

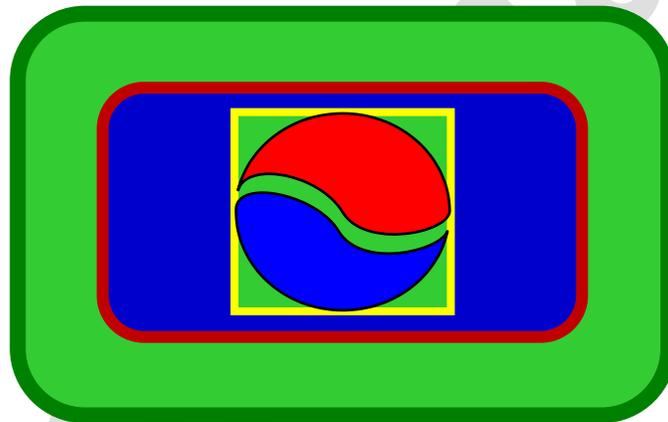


CORPORATE SUPPORT SERVICES, LLC
Training, Organization, Development, Career Development

“Advanced Communication Skills Building and Maintaining Trust”

Module II, Part 1 - Cohort A

Consulting Skills Curriculum for HR Specialists



National Park Service

TEL Broadcast, WV

2011

Presented by Norma M. Berman

“Advanced Communication Skills/ Building and Maintaining Trust”

Module II, Part 1 - Cohort A

National Park Service – Human Resources

TEL Broadcast, WV -- 2011

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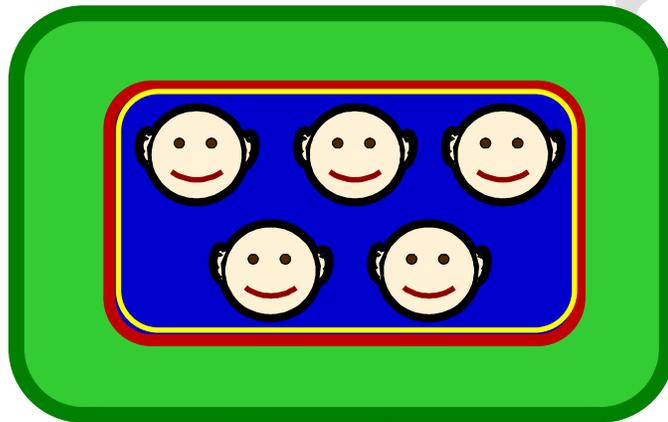
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Getting Started

WELCOME BACK



LEARNING OBJECTIVES

Module II, Parts 1 & 2 - Cohort A

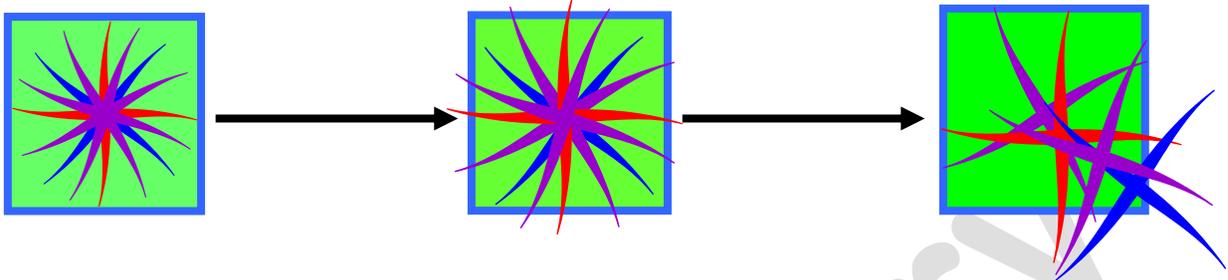
To increase each participant's ability to:

- **Enhance trust and rapport to develop and sustain healthier working relationships.**
- **Identify their total customer system.**
- **Analyze their customers to know what to consider in communication with each of them.**
- **Identify and apply the key elements in the building and maintenance of trust.**
- **Evaluate the level of trust that exists with their customers.**
- **Use the concept of the emotional bank account to develop and maintain trust.**
- **Use effective communication techniques to conduct challenging conversations and engage in collaborative problem-solving.**
- **Use the Neurolinguistic Communication Profile (NCP) to understand his or her own and others' communications style and to tighten rapport.**
- **Reduce potential misunderstandings, errors, conflict and stress.**
- **Be an effective and proactive participant in the NPS HR Transformation.**



AGENDA HIGHLIGHTS

Module II, Part 1 - Cohort A



- **Getting Started/Welcome Back**
 - Agenda

- **Homework Review**
 - NCP Assessment
 - Asking Questions
 - Telephone Skills
 - Learning About Yourself: Self-Disclosure & Feedback
 - C.A.P. – Commitment to Action Plan

- **My Customers**
 - The NPS Stair Step Model
 - My Total Customer System
 - The “WIFM” Principle
 - Customer Analysis

