the same job the same types of questions during the interview process?

To ensure consistency and fairness, and to make sure you will be able to make meaningful comparisons.

13. What should you do if the candidate is unable to answer a question?

- *Say to the individual, “Don’t worry. Take your time to answer.” Then sit quietly and wait.*
- *If the candidate is seriously stumped, move on to another topic, and come back to this one later so that the candidate does not become overly stressed.*

14. What should you do if the candidate will not stop talking?

- *Break eye contact.*
- *Use body language—put your hand up and say, “Can I stop you there?”*
- *Give clues in your questions (e.g., “Can you give me a brief account of...?”).*

38 SMART Objectives

This quiz can be used to help people develop objectives that are **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound.

SMART Objectives

Put a checkmark (✓) next to each objective that is all of these things: **S**pecific, **M**easurable, **A**chievable, **R**elevant, and **T**ime-bound.

Objectives	SMART?
1. Provide additional training on general issues.	
2. Reduce the cost of photocopying by December 31 of this year.	
3. Be more willing to make presentations.	
4. Learn to look back and consider the bigger picture.	
5. Gain understanding of the customer database.	
6. Continue to provide a first-class level of customer service.	
7. Hold a progress meeting with all the team in order to delegate work appropriately.	
8. Make sure that 100 percent of our managers receive performance-management training by December 31 of this year.	
9. Bring in \$200,000 in new business from new customers by December 31 of this year.	
10. Maintain quality standards.	

SMART Objectives (concluded)

Suggested Answers

Objectives that are SMART objectives are...

Specific. The objective should spell out exactly what the individual needs to achieve.

Measurable. Specific how it will be measured so that when the objective is reviewed, there will be criteria to help decide whether or not the individual has achieved the objective.

Achievable. The objective should be stretching and challenging for the individual, but still be within an individual's capabilities and control.

Relevant. The objective should relate to the needs of the individual, the team, and the organization.

Time-bound. Specify target dates for completion of each objective.

Based on these ideal criteria, only statements 8 and 9 are SMART objectives.

39 Stress Management

This quiz is designed to help individuals recognize the symptoms of stress in themselves and others, and better understand the most common causes of stress.

Stress Management

Recognizing Symptoms of Stress

Here is a list of common human behaviors and conditions. Put a checkmark (✓) next to behaviors generally considered to be symptoms of stress.

Behavior	Symptom of Stress
Poor concentration	
Confusion	
Lack of awareness	
Poor planning	
Not completing tasks	
Indecisiveness	
Feeling achy	
Fatigue	
Poor posture	
Rapid breathing	
Tight chest	
Indigestion	
Stomach cramps	
Shoulder and neck pain	
Headaches	
Dilated pupils	
Sweating	
Dropping things	
Forgetting things	
Biting nails, lip, or cheek	
Wanting more time to yourself	
Eating too little	
Eating too much	
Smoking more	
Drinking more alcohol	
Taking "un-prescribed" prescription drugs	
Feeling sick	
Expecting yourself to do more/better	
Irritability	
Having minor accidents	
Feeling angry, hurt, worried, unhappy	
Feeling tense	

Stress Management (continued)

Recognizing the Most Common Causes of Stress

Here is a list of the most common causes of stress. Place these in the order of likelihood to cause stress:

Common Causes of Stress	Order
Lack of time	
Boredom	
Moving back home	
Financial worries	
Family pressures	
Change	
Poor self-image	
Illness	
Crisis in a relationship	
Losing a loved one	
Frustrations at work	
Fighting bureaucracy	
Unemployment	
Environmental illness	
Caring for others	

Suggested Answers

Symptoms of Stress

All the items on the list are symptoms of stress if they happen repeatedly.

Common Causes of Stress

The most common causes of stress, in order,* are:

1. Losing a loved one
2. Moving back home
3. Financial worries
4. Crisis in a relationship
5. Family pressures
6. Illness
7. Unemployment
8. Lack of time
9. Boredom
10. Frustrations at work
11. Fighting bureaucracy
12. Environmental illness
13. Caring for others
14. Change
15. Poor self-image

*The order of causes will vary, depending on the individual.

40 Teamwork

Use this quiz to help team members better understand their individual and collective strengths so that they can be used to achieve team objectives.

Teamwork

Answer the following questions in relation to your team. Then compare your responses to those of your fellow team members.

1. How would you describe the role of your team? _____

2. What are the objectives of your team? _____

3. Which member of the team lives the farthest from your place of work? _____

4. Which member of the team is the best manager of time? _____

5. Who is the most customer focused? _____

6. What have been the greatest achievements of the team in the past six months?

7. What have been the biggest disappointments for the team in the past six months?

8. Which member of the team is the most outgoing? _____

(continued)

Teamwork (concluded)

9. How might communication within the team be improved? _____

10. Which team member is the most generally supportive? _____

11. Where is there duplication of roles and responsibilities within the team? _____

12. What is the team's overall approach to conflict and disagreement? _____

13. Who is the best listener on the team? _____

14. What is the biggest challenge for the team in the next six months? _____

15. What would you like to improve in order for the team to work more effectively together? _____

41 Telephone Skills

This quiz is designed to help individuals identify best practice on the telephone. The questions can be used as a springboard for discussion about company policy regarding customer service.

