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

"Advanced Communication Skills Building and Maintaining Trust"

Module II, Part 2 - Cohort B

Consulting Skills Curriculum for HR Specialists

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National Park Service

TEL Broadcast, WV

2011

Presented by Norma M. Berman

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"Advanced Communication Skills/ Building and Maintaining Trust"

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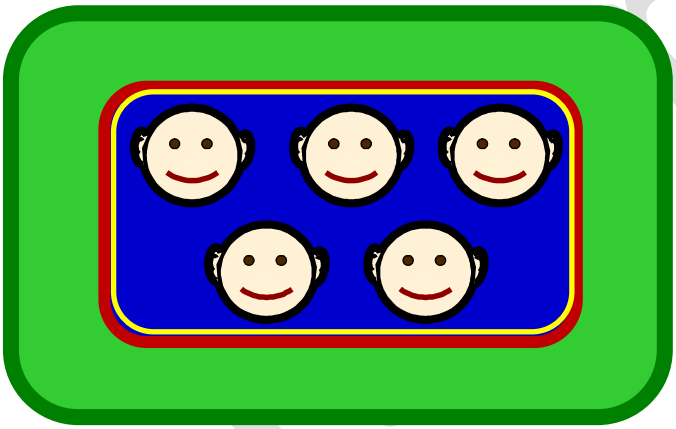

Welcome Back

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WELCOME BACK

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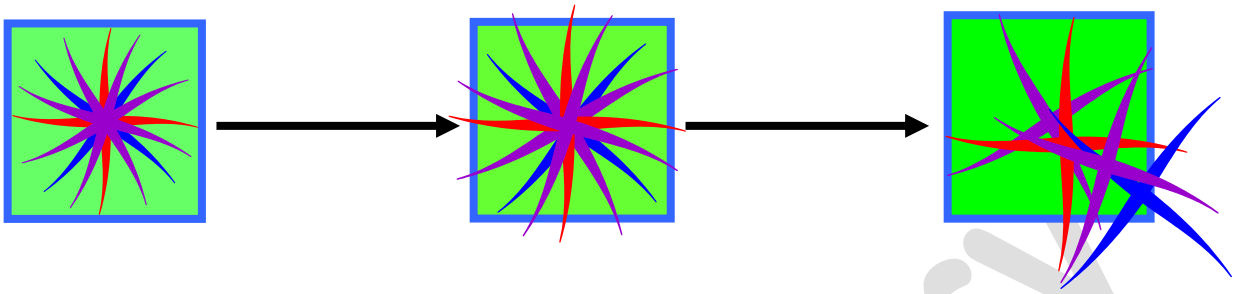
AGENDA HIGHLIGHTS

Module II, Part 2 - Cohort B



- **Welcome Back**
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- **Communication Venues**
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  - **Wrap-Up**

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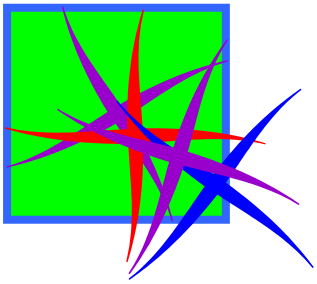
HOMEWORK REVIEW

(From Module II, Part 1)



- **My Customer System** (page X–5)
  Finish filling out the graphic.

- **Customer Analysis and WIIFM** (page XII-14 and XII–15)
  Fill out 2 more of each. (You may make copies of these pages as necessary.)

- **Trust Exercises from Class**
  The Trust Continuum & My Customer System (XI—8)
  Loss of Trust (XI—10)

- **Challenging Conversations Exercises from Class**
  Emotion and Logic (XII—9)
  Challenging Conversations (XII—12)

- **NCP – Neurolinguistic Communication Profile**
  Pull and Review your Neurolinguistic Communication Profile report; and be sure to it the next class.

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NCP Model and Concepts

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OPENING EXERCISE

The Scenario: *While getting gas for your car, the person at the pump next to yours asks you where the movie theater is. While the theater is not that far away, it is on the back side of a large enclosed shopping mall and getting there is somewhat confusing from where you are now. How would you go about helping the other driver?*

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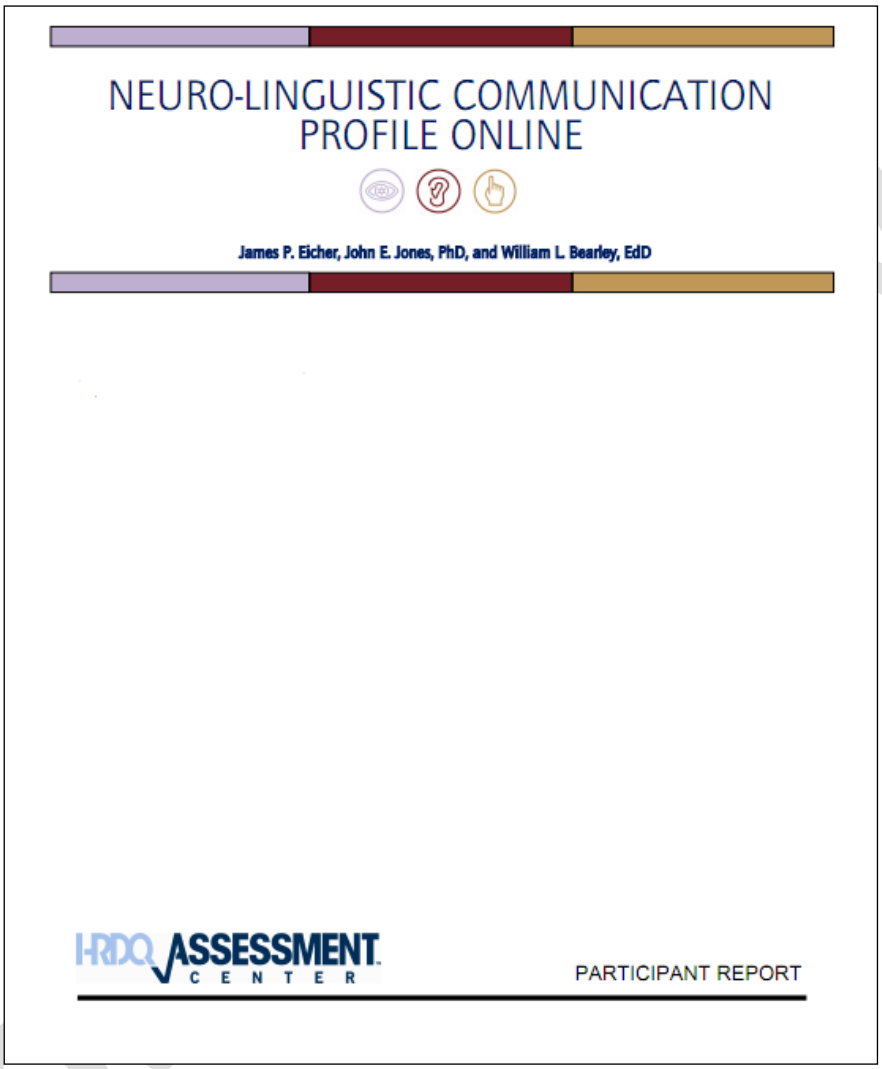
NCP INDIVIDUAL REPORTS


NEURO-LINGUISTIC COMMUNICATION PROFILE ONLINE

James P. Eicher, John E. Jones, PhD, and William L. Bearley, EdD

I-RDQ ASSESSMENT CENTER

PARTICIPANT REPORT

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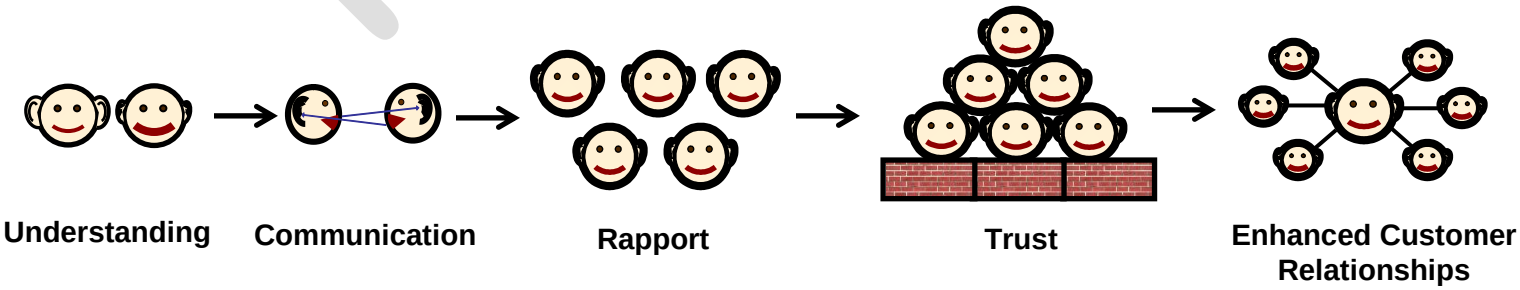
INTRODUCTION TO THE NCP