- **Trust**
 - Trust – The Foundation\
 - The TRUST Model
 - Testing Your Trust
 - Trusting Others/The Trust Continuum
 - NPS and Trust
 - The Trust Continuum and My Customer System\
 - The “Emotional Bank Account”
 - Loss of Trust
 - Rebuilding Trust and Customer Relationships
 - Dissatisfied Customers



- **Challenging Conversations**
 - Assertiveness
 - Saying “No”
 - Emotion and Logic
 - Communicating Bad News
 - Tips for Apologizing
 - Challenging Conversations (exercise)

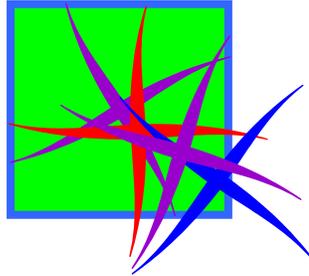
- **Homework and Wrap-Up**
 - My Customer System
 - Customer Analyses and “WIIFM”
 - NCP Reports and Review

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HOMEWORK REVIEW

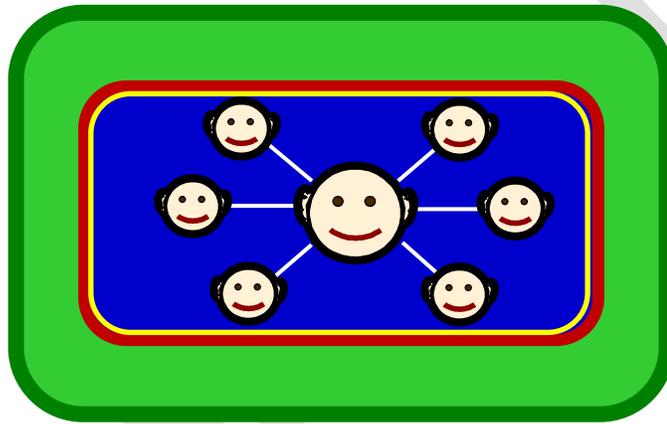
(From Module I, Part 2)



- **NCP – Neurolinguistic Communications Profile**
Take the assessment by the date indicated in your HRDQ e-mail; watch for noreply@hrdqstore.com. (Note: if you don't see it, check your spam folder.)
- **Asking Questions Exercise** (page VII – 21)
Please complete the exercise and e-mail your responses to your **Cohort Training Coordinator**. Upon receipt of your answers, an e-mail will be sent back to you with suggested responses.
Cohort A – Debbie Cox – debbie_cox@nps.gov – 304-535-6277
Cohort B – Terry Pendergraft – terry_pendergraft@nps.gov – 304-535-6217
- **Telephone Skills Exercises** (page VII – 2 through VII – 4)
- **Managerial/SMART Feedback Exercise** (for managers and supervisors only) (pages VIII – 8 through VII – 10)
- **Learning About Yourself - Self Disclosure and Feedback Exercises** (pages VIII – 10 through VIII – 15)
- **C.A.P – Commitment to Action Plan** (page VIII – 19)



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My Customers

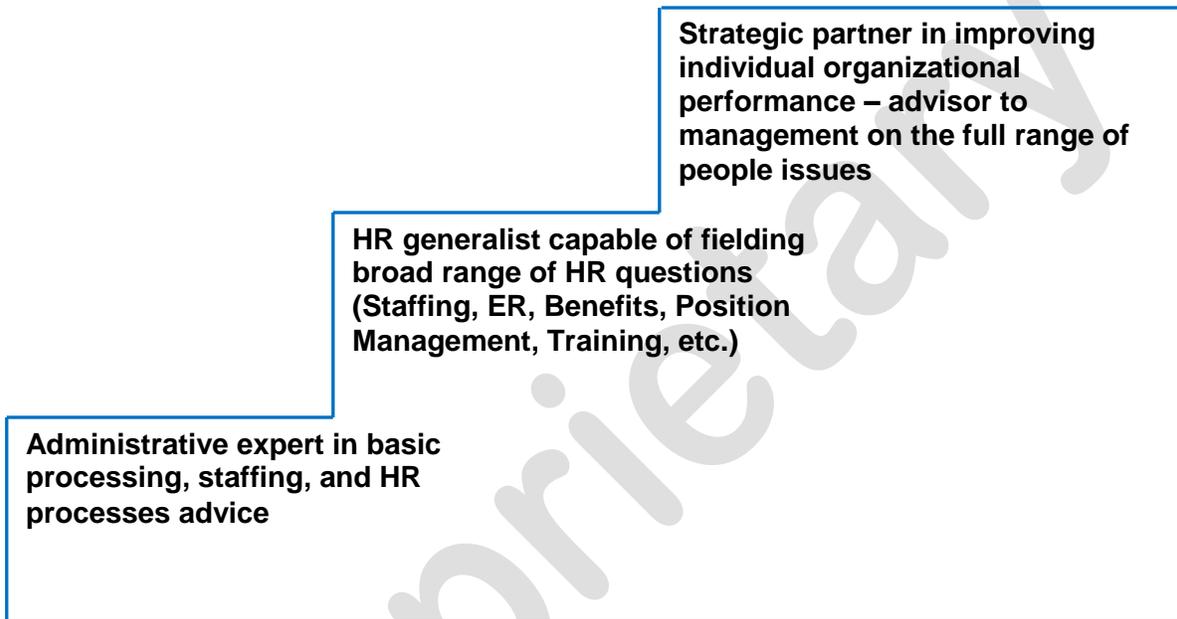
MY CUSTOMERS: OVERVIEW

- **NPS – The Stair Step Model**
- **My Total Customer System**
- **The “WIIFM” Principle**
- **Customer Analysis**

