

## **Module 11: Business Relations**

**Goal** To provide information and techniques to participants for use in:

- (A) Building effective relationships,
- (B) Managing conflict more effectively; and
- (C) Communicating more effectively by demonstrating active listening.

**Objectives** After completing this module, participants will be able to:

- Recognize how behavior affects one's image, credibility, and effectiveness.
- Demonstrate the ability to anticipate the reactions, feelings, and behaviors of others in specific situations.
- Successfully get thoughts across to others by applying a model for building trust through communication.
- Focus on issues and not on personal value system.
- Understand the steps for successful conflict management.
- Learn how to demonstrate active listening skills.

## 5 Principles of Relationship Building

**Work objective:** To improve the professional relationship between inspection and industry personnel at the workplace and resolve differences in a business-like and equitable manner to meet the goals of the inspection program.

### 1 - Maintain open, honest, and straightforward communication.

Meaning and intent are conveyed by more than words alone. Tone of voice, expression, listening ability and apparent receptiveness to the responses of others all have an impact on those you wish to reach. Policy that is published in regulations and directives must be known, understood and consistently applied to make communications effective. Communications must also be consistent with long-range interests and goals.

### 2 - Have mutual respect.

Give respect, get respect. As Civil Service employees, our behavior must not be abusive or disrespectful of those we regulate. Do not permit your behavior to give people cause to question your motives as being anything more than fair and objective.

### 3 - Be issues-oriented—do not personalize.

We must stay focused on the issue being discussed and not let personalities get in the way of doing our jobs. If others personalize a situation, do not get hooked. We must discipline ourselves not to let personal problems and preferences influence our work behavior and actions.

### 4 - Maintain a work environment that is absent of the fear of retaliation and intimidation.

We must have an environment that permits the decisions of inspectors and supervisors to be questioned without fear of retaliatory and intimidation actions. Employees and supervisors must understand that it is OK for the industry to appeal a decision. Plant officials should feel free to question the decisions and actions of inspection personnel. Some industry officials believe that inspectors and supervisors will harass, retaliate, and intimidate them whenever inspection personnel decisions and actions are questioned. However, we must be sure that our regulatory decisions are able to withstand the scrutiny and criticism of others.

### 5 - Understand each other's roles and responsibilities.

There are those who believe that industry's first commitment is to profit and secondarily produce a safe, wholesome, and unadulterated meat and poultry product. However, meatpackers and processors must produce safe food in order to make a profit and to stay in

business. We will operate under the premise that industry is responsible for producing safe, wholesome, and unadulterated meat and poultry products.

**Sections of this unit:**

- 1 - Building Effective Relationships
- 2 - Conflict Management
- 3 – Listening Skills
- 4 - Closing

**Groups that are covered in our business relations:**

Internal:

External:

## **Building Effective Relationships**

### **Objectives**

- Recognize how behavior affects one's image, credibility, and effectiveness.
- Demonstrate the ability to anticipate the reactions, feelings, and behaviors of others in specific situations.
- Successfully get thoughts across to others by applying a model for building trust through communication.

## LEARNING ACTIVITY 1 EXPLORE YOUR UNIVERSE

- A. Draw a dot in the center to represent you in your universe.
- B. Think of 4-5 people you know and draw a circle for each person. The size of the circle should show how important this person is to your success (the bigger the circle, the more important the person).  
Make the circle representing one person closer to you (the dot in the center) if you think you are effective with this person. If you are less effective with this person, place the circle farther away.
- C. Put initials or something to identify each person.
- 
- 

**YOU**

**VIDEO NOTES  
UNDERSTANDING YOUR "UNIVERSE" OF RELATIONSHIPS**

**I Wills:**

**Maybes:**

**I Won'ts:**

**CHALLENGING YOUR COMFORT ZONE**

**What is a comfort zone?**

**What happens when we stay in our comfort zones?**

**What happens when we step out of our comfort zone?**

## VIDEO NOTES COMMUNICATION STOPPERS

What are some barriers or stoppers that prevent us from moving people in our universe so that they become I Wills?

**Notes:**

- **Insincerity**
- **Hearsay**
- **Problems**
- **Ego**
- **Prejudgment**
- **Self-interest**

How do these stoppers effect our image, credibility, and effectiveness in our business relations?