The NCP is specifically designed to:

- **Provide participants with a unique and powerful way to assess their habitual ways of taking in information, mentally processing it, and communicating it.**
- **Assist participants in becoming more flexible or versatile in their communication so that they can more effectively manage others.**
- **Help improve work relationships with others by reducing conflict.**
- **Provide practical tools that individuals can use to improve their interpersonal skills in such areas as customer service, internal consulting, management development, team development, sales, performance management, negotiation, and delegation.**

The NCP:

- **Increases our understanding of ourselves and others.**
- **Gives us a model to improve our communication with others and reduce conflict.**
- **Draws on techniques from NLP to increase rapport.**
- **Helps us build and maintain trust.**
- **Helps us enhance our internal and external customer relations.**



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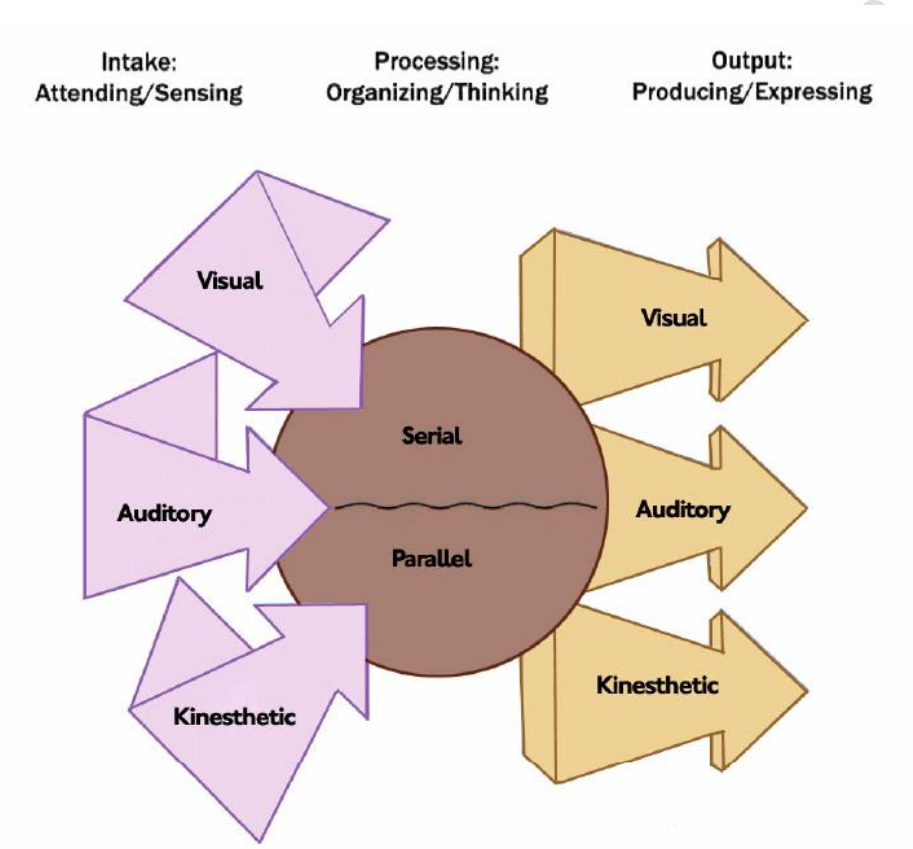
NCP: MODEL OF COMMUNICATION



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PREFERRED SENSORY MODALITY
HOW YOU TAKE IN INFORMATION

- **Visual**
  - Preference for charts, graphs, pictures, diagrams, maps, e-mails and other written materials.
  - Creates pictures in their heads when thinking, listening, or memorizing information.

- **Auditory**
  - Preference for conversation, discussion, and voicemail.
  - Has internal dialogues when thinking through things.

- **Kinesthetic**
  - Preference for demonstrations, physical mock-ups, models or actual physical samples.
  - May take walks or fidget when thinking things over.

Your Scores:

_____	_____	_____
Visual	**Auditory**	**Kinesthetic**

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VISUAL COMMUNICATORS

- **Prefer to receive information and communicate visually – charts, graphs, diagrams, pictures, maps, e-mail, etc. Color is important.**
- **Are the most common type of communicators in our society.**
- **Move around much more than auditory or kinesthetic people.**
- **Tend to be the fast, impatient.**
- **Breathing tends to be shallow and from the chest.**
- **Visual people will use many of the common phrases below that alert you to their preferred way of taking in information:**
    - "I see"
    - "Look at that"
    - "Nice view"
    - "It appears to me"
    - "That is clear"
    - "I am totally focused on…"
    - "Imagine"
    - "Beyond a shadow of a doubt"
    - "A clear cut example"
    - "In light of…"
    - "Well-defined"
    - "Unfocused"
    - "Hazy"
    - "See to it…"
    - "Short-sighted"
    - "Bright"
    - "Envision"
    - "Draw me a picture"
    - "Point of view"
    - "Clear to me"
    - Colorful words/thoughts/phrases

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AUDITORY COMMUNICATORS

- **Prefer to receive information and communicate by listening.**
- **Prefer to talk on the telephone rather than read letters, e-mail, and documents.**
- **Are irritated by noises or sounds that others can ignore.**
- **Enjoy dialog and discussion.**
- **Breathing tends to be deeper and more from the diaphragm.**
- **Auditory people will use many of the common phrases below that alert you to their preferred way of taking in information:**
    - "I hear you"
    - "Listen to me"
    - "That sounds like…"
    - "I want to be heard"
    - "That rings a bell"
    - "Clearly expressed"
    - "Lend me your ear"
    - "An earful"
    - "Sounds harsh to me"
    - "Loud and clear"
    - "Word for word"
    - "To tell the truth"
    - "Unheard of"
    - "Voicing an opinion/idea"
    - "In a manner of speaking"
    - "The hidden message is…"
    - "Say"
    - "Tell"
    - "Explain"
    - "Tune in"
    - "Rattle around in my head"
    - "Something just clicked!"

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KINESTHETIC COMMUNICATORS

- **Prefer to receive information by doing or touching and communicate through touch and feelings.**
- **Are people for whom feelings and sensitivity are everything. Kinesthetics translate visual and auditory input into feelings.**
- **Are in touch with their intuitive side and can usually spot feelings and emotions in others far more easily than visual and auditory people.**
- **Breathing tends to be very measured and low in the chest or stomach.**
- **Kinesthetic people will use many of the common phrases below that alert you to their preferred way of taking in information:**
    - "Feel"
    - "Touch"
    - "Get a handle on"
    - "Won't budge"
    - "Moving"
    - "Catch on"
    - "Boils down to"
    - "Get in touch with"
    - "Hold on"
    - "Get a grasp on…"
    - "Pain in the neck"
    - "Slipped my mind"
    - "I'm excited"
    - "This really fits"
    - "A firm grasp"
    - "Irritated"
    - "Get a grip"
    - "Pressure"
    - "In touch with that"
    - "Good feel for that"
    - "Gut feeling"

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PREFERRED THINKING STYLE
HOW YOU PROCESS INFORMATION

- **Serial Thinkers**
  - Attention to detail
  - Focusing on a single task
  - Performing tasks in a step-by-step fashion
  - Completing one task before moving on to the next
  - Ability to construct logical step-by-step analyses
  - Left-brained
  - "organized," "precise," "bean counter," "stickler"

- **Parallel Thinkers**
  - Attention to the bigger picture
  - Focusing on several tasks at once
  - Performing in a multi-task fashion
  - Completing tasks at varying intervals
  - Ability to perform multi-leveled analyses
  - Right-brained
  - "visionary," "big picture person," "disorganized," "scatter-brained"

Your Scores: _____ _____

Serial **Parallel**

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YOUR PREFERRED SENSORY/ THINKING STYLE

Visual/Serial	Visual/Parallel
• Pays attention to detailed visual imagery. • Notice spelling and arithmetic errors that others may overlook. • The pictures in their heads are charts, words, and numbers. • Visual imagery is detailed and analytical.	• Pays attention to global visual imagery such as films and photographs. • Notices whether things are aesthetically pleasing. • Takes in the panorama of an event. • Visual imagery is 3-dimensional, colorful, and contains movement.
Auditory/Serial	**Auditory/Parallel**
• Pays attention to detailed auditory imagery, especially the spoken word. • Likely to notice and correct others' speech. • Weighs the pros and cons of issues through internal dialogue. • Auditory imagery is detailed and conversational in nature.	• Pays attention to how someone else sounds. • Aware of accents and inflections, tone and tempo of speech. • Notices changes of mood and emotion based on change of speech tone. • Auditory imagery is tonal in nature, focusing on the concrete.
Kinesthetic/Serial	**Kinesthetic/Parallel**
• Pays attention to how others move. • Movements are precise and predictable. • Aware of changes in body tension and physical comfort. • Usually very athletic. • Kinesthetic imagery is physical in nature.	• Pays attention to internal, emotional moods of a global nature. • Gut feelings are important. • Processes feelings as part of their decision making. • Kinesthetic imagery is emotional and mood-oriented in nature.