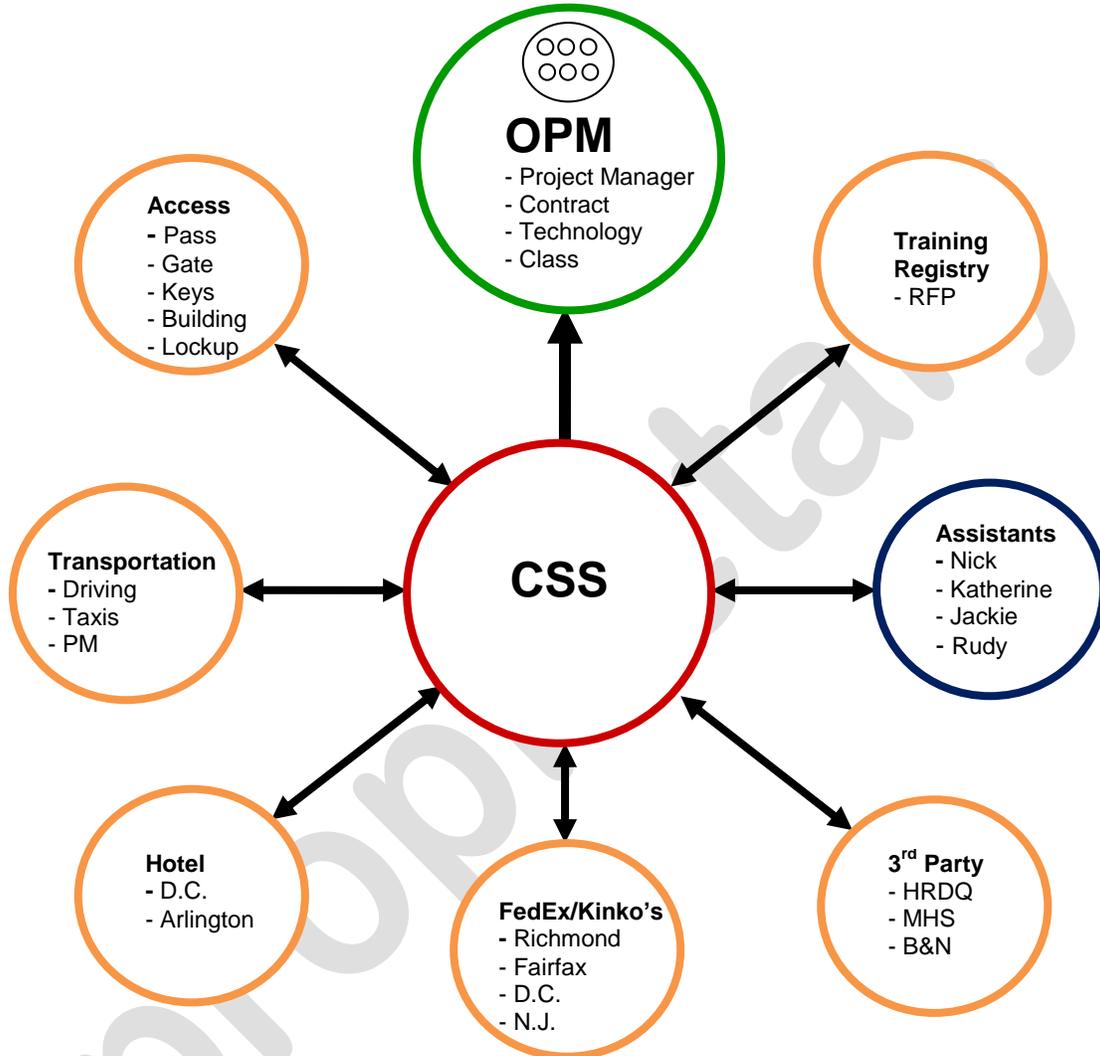
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NPS – STAIR STEP MODEL



