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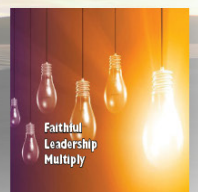
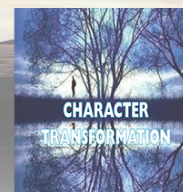
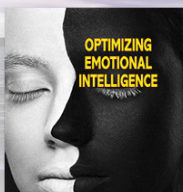
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THE PREFERRED PROVIDER FOR CUTTING EDGE ONLINE
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Clear Communication and Managing the Service Delivery through Action

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Clear Communication and Managing the Service Delivery through Action

1. CLEAR COMMUNICATION AND ENGAGEMENT SKILLS

There are five basic categories of behaviours/skills present in any effective interactive communication. These are known as the CLEAR communication skills.

Clarifying
Exploring
Reviewing

Listening & Responding
Actioning

As can be seen from the diagram below there is a dynamic relationship between these behaviours in any interaction, each of these communication skills has a specific purpose in an interaction and can be divided into specific behaviours or skills. Over the next few pages we will explore each of these skill areas in detail.

The “CLEAR” Communication skills

Clarifying
Listening & Responding
Exploring
Actioning
Reviewing

CLEAR COMMUNICATIONS

CLARIFYING

Providing overall direction for an interaction and developing a clear understanding of the topic or issue being discussed.

Establishing purpose

Establishing, up front, a clear understanding of the purpose of an interaction.

With the possible exception of social interactions, all interactions have an objective or purpose. If we want to be effective and efficient in our communication, the purpose must be clear to all those participating in the interaction.

EXAMPLES: Agreeing on process/agenda

Agreeing in advance the most effective structure for the interaction.

Agreeing in advance the most effective structure for the interaction enables you to maintain order and to keep the discussion on track.

EXAMPLES: Make Procedural Suggestions

Putting forward suggestions on the manner or structure of conducting a discussion or achieving an objective and to focus the group on the objective(s).

This skill allows you to control the group process in a way that maintains the self-esteem of the members. There will be times when the group strays off track, forgets the agreed sequence, or otherwise needs to refocus on the task at hand.

An effective procedural suggestion:

- ❖ Maintain members' self-esteem by not blaming anyone for distractions or implying that anyone is “goofing off”.
- ❖ Show that you respect the group members as responsible people.
- ❖ Give participants an opportunity to accept or reject the suggestion. This will help them feel that they have a measure of control in the learning process.

Controlling time – it seems there is never enough time to do or discuss everything that you'd like to cover in a session. As the facilitator, you have to make the difficult judgement that calls for the establishment of priorities in achieving the objectives. Ending a discussion of an intriguing “war story” will never be a very comfortable action for a facilitator – but it is a necessary one. Procedural suggestions can be used here to help you with this.

EXAMPLES: Asking appropriate questions

Asking questions to elicit the right information from others.

To establish clarity with regard to reasons, detail, facts, opinions etc.

EXAMPLES: Checking understanding

Asking questions to establish whether a statement or earlier contribution has been understood.

Checking to ensure that you have understood the meaning of something someone has said or implied.

We quite often fall into the trap of thinking we have understood what the other person has said, or only hear what we want to hear. By checking for understanding you can help to ensure that everyone receives the same message and that the person conveying the message is saying what she or he really means to say. To help you do this, use phrases like:

“Did I hear you say...?”

“So, do we agree (disagree) that...?”

“Do I understand correctly that you’re saying...?”

EXAMPLES: Summarising

Restating in a compact form the content of the interaction.

Summarising key points of what has been discussed or agreed will help to ensure a clear and unambiguous understanding for everyone involved.

EXAMPLES: Encouraging participation

Questions directed at a specific individual to increase his or her opportunity to contribute, or directed at the group to encourage participation.

In a group interaction it is important to ensure that all those involved are given an opportunity to contribute. Some individuals need to be encouraged to put forward their points of view, ideas etc.

EXAMPLES: LISTENING AND RESPONDING

Showing that you are actively listening to and understand the concerns and feelings of individuals or the group.

The ability to listen and understand is one of the most important skills in effective communication.

Listening is probably the most neglected of all the communication skills. We assume that listening is a “natural” skill and therefore learned automatically.

We should not confuse listening with hearing. Hearing is a passive physical experience, whereas listening is an active process of hearing, absorbing, judging and actioning. If you only hear others, you could miss out on valuable suggestions, important facts, opportunities to learn etc. by listening effectively you will:

- ❖ Encourage other to open up.
- ❖ Add to your knowledge and understanding of the situation.
- ❖ Improve your interpersonal relationships and build rapport.
- ❖ Improve your efficiency by reducing lost time caused by misunderstandings.

Responding behaviours enable us to let others know how we are reacting to what they say and do and to build rapport.