You are: _____

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PREFERRED MODE OF EXPRESSION
HOW YOU EXPRESS INFORMATION

Characteristics	Sample Phrases
Visual	
• Expresses oneself primarily through visual imagery. • Visual orientation is a primary component of communication style.	• "I can *see* that." • "That's a *bright* idea!" • Sam gave me a *clear* idea of his direction."
Auditory	
• Expresses oneself primarily through auditory imagery. • Auditory orientation is a primary component of communication style.	• "Let me *explain* my position on that issue." • "That *sounds* like a good idea." • "When we worked on that project, everything *clicked*!"
Kinesthetic	
• Expresses oneself primarily through kinesthetic imagery. • Kinesthetic orientation is a primary component of communication style.	• "I can get in *touch* with that idea. • "There seems to be a lot of *tension* in the air." • "Let me *sit* on that idea for a while; I want to *plod* through the details a bit more."

Your Scores: _____ _____ _____

Visual **Auditory** **Kinesthetic**

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NCP SYNCHRONICITY

	Your Score	DD Score	Synchronicity
Visual	5	5	HIGH
Auditory	6	4	MEDIUM
Kinesthetic	5	5	HIGH

- **Synchronizing is the balance between personal interaction and the achievement of work-related tasks.**
- **Synchronizing maximizes performance and enhances personal job satisfaction.**
- **Problems generally occur in one sensory modality or channel, not across all.**
- **High vs. Medium synchronicity suggests you are basically in tune with the other person.**
- **High vs. Low synchronicity suggests that you need to adjust your communication style to better match the other person.**
- **Conflict may occur when one of you unconsciously shifts to a modality in which it is not easy or comfortable to communicate.**
- **Each of us overlaps to some degree in the use of the sensory channels which is why some degree of rapport and trust exists.**
- **If rapport is low, it is likely that incompatibility exists in one of the communication channels.**

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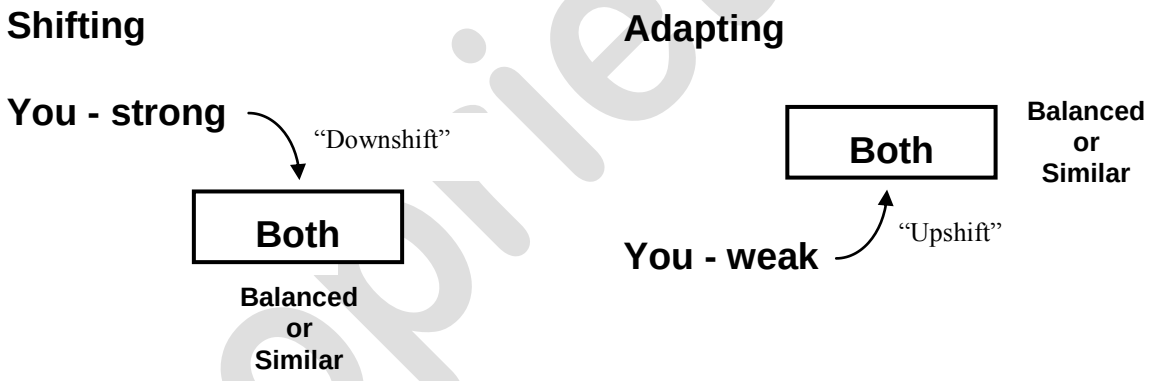
SHIFTING AND ADAPTING

Shifting

- **The movement from one area of communication in which you are strong to the use of a modality in which both people are balanced.**

Adapting

- **The movement from an area in which you are particularly weak to the use of a modality in which both of you are balanced.**



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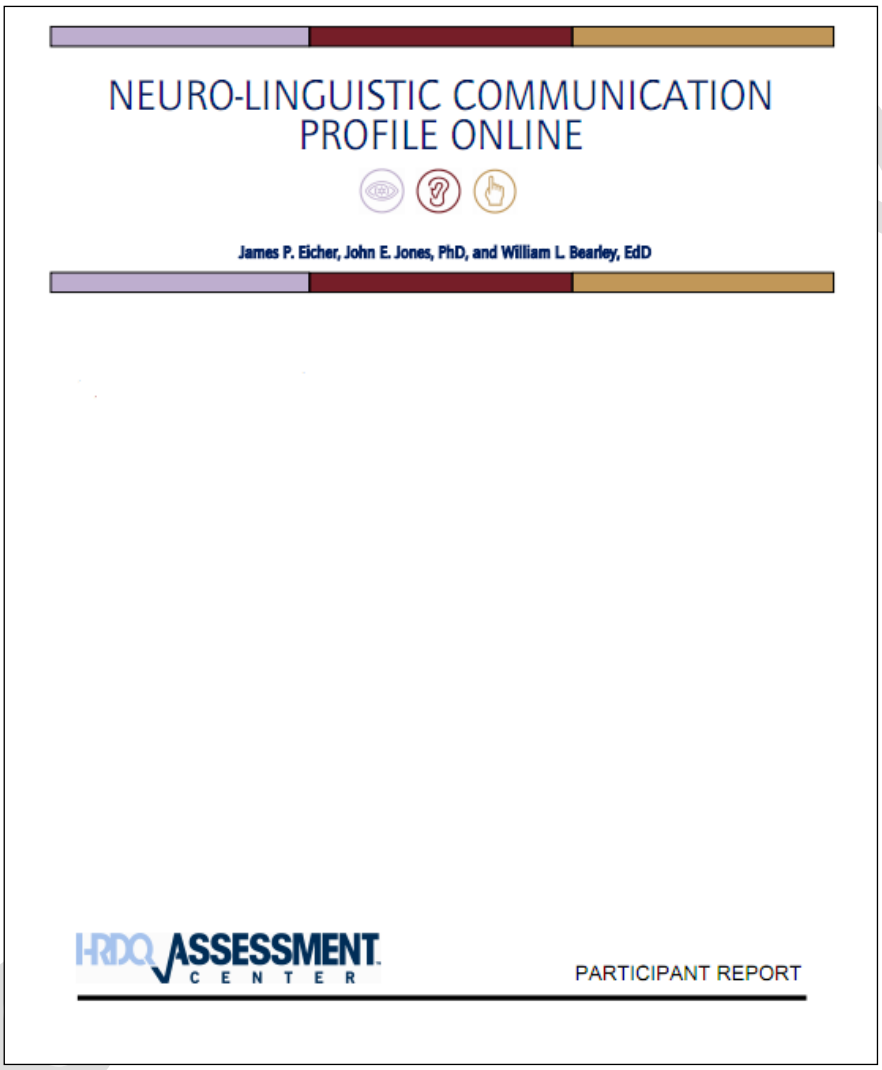
NCP COHORT ANALYSIS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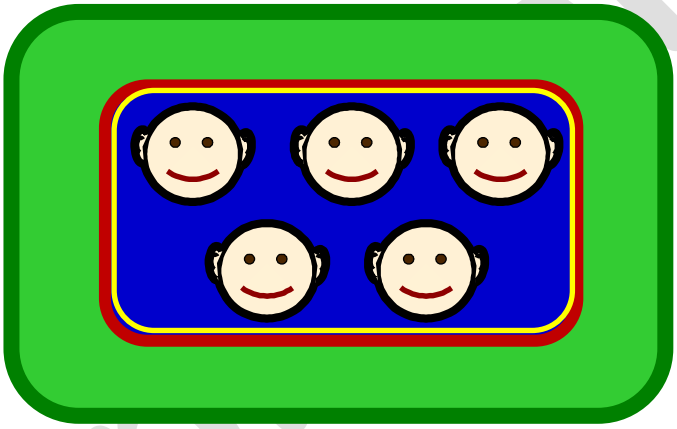

Enhancing Rapport

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RAPPORT

Rapport Over Time = Trust

- **Rapport is the state shared by two or more individuals whose behavior, thinking, and values come into alignment regardless of the "content" of their desired objections and outcomes.**

- **High achievers / successful people intuitively recognize other peoples' styles and are versatile / adaptive, which enables them to establish rapport and build and maintain trust.**

- **Rapport focuses on areas of relationship-building that can be used to help individuals become aware of rough spots in their relationships that might otherwise go unchecked.**

- **When people have good rapport, their behavior and communication occurs on the same wavelength.**

- **The quality of information you exchange with your customers will directly relate to the amount of rapport you have with them.**

- **When you communicate, make sure it is in a way that the other person prefers to receive it.**

- **When two people lack rapport, communication is difficult, there is a sense of uneasiness, and ideas are not easily transferred.**