MY TOTAL CUSTOMER SYSTEM

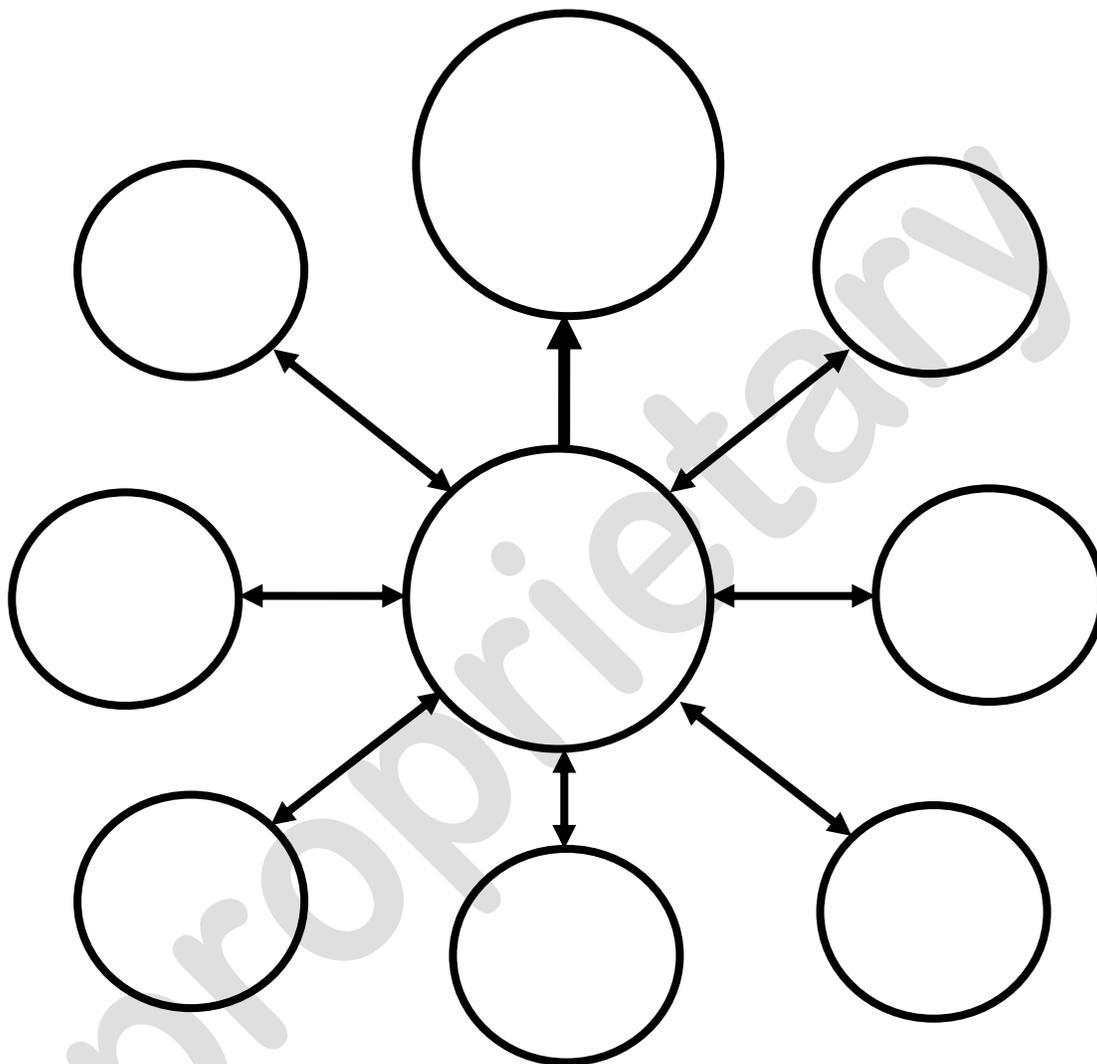


- Who is my designated target customer?
- Who are my internal customers who Impact my target?
- Who are my external customers who impact my target?



MY TOTAL CUSTOMER SYSTEM

Exercise



- **Who is my designated target customer?**
- **Who are my internal customers who Impact my target?**
- **Who are my external customers who impact my target?**



THE “WIIFM” PRINCIPLE

What’s

Avoid

In



It

For

Me

(Note: “Me” refers to the Customer.)



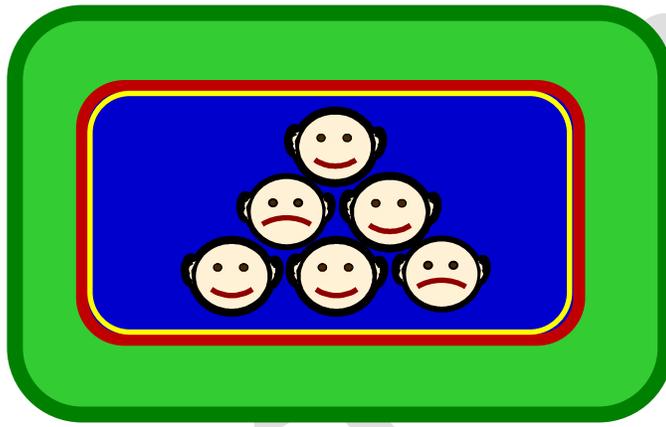
CUSTOMER ANALYSIS

- **Professionally – position, title, reporting relationships**
- **Personally – culture, age, gender, values, needs**
- **Motivation and interest—the “WIIFM”**
- **Familiarity or knowledge of the topic, situation and/or technology.**
- **Level of familiarity with HR terms, procedures, and policies.**
- **Possible constraints (budget, time, security etc.)**
- **Potential level of acceptance of my ideas.**
- **Arguments and supporting ideas likely to work well.**
- **Arguments and supporting ideas likely to evoke negative reactions.**
- **Knowledge of me professionally and/or personally and most likely opinion of me.**