**VIDEO NOTES  
MODEL FOR BUILDING TRUST**

**FOCUS**

**SYNC**

**CONNECT**

**FOCUS**

**Notes:**

## LEARNING ACTIVITY 2

**COMMUNICATION STOPPERS** THAT HAVE PREVENTED YOU FROM BUILDING EFFECTIVE RELATIONSHIPS WITH PEOPLE IN YOUR UNIVERSE OF RELATIONSHIPS:

Step 1: Please identify the communication stoppers you are aware of that prevent you from moving your Maybes and I Won'ts to become I Wills. Then wait for further instructions.

Step 2: With your partner, identify ways that you can focus to eliminate the stoppers.

**Person:**  
**Stoppers:**

**Person:**  
**Stoppers:**

**Person:**  
**Stoppers:**

### LEARNING ACTIVITY 3

#### IDENTIFYING COMMUNICATION STYLES (VAK)

- A. For each question, place an "X" next to the characteristic (V, A, KI, KF or K) that best describes you. Answer all 6 questions.
- B. Place your selection on the line next to each question. At the end of the questionnaire, add the number of Vs, As, KIs, KFs and Ks to determine the preferred communication style. Your total should equal 6, to correspond with the 6 questions.
1. \_\_\_\_\_ **V** - Prefers to see things in writing or illustrated (i.e., pictures, graphs, diagrams, memos). Likes to read to learn new things. Seeing is believing. Likes to see what's happening.
- \_\_\_\_\_ **A** - Prefers to talk about events (i.e., enjoys discussions and likes to keep them on-going). Always willing to talk about it. Likes to use the phone. Prefers to learn things by listening to audio tapes. Enjoys stereo and radio. Wants to hear what's going on.
- \_\_\_\_\_ **KI** - Prefers to personally be there to better understand the situation. Personalizes others remarks. Takes things to heart and can easily get their feelings hurt. Avoids rejection in any form. Likes to be practical. Jumps to conclusions with few facts, but will adjust quickly if going down the wrong road.
- \_\_\_\_\_ **KF** - Prefers to feel out situations. Tends to be animated and wears their reactions to people and events on their sleeve. Likes to feel and touch things, and surround themselves with memories and items that cause an emotional reaction. Likes to be comfortable and loose.

**VAK QUESTIONNAIRE** (continued)

2. \_\_\_\_\_ **V** - Wants to communicate face to face - eyeball to eyeball. Prefers eye contact. Often doesn't talk too much. Good at observing. Needs a lot of information. Takes time to make a decision.

\_\_\_\_\_ **A** - Just wants to converse under any circumstance. Needs ear contact. Wants to talk it over. Lets discuss it. Believes you are not communicating if you don't talk about it. Does not like long periods of silence.

\_\_\_\_\_ **KI** - Sizes up situations and people quickly. Has a personal opinion for about everything and will share it. Can be diplomatic when their opinion is unpopular. Experiences strong intuitive sensations, especially about people.

\_\_\_\_\_ **KF** - Wants to physically feel part of the conversation with emotions, touching, and hugging. Needs feeling/sensitivity contact. Often sensitive and caring about people.

**VAK QUESTIONNAIRE** (continued)

3. \_\_\_\_ **V** - Color coordinated even when dressed casually. Stylish, fashionable appearance, groomed. Seems to know what to wear. Dress is important to influence or impress others.

\_\_\_\_ **A** - Not really concerned about how they look. Some clothes and colors may be worn to evoke a verbal response. Likes clothes to say something and may have sayings or words on them to create discussion. Dress may, at times, be interpreted as provocative, even outlandish.

\_\_\_\_ **KI** - Dresses appropriately for the occasion. Is practical. Clothes have to be comfortable. Dress projects the image they have of themselves.

\_\_\_\_ **KF** - Dresses primarily for comfort. Clothes have to feel good and be loose fitting. Not usually aware if shirt or blouse is out. Likes to loosen tie, open top button of shirt or blouse. Clothes express a feeling of being comfortable. Texture is important.

**VAK QUESTIONNAIRE** (continued)

4. \_\_\_\_\_ **V** - Speaks deliberately and methodically
- \_\_\_\_\_ **A** - Speaks in a manner that is articulate and fast paced.
- \_\_\_\_\_ **KI** - Voice is soft, friendly, and inquisitive.
- \_\_\_\_\_ **KF** - Voice is soft, caring, and concerned.
- 
5. \_\_\_\_\_ **V** - Time focus is on past or historical events.
- \_\_\_\_\_ **A** - Time focus is on the immediate or here and now.
- \_\_\_\_\_ **KI** - Time focus is on the future.
- \_\_\_\_\_ **KF** - Time focus is on the present or current people oriented issues.