Recognising: Recognising and acknowledging the attributes, contributions or ideas of individuals or a group, as well as expressing your empathy by showing an understanding of their feelings, concerns or situation.

This is when you recognise or acknowledge another’s value or worth. An important part of “Recognising” is recognising and acknowledging the needs of others.

EXAMPLES: Revealing - Expressing your inner feelings, motives and sharing more personal experiences.

Showing an openness which helps to build rapport and encourages others to open up.

EXAMPLES: Disagreeing - A clear and unambiguous statement of disagreement or difference of opinion with the opinions or suggestions of others.

Disagreeing is essential if you want to ensure that others clearly understand your position on an issue. Disagreeing is about the issue and not the person. It enables you to be hard on the issue and soft on the person. Give your reasons for disagreeing first, followed by your statement of disagreement. In this way others are more likely to understand why you disagree.

EXAMPLES: Asking appropriate questions - Asking questions is an important part of active listening and encourages others to contribute.

EXPLORING: Generating ideas and suggestions on what and how to go about something.

The best solutions to a problem are seldom the first ones thought about. Exploring helps us to generate a number of possible ideas / alternatives and to look at all the possible solutions before deciding on the best solution. In addition, Exploring ensures that we focus on the issue and not the individual.

Inviting proposals: Asking others to put forward their ideas and suggestions on a possible course of action.

Inviting proposals is critical in the process of generating the maximum number of ideas/alternatives and in looking at all possible solutions. In addition you are more likely to achieve commitment for the final decision if others have contributed to it.

EXAMPLES: Presenting Proposals - Putting forward your own ideas and suggestions on a possible course of action.

Presenting your own ideas can help to trigger other ideas and suggestions. It is important however that the generating of ideas does not become competitive.

EXAMPLES: Developing proposals - Adding your ideas or suggestions to modify or extend a proposal which has been put forward by another person.

This skill is similar to presenting proposals, but in this case you add your ideas or suggestions to modify or extend a proposal which has been put forward by another person. In this way you avoid the possibility of your own proposal or suggestion being seen as rejecting those of the other person.

EXAMPLES: ACTIONING - Reaching agreement on the best solution and tying down the details.

Evaluating options: Considering the options available and “testing” them against your experiences and those of others.

Keeping an open mind about possible solutions will help you to arrive at the best possible solutions.

EXAMPLES: Agreeing action - Agreeing the “what” and “how” of the agreed solution.

You must ensure that all the details are tied down and everyone committed to action. Ask for commitment to the agreed solution.

EXAMPLES: REVIEWING - Reviewing the interaction, establishing follow-up and ensuring implementation of agreed actions.

Summarising: Restating in a compact form the agreed action plan to ensure that there is no misunderstanding about what, how or who.

EXAMPLES: Setting follow-up dates - Agreeing follow-up dates

Follow-up dates indicate a commitment by parties to implementation. Adequate time must be given to ensure implementation success.

EXAMPLES: Following – up: Actively following-up on discussions, including on formally agreed to dates and informal follow-up.

Informal reviewing or follow-up shows interest and commitment. Informal follow-ups also provide an opportunity to coach for success.

Module 1 Communication & Engagement Emotional Intelligence	Module 2 Conversation Skills & Skills Practice	Module 3 Honest Conversations Framework & 6 Steps	Module 4 Honest Conversations Skills Practice & Applications
Purpose & Context of Honest Conversations Communication & Engagement <ul style="list-style-type: none"> Effective communication The power of engagement – activity Emotional Intelligence <ul style="list-style-type: none"> Emotional Intelligence – activity Derailing behaviours – activity Empathy – activity 	Conversation skills <ul style="list-style-type: none"> Rapport building Listening – activity Reflecting – activity Interpreting Summarising Questioning – activity Feedback Skills Practice	The Honest Conversation Framework & 6 Steps <ul style="list-style-type: none"> Purpose & invitation Engage Unpack Learn Options Actions 	Honest Conversations Skills Practice Applications for Honest Conversations Questions, Tips, Tools & Resources

Source: Knowledge Resources

2. INTERACTIVE CONVERSATION SKILLS

THE GENERAL INTERACTION CATEGORIES

DEFINITIONS AND EXAMPLES

CATEGORY	DEFINITION	EXAMPLES
PROPOSING	A behaviour which puts forward a new suggestion, proposal or course of action.	“Let’s deal with that one tomorrow”. “I suggest that we reduce the number of security guards by 15%”.
BUILDING	A behaviour which is usually in the form of a proposal, which extends or develops a proposal made by another person.	“... and your plan would be even better if we added a second reporting stage”. “You suggest that we should try to raise money to buy now. Let me make some suggestions about how we might raise that money”. “If I can take that further we could also use the system to give us better cost control”.
SUPPORTING	A behaviour which makes a conscious and direct declaration of agreement or support for another person or his concepts and opinions.	“Yes, I go along with that.” “Sounds OK by be.” “Fine.” “I accept that.” Etc.
DISAGREEING	A behaviour which states a direct disagreement or which raises objections and obstacles to another person’s concepts or opinions, (N.B. – DISAGREEING is about ISSUES).	“No, I don’t agree with that.” “I don’t like the idea one bit.” “Your third point just isn’t true.” “What you’re suggesting just won’t work.”