- **It is possible to increase rapport by utilizing a few relatively simple techniques such as mirroring, pacing and leading, breathing, and reframing. Doing so causes the other person to perceive you as being "like them" which creates rapport.**

- **One clear indicator that a relationship is in trouble is that the relationship is the topic of discussion.**

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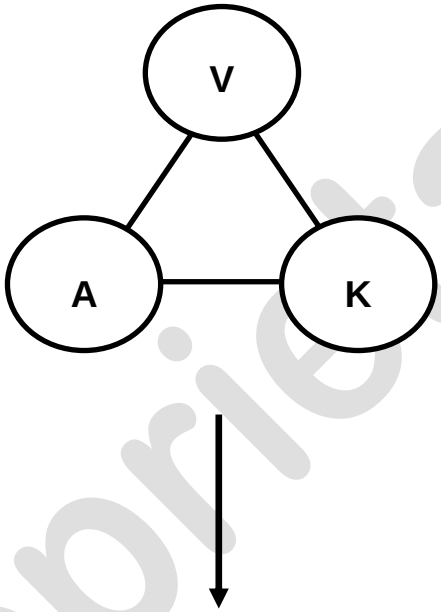
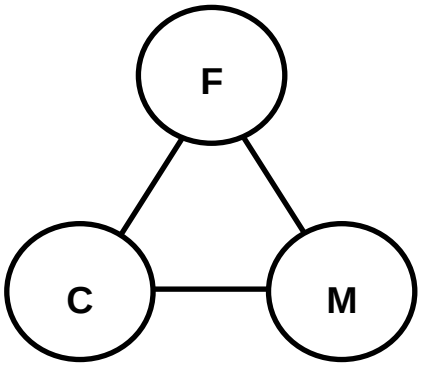
ENHANCING RAPPORT: COMMUNICATION STYLES

Style Recognition
(Visual, Auditory, Kinesthetic)



Style Fit and Flexibility
(Formatting, Chunking, Mode of Expression)



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FORMATTING

Formatting

Translating your information / thinking into an approach that best aligns with the other person's style:

- **Visual**
  - **charts, photos, memos, anything with graphics, e-mail**
- **Auditory**
  - **stories, testimonies, music, discussion, phone, and anything verbal**
- **Kinesthetic**
  - **gesturing, models, demonstrations, anything they can touch.**

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CHUNKING

Chunking

Scaling the level of detail in the information you provide into different sizes, portions, bits--or "chunks"-- on either a serial or parallel level, or so that it best fits the other person's mode of processing or thinking:

- **Serial**
  - **Making a list, going step-by-step, one by one, diagraming each phase.**
- **Parallel**
  - **Giving the big picture, the bottom line, getting to the main point or summary**

Key question to ask yourself:

Is there a way I can present something as bigger or smaller for the other person?

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MODE OF EXPRESSION

Mode of Expression

Presenting your information in a way that best fits the other person's style of taking in information:

- **Visual**
  - **charts, photos, memos, anything with graphics, e-mail**
- **Auditory**
  - **stories, testimonies, music, discussion, phone, and anything verbal**
- **Kinesthetic**
  - **gesturing, models, demonstrations, anything they can touch.**

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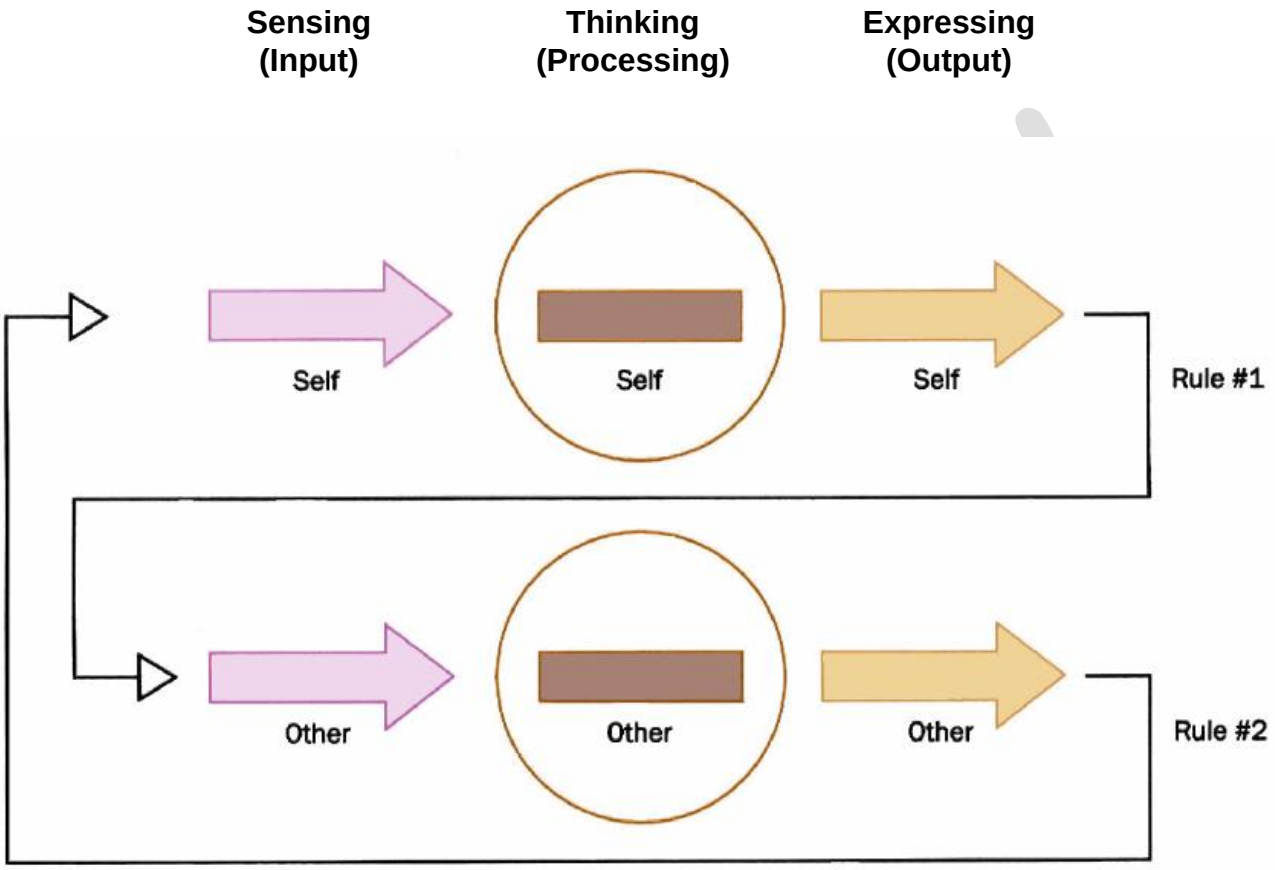
NCP: RAPPORT – FLEXIBILITY AND FIT



To apply the Flexibility and Fit model, consider the following two rules or laws of communication.

Rule #1: "Does my way of expressing match your way of sensing?"

Rule #2: "Does your way of expressing match my way of sensing?"

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ENHANCING RAPPORT: TEAMWORK

Exercise

- **Self Focus**
  - **How do I prefer to receive information?**
  - **How do I organize my thinking?**
  - **How do I prefer to express myself?**
- **Teammate Focus**
  - **What type of information do my teammates prefer to receive?**
  - **How do they organize their thinking?**
  - **How do they prefer to express themselves?**
- **Discovery**
  - **Think of you and your teammates**
  - **What are some similarities and differences?**
  - **How could we do better establishing and maintaining rapport?**

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MIRRORING

Mirroring is the Essence of Rapport

- **Mirroring is also referred to as matching or pacing.**
- **It is the synchronizing or matching of another person's verbal and non-verbal behaviors which helps build feelings of empathy and trust.**
- **These behaviors include body language, facial expressions, gestures, breathing, voice qualities, language, etc. (See list below.)**
- **Sending or mirroring back similar signals produces unconscious feelings of affirmation. It makes us react unconsciously to feel as if "This person is like me and agrees with the way I am. I like this person because we are similar, and he/she likes me too."**
- **The opposite also applies. When people's signals are different, they feel less like each other, and the conversation is less comfortable.**
- **Imitating too closely can be seen as mimicking, and all attempts at building rapport will be lost. Mirroring must be done subtly so that it is felt unconsciously.**
- **Sales people and other professional communicators are widely taught to mirror all sorts of subtle signals, as a means of creating trust and rapport with the other person, and to influence attitude.**
- **As a listener, you can mirror a speaker in the following ways**
  - **Facial expressions**
  - **Hand / arm gestures**
  - **Eye movements**
  - **Head movements / tilt**
  - **Spatial proximity**
  - **Leg crossing / shifting**
  - **Breathing rate and depth**
  - **Voice tempo**
  - **Tone**
  - **Inflection**
  - **Cadence**
  - **Volume**
  - **Hesitation / pauses**
  - **Verbal (sensory) imagery**
  - **Metaphors**
  - **Words, phrases, expressions, jargon**