Telephone Skills

Read the following situations and assess which option represents best practice on the telephone. Circle the letter of your answer.

1. When you are listening to someone who is talking at length on the telephone, you should:
 - a) Listen actively and make notes to record what they are saying
 - b) Look through other papers on your desk as you are listening
 - c) Doodle or mentally “switch off”
2. You receive a call from someone complaining about an area in which you have no involvement. You should:
 - a) Say it has nothing to do with you and tell the caller to contact the correct person to complain
 - b) Empathize with the caller about the problem, collect the facts, and offer to call them back with an answer
 - c) Transfer the caller to the correct extension
3. You need to pass on an urgent and lengthy message to someone in another department. When you call their extension, you reach their voice mail. You should:
 - a) Hang up the phone and say you’ll try again later
 - b) Leave the entire message on the voice mail
 - c) Leave a short message, briefly explaining the reason why you want them to call you back immediately
4. You have an important task that needs to be completed without interruptions. You should:
 - a) Make arrangements for someone else to take your calls
 - b) Turn on your answering machine or forward your calls to voice mail
 - c) Let the phone ring and answer it when you’re ready
5. You receive a call from an irate customer who is very upset because the important letter you said you would send to him has not arrived. The customer is very aggressive on the phone. You should:
 - a) Ask for the customer’s name and try to establish the facts
 - b) Respond aggressively yourself
 - c) Apologize first, and then find out the facts

(continued)

Telephone Skills (continued)

6. You are passing an absent colleague's desk when you hear his phone ring. You should:
 - a) Answer the call and take a message
 - b) Pick up the phone, explain that your colleague is not at his desk, and ask the caller to call back later
 - c) Let the phone ring since you know that the call will eventually go to your colleague's voice mail
7. You are deep in discussion with a customer on the telephone when a colleague comes into the room and interrupts you. You should:
 - a) Ignore the interruption and continue listening to the customer
 - b) Put your hand over the mouthpiece and tell your visitor that you will not be long
 - c) Interrupt the customer and say that you need to speak briefly to your colleague
8. When you answer the phone, you should:
 - a) State the name of your department
 - b) Greet the caller and state your name and department
 - c) State your name
9. When someone calls you to try to sell something, you should:
 - a) Tell them to go away and stop bothering you
 - b) Tell them you'll think about it
 - c) Simply say that you are not interested and thank them
10. A caller is giving you her company address at the end of a conversation. You should:
 - a) Repeat each part of the address
 - b) Make listening noises ("uh huh," etc.)
 - c) Let the caller continue

When you have finished, turn to the suggested answers on the next page and award yourself 3 points for each correct answer. Then add up your total and interpret your score.

Telephone Skills (continued)

Suggested Answers

1. When you are listening to someone who is talking at length on the telephone, you should:
 - a) Listen actively and make notes to record what they are saying
2. You receive a call from someone complaining about an area in which you have no involvement. You should:
 - b) Empathize with the caller about the problem, collect the facts, and offer to call them back with an answer
3. You need to pass on an urgent and lengthy message to someone in another department. When you call their extension, you reach their voice mail. You should:
 - c) Leave a short message, briefly explaining the reason why you want them to call you back immediately
4. You have an important task that needs to be completed without interruptions. You should:
 - a) Make arrangements for someone else to take your calls
5. You receive a call from an irate customer who is very upset because the important letter you said you would send to him has not arrived. The customer is very aggressive on the phone. You should:
 - c) Apologize first, and then find out the facts
6. You are passing an absent colleague's desk when you hear his phone ring. You should:
 - a) Answer the call and take a message
7. You are deep in discussion with a customer on the telephone when a colleague comes into the room and interrupts you. You should:
 - a) Ignore the interruption and continue listening to the customer
8. When you answer the phone, you should:
 - b) Greet the caller and state your name and department

(continued)

Telephone Skills (concluded)

9. When someone calls you to try to sell something, you should:
 - c) Simply say that you are not interested and thank them
10. A caller is giving you her company address at the end of a conversation. You should:
 - a) Repeat each part of the address

Interpreting Your Score

The maximum score possible is 30 points. The higher your score, the greater your professionalism on the telephone.