DEFENDING/ATTACKING	A behaviour which attacks another person either directly, or by defensiveness. Defending/attacking behaviours usually involve value judgments and often contain emotional overtones. (N.B. DEFENDING/ATTACKING is usually about <u>people</u> not issues).	<p>"That's bloody rubbish."</p> <p>".... And your third point is either incompetence or a lie designed to damage and denigrate ..."</p> <p>"Don't blame me, it's not my fault, it's his responsibility..."</p>
TESTING UNDERSTANDING	A behaviour which seeks to establish whether or not an earlier contribution has been understood.	<p>"Can I just check that we're talking about the same thing here?"</p> <p>"So, can I take it that we all now agree on this?"</p>
SUMMARIZING	A behaviour which summarizes or otherwise restates in a compact form, the content of previous discussions or events.	<p>"Gentlemen, we have agreed</p> <ul style="list-style-type: none"> a) to take legal action b) to take it before May c) to issue a holding writ in the Chairman's name."
SEEKING INFORMATION	A behaviour which seeks facts, opinions or clarification from another person.	<p>"What's the time?"</p> <p>"Can anyone tell me which page this is on?"</p> <p>"Have you checked that thoroughly?"</p>
GIVING INFORMATION	A behaviour which offers facts, opinions or clarification to other people.	<p>"I remember a case like that last year".</p> <p>"There's at least 3 down there".</p>
BRINGING IN	A behaviour which invites views or opinions from a member of the group who is not actively participating in the discussion.	<p>"Jack, have you anything to say on this one?"</p> <p>"Karl has been very quiet – I wonder whether he has anything he would like to say here."</p>
SHUTTING OUT	A behaviour which excludes another person or reduces his opportunity to contribute.	<p>JOHN – "What does Hans feel?"</p> <p>KARL – "What I feel is ..."</p> <p>Karl is here shutting out Hans.</p> <p>Interrupting is the most common form of shutting out.</p>

3. VISIBLE EVIDENCES OF ANGER

In addition to believing that "a little anger" is all right and denying the existence of unresolved anger, a person with a spirit of anger will manifest many evidences of wrath and other sinful responses but will refuse to admit that they come from unresolved anger.

If parents are asked if they have a problem with anger, they might be quick to say anger is not a problem, but their children will be equally quick to remind them of some of the following symptoms.

Irritability: A buildup of inward tension causes an angry person to become irritated with situations and circumstances that would otherwise not bother him.

Impatience: Unresolved anger reduces tolerance for the weaknesses and limitations of others. An angry person will often demand an instant response to his instructions. He is upset when his instructions are not understood.

Raised Voice: Unresolved anger accompanied by impatience will often be expressed in loudness of voice. The tone will communicate harshness and lack of love.

Glaring Eyes: An angry look is characterized by penetrating eyes, a pronounced frown, furrowed brows, tense facial muscles, flushed complexion, prominent veins, and enlarged pupils.

Hurtful Words: A parent may wrongly express unresolved anger to a child by using harsh, unkind words and statements such as “You are good for nothing” or “You idiot” or “I wish you were never born” or “Why can’t you be like others?”

Explosive Actions: Using extra force to put down an object, slamming doors, or throwing things are clear evidences of unresolved anger.

Closing Off Spirit: An angry person will usually close his spirit toward the one who offended or hurt him - as evidenced by silence, poor eye contact, or avoidance.

Attitude of Superiority: Wounded pride will motivate an angry person to challenge the opinions, ideas, or instructions of those around him, especially of those in authority over him.

Tension From Anger: Unresolved anger causes the jaw muscles to tighten. This brings great pressure on the teeth when they come together. The result is the clenching or grinding of one’s teeth.

Increased Heart Rate: Unresolved anger causes a more rapid heartbeat which, in turn, requires more oxygen and causes heavy breathing. It also results in the production of adrenaline, which causes the heart to pump faster. This enlarges the veins, which often stand out in the neck.

Anger Log

External Or Internal	Situation That Caused Anger	Physical Reaction	Thoughts	Behaviour (Your Reaction)	Anger Rating 0 - 100	Outcomes -10 to + 10 Self , Others

Individual Exercise: Think of any incidents where somebody was angry. Was this you or somebody external to you? What caused the anger? How did you feel? What was your physical reaction? What were the thoughts whirling around in your head? What was your reaction? On a scale of 1-100, how would you rate the anger?