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MATCHING, PACING, AND LEADING

State

- **"State" is the sum of all the thoughts, feelings, and experiences a person has at any one instant. It can be changed easily through your posture, breathing, and biochemistry.**
- **Matching another person's state enables you to begin to feel a lot like the other person.**
- **To match someone else' state, observe their posture, facial expressions, and vocal quality, and match or mirror these things as closely as you can.**
- **Pay close attention to other factors such as changes in head position, gestures, and tone.**
- **Matching these expressions will give you insight into how the other person is actually feeling at that moment.**

Breathing

- **One of the most effective ways to increase rapport is to match another person's breathing.**
- **Fast or slow, deep or shallow, breathing has a lot to do with how a person is feeling at any particular moment in time.**
- **You don't have to literally breathe in an out with the other person. For example, you can tap your foot at the same rate their breathing.**
- **Matching the position and movements of another person's body is simple and effective, which is why it is such a powerful way to maintain and increase rapport.**

Pacing and Leading

- **Pacing is deliberately matching or mirroring the person first to get into their "state" and have them feel comfortable with you.**
- **Leading is making small changes in your own body language, breathing, voice etc. to encourage the other person to mirror or pace you and come into your state.**
- **The more two people are able to move in and out of each other's state, the tighter the rapport and the greater trust with each other they will have.**

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MIRRORING

Exercise

Directions: *Using the list of verbal and non-verbal behaviors we have been discussing, pick just* ***one*** *that is most comfortable for you to do and practice mirroring with a partner. See if you can begin to feel what they are feeling and see things more from their perspective. Either one of you can start the conversation, and you may talk about any subjects that you choose (hobbies, vacations, restaurants, movies, your job, etc.). Try to do this as subtly as possible.*

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HEAD

- **The head is a very significant body part of body language.**
- **Head movements can express a wide variety of emotions.**
- **Head movements may vary depending upon the culture.**
- **Common head movements in Western society include:**
  - **Head nodding – agreement**
  - **Slow head nodding – attentive listening**
  - **Fast head nodding – impatience**
  - **Head held high – superiority or arrogance**
  - **Head tilted downward – criticism**
  - **Head shaking – disagreement**
  - **Head down (in response to a speaker or proposition) – disinterested**
  - **Head down (while performing an activity) – defeated, tiredness**

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EYES AND MOUTH

There are two distinct areas of the face.

- **The eyes and everything above them:**
  - **Watch for wrinkling and muscle movement.**
  - **It is fairly common for people to wrinkle their forehead or to squint their eyes in response to certain messages.**
  - **People might also open their eyes more widely than normal.**
- **The region below the eyes, including the nose, mouth and chin:**
  - **The mouth has more visible moving parts than other sensory organ, so there is more potential for variety of signaling.**
  - **Smiling is a big part of facial body language.**
  - **Real smiles are symmetrical and produce creases around the eyes and mouth, whereas fake smiles tend to be mouth-only gestures.**

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HANDS

- **Hands are such expressive parts of the body because they interact with other parts of the body.**

- **Hands can signal both consciously and unconsciously:**
  - **Consciously – emphasizing gestures**
  - **Unconsciously – unintentional movements which can indicate hidden feelings and thoughts**

- **Hand body language can be used for a variety of purposes:**
  - **Emphasis**
  - **Illustration**
  - **Cultural signals**
  - **Greetings**

- **Hands send more signals than any other part of the body except for the face.**

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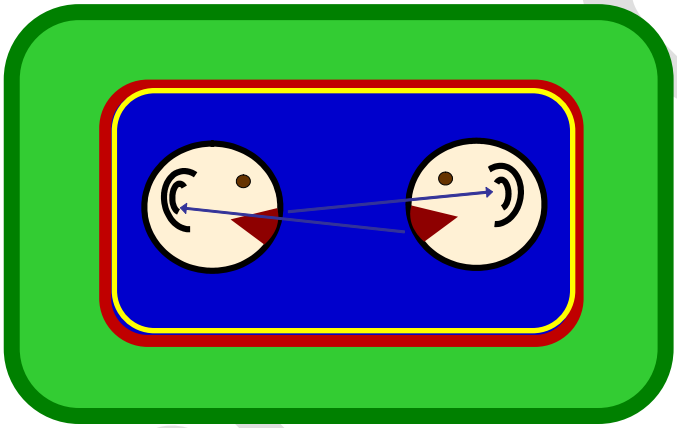

Additional Communication Techniques

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EMOTIONAL HOTBUTTONS

What Are Emotional "Hotbuttons?"

- **Emotional Hotbuttons are words, issues, situations, and/or verbal and non-verbal behaviors that trigger us emotionally.**

- **They are intense complex feelings that affect everyone.**

- **Each Emotional Hotbutton may trigger a different emotional reaction, but our physical responses are similar.**

- **When our Emotional Hotbuttons are set off, the verbal message usually becomes distorted. Also objectivity decreases, we often tune out or prejudge, and/or we don't hear the rest of the message.**

- **Emotional Hotbuttons trigger an emotional response and create barriers to effective listening and impede effective problem-solving.**

- **Since we can't eliminate all of our Emotional Hotbuttons, the best alternative is to learn how to control our reactions and to consciously develop acceptable alternative behaviors.**

- **To control our reactions, we must first identify what our Hotbuttons are and understand how we typically respond.**

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IDENTIFYING YOUR EMOTIONAL HOTBUTTONS

Exercise

Directions: *Below is a list of some situations and phrases that may cause you to become emotional.*

- *Put a **checkmark** by those that are Emotional Hotbuttons for you as a listener. List any of your additional Emotional Hotbuttons on the back of this page.*
- *Next go back and **circle** those things that you may be doing that could be Hotbuttons for others.*
- *Go through the list a third time and **cross out** any Emotional Hotbuttons you are willing to give up—i.e. that you decide to not let bother you anymore.*
- *Go through the list one last time and write **Stop** by any Emotional Hotbuttons you will genuinely try to stop doing to others..*

Chances are you will not cross out many items off your list nor write Stop many times. This illustrates that it is difficult to give up habitual ways of responding to emotional situations and requires a real commitment and conscious, deliberate effort.

_____ **"You never/always…"**

_____ **Know-it-all attitudes**

_____ **"Shut up!"**

_____ **Bigots**

_____ **Bad grammar**

_____ **"You never listen."**

_____ **Pushy individuals**

_____ **Whining people**

_____ **Negative people**

_____ **"What you should do is…"**

_____ **"No"**

_____ **"You can't…"**

_____ **"You're too young / old / short /tall / etc."**

_____ **Sloppy work**

_____ **Tardiness**

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IDENTIFYING PHYSICAL RESPONSES TO YOUR HOTBUTTONS

Exercise

Directions: *Check off the physiological changes you experience with your Hotbuttons. Add to this list any other symptoms you experience.*

_____ **Heartbeat increases**

_____ **Hands feel sweaty**

_____ **Voice shakes**

_____ **Chest tightens**

_____ **Breathing gets faster / shallower**

_____ **Facial muscles tighten, teeth clench**

_____ **Headaches**

_____ **Flushing**

_____ **Paleness**

_____ **"Sees Red"**

_____ **Difficulty Speaking Clearly**

_____ **Difficulty Thinking Clearly**

_____

_____

_____

_____

_____

_____

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CONTROLLING YOUR EMOTIONAL HOTBUTTONS

- **Listen attentively without interrupting. Take several deep breaths to help you control your physical reactions.**
- **Make a conscious choice about your response. You can get angry, try to solve them problem, or ignore it.**
- **Use anchoring techniques to help you control your response.**
- **Acknowledge the other person's feelings. Make it okay for them to feel the way they do.**
- **Ask objective questions for clarification. Open-ended questions are useful.**
- **Try to see the other person's point of view. Agree where you can and provide feedback regarding what you are hearing.**
- **Stick to the subject. Define your problem and don't let other issues interfere.**
- **Be patient. Problems don't always have immediate solutions. Be patient with the other person – and yourself.**
- **Express your point of view. Don't force proof from the other person. Present your evidence without backing the other person into a corner.**
- **Explain why. A reasonable explanation can often take the sting out of an emotional issue.**
- **Work out a "win-win" plan. Make sure your solution is fair and workable for both of the people involved.**

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ANCHORING

- **Anchoring happens when an emotional sate is so strongly associated with a stimulus that the object or event is associated with that state from then on.**
- **It is an extremely effective – Neuro-linguistic programming technique because of its power and immediate impact.**
- **Pavlov's Dog is an example of anchoring.**
- **An anchor is a stimulus: it may be a sound, an image, a touch, a smell, or a taste that triggers a consistent response. (See list below.) It may be positive or negative.**
- **By invoking this anchor we can avoid drifting into feelings of tension, stress or worry.**
- **Thus Anchoring is a good technique to use to quell our Hotbuttons since when we react too emotionally, we may say or do things we later regret.**
- **We can deliberately set our own anchors so we can physically or mentally evoke them as we need them.**
- **Some examples of Anchoring are:**
    - A word or a phase
    - An image or color
    - A song / melody / instrument
    - A noise
    - A document
    - A type of facial expression
    - A tone of voice
    - A fragrance or cologne
    - Other smells
    - A style of clothing or furniture
    - A coffee mug
    - A company logo
    - The way a chair feels to you
    - How someone presents information
    - A slap on the shoulder
    - A hand clench
    - A fingernail pressed into your palm
    - A pinch
    - A hug
    - A room
    - "Whistle a happy tune"

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LEVELS OF LISTENING

Mostly, people don't listen – they just take turns speaking.