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TRUST

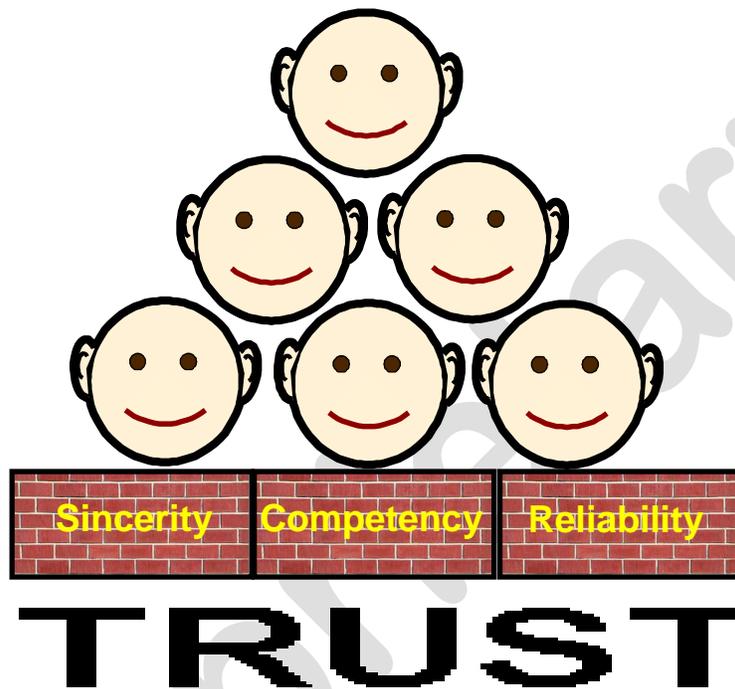
TRUST: OVERVIEW

Trust can take years to build but only seconds to break,

- **Trust – The Foundation**
- **The Trust Model - More Elements of Trust**
- **Testing Your Trust**
- **Trusting Others/The Trust Continuum**
- **NPS and Trust**
- **The Trust Continuum and My Customer System**
- **The Emotional Bank Account**
- **Loss of Trust**
- **Five Steps for Rebuilding Trust and Customer Relationships**
- **Dissatisfied Customers: Some Things to Think About**



TRUST – THE FOUNDATION



Trust is the Foundation of All Relationships.

Trust can take years to build but only seconds to break.



THE TRUST MODEL

MORE ELEMENTS OF TRUST

Truthful – honest, open, lawful, veracious, accurate

Reliable – dependable, consistent, steady, trustworthy

Understanding – empathetic, accepting, kind, considerate, sensitive

Straight – direct, upfront, transparent, frank, above-board

T rue – loyal, real, faithful, genuine, sincere, integrity



TESTING YOUR TRUST

Exercise

I. Directions: Think of someone outside of work and answer the questions below.

Do you trust _____ enough to:

- **Loan them my favorite book which is out of print?**
- **Loan them my car?**
- **Give them Power of Attorney over my financial affairs?**

II. Directions: Think of someone you work with or for, and answer the questions below.

Do you trust _____ enough to:

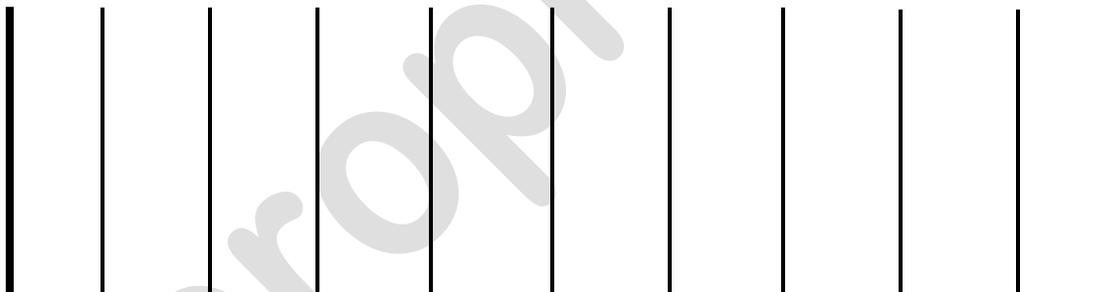
- **Loan my only and marked up copy of the procedure manual to him/her?**
- **Be left alone in your office?**
- **Have access to your e-mail?**



TRUSTING OTHERS

The level of trust in any relationship will likely vary over time, and it will depend on the situation, and a number of other important variables.

- Individual tendency to trust/not trust.
- History or experience with the other person.
- Assessment of the other person's ability or competence to carry out commitments.
- Similarities and differences from the other person.
- Power or authority one has in relation to the other person.
- Organizational environment.