4. FIVE STEPS TO REPAIR BROKEN TRUST

by Randy Conley, Trust Expert The Ken Blanchard Companies®

There’s been a lot of buzz about establishing trust in the workplace. We know that low trust leads to low morale and decreased productivity. We know it’s the foundation of any relationship. It’s the key to how well people work together and the overall health of an organization. It’s clear that trust is needed. But how do you rebuild trust once it’s been broken? Trust expert Randy Conley, lays out the five A’s of rebuilding trust:

Acknowledge that trust has been broken

Admit your role in causing the breach of trust

Apologize for what happened

Assess where the breakdown in trust happened

Amend the situation by taking corrective action

THE FIVE A’S OF REBUILDING TRUST

Acknowledge that trust has been broken. As we’ve learned from the success of the twelve-step recovery process, acknowledging that there is a problem is the first step to healing. Don’t use the “ostrich” technique of burying your head in the sand and hoping the situation will resolve itself because it won’t. The longer you wait to address the situation, the more people will perceive your weakness as wickedness.

Admit your role in causing the breach of trust. For some leaders this may be a challenging step. It’s one thing to acknowledge that there is a problem, it’s a whole other thing to admit you caused it. Our ego and false pride are usually what prevent us from admitting our mistakes. Muster up the courage, humble yourself, and own up to your actions. This will pay huge dividends down the road as you work to rebuild trust.

Apologize for what happened. A sincere apology involves admitting your mistake, accepting responsibility, asking for forgiveness, and taking steps to make amends to the offended party. Explaining the reasons why something happened is fine, but don't make excuses by trying to shift the blame to something or someone other than yourself.

Assess where the breakdown in trust happened using the TrustWorks! ABCD Trust Model. Did you erode trust by not being Able, Believable, Connected, or Dependable? People form perceptions of our trustworthiness when we use, or don't use, behaviors that align with these four elements of trust. Knowing the specific element of trust you violated will help you take specific actions to fix the problem.

Amend the situation by taking corrective action to repair any damage that has been done, and create an action plan for how you'll improve in the future. Your attempts at rebuilding trust will be stalled unless you take this critical step to demonstrate noticeable changes in behavior.

Source and recognition: @CoachingLeaders: Five Steps to Repair Broken Trust <http://bit.ly/qbNC6V>
#authenticleadershipsummit

5. TEN WAYS TO GET THE BEST OUT OF PEOPLE

by TONY MANNING

“Human capital” is one of those management ideas that come along from time to time and seize the attention of managers desperate for a new silver bullet. Everyone seems to be “developing” or “leveraging” it. Yet where are the results?

The idea that “people are our most important resource” has been gaining traction for close to half a century. Contrary to popular belief, even Frederick Winslow Taylor understood this fact when he wrote his landmark book, *The Principles of Scientific Management*, back in 1908. But the real turning point came with the publication of Douglas McGregor's *The Human Side of Enterprise* in 1960.

Since then, thousands of other business thinkers have leapt onto the bandwagon. People issues are a main feature in books, journals, and popular articles. Organisational behaviour is a central course in MBA programmes. Leadership has become a huge money-spinner for business schools, consultants, and trainers. There's hot competition for a high ranking in “best boss” and “best company to work for” contests.

But for all the noise, average company performance remains uneven and largely disappointing; and today, firms – and their leaders – fail faster than ever. At the same time, survey after survey shows that many people are dissatisfied at work, that communication and conflict are huge problems in most workplaces, and that few leaders deserve to be called “great.”

So what's the problem?

From my up-close observations of top executives over the past 18 years, there are in fact two problems.

First, few leaders really do believe that “our people are our most important resource.” They say it because it sounds right. Then they go out of their way to dominate, control, confuse, constrain and stifle those around them.

Second, they just do not know how to lead. They've read the books, been to the lectures, and mouth the platitudes at every opportunity – but still paralyse their people and p#&s them off.

The bad news is that while this continues, even the best strategy is set to fail. The good news is that we actually do know what it takes to turn a workforce on, we do know what effective leaders do, and we do know how to make an organisation a world-class implementer of its good intentions.

HERE IS THE WAY TO WIN:

1. Provide a clear point of view: That means a) direction and b) clarity about your own intentions, expectations, and values. If people don't know where their leader is going to, they quickly lose focus. If they don't know “where you're coming from” – what you stand for, why you make certain decisions, how you feel about crucial issues – they won't follow.

2. Act with unquestioned integrity: Walk your talk. Have one set of rules for everyone. Don't force people to “de-code” you or struggle to know what the hell you really mean.