- **Passive / Not Listening** – noise in background – ignoring.

- **Pretend Listening** – also called "responsive listening" – using stock nods and smiles, says "uhum, yes, of course," etc.

- **Biased / Projective Listening** – "selective listening" and intentionally disregarding / dismissing the other person's views.

- **Misunderstood Listening** – unconsciously overlaying your own interpretations and making things fit when they don't.

- **Attentive Listening** – listening for analytical / factual content but not for emotional elements; does not pay attention to non-verbal cues.

- **Active Listening** – listening for content as well as emotional elements and feelings; but the Listener remains primarily interested in their own agenda.

- **Empathic or Empathetic Listening** – listening for both content and emotional elements and feelings, as well pays attention to verbal and non-verbal clues. Listener's focus is on the other person and trying to feel what they are feeling, see what they are seeing, hear what they are hearing and understand what they are thinking. The listener is accepting and non-judgmental.

  Empathic Listening:
  - Engenders respect and builds trust.
  - Enables the speaker to release emotions.
  - Reduces tension and conflict.
  - Encourages the surfacing of information.
  - Creates a safe environment conducive to collaborative problem-solving.

- **Facilitative Listening** – is the highest level of listening. It includes all of the elements of Empathic Listening but goes even further in that the Listener proactively extends help to the other person, and, if necessary, becomes the primary decision-maker, always keeping the focus on the other person's needs.

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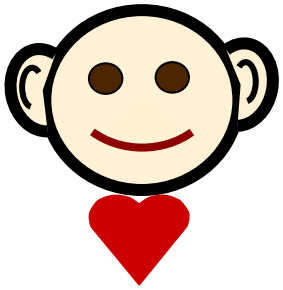
EMPATHY



Empathy means thinking with people, not for or about them; feeling with people, not becoming emotionally involved; moving with people, not rushing ahead or lagging behind; working with people, not doing things for them; accepting people, not judging or evaluating them; and seeing situations from other people's viewpoints, not merely from your own.

Carl Rogers

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BENEFITS OF EMPATHY

- **Builds respect and trust**
- **Enables the release of tension**
- **Encourages the surfacing of information**
- **Encourages disclosure**
- **Encourages the acceptance of feedback**
- **Reduces tension and conflict**
- **Creates a safe environment conducive to collaborative problem-solving**

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TO LISTEN

聽

The Chinese character for "to listen" is seen above; it can be broken down as follows:

This is the Chinese character for eyes

This is the Chinese character for attention

This is the Chinese character for open heart

This is the Chinese character for ears

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REFRAMING

- **The purpose of reframing is to help people see things from a different perspective.**

- **Changing the frame of an experience can have a major influence on how you perceive, interpret and react to an experience.**

- **Learning to reframe is essential in learning to effectively communicate with others and even with ourselves.**

- **Events can be turned any which way to make contextual meanings feel differently, even though they are the same events.**

- **You cannot change the situation but you can change the way you see it and the way you present it to someone else.**

- **You may believe your reframe is the best ever, and yet it may not work for the other person – simply because they have a different model of the world than you do and/or different values.**

Examples of Reframing

- During the 1984 campaign for the US Presidency, there was a considerable concern about Ronald Reagan's age (73). Speaking during the Presidential debate with Walter Mondale (56), Reagan said "I will not make age an issue of this campaign. I am not going to exploit, for political purposes, my opponent's youth and inexperience." Reagan's age was not an issue for the remainder of the campaign!

- Thomas Watson Jr. was the second President of IBM. In the early 1960's, a young worker had made a mistake that lost IBM $1 million dollars in business. She was called into Watson's office and as she walked in said, "Well, I guess you have called me here to fire me." "Fire you?" Mr. Watson replied, "I just spent $1 million on your education!"

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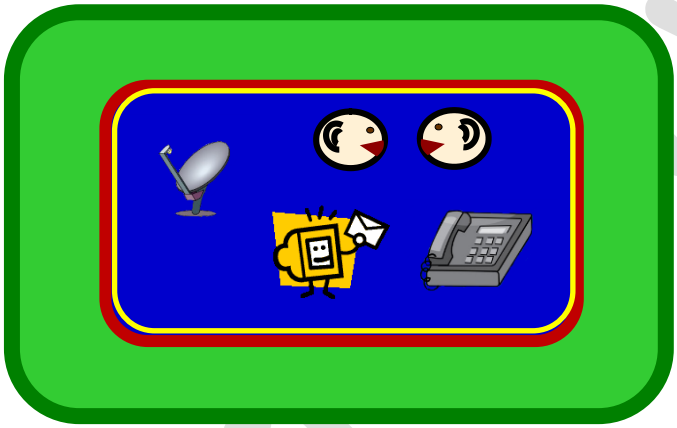

Communication Venues

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COMMUNICATION VENUES CHART

Exercise

Communication Venue	Advantages	Disadvantages	Appropriate Situations / Scenarios
Face-to-Face			
Telephone Conversation			
Voicemail			
Fax			
E-mail			

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Texting			
Letters / Memo			
Videoconferencing			
Teleconferencing			
WebEx / Go To Meeting			
TEL Broadcast			
SharePoint **http://share.nps.gov/SHRO**			

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USING VOICEMAIL

Some reasons to consider using voicemail include:

- **You want the audience to receive a message with a personal touch through the sound of your voice.**
- **Your message is extremely urgent and you cannot reach the person directly on the telephone.**
- **You need to offer an explanation or "talk" through an idea that would be difficult to express in a written note.**
- **The content of your message is extremely brief, and you do not need a record that it was sent.**
- **You need to offer a detailed explanation of complex documents sent through e-mail.**
- **You need to send a quick announcement.**

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Note: See VII – 8 on how to use voicemail effectively.

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USING E-MAIL

Some reasons to consider using e-mail include:

- **Your message provides a lot of statistics, facts, numbers, and/or analytical data. This type of information is better shared through written form to allow the receiver to reference and analyze the data.**
- **You need to share documents or seek review of documents.**
- **You are following up from a conference call with the action items/next steps that were outlined during the call.**
- **The individuals with whom you would like to communicate are fairly knowledgeable about the subject at hand; thus limited discussion is required.**
- **You, as the sender, need a dated record / verification.**
- **To better circumvent communicate barriers such as jargon, unfamiliar terms, cultural/language issues, and technological/ technical terms.**
- **When you want the messaged to be disseminated easily.**
- **When you want the message to be disseminated to many people, especially if in different time zones.**
- **When you are looking for responses back, especially if there are multiple people involved.**

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GETTING YOUR E-MAILS "HEARD"

- The subject line is crucial in e-mails. It should immediately inform the reader:
  - What the message is about
  - What the reader is supposed to do
- Base the degree of formality on the reader.
- Use an appropriate tone throughout the e-mail.
- Address only one topic per e-mail if at all possible.
- Basically follow the standard memo format.
- Observe the standard rules of grammar and punctuation to encourage readability.
- Limit the length—preferably only one screen.
  - If longer, let the reader know immediately the topics to be covered
  - Put the most important information first
- Avoid using:
  - Excessive jargon
  - Unclear abbreviations
  - ALL CAPS (it seems as if you are shouting)
  - Too many "cute" smiley faces, etc.
- Don't send confidential or sensitive messages.
  - Messages can be forwarded.
  - Messages are often stored in computer memories.