No
Trust

Complete
Trust

Two means that help people move towards the more positive side of the Trust Continuum are

- Self-Disclosure
- Feedback



NPS AND TRUST

- Individual
- Team
- Organization / Customer System

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THE TRUST CONTINUUM AND MY CUSTOMER SYSTEM

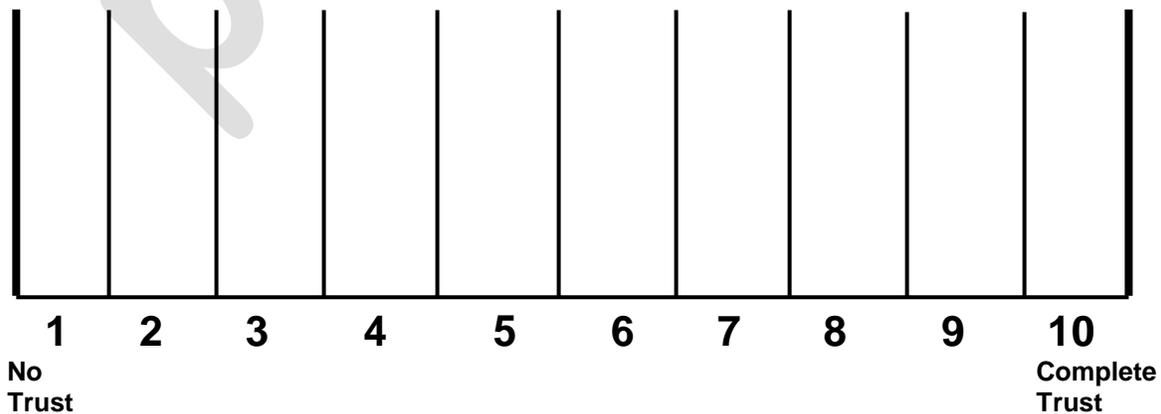
Exercise

Directions: Using your Total Customer System and each of the Trust Continuum below, write in the names of your Customers based on your trust relationship. Indicate:

(A) How Much Do You Trust Your Customers?



(B) How Much Do You Think Your Customers Trust You?



THE EMOTIONAL BANK ACCOUNT



“Deposit Behaviors” establish credibility in a relationship so that if “Withdrawal Behaviors” are necessary, there is a reserve to draw upon.

- **15 “Deposit Behaviors”**

- Reliability
- Competency
- Integrity
- Confidentiality
- Courtesy
- Honesty
- Transparency
- Following Through
- Positive Attitude
- Listening
- Fairness
- Cooperation
- Accessibility
- Sincere
- Caring

- **15 “Withdrawal Behaviors”**

- Delivering Bad News
- Explaining Errors
- Apologizing
- Lack of Information
- Correcting Misinformation
- Renegotiating Goals
- Renegotiating Deadlines
- Saying “No”
- Calming Others Down
- Managing Conflict
- Being Late
- Giving Negative Feedback
- Policy Changes
- Delays
- Lack of Availability



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LOSS OF TRUST

Exercise

Directions: Choose a key relationship to discuss with a partner. The relationship may be someone you do/have worked with or someone outside of work. (Please remember our rule about confidentiality.)

- **What happened – the situation?**
- **What behaviors did you/they exhibit?**
- **How did you feel about them afterwards?**
- **How do you think they felt towards you?**
- **Did you/they try to make amends?**
- **What did you/they do? say?**
- **What is the relationship like now?**
- **What still needs to be worked on?**



FIVE STEPS FOR REBUILDING TRUST **AND CUSTOMER RELATIONSHIPS**

Trust can take years to build but only seconds to break.

- **Draw on Your “Emotional Bank Account”**
- **Apologize**
 - Apologizing is the first step in rebuilding trust.
 - Be careful because you only get one chance to say sorry, so make sure your apology is heartfelt and genuine.
- **Explain**
 - Every apology includes an explanation.
 - Clarify what happened as you see it and why it happened.
 - Doing this honestly can go a long way towards rebuilding the trust that has been lost.
- **Rectify**
 - Words without action are meaningless.
 - Rectifying a situation means “doing the right thing”
 - Genuine attempts to rectify the situation must be tried if trust is ever to be regained.
- **Remain Silent**
 - After apologizing, explaining and rectifying, it is usually a good idea to keep quiet.
 - Recognize when you have done all that you can do; prolonging the negative attention is not likely a benefit.
- **Be Patient**
 - Trust is something that takes a long time to earn.
 - Broken trust can usually be rebuilt with commitment, continued effort, and patience.
 - Don’t make the same mistake twice.