3. Assume the best of everyone and give them every chance to prove you right: McGregor told us that our expectations shape others people's behaviour. Expect the best, and you get it; expect the worst, and you get that. So give people a chance. Begin by thinking well of them. Help them demonstrate their worth.

4. Show deep respect for others: Everyone wants a sense of meaning, of self-worth. You may not like them or agree with their views, but you owe it to them to let them speak up, to be polite to them, and to show them that you value not only their input. But them as human beings.

5. Give people big challenges, make them responsible for specific results, and hold them accountable for delivery: Just as a personal trainer needs to push his chubby clients do another 100 sit-ups, so do you need to stretch your people. But then, demand results and be tough when you don't get them.

6. Provide whatever they need to succeed: No one can achieve much without information, resources and support. If you starve your team of this stuff, they will fail.

7. Involve them early ... and constantly: Shape your strategy alone or with just a small team of confidants, and you'll have a tough time selling it to the folks who weren't there. But rope them in at the start, and keep them in the loop all the time, and you'll have a much better chance of making the right things happen.

8. Encourage open, robust, fact-based dialogue: Ask people for their ideas and insights. Demand that they support their views with hard facts, not just wild assumptions. Teach them to fight for their opinions.

9. Give fast feedback ... and plenty of praise: In the immortal words of Ken Blanchard's *One Minute Manager*, "Catch them doing something right ... and give them a one-minute praising."

10. Be consistent, persistent ... and flexible: Be predictable. Hold your course. But when circumstances change, show that you're willing to change too.

Source: <http://www.leader.co.za/article.aspx?s=1&f=1&a=3476>

6. GOOD FEEDBACK IS NOT NECESSARILY POSITIVE

Most people overreact to negative feedback

By Christine Leonardi

Giving feedback is a critical job responsibility of any manager. But, rather than being a positive and illuminating experience, managers often find it difficult and uncomfortable to give less than glowing feedback.

Those who have been on the receiving end of poorly thought through or tactless feedback are all too aware that the interaction can easily turn into an argument. That is because giving and receiving feedback is an extremely personal form of communication.



We use feedback to convey to people how others experience and perceive them. It is therefore a powerful and important means of communication that connects us and our behaviour to the world around us.

“Despite the fact that a person who receives constant positive feedback performs more effectively than a person who is constantly put down, many people say the most common type of feedback they receive is critical.”

Good feedback is not necessarily positive feedback. It can be about our mistakes. “Good, constructive feedback focuses on performance rather than personality, and is clearly stated, considerate and helpful,” says Cornell University’s employee assistance programme (EAP) manager Linda Starr. However, when others criticize or question our behaviour, it often feels like an assault on our personalities.

“It is human nature to see negative feedback as an attack, and to react emotionally, either by becoming defensive or by going on the offence,” she adds. “Our emotional response makes us lose perspective. Many people overreact to negative feedback.”

Starr notes, “Receiving feedback is also a learned skill, one that is seldom addressed but equally important for successful dialogues.”

According to international management training and consulting firm The Ken Blanchard Companies there are three primary reasons why managers find it difficult to give feedback. They are:

- Afraid to de-motivate people who drive results
- Worried about damaging the relationship
- Concerned that the feedback will not generate the desired results

Managers can overcome these fears and develop the skills to provide better feedback “by simultaneously keeping the development of people and the desired results in mind,” the firm notes. “You need to be crystal clear about your motives for giving feedback and what you want to achieve.”

This means managers need to shift their thinking, so that they are:

- Aware of style differences
- Choose the best language when speaking to an employee
- Clear about their own judgments and can keep these separate from the job requirements and best interests of an employee
- Always working to increase trust in the working relationship

This builds awareness, trust, and respect into the relationship, which allows managers to give delicate or difficult feedback.

Crucial distinctions when giving feedback

“Delivering feedback begins by identifying your desired outcome from the feedback session,” says The Ken Blanchard Companies. Typically, three outcomes correspond to three different types of feedback:

Informative feedback

- The manager asks for permission to share this kind of feedback and should not expect a specific outcome from sharing
- This type of feedback is optional and at the employee's discretion to implement
- The information is for the person's awareness and/or growth

Example: "You might make more of an impact if you used your voice more powerfully in your presentations."

Feedback that includes a request

- The manager gives feedback and makes a request, but it is clearly a suggestion and negotiable
- This is information that would benefit the person, but it is not a demand.

Example: "You might make more of an impact if you use your voice more powerfully. Would you be willing to practice with me before the next presentation to the committee?"

Feedback that addresses a requirement and/or demand

- This is information about something that is considered part of the person's job that needs immediate attention

Example: "The presentation to the board has to be flawless. Your presentation is not quite as powerful as it needs to be. You need coaching and practice, let's figure out how to make it happen right away."