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TELECONFERENCES: SOME CONSIDERATIONS

Planning the Call:

- **Consider the length of the call; a conference call shouldn't last over an hour and a half.**
- **Determine the exact time and date; be aware of various time zones.**
- **Determine the audience for the call and their technology access.**
- **Consider having the call recorded.**
- **Determine the number of presenters you will need and who they will be ahead of time. Consider have a preparation conference call.**
- **Send out the call invitation early, so that participants don't book another event during that time period.**
- **Send out the agenda and call-in number as well as any materials at least two days prior to the call.**
- **As appropriate, request that the participants review the call objectives and materials in advance and come prepared.**

Conducting the call:

- **At the beginning of the conference call, welcome everyone; review the objective of the call, how the call will be structured, and the Agenda. Set ground rules for the conference call.**
- **Take roll-call of all the participants; this will help if the participants do not know one another plus clarify who needs follow-up materials.**
- **Be aware of your tone of voice. Keep the call upbeat even during difficult discussions.**
- **Consider standing up at times, because it will help you speak clearly and confidently.**
- **Do not drink carbonated drinks prior or during the call.**
- **Never put someone on the spot or embarrass them on a call; never use offensive language or comments.**
- **If the group is large, you might request that everyone states his or her name before asking a question.**

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- **Don't let one or a few people dominate the call.**
- **Provide humor and personalize the call where appropriate.**
- **Conclude the call with an overall summary and provide next steps if necessary.**
- **Thank those that participated during the call.**

Following the Call:

- **Send out the minutes with 48 hours immediately following the call.**
- **Provide a clear summary of the next steps to be taken.**
- **As appropriate, follow up with the people that were unable to attend the call, as well as those that had a lot of questions.**

As a Participant:

- **Review materials ahead of time and list questions and discussion points.**
- **Give the call your undivided attention, and avoid background noises.**
- **Let the facilitator know if you are having difficulty hearing them.**
- **Do not dial in using a cellular phone unless it is a critical.**
- **State your name prior to interjecting yourself into the conversation.**
- **If your phone system plays music when you place a call on hold, do not place the conference call on hold at any time.**

You might want to hold a conference call when:

- **You need an open discussion around a specific topic such as a new policy or a team discussion around the status of a project.**
- **You need to review with the audience various documents or tools and get their feedback in an open forum, for example, a new database, forecasting projections for your team.**
- **You need to brainstorm an idea or train team members.**
- **You need status updates from your team. For this, you might have standing weekly conference calls with your team.**
- **You want to develop team cohesiveness.**

Note: Review Chapter III, pages 8 – 9 for more information.

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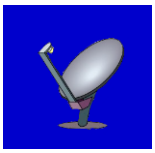
VIDEOCONFERENCES:
SOME ADDITIONAL CONSIDERATIONS



***Many of the issues are the same for videoconferences as they are for teleconferences. However, there are some additional things to consider, especially the complexity and cost of the technology as well as the specialized staff required. In addition will all participants have access to a viewing site?**

Preparing for the videoconference:

- **If multiple locations are involved, identify an individual within each location who can be a "host" for the videoconference. This person can be on the ground in that location to make sure everything runs smoothly.**
- **Consider giving yourself a timed trial run.**
- **Plan to be at the meeting room 30 minutes ahead of schedule.**
- **Test the equipment to ensure everything is working properly.**

As a Presenter:

- **Consider soliciting questions in advance of the videoconference.**
- **Welcome callers as they join the videoconference.**

As a participant

- **List questions or discussion points until there is an opportunity to speak.**
- **When you have the opportunity to speak, make sure to state your name and location.**

You might want to hold a videoconference when:

- **You want to gauge group reaction.**
- **You want to increase team cohesion and stimulate group interaction.**
- **You want to share visual information.**
- **You want to conduct a virtual interview.**
- **You want to send a significant leadership message.**

****Note: Review Chapter III, pages 8 – 9 for more information.***

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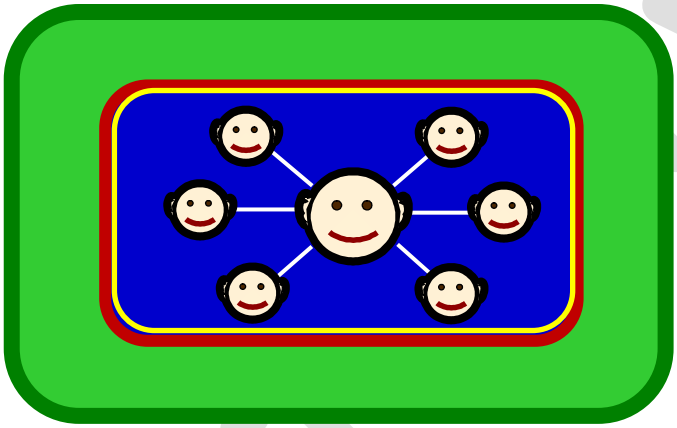

Strengthening My Customer Relations

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STRENGTHENING MY CUSTOMER RELATIONSHIPS

Directions: *Think of* ***one key customer*** *with whom you need to have a strong, positive relationship. If you have not already done so, first do a Customer Analysis. Then write the answers to the questions below. Take your time doing so. The questions basically follow the flow of the two courses you have just taken in case you need to look something up.*
Note: This information is confidential unless you choose to share it.

- **Are there any communication barriers with this customer? If so, what are they?**

- **Are you an effective/ineffective listener when you are communicating with this person? What Active Listening techniques do you use? What will you try to in the future to enhance your listening skills?**

- **What tone do you typically use with this customer? What tone do you frequently hear?**

- **What are some non-verbal communication cues? What are some body language and facial expressions cues does this customer frequently display?**

- **What are some effective/constructive/positive words and phrases do you frequently use with this customer? What ineffective/destructive/negative**

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language do you sometimes use?

- **What have you learned about your voice? What have you learned about yourself and telephone communication?**

- **How do you give feedback to this customer? What type? Is it sufficient? Helpful? Do you get the feedback you need from this customer? In what form?**

- **What would you like to disclose about yourself to this customer to enhance rapport and the relationship? What you like them to disclose to you? What do you think this customer would say about your strengths and weaknesses?**

- **Are you getting the information you need from this customer? Is it in the form you prefer? Are you getting enough? Is it frequent enough?**

- **Where are you on the HR Stair Step Model? What is one of your challenges? How will the HR Transformation affect you? Your customer?**

- **How would you describe the trust in your customer relationship? Do you trust this person? Do you think he or she trusts you? How can you**

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strengthen the trust?

- **Have you had a challenging conversation with this customer? If so, what was the situation and what happened? What would you do differently? the same?**

- **Based upon the NCP, what is your Communication Style? What do you think is the Preferred Sensory (Intake) Modality of your customer? How can you best express yourself so that your customer gets your message?**

- **What do you think is the Preferred Thinking (Processing) Style of your customer? What level of detail do you think your customer wants from you and what is best way to present it?**

- **Name three ways you would feel comfortable mirroring your customer.**

- **Do you have any Emotional Hotbuttons with this customer? If so, what are they? How do you react physically in those situations?**

- **Do you think your customer has any Emotional Hotbuttons when interacting with you? If so, what might be some clues?**

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- **What are some of the best venues for communicating with this customer? Are there any constraints? What are some important things to keep in mind?**

- **What are some specific strengths of your relationship with this customer? What are some things to work on?**

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• COMMUNICATION BREAKDOWN

"THE SOAP OPERA"

Dear Housekeeper,

Please do not leave any more of those little bars of soap in my bathroom since I have brought my own bath-sized Dial. Please remove the six unopened little bars from the shelf under the medicine chest and another three in the shower soap dish. They are in my way.

Thank you,
J. Smith

Dear Room 635,

I am not your regular housekeeper. She will be back tomorrow, Thursday, from her day off. I took the 3 hotel soaps out of the shower soap dish as you requested. The 6 bars on your shelf I took out of your way and put on top of your Kleenex dispenser in case you should change your mind. This leaves only the 3 bars I left today which my instructions from the management are to leave 3 soaps daily. I hope this is satisfactory.

Susan, Relief Housekeeper

Dear Housekeeper,

I hope you are my regular housekeeper. Apparently Susan did not tell you about my note to her concerning the little bars of soap. When I got back to my room this evening I found you had added 3 little Camays to the shelf under my medicine cabinet. I am going to be here in the hotel for two weeks and have brought my own bath-sized Dial so I won't need those 6 little Camays which are on the shelf. They are in my way when shaving, brushing teeth, etc. Please remove them.

J. Smith

Dear Mr. Smith,

My day off was last Wed. so the relief housekeeper left 3 hotel soaps which we are instructed by the management. I took the 6 soaps which were in your way on the shelf and put them in the soap dish where your Dial was. I put the Dial in the medicine cabinet for your convenience. I didn't remove the 3 complimentary soaps which are always placed inside the medicine cabinet for all new check-ins and which you did not object to when you checked in last Monday. Please let me know if I can of further assistance.

Your regular housekeeper,
Mary

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Dear Mr. Smith,

The assistant manager, Mr. Clark, informed me this A.M. that you called him last evening and said you were unhappy with your housekeeper service. I have assigned a new girl to you room. I hope you will accept my apologies for any past inconvenience. If you have any further complaints please contact me so I can give it my personal attention. Call extension 1108 between 8AM and 5PM. Thank you.