- | | |
|-------|--|
| 21–30 | You have a customer-friendly manner on the telephone. You deal with people on the telephone in an open, honest, and direct manner. |
| 15–20 | Your telephone manner could be improved. You have a tendency to appear unhelpful or uninterested on the telephone. |
| 1–14 | You do not present a professional manner on the telephone. You have a tendency not to appear to be customer friendly on the telephone. |

42 Time Management

This quiz focuses on setting priorities and managing time accordingly.

Time Management

The objective of this quiz is to give you the opportunity to think about how you prioritize and identify ways to manage your time more efficiently.

Instructions

Read the time management tips and check the ones you think you will be able to apply immediately.

Look at the items you checked and put an A next to those that appear to be the most important to you.

Now, go back and look at the As and select the three most important tips for you. Label them A-1, A-2, and A-3.

(✓) Apply Immediately	Rank Most Important	Time Management Tips
		Assess your work (projects, tasks, in-tray, mail, etc.) and allocate priorities.
		Arrange and allocate your priorities into categories (A, B, C, or D).
		Throw away the Ds—these are neither important nor urgent.
		Keep the Cs—they are urgent, but are not important. You can tackle them during non-priority time.
		Date and time-check the Bs—they are usually important, but are not urgent.
		Subdivide your As into A-1, A-2, A-3, etc.
		Do A-1 now, and then your other As. Don't touch those attractive Cs!
		Schedule appointments with yourself on your calendar; this is personal time you must have during the day.
		Stick to your plan. Make it and do it now.
		Select your "best" times to get things done, and plan to do your most important work then.
		Break a big task down into smaller, more manageable pieces.

(continued)

Time Management (concluded)

(✓) Apply Immediately	Rank Most Important	Time Management Tips
		Estimate the end time for a task, not just the starting time.
		Have a daily "To Do" list, particularly for your A items.
		Review the daily list each day (first thing in the morning or last thing in the evening) and plan your priorities.
		Keep your daily "To Do" list always in sight.
		Don't include too many items on your "To Do" list. Remember the jobs that always crop up unexpectedly.
		Maintain a second "To Do" list for longer-term tasks or those to which a date cannot yet be given.
		Transfer items from the second list to the daily list, as appropriate.
		Write it down. Don't try to keep your "To Do" lists in your head. Keep those brain cells free so that you can do the items on the lists!
		Leave time in your day for the unexpected.
		Delegate whenever possible (down, sideways, up).
		Delegate tasks, but do not abdicate them. If it is your task, you still have the final responsibility.
		Remember that follow-up checks are part of the delegation process.
		Concentrate personally on those tasks whose success depends on you.
		Do the unpleasant task first or as early as possible, particularly if it is your A-1 priority. Most people find that these tasks are not as unpleasant as they anticipated.
		Stop being the nice guy all the time. Learn to say no!
		Set yourself personal deadlines for most tasks, and stick to them if at all possible.
		Stick to the task you know must be done.
		Do one thing at a time.
		Plan what you have to do, who is going to do it, how it is going to be done, where it is to be done, and by when it has to be done. Also be clear on why it has to be done.

43 Written Skills

Communication

This quiz encourages people to express themselves simply and clearly (in “plain English”) in all their written communications.

Written Communication Skills

Rephrase each of the items below to more clearly convey the intended meaning. Use “plain English.”

From...	To...
1. Please do not hesitate to	
2. At this moment in time	
3. In the normal course of our procedure	
4. In the event of	
5. We will endeavor to ascertain	
6. We have discontinued the policy of	
7. I am of the opinion that	
8. I have pleasure in enclosing herewith	
9. It was noted that	
10. We would advise you that	
11. We write in connection with your recent correspondence	
12. We are unable to meet with your request	
13. We trust the above clarified the matter	
14. We hope that the above meets with your approval	
15. We have read and noted the contents of your letter	
16. We are now in receipt of your letter	
17. It is with regret that	
18. In the fullness of time	
19. If this should materialize	
20. It may necessitate	

Suggested Answers

From...	To...
1. Please do not hesitate to	Please
2. At this moment in time	Now
3. In the normal course of our procedure	Usually
4. In the event of	If
5. We will endeavor to ascertain	We will try to find out
6. We have discontinued the policy of	We no longer
7. I am of the opinion that	I think
8. I have pleasure in enclosing herewith	I enclose
9. It was noted that	I have noted your comments
10. We would advise you that	<i>(Don't use this phrasing. Get to the point.)</i>
11. We write in connection with your recent correspondence	Thank you for your letter
12. We are unable to meet with your request	We cannot do what you ask
13. We trust the above clarifies the matter	I hope this explains the situation
14. We hope that the above meets with your approval	I hope that this is fine with you
15. We have read and noted the contents of your letter	Thank you for your letter
16. We are now in receipt of your letter	We have received your letter
17. It is with regret that	I am sorry that
18. In the fullness of time	Eventually
19. If this should materialize	If this should happen
20. It may necessitate	We might need