The following important steps will help ensure your feedback is constructive and well received:

Find an appropriate venue: Make sure that the feedback session is held in a private place where you can speak to the recipient without being distracted or interrupted.

Make sure the person receiving feedback is prepared: If you are conducting a performance review, brief the person being appraised, so he or she has clear expectations

Set the scene and create a context conducive for feedback: Be sure that the person is willing to receive your feedback before you attempt to give it

Frame your intervention carefully, so that the recipient understands where you're coming from and what you're commenting upon

If you sense defensiveness at the outset, address it directly

You may also want to include reassurances like, "Any comments we make today will stay within the confines of this room."

Be positive: Lead with a positive piece of feedback to demonstrate that you have noticed and valued certain behaviour

The feedback should be descriptive rather than evaluative and focus on behaviour that can be changed rather than on personality

For example: "I've noticed that you've been finding your workload stressful recently," rather than "You were aggressive!"

Remember to speak for yourself only. This means using "I" statements, rather than hiding behind the views of a colleague or group

Be sensitive to the recipient's likely reactions and respond with your full attention and consideration

Demonstrate the behaviour you wish to see: It's no good asking for something from others that you're not prepared to do yourself

You may want to introduce a culture of ongoing feedback

Basic guidelines for giving feedback: The authors of Action learning: A practitioner's guide, Ian McGill and Liz Beatty offer the following useful tips on giving effective feedback:

Be clear about what you want to say.

Emphasise the positive

Be specific - avoid general comments and clarify pronouns such as "it," and "that."

Avoid generalisations - often words like "all," "never," and "always," put arbitrary limits on behaviour

Focus on behaviour rather than the person

Refer to behaviour that can be changed

Be descriptive rather than evaluative

Own the feedback - use "I" statements

Be very careful with giving advice - people rarely struggle with an issue because of the lack of some specific piece of information. Often, the best assistance is to help the person come to a better understanding of their issue, how it developed, and how they can identify actions to address the issue more effectively.

According to The Ken Blanchard Companies, managers also need to be aware of the following best practice keys to giving feedback:

Use a neutral demeanour to eliminate blame and judgment

Feedback needs to be focused on moving forward, not about something in past that will never happen again. Focus on behaviours that are within the employee's control

Be open and ready for a variety of outcomes:

If you are just giving feedback to be helpful, don't expect gratitude or enthusiasm

If there is a request, hopefully, the feedback will be received and acted upon. If so, pay attention to efforts and be ready to endorse and praise

If there is a demand and/or a requirement that needs action, be ready to work with the person to ensure compliance

Be ready to discuss structure (when and how they will do what is needed), accountability (how you and others will know they are on track) and support (how you and others can help)

Guidelines for receiving feedback

The most important thing to remember when receiving feedback is that the “feedback is about performance on the job, not about you as a person,” Starr notes. “Performance is usually something we can change.”

HERE ARE A FEW TIPS:

Listen carefully

- Be genuinely open to hearing what the other person is saying and try not to interrupt or jump to conclusions
- Active listening techniques may be helpful
- Even if you feel under attack, try not to leap to your own defence until you've had a chance to think about and understand the feedback thoroughly

Ask questions to clarify what's being said and why

- You are entitled to ask for specific examples and instances of the types of behaviour at the root of the feedback
- If the atmosphere becomes tense, introduce a more positive approach by asking for examples of the behaviour the reviewer would like to see more of

Remain calm

- Even if you feel upset, try not to enter into an argument; just accept what's being said and deal with your emotions another time and place
- Stay calm and focus on the rest of the feedback

Commenting on the best way to maintain perspective, Starr says, “It is important to mentally step back from our emotional response, acknowledge the feedback received and move toward future action that corrects the concerns raised.”

She notes, “Good preparation in advance of any feedback session can also set the stage for emotional distance.”

7. SKILLS INVOLVED IN PURPOSEFUL CONVERSATIONS

Below is a list of the skills we are discussing, along with their meaning.

Clarifying	Probing until you are sure you understand a problem or issue.
Attending	Giving someone your complete attention.
Acknowledging	Showing the other person by both verbal and on-verbal messages that you are engaged in the conversation.
Probing	Asking open questions, reflecting, paraphrasing, summarizing, and clarifying to gain more information.
Reflecting	Similar to paraphrasing, in that you echo the other person's words, or rephrase them in your own words, to check understanding and to elicit more information.
Indicating Respect	Not ridiculing, humiliating, or rejecting the other person's thoughts and feelings.
Self-Disclosure	Sharing similar experiences of your own as a way to find common ground.
Immediacy	Staying “in the present” and drawing attention to what is happening in the conversation.