DISSATISFIED CUSTOMERS

SOME THINGS TO THINK ABOUT

- **When There is a Problem**
 - *4% of customers actively complain.*
 - ***96% say nothing, but eventually 91% of those “leave” –i.e. refuse to cooperate and work with you.***

- **Dissatisfied Customers**
 - *The average customer talks to 8-10 people about the problem.*
 - *20% of dissatisfied customers tell 20 people.*
 - ***It takes 12 positive experiences to make up for only 1 negative incident.***

- **Complaints**
 - *70% of complaining customers will do business with you again if you resolve the complaint in their favor.*
 - ***95% will do business again if you resolve it on the spot.***

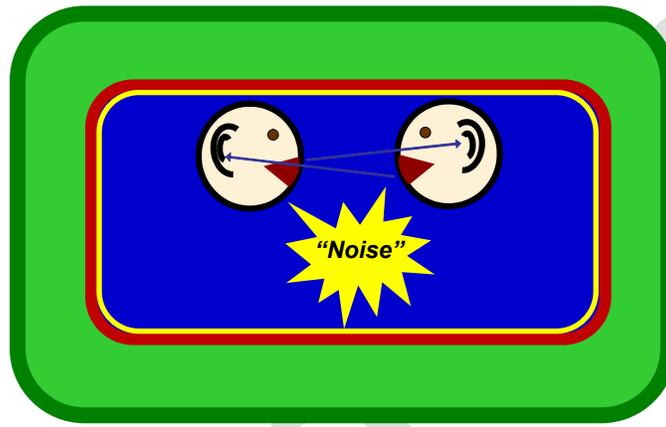
- **Satisfied Customers**
 - *Will tell 15 people about the problem and how it was solved.*

Taken from *How to Win Customers and Keep Them for Life*. Michael Le Bouf, Ph.D., Berkley books, N.Y.





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CHALLENGING CONVERSATIONS

CHALLENGING CONVERSATIONS: **OVERVIEW**

- **Assertiveness**
- **Saying No**
- **Emotion and Logic**
- **Communicating Bad News Tactfully**
- **Tips for Apologizing**
- **Challenging Conversations Exercise**
- **Homework and Worksheets**



ASSERTIVENESS DEFINITIONS **AND KEY ELEMENTS**



- **Definitions--Assertiveness Is...**
 - The art of saying what you think, expressing how you feel, and asking for the things that you need in a way that still respects and preserves the rights of others. It is an important life skill that is critical in all work and personal relationships.
 - The ability to confidently express your feelings, beliefs, and thoughts and to defend your rights in a nondestructive manner.
 - Getting what you want from others without infringing upon their rights.
 - A communication philosophy and technique. It involves interacting with others in a confident and persistent manner, particularly when there is an element of conflict present.
- **Assertive Communications**
 - Promote fairness and equality in human interactions based upon a positive sense of respect for self and others.
 - Involve specific language to use and language to avoid.
 - Include non-verbal communication means such as body language, facial expressions, tone and timing.
 - Do not punish, threaten or put down another person.
- **Assertive Behavior**
 - Includes the ability to stand up for a person's legitimate rights--without violating the rights of others or being overly fearful in the process.
 - Is situationally specific, meaning different types of assertive behavior can be used in different situations.
 - Is influenced by personality type.
 - Effective assertiveness thoughts, feelings, skills, strategies and behavior can be consciously developed.
- **Assertiveness is a Continuum.**

It is a combination of inner thoughts and feelings and the outward expression of behavior.

ASSERTIVENESS AND BODY LANGUAGE



- **Passive / Non-Assertive**
 - Open posture
 - Attentive
 - Good eye contact
 - Friendly, smiling face
 - Some use of hands when speaking

- **Passive-Aggressive**
 - Leans back
 - Hands clasped or arms crossed
 - Avert eyes or may watch the broad scene
 - Possible sighs

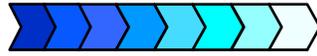
- **Assertive**
 - Relaxed
 - Slightly leaning forward posture
 - Lots of hand gestures
 - Good eye contact
 - Confident, usually modulated voice

- **Aggressive**
 - Invades space
 - Loud voice
 - Arms crossed across chest
 - Moves with an aggressive manner (like pointing)
 - Uses very direct eye contact or even stares



SAYING “NO”

ASSERTIVENESS vs. AGGRESSIVENESS



- **Non-Assertive Behavior**
 - Is afraid to say “no”
 - Lets others and the situation control him/her
 - Others often see as ineffectual
 - Others tend to ignore

- **Passive-Aggressive Behavior**
 - Says “yes” when not really meaning it
 - May not be aware of their true feelings and behaviors
 - Is a manifestation of hostility and can be hard to confront directly
 - Others resent and often get frustrated or angry

- **Assertive**
 - Says “no” without getting emotional or attacking
 - Confronts the problem, not the person
 - Others see as confident, capable
 - Others respect and seek out

- **Aggressive**
 - Says “no” at the expense of another
 - Primarily interested in self and seeking dominance
 - Others see as hostile
 - Others resent and often seek revenge



SAYING “NO”: THE SANDWICH TECHNIQUE

- **SAY SOMETHING POSITIVE FIRST** +
 - Use: can, glad, will do, be of help, etc.
 - Avoid: can't, sorry, nothing, too late, etc.