**VAK QUESTIONNAIRE** (continued)

For this last question, the choices are V, A, or K. Place an X next to the characteristic that best describes you.

6. \_\_\_\_ **V** - Car, home, office, etc. is a showcase. There is a place for every thing and every thing is in its place. Colors match. There are pictures, recognition plaques, or certificates. Visibly attractive, neat, usually coordinated.

\_\_\_\_ **A** - Car, home, office, etc. is wired for sound and arranged for conversation. Has phones, radios, TV, CB, scanners, and assorted communication devices. May have a bumper sticker on the car. Not necessarily neat. Somewhat disorganized. Prefers a discussion area.

\_\_\_\_ **K** - Car, home, office, etc. feels good. Comfortable, memorabilia, disorderly. Furniture is selected for comfort. Often has a couch in the office, a favorite chair at home, a car seat that goes back for comfort. The office is filled with memorabilia. The car is not cleaned too often. Things are left around the house.

**TOTAL** Please add or total the number of Vs, As, KIs, KFs, and Ks below. For example, if you answered two of the questions by checking a V, put 2 in the blank beside the Vs below. When all of the numbers in the blanks below are added together, your total should equal 6, to correspond with the number of items on the questionnaire.

**TOTAL**

Vs = \_\_\_\_ + As = \_\_\_\_ + KIs = \_\_\_\_ + KFs = \_\_\_\_ + Ks = \_\_\_\_ = 6

**VIDEO NOTES  
IDENTIFYING COMMUNICATION PREFERENCES**

	<u>VISUAL</u>	<u>AUDITORY</u>	<u>K - INTUITIVE</u>	<u>K - FEELING</u>
<u>Traits</u>	quiet cautious conservative accurate	assertive decisive outspoken energetic opinionated controlling	persuasive spontaneous adventurous extroverted trusting sharing	supportive patient calm forgiving attentive
<u>Facial expression</u>	serious	interested	alert	contented
<u>Demeanor</u>	formal	abrupt	courteous	informal
<u>Pacing</u>	deliberate	fast	puts you at ease	calm
<u>Appearance</u>	coordinated fashionable	practical bright	appropriate	relaxed
<u>Focus</u>	things details specifics	here and now events action	future change improvement	people feelings present
<u>Eye movement</u>	up	ear to ear	down	down
<u>Verbs and predicates</u>	see, appear, read, look, clear, imagine	say, talk, tell, speak, hear, listen	feel, sense, respect fair, understand, honest	feel, sense touch, help comfort, caring

**VIDEO NOTES**  
**IDENTIFYING COMMUNICATION PREFERENCES**

**Voice pitch**

V \_\_\_\_\_  
A \_\_\_\_\_  
K \_\_\_\_\_

**Gait of speech**

V \_\_\_\_\_  
A \_\_\_\_\_  
K \_\_\_\_\_

**Sense of urgency**

V \_\_\_\_\_  
A \_\_\_\_\_  
K \_\_\_\_\_

**Planning a vacation**

V \_\_\_\_\_  
A \_\_\_\_\_  
K \_\_\_\_\_

**Buying a car**

V \_\_\_\_\_  
A \_\_\_\_\_  
K \_\_\_\_\_

**Answering machine**

V \_\_\_\_\_  
A \_\_\_\_\_  
K \_\_\_\_\_

**LEARNING ACTIVITY 4  
IDENTIFYING COMMUNICATION PREFERENCES - PART 2  
VIDEO MODELS**

**Instructions:**

1. What is the model's preference?
2. What cues helped you identify their communication preference?

**Model 1 – Glenda’s preference:** \_\_\_\_\_

**Cues:**

**Model 2 – Nate’s preference:** \_\_\_\_\_

**Cues:**

**Model 3 – Tom’s preference:** \_\_\_\_\_

**Cues:**

**Model 4 – Beth’s preference:** \_\_\_\_\_

**Cues:**

## VIDEO NOTES CREATING SYNC ACTIONS

### Neighboring

**V** - moderate, informative  
**A** - low, to the point  
**KI** - moderate, purposeful  
**KF** - high, personal

### Time focus

**V** - past, historical  
**A** - immediate, now  
**KI** - future, visionary  
**KF** - present, current

### Decision making

**V** - slow, cautious  
**A** - rapid, impulsive  
**KI** - spontaneous, intuitive  
**KF** - moderate, cooperative

### Agreement remorse

**V** - possible  
**A** - none  
**KI** - none  
**KF** - yes

### Out of sync

**V** - withdraws, silent, nods a lot  
**A** - takes over, dictates what they want  
**KI** - turns situation around  
**KF** - agrees a lot, "yes"