Summarizing	Pausing to gather up the key points of the conversation thus far.
Concreteness	Being specific and concrete in terms of what you mean and what you expect. Concreteness can be enhanced by examples and illustrations.
Resourcing	Passing along references or other resources; a willingness to help an employee find those products or services needed to do his/her job better.
Confirming	Agreeing and clarifying strategies and next steps.
Reviewing	Taking time to go over what has already been said, agreed upon or decided.
Planning	Putting strategies or specific steps in place to ensure forward movement toward a goal.
Affirming	Validating an employee's worth and skills.
Being Specific	Choosing words that are clear and unambiguous so the other person is certain of what aspects of performance are a problem.
Scoping The Problem	Determining boundaries and setting limits on what elements of a problem are being addressed.
Being Future Oriented	Spending more time discussing what will happen in the future rather than going back to rehash what has already happened.
Dropping The Agenda	Allowing an employee's concerns to be the topic of discussion, when warranted, rather than pressing forward with your own concerns.
Developing Information	Listening, asking questions, probing and reflecting until you have a clear picture of background information.
Confirming	Reaching mutual agreement on what has been agreed to.

Source: Angelo Kehayas- President of the Institute of Management Consultants of South Africa

COMMUNICATION: SELF-ANALYSIS

After you have read each statement, please decide the degree to which the statement accurately describes your own situation and your own feelings, using the following scale:

- | | | |
|-----------------------------|----------------------|-----------------------|
| 1. Completely disagree (CD) | Mostly disagree (MD) | |
| 2. Slightly disagree (SD) | Undecided (U) | |
| 3. Slightly agree (SA) | Mostly agree (MA) | Completely agree (CA) |

		1 CD	2 MD	3 SD	4 U	5 SA	6 MA	7 CA
1	I TAKE A GREAT DEAL OF TIME COMPARING MY AREA OF RESPONSIBILITY WITH SIMILAR OUTSIDE ORGANISATIONS.	1	2	3	4	5	6	7
2	I am very clear about what my organisation is seeking to achieve.	1	2	3	4	5	6	7
3	I am able to persuade people to work with me to improve the team/organisation.	1	2	3	4	5	6	7
4	I build constructive relationships between departments.	1	2	3	4	5	6	7
5	I arrange that people have opportunities to meet each other informally.	1	2	3	4	5	6	7
6	I conduct regular briefing sessions with staff.	1	2	3	4	5	6	7
7	I behave in a way which enables others to trust me.	1	2	3	4	5	6	7
8	I make a point of treating everyone the same, no matter what their race, colour or creed.	1	2	3	4	5	6	7
9	I take great care to build people into teams.	1	2	3	4	5	6	7
10	I have an 'open door' policy.	1	2	3	4	5	6	7
11	I have an efficient management information system.	1	2	3	4	5	6	7
12	I am skilled in written communication.	1	2	3	4	5	6	7

13	I continuously seek new ideas to improve the way we work.	1	2	3	4	5	6	7
14	I know how I want my organisation to change over the next 12 months.	1	2	3	4	5	6	7
15	I convince others to support my ideas.	1	2	3	4	5	6	7
16	I set my mechanisms which require departments to work together.	1	2	3	4	5	6	7
17	I make it easy for people to communicate informally.	1	2	3	4	5	6	7
18	I keep everyone updated about the fortunes of the organisation.	1	2	3	4	5	6	7
19	I adopt a 'tell it like it is' management style.	1	2	3	4	5	6	7
20	Merit and performance are the only criteria by which I judge my staff.	1	2	3	4	5	6	7
21	I ensure that everyone is part of a close team.	1	2	3	4	5	6	7
22	I am effective when presenting ideas to my bosses.	1	2	3	4	5	6	7
23	I have a streamlined paperwork system for controlling what goes on.	1	2	3	4	5	6	7
24	I am skilled in presenting ideas and proposals orally.	1	2	3	4	5	6	7
25	I systematically compare my area of responsibility with similar units in other organisations.	1	2	3	4	5	6	7
26	I have a clear picture of where I want my organisation to develop.	1	2	3	4	5	6	7
27	I convince my staff to support my plans.	1	2	3	4	5	6	7
28	I pull together multi-disciplinary teams to solve complex problems.	1	2	3	4	5	6	7
29	I have arranged the layout of my department/organisation so that people can communicate easily.	1	2	3	4	5	6	7
30	I systematically communicate what is happening down to all my staff.	1	2	3	4	5	6	7
31	I often receive feedback that I am perceived as being 'fair and trustworthy'.	1	2	3	4	5	6	7
32	I treat everyone the same – no-one is a 'favourite'.	1	2	3	4	5	6	7
33	I take time to weld my staff into close teams.	1	2	3	4	5	6	7
34	I often organise discussion groups so that I hear the true feelings of my staff.	1	2	3	4	5	6	7
35	I take great pains to organise the systems in my area of responsibility so that people get feedback on their own effectiveness.	1	2	3	4	5	6	7
36	I regularly attend seminars and workshops to improve my skills in personal communication.	1	2	3	4	5	6	7

Factor	1	2	3	4	5	6	7	8	9	10	11	12
Score	1	2	3	4	5	6	7	8	9	10	11	12
Score	13	14	15	16	17	18	19	20	21	22	23	24
Score	25	26	27	28	29	30	31	32	33	34	35	36
Totals												

INTERPRETING THE RESULTS

Your results indicate your communication competencies. Add the scores from each completed audit and divide by the number completed to produce an arithmetic mean. Enter your scores below. The guidance notes will help you to pinpoint areas for personal development.

