

Please note that we have included these training instruments for their usefulness, not for their predictive power. They have not been tested for reliability or validity, but they were designed primarily to generate data for action planning and personal commitment, as well as to promote learning about what is important. Participants can use some of the training instruments during the actual learning process.



Assessment 10.1—Communicating Assignments Quiz

INSTRUCTIONS

- ♦ Provide each participant a copy of the communicating assignments quiz and ask them to spend a few minutes to complete it. Answer any questions they may have about the quiz but tell them not to over-think the questions too much, but to answer them as honestly as they can. Instruct participants to add up the totals of each column and then add all columns for a total final score on this quiz.
- ♦ After everyone has completed the quiz, present or distribute the scoring for the quiz.

Table 10–1 Communicating Assignments Quiz

	1 point Never	2 points Sometimes	3 points Often	4 points Usually	5 points Always
1. How often do you make your expectations clear when giving an assignment?					
2. Do you make sure that employees have all the information needed to complete the assignment?					
3. Do you give employees a chance to ask for clarification or ask questions about assignments?					
4. Do you explain why it is important to complete the assignment correctly?					
5. Do you tell employees what others will be working on relating to the assignment?					
6. Do you check on employees after giving an assignment to see if they have any other questions?					

Table 10–1 Communicating Assignments Quiz cont'd

7. Do you ask employees for any feedback on the instructions you gave on the assignment, such as “Do you understand what to do based on these instructions?”					
8. Do you ask employees for their input concerning how the assignment should be completed before beginning?					
9. Do you listen to any suggestions employees may have about how the assignment could be completed more effectively?					
10. Do you ask employees if they are comfortable with being able to complete the assignment?					
Add column totals					

Final Score _____

SCORING

10–20	Need improvement in communicating assignments
20–30	Need to work on better communication in assigning work
30–40	Meeting most of the communication needs of employees when assigning work
40–50	Doing a great job communicating assignments to employees

Assessment 10.2—Conflict Comfort Zone Self-Assessment

INSTRUCTIONS

- ♦ Distribute a copy of *Assessment 10.2 —Conflict Comfort Zone Self-Assessment*.
- ♦ Ask participants to mark on the *Conflict Comfort Zone Matrix* which quadrant (A, B, C, or D) would best represent how they typically respond to conflict by factoring in both their tendencies to fight or flight and their tendency to use logic or emotion when presented with a conflict situation.





- ♦ Explain that this matrix could also help their employees better understand how potential work-related conflicts may be resolved in different ways than they may have tried unsuccessfully in the past.
- ♦ Next ask the participants to complete the second part of the Assessment 10.2—Conflict Comfort Zone Self-Assessment. This should take no more than 5 to 10 minutes.
- ♦ Ask participants if they would share some of their responses on this self-assessment concerning how their particular conflict comfort zone approach to conflict has served them well and when not so well.
- ♦ Discuss the advantages of increasing one’s conflict versatility and emphasize again that conflict can be resolved in many different ways. Ultimately what is most desirable is to be able to choose the best conflict strategy for a given situation and not just automatically respond according to your natural conflict comfort zone.
- ♦ Stress that it is important the leaders learn to become comfortable with as many of these strategies as possible and choose which is appropriate for any given situation.



Figure 10-1 Conflict Zone Assessment 10.2—Conflict Comfort Zone Self-Assessment Conflict Comfort Zone Matrix

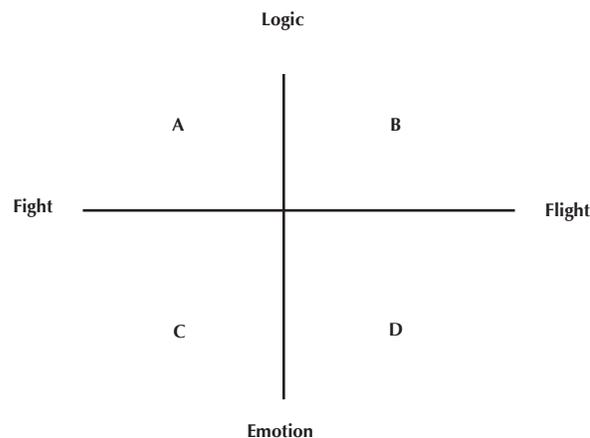


Table 10–2 Conflict Comfort Zone Self-Assessment

How has your conflict strategy and style been useful to you on your job?

In what ways has it served you not so well? What are some examples?

How might a different conflict comfort zone quadrant have been a more appropriate response to the situation you described above and how might have the results been different?

What quadrant would you like to be able to utilize more comfortably in conflict situations and how could you learn to use this approach in the future?

How do you think increasing your conflict versatility by being able to utilize all or most of the quadrants would make you a more effective supervisor or coach?



Assessment 10.3—Complaint-Handling Quiz

INSTRUCTIONS

1. Distribute a copy of the complaint-handling quiz to each participant and ask them to spend a few moments completing the complaint-handling quiz.
2. After everyone has completed the quiz, review each question and discuss the correct answers along with the issues presented in each question.

Complaint-Handling Quiz

1. When confronted with an upset employee, a supervisor should:
 - a) Listen to what the employee has to say
 - b) Allow the employee to vent some of her anger and emotions
 - c) Schedule another follow-up meeting after the employee has had a chance to express what she wanted to say at another time
 - d) All of the above
2. Empathy means trying to understand how another person feels about something important to her. Showing empathy does not necessarily mean you agree with the person about the issue or complaint.
True or False?
3. Answer Yes or No if you believe the following are examples of showing empathy.
_____A supervisor listens carefully to the concerns that an employee has expressed without criticizing or becoming defensive.

_____A supervisor tells an upset employee that she is wrong to feel the way she does and to get over it.

_____A supervisor asks an employee how she feels about a recent decision that was made that had a possible negative affect on that person.

_____A supervisor is confronted with a very angry employee who begins shouting about a recently made decision. The supervisor listens to what the employee has to say and then suggests this might not be the best time to discuss the problem. The supervisor schedules a time later in the day when they can discuss the matter.

4. Which of the following would be the best thing to say to an upset employee?

"I don't care how you feel about the decision, you will just have to live with it like everyone else around here!"

"I understand how you feel about the situation, but we still have to follow the established procedures. I also understand that you are upset about this decision."

5. Do you agree with the following statement? Why or why not?
How a supervisor deals with an upset employee could be a determining factor in how that person feels about the company for the rest of her career.