### Follow up actions

**V** - send letter, allow time  
**A** - telephone ASAP, create options  
**K** - personal note/phone, supportive

### Avoid

**V** - being wrong  
**A** - boredom  
**KI** - repetition  
**KF** - conflict

### Basis of trust

**V** - credibility  
**A** - credentials  
**KI** - contributions  
**KF** - rapport

### Questions

**V** - What do you know?  
**A** - Can you get it done?  
**KI** - Where does this person fit?  
**KF** - Who are you?

**LEARNING ACTIVITY 6  
WHAT I AM GOING TO DO TO CREATE SYNC WITH OTHERS**

**Instructions:**

- 1. Develop a plan for getting in sync with people from your universe of relationships.**
- 2. Share one of your examples in your group and ask group members to add ideas to your strategy. Remember that you are building strategies that will allow you to get your ideas across to others.**

**Person and strategy:**

**Person and strategy:**

**Person and strategy:**

**VIDEO NOTES**  
**VALUES AND COMMUNICATION PREFERENCE**

PREFERENCEVALUESSEARCH**Visual****TRUTH** (accuracy, being right)**KNOWLEDGE****LEARNING** (information, facts, data, detail)**Auditory****LEADERSHIP** (takes charge, takes action)**ACCOMPLISHMENT****WINNING** (achievements, productivity)**Kinesthetic (Intuitive)****JUSTICE** (fair minded, takes a stand)**RESPECT****RECOGNITION** (sense of pride, admiration)**Kinesthetic (Feeling)****INNER PEACE** (internal calmness, peace of mind)**SECURITY****BELONGING** (to be part of something, a sense of purpose)

**LEARNING ACTIVITY 7  
WHAT I AM GOING TO DO TO CONNECT WITH OTHERS**

**Instructions:**

**Using the laminated reference cards, develop a strategy for connecting with people in your universe of relationships. Share your ideas with your group.**

**Person and strategy:**

**Person and strategy:**

**Person and strategy:**

## **Conflict Management**

### **Objectives**

- Focus on issues and not on personal value systems.
- Understand the steps for successful conflict management.

### **Conflict Exercise**

Think about a conflict situation that you were involved in at work. Take a few minutes to write down a few sentences to describe what occurred. It is not necessary to write the names of the individuals involved. Just describe the situation.

What happened to create the conflict?

How did you react to the conflict?

How was the conflict handled?

What were the final results?

## **Notes on the video “Between You and Me: Solving Conflict”**

What are some strategies for effectively managing conflict?

## Checklist for Managing Conflict

- Recognize that there are 2 sides to every story.
- Take responsibility for dealing with the conflict.
- State the problem.
- Be open and honest.
- Ask questions.
- Focus on job-related actions.
- Separate the person from the behavior.
- Listen.
- Ask for feedback.
- Get agreement on the problem.
- Ask to tell your side.
- Give feedback.
- Ask for commitment for the solution.
- Follow up.

**Note:** The order of demonstrating these skills may vary, depending on the needs of the situation.

**CONFLICT VIGNETTES**

**Did they demonstrate these conflict management skills?**

(Check off the skills as you see them demonstrated in the video.)

**Jill**

**Eric**

- Recognize that there are 2 sides to every story.
- Take responsibility for dealing with the conflict.
- State the problem.
- Be open and honest.
- Ask questions.
- Focus on job-related actions.
- Separate the person from the behavior.
- Listen.
- Ask for feedback.
- Give feedback.
- Ask to tell your side.
- Get agreement on the problem.
- Ask for commitment for the solution.
- Follow up.

**Notes:**

**Conflict Management Action Plan  
Worksheet**

*The purpose of an action plan is to provide a method for bringing your conflict resolutions into action.*

Define the conflict:

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Set the goal:

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Problem:

Action:

Deadline: \_\_\_\_\_

Person(s) Responsible for

Actions: \_\_\_\_\_

After you've developed an action plan, make sure you agree on who is carrying out what responsibilities as outlined in the action plan.