	Guidance notes	Questions	Your score
1	Sensitivity to the external environment		
2	Compelling vision		
3	Persuasive communication		
4	Integrating mechanisms		
5	Helpful geography		
6	Downward flow		
7	High trust		
8	Lack of prejudice		
9	Supportive teamwork		
10	Upward flow		
11	Apt administration		
12	Communication skills		

DR MARIO DENTON Industrial Psychologist (MEcon, MBA, PhD)

PHASE ONE: OBTAINING CORPORATE EXPERIENCE-LEARNING THE ROPES

Has 17 years' experience in human resources management in the corporate world, started with SANLAM and moved on to METROPOLITAN LIFE in Organisational Development and end this phase as **Group Manager: Human Resources** PROTEA ASSURANCE, during this period completed a MBA, MEcon as well as **registered industrial psychologist**

PHASE TWO: ESTABLISHMENT OF BUSINESS SCHOOL ACADEMIC- SHARPENING THE SWORD

- From 1997-2007 teaching in Organization Behaviour and also International Human Resource Management, People and Change Management, High Impact Leadership, Management Consulting, Emotional Intelligence, Executive Coaching at the University of Stellenbosch, Graduate School of Business. **During this period completed my PhD and register Strong Message Business Consultancy in 1997**
- Presented People Management practices 44 times consecutively to MBA students without being absent for even one day and trained around 3000 participants in Emotional Intelligence
- Academic project manager and coordinator for 22 international groups doing their international electives at the USB
- The area of Advanced Leadership, Making Human Capital the differentiating factor Facilitating perpetual and complex change for REIMS France (11 times), University of Antwerpen,, University of Cape Town, Dortmund and Leipzig HHL Germany (8 times) Aarhus Denmark, Graz, Austria, Maastricht, University of Indonesia, University of Central Oklahoma and the University of Cuttington Liberia., Europa-Universität Viadrina Frankfurt (Oder), Bangalore Management Academy in Bangalore and Poddar/Wellingker College in India, Leipzig, Mauritius, Marseilles
- International papers and conferences in London, Amsterdam, Oxford, Antwerp. Geneva Switzerland, Australia, Shanghai and published nine books, six international articles, two case studies and a chapter in a book, has successfully being the study leader/supervisor for 160 completed MBA research projects

PHASE THREE: TAKING UP THE CHALLENGE OF BUSINESS CONSULTANT, VISITING LECTURER, IMPACT PLAYER AND EXECUTIVE COACH- PRACTICE WHAT YOU PREACH

- **Strong Message Business Consultancy:** I am a very experienced business consultant both in private and public sector and recognised impact player in organizational effectiveness and renewal and have been involved in several major strategic and corporate initiatives. Have done business consultancy for organisations including but not limited to Sanlam, Santam, First National Bank, Eben Donges Hospital, Oceana, Department of Health Overberg Region, Western Cape Department of Education, SCIR, APL Cartons, Cape Union Mart, Desmond Tutu TB Centre, Consol Glass, SPAR, Barloworld. XSTRATA, Tiger Brands, SA Navy, Nedcor, Old Mutual, FNB, DE Beers, Government, Kumba, Clickatell, Coca Cola Sabco, Karsten Boerderye, Water and Sanitation of City of Western Cape, City of Windhoek, FNB Namibia, Lumber City.
- Have done training in Cairo, Egypt, being trained as a Character First Consultant in Oklahoma and have done this training in Namibia, Ghana, Uganda, Nigeria, Malawi, done a presentation on the 29th FCCI Marketplace conference in Denver, USA, train 400 students including executive students in Kumasi Ghana, talking to the Crown Board in Nigeria, attending a strategic thinking session in Toronto, Canada and FCCI conference in Naples, Florida, Haggai Advanced Leadership Programme, Maui, Hawaii, trained as a Faculty member in Singapore for the Haggai Institute, lecturing in Maui on personal leadership and goal setting 3 times

Contact details

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Meet the person; Mario is married with Mariene (his first love) since 1979 and has three sons Du Wayne, Desmond and Marinus and two granddaughters. Mario has 4 grandchildren. He spends time reflecting at his holiday house at Pringle bay. He is a servant leader.