Linda
Head of Housekeeping

Dear Linda,

It is impossible to contact you by phone since I leave the hotel for business at 7:45 AM and don't get back before 5:30 or 6:00 PM. That's the reason I called Mr. Clark last night. You were already off duty. I only asked Mr. Clark if he could do anything about those little bars of soap. The new housekeeper you assigned me must have thought I was a new check-in today, since she left another 3 days of on the bath-room shelf. In just 5 days here I have accumulated 24 little bars of soap. Why are you doing this to me?

J. Smith

Dear Mr. Smith,

Your housekeeper, Susan, has been instructed to stop delivering soap to your room and remove the extra soaps. If I can be of further assistance, please call extension 1108 between 8AM and 5PM. Thank you,

Linda,
Head of Housekeeping

Dear Mr. Clark,

My bar-sized Dial I missing. Every bar of soap was taken from my room including my own bath-sized Dial. I came in late last night and had to call the bellhop to bring me 4 little Cashmere Bouquets.

J. Smith

Dear Mr. Smith,

I have informed our housekeeper, Linda, of your soap problem. I cannot understand why there was no soap in your room since our housekeepers are instructed to leave 3 bars of soap each time they service a room. The situation will be rectified immediately. Please accept my apologies for the inconvenience.

Harry Clark
Assistant Manager

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Dear Linda,

Who the hell left 54 little bars of Camay in my room? I came in last night and found 54 little bars of soap. I don't want 54 little bars of Camay. I want my one damn bar of bath-sized Dial. Do you realize I have 54 bars of soap in here? All I want is my bath-sized Dial. Please give me back my bath-sized Dial.

J. Smith

Dear Mr. Smith,

You complained of too much soap in your room so I had them removed. Then you complained to Mr. Clark that all your soap was missing so I personally returned them. The 24 Camays which had been taken and the 3 Camays you are supposed to receive daily (sic). I don't know anything about the 4 Cashmere Bouquets. Obviously your housekeeper, Susan, did not know I had returned your soaps so she also brought 24 Camays plus the 3 daily Camays. I don't know where you got the idea this hotel issues bath-sized Dial. I was able to locate some bath-sized Ivory which I left in your room.

Linda
Head of Housekeeping

Dear Linda,

Just a short not to bring you up-to-date on my latest soap inventory. As of today I possess …

On shelf under medicine cabinet…
18 Camay, (4 stacks of 4) and (1 stack of 2)
On Kleenex dispenser…
11 Camay, (2 stacks of 4) and (1 stack of 3)
On bedroom dresser…
3 Cashmere Bouquets, (1 stack of 3)
4 Hotel-sized Ivory, (1 stack of 4)
8 Camay, (2 stacks of 4)
Inside medicine cabinet…
14 Camay, (3 stacks of 4) and (1 stack of 2)
In shower soap dish…
6 Camay, (very moist)
On northeast corner of tub …
1 Cashmere Bouquet, (slightly used)
On northwest corner of tub…
6 Camay, (2 stacks of 3)

Please ask Susan when she services my room to make sure the stacks are neatly piled and dusted. Also, please advise her that stacks of more than 4 had a tendency to tip. May I suggest that my bedroom window sill is not in use and will make an excellent spot for further soap deliveries. One more item, I have purchased another bar of bath-sized Dial which I am keeping in the hotel vault in order to avoid further misunderstandings.

J. Smith

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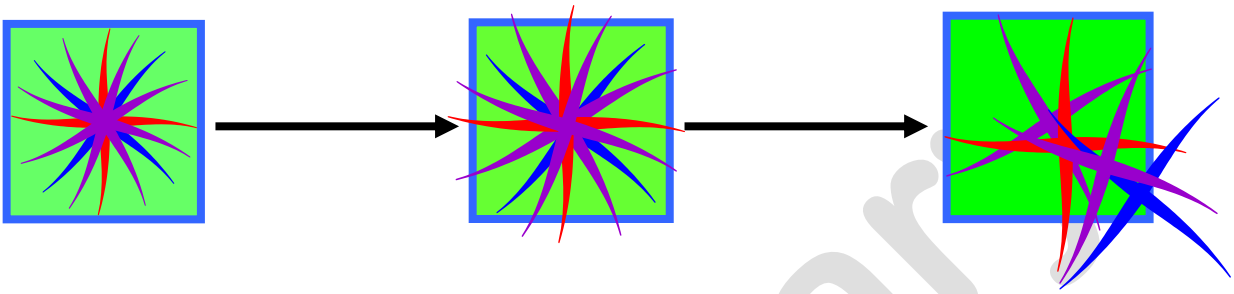
NPS – STAIR STEP MODEL
Breaking Out of the Box



Strategic partner in improving individual organizational performance – advisor to management on the full range of people issues

HR generalist capable of fielding broad range of HR questions (Staffing, ER, Benefits, Position Management, Training, etc.)

Administrative expert in basic processing, staffing, and HR processes advice

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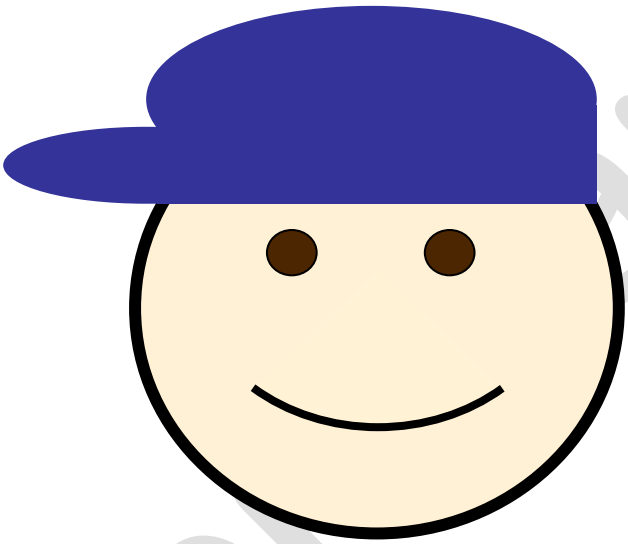
C.A.P.

Commitment to Action Plan



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- **One of the things I want to work on in order to keep improving my Advanced Communication Skills and to Build and Maintain Trust is:**

- **To do this, I will:**

- **I will get started by (timeframe):**

- **My Buddy/Coach will be:**

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CORPORATE SUPPORT SERVICES, LLC.

MISSION

Corporate Support Services, LLC. is a customer-focused human resources consulting firm specializing in emotional intelligence; management and organization development; employee skills training and coaching; team-building, career development; customer service/help desk support; and facilitation services. We are dedicated to helping our customers deliver quality products and services; maintain a superior position in the marketplace; and conduct business in an ethical and empowering organizational culture. Our own business philosophy and commitment to supporting our customers to the best of our abilities and to providing them with excellent service is embodied in our corporate name and our company logo. CSS is also a Government contractor and has developed twenty-four courses for the Military and Government agencies.

KEY SERVICES AND PROGRAMS

EFFECTIVE COMMUNICATIONS
Oral Presentation and Briefing Skills
Communication and Influence Skills (DiSC)
Written Communication Skills
Telephone Skills

STRATEGIC LEADERSHIP
Executive Development/Retreats
Management and Supervisory Skills
Technical Leadership

ORGANIZATION DEVELOPMENT
Behavior Based Interviewing/ Talent Management
Downsizing and Outplacement
Change Management

HIGH PERFORMING TEAMS
Team Building Workshops/Team Facilitation
Thinking and Working Creatively
Problem-Solving and Decision-Making
Multi-Generation and Diversity Training
Time and Stress Management Training

CUSTOMER SERVICE/HELP DESK
Support Center Analysis/Enhancing Service Levels
Managing Internal and External Customer/ Patient Relations
Delivering A+ Quality Customer Service
Internal Consulting Skills

EMOTIONAL INTELLIGENCE
Assessment, Coaching and Consulting
Leadership Development and Training
Group Profiling and Analysis

PERFORMANCE MANAGEMENT
Performance Analyses and Training Needs
Performance Management Systems and Training
Individual Performance Coaching

CAREER MANAGEMENT
Executive Coaching/360° Feedback
Individual Career Coaching
Career Development Training
Career Development and Succession Planning
Corporate Career Centers

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NORMA M. BERMAN

Prior to founding Corporate Support Services, Ms. Berman had a successful clinical and corporate career. Her corporate positions have included: VP of Management & Organization Development, Shearson; Director of Training & Documentation, BankAmerica-East/ Managistics; Training Manager, Chase Manhattan Bank/ Managistics; and Internal Consultant, Management Development, Goldman Sachs. She attended Rice University, TX, has a BA from Stanford University, CA, and a MSW from Adelphi University, NY. She also has teaching licenses (CA and NY) and a clinical license (LCSW, NY) as well as certifications in Emotional Intelligence, Myers-Briggs, DiSC, Benchmarks 360°, and many other career development and assessment tools. Ms. Berman also was adjunct faculty at Cornell University, I & LR.

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