<p style="text-align: center;"><b>Conflict Management Action Plan Discussion Questions Worksheet</b></p>
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**Instructions:**

Answer the following questions as they relate to the action-planning process that you and your team just completed.

1. What was the goal for solving conflict?
  
2. Whose support is needed in order for the conflict to be effectively solved?
  
3. What needs to be done to gain the support needed?
  
4. What would "good" results entail?
  
5. If good results are achieved, what needs to be done to make them standard practice for everyone in your organization?
  
6. How can the results of the actions taken be measured?

**Communication and Listening Skills**

**Objective** Upon completion of this training, participants will be able to demonstrate active listening skills.

**Personal Analysis of Listening Habits**

Please fill out the Personal Analysis of Listening Habits below. Please be as honest with yourself as you can.

When you are in a communication situation where you have a listening responsibility, do you:

	Most of the Time	Sometimes	Seldom
1. Position yourself so that you can see and hear the other person clearly?	_____	_____	_____
2. Try to keep an eye on what's going on elsewhere in the room?	_____	_____	_____
3. Continually reflect mentally on what the speaker is trying to say?	_____	_____	_____
4. Develop your response while the other person is speaking?	_____	_____	_____
5. Suspend judgment of the person's appearance and delivery?	_____	_____	_____
6. Interrupt when you disagree or feel the need to challenge a statement?	_____	_____	_____
7. Examine your thoughts for prejudice or bias that may influence your listening?	_____	_____	_____

**Personal Analysis of Listening Habits  
continued**

When you are in a communication situation where you have a listening responsibility, do you:

	Most of the Time	Sometimes	Seldom
8. Cut the person off or let your mind wander once you believe you've captured the person's message?	_____	_____	_____
9. Encourage the person to continue through responses such as "I see" and "uh huh"?	_____	_____	_____
10. Attempt to direct the conversation to the conclusion you desire?	_____	_____	_____
11. Repeat key concepts and essential aspects of the message?	_____	_____	_____
12. Feel the need to have the last word?	_____	_____	_____
13. Listen to the feelings being expressed and reflect those feelings back to the speaker to show that you understand?	_____	_____	_____
14. Let your emotions such as anger, dislike and defensiveness influence your reception of the message.	_____	_____	_____
15. Maintain frequent eye contact with the speaker?	_____	_____	_____
16. Assume you know what the speaker is going to say before he or she says it?	_____	_____	_____

## **Notes from the video “You’re Not Listening”**

**Scene 1: Group meeting at the conference table**

**Scene 2: Computer lessons**

**Scene 3: Comic and member of the audience in the bar**

**Scene 4: Manager in the meeting**

**Scene 5: Job interview for the sales position**

**Scene 6: Joke between 2 in the bar**

**Scene 7: Discussion about relocation on the shop floor**

**Scene 8: Manager and employee discussion**

**Main Points  
from the video “You’re Not Listening”**

- Use attentive body language.
- Use thinking speed wisely.
- Maintain silence—be an observer.
- Avoid prejudice.
- Don’t jump to conclusions.
- Be an active listener.

**How do you let people know you are listening?**

- Give encouraging responses.
- Paraphrase content.
- Reflect feelings.

**Communication and Listening Skills Action Plan:  
Improving My Listening Effectiveness**

1. What are some specific ways I need to use my body language more effectively to show that I'm listening attentively?
  
2. What are some common mental distractions that keep me from paying attention to what someone is saying?
  
- 3a. In what kinds of situations and with what types of people do I tend to talk too much?
  
- 3b. What can I do in those situations to talk less and listen more effectively?
  
- 4a. What are some of my prejudices that can prevent me from listening objectively?
  
- 4b. What can I do to listen more effectively in situations in which my prejudices might get in the way?

**Communication and Listening Skills Action Plan:**

(Continued)

5a. In what kinds of situations and with what types of people do I tend to jump to conclusions or interrupt?

5b. What can I do to avoid doing this?

6a. What three active listening skills will I try to use more frequently?

6b. In what specific job, family or social situations will I practice active listening?

7a. In what other areas do I need to improve as a listener?

7b. What steps can I take to improve my listening in these areas?