- **SAY NO** -
 - De-emphasize what you cannot do
 - Give explanation / reason

- **END WITH A POSITIVE** +
 - Offer assistance & alternatives

Example:

Situation: *Your client is feeling frustrated because he has been unable to enter certain changes himself in one of the key reports and wants to know how to do this now and for the future. However, only the HROC has the authorization and ability to do this.*

- Answer:** “Yes we have a number of flights between between D.C. and Denver.” +
- “No, we do not have one at 11 a.m.” -
- “However, I would be happy to book you on the 12:30 p.m. or 1 p.m. flights.” +

SAYING NO APPROPRIATELY

Exercise

- **STATEMENT #1**

+

-

+

- **STATEMENT #2**

+

-

+

- **STATEMENT #3**

+

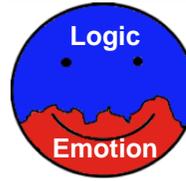
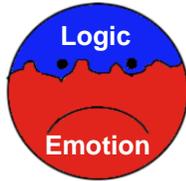
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DIFFUSING AN UPSET CUSTOMER

EMOTION BEFORE LOGIC



- **Acknowledge Your Customer's Feelings**
 - "I understand"
 - "I see"
 - "I know"
 - "I hear you"
 - "It sounds like..."
 - "I gather"

- **Acknowledge Your Customer's Problem**
 - "I agree"
 - "Yes"
 - "There is a problem"
 - "You're right"
 - "You have a valid point"
 - "That's definitely an issue"

- **Collaboratively Problem-Solve**
 - Use positive "we language."
 - Use a calm, business-like tone.
 - Ask for ideas and opinions.
 - Use open questions to probe similarities and differences of approach.
 - Use paraphrasing.
 - Clarify and summarize as necessary.
 - Offer ideas, data, and self-disclosure as appropriate.
 - Ask for feedback.
 - Use problem analyses and decision-making tools.
 - Use closed questions to confirm points of agreement.
 - Actively Listen verbally and non-verbally through-out.



EMOTION AND LOGIC

Exercise

Directions: Think of a key relationship where this model may have helped you. Write out briefly:

- **The situation:**

- **What you did:**

- **What you could have done differently/better:**



COMMUNICATING BAD NEWS TACTFULLY

Key Communication Considerations:

- Tone and tactfulness are extremely important when conveying bad news to people.
- Choose vocabulary that is courteous and positive.
- Be specific whenever possible, and don't use qualifiers, passive construction, or euphemisms to avoid accepting responsibility.
- Don't be so brief that the message might be experienced as abrupt or uncaring.
- Watch that you use positive instead of negative wording
- Avoid pointing a "verbal finger" by using the word "you" too much.
- Watch that you use positive instead of negative wording whenever possible.

POSITIVE WORDING

May I point that out
We also can consider
One additional fact is
From another perspective
If you choose to
Our clear plan of action

NEGATIVE WORDING

You failed to notice
You neglected to mention
You overlooked the fact
You missed the point
If you persist in
I see no alternative but



TIPS FOR APOLOGIZING

- **Apologize immediately and let the customer know you care about his or her business and feelings.**
- **Avoid excessive apologies in order not to appear insincere.**
- **Focus on the actions you are taking to correct the problem or mistake.**
- **Limit focusing excessively on the negative details to keep the message positive.**
- **Provide any new information you may have.**
- **Let the customer know how you plan to prevent the problem from recurring in the future in order to restore confidence and credibility.**
- **Request feedback from the customer to gain additional information that might help you solve and/or prevent the problem. Also requesting feedback encourages the customer to express his or her concerns.**



CHALLENGING CONVERSATIONS

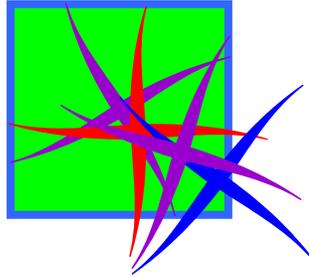
Exercise

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HOMEWORK

Module II, Part 1 - Cohort A



- **My Customer System** (page II – 4)
Finish filling out the graphic.
- **Customer Analysis and WIIFM** (page IV-15 and IV – 16)
Fill out 2 more of each. (You may make copies of these pages as necessary.)
- **NCP – Neurolinguistic Communications Profile**
Pull and Review your Neurolinguistic Communications Profile report; and be sure to it the next class.

THE “WIIFM” PRINCIPLE

(Worksheet for Homework)

What’s

Avoid

In



It

For

Me

(Note: “Me” refers to the Customer.)



CUSTOMER ANALYSIS

(Worksheet for Homework)

- **Professionally – position, title, reporting relationships.**
- **Personal – culture, age, gender, values, needs.**
- **Motivation and interest—the “WIIFM”**
- **Familiarity or knowledge of the topic, situation and/or technology.**
- **Level of familiarity with HR terms, policies, and procedures.**
- **Possible constraints (budget, time, security etc.)**
- **Potential level of acceptance of my ideas.**
- **Arguments and supporting ideas likely to work well.**
- **Arguments and supporting ideas likely to evoke negative reactions.**
- **Knowledge of me professionally and/or personally and most likely opinion of me.**

