

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. **Pages 7 and 9; "Building Effective Relationships" ("Stoppers" portion)**
- Demonstrate the ability to anticipate the reactions, feelings, and behaviors of others in specific situations. **Pages 15-18; "Building Effective Relationships" ("Sync" portion) before "Models"**
- Successfully get thoughts across to others by applying a model for building trust through communication. **Pages 19-22; "Building Effective Relationships" ("Sync" portion during and after "Models")**
- Focus on issues and not on personal value systems. **Page 25; "Between You and Me"**
- Understand the steps for successful conflict management. **Pages 25 and 26; "Between You and Me"**
- Learn how to demonstrate active listening skills. **Pages 29-32; "You're Not Listening"**

Steps

- Introduce the module.
- Show the Overview portion of the Host video.
- Review the discussion points.
- Show the Host video to close the Overview.
- Introduce the Building Effective Relationship segment.
- Show the Host video to introduce the Building Effective Relationship segment.
- Show the video, “Building Effective Relationships,” and facilitate the learning activities associated with this segment.
- Show the Host video to close the Building Effective Relationship segment.
- Introduce the Conflict Management segment.
- Show the Host video to open the Conflict Management segment.
- Show the video, “Between You and Me: Solving Conflict,” and facilitate the learning activities and review the discussion points associated with this segment.
- Show the Host video to close the Conflict Management segment.
- Introduce the Communication and Listening segment.
- Show the Host video to open the Communication and Listening segment.
- Show the video, “You’re Not Listening,” and facilitate the learning activities associated and discussions with this segment.
- Show the Host video to summarize what has been covered in the unit.

Introduction of the Module

Instructions to Facilitators

1. Tell the participants that the last module is called *Business Relations*. Explain that in this module they will learn some interpersonal skills that will be useful in interacting with others in a HACCP environment. Indicate that the content of the module is designed to be used in carrying out the regulatory tasks described in the first 10 modules.
2. Explain that the module has three parts: Building Effective Relationships, Conflict Management, and Communication and Listening. To introduce these three parts or segments, they will first view the Overview segment of the Host video explaining what business relations means and why it is important.
3. Explain that the goal and objectives for the module are listed on page 1 of their Participant Handout. Ask participants to open their Participant Handout to page 2 so that they can follow along with the main points presented in the video.
4. Play the Overview segment of the videotape with the Host for the Business Relations module. Stop at the end of the Overview segment marker.
5. Conduct a brief discussion using the Discussion Points.
6. Explain that the placement of the module allows for practical application of business relations principles in Module 9b, Workshop 2, Scenarios 1, 3, and 5.

Discussion Points

The video introduced the concept of business relations. What groups can you think of that we interact with on a regular basis?

- A. Internal groups include co-workers, the IIC, Circuit Supervisors, District Office Staff, employee organizations such as the National Joint Council, Technical Service Center Staff, Compliance Officers, and other Agency groups such as POB in Minneapolis, Headquarters personnel, etc.
- B. External groups include plant personnel, consumers, state inspection personnel, and state and local public health officials.

Explain that we will be expected to maintain effective business relations with individuals from all of these groups.

Building Effective Relations

Facilitator Instructions

1. Explain that the next segment of the program is called "Building Effective Relationships." Tell participants that the next segment will focus on helping them learn how to create trust in work relationships. First the Host will introduce the segment. Then William Butcher will present the content of the program. Let participants know that you will be stopping the William Butcher video periodically so that they can complete activities that are intended to reinforce their learning.
2. Ask participants to open their Participant Handouts to follow along with the points presented in the videos.
3. Play the Host video segment that introduces "Building Effective Relationships."
4. Play the William Butcher video "Building Effective Relationships." Stop and conduct the Learning Activities after each stopping point on the video.
5. At the conclusion of the William Butcher video, insert the Host video and play the closing remarks for "Building Effective Relationships."

Learning Activity Scripts

Learning Activity 1

Mr. Butcher just asked us to construct our own universe of relationships. Turn to page 5 of your Participant Handout. In a few minutes, I am going to ask you to map out your universe. The instructions call for you to identify 4-5 people. Try to think of people you must work with in implementing the Pathogen Reduction/HACCP rule. Think about some of the people you've been interacting with as you implemented the SSOP portion of the HACCP rule. We are going to be referring back to these as we go along. So, it may be helpful if you put some initials or names beside them so you can remember whom each one of them represent. You don't have to show your universe to anyone else. Do you have any questions? (Pause briefly for questions.) Remember to pay attention to the size of the circle and how close you draw the circle to you in the center. Ok, please draw your universe of relationships.

(Note: Some people may report having problems in identifying specific people. Encourage them to think of people such as their supervisor, someone in the District Office, plant personnel, etc.)

(After approximately 5 minutes have passed—)

What did you learn from mapping your universe? Would some of you share what you came up with? (Listen to the comments.) How do you feel about the persons who are in the outer space of your universe? Most of us learned that we can improve our relationships—and that there are some important relationships to be improved. We will return to this later in the program. We'll use it to help you understand your own preferred style of communicating and how to build trust.

Set your answers aside and let's go on to see what else Mr. Butcher has to say about building effective relationships. He will be covering the types of people in your universe of relationships, your comfort zone, and communication stoppers. I suggest that you use your Participant Handout to take notes, because we will be using the information Mr. Butcher covers in our next activity. There is space in your Participant Handout for you to take notes on pages 6, 7 and 8.

(**Start** the video and let it run until you reach the second stop. A frame will say, "Stop the tape.")

Learning Activity 2

(Note: These are questions to stimulate thinking. Pause briefly to allow for some answers.) Can you relate to the "I Wills," "Maybes," and "I Won'ts"? How about the comfort zone? How many of you think you are going to have to step outside of your comfort zone to be effective in building and maintaining effective business relations? (Raise your hand, and participants will probably follow.) Remember that conflict is normal and natural in a regulatory environment and that it often goes along with change. How about the communication stoppers? Can you think of times when these stoppers have blocked your ability to build effective relationships?

Let's explore the issue of stoppers. Most people find it easy to identify what the *other* person is doing to stop effective communication, but find it difficult to identify what they personally contribute to stop effective relationships. In many cases with the "I Won'ts," you have a stand off. The relationship is not working for either person. It takes someone to step outside of his or her comfort zone and make the first move. We cannot control what the other person is doing. We *can* take initiative and take that step outside of our comfort zone to make the relationship better. Eliminating communication stoppers will help us maintain our professional image, credibility, and effectiveness.

Let's take some time to apply what we have learned. We're going to do this in two steps. For step 1, turn back to your universe of relationships on page 5 in your Participant Handout. Hopefully you can identify the persons that you drew in the universe. I would like for you to mark each person in that universe as an "I Will," a "Maybe," or an "I Won't." Then turn to page 9 in your Participant Handout and write down communication stoppers that have prevented you from building an effective relationship with that person. Try to do this for every "Maybe" and "I Won't" in your universe.

(After approximately 5 minutes have passed—)

Say: What did you learn? Do you see any patterns? For example, are the communication stoppers you listed similar for several people, or are they different? (Pause and let several people answer.)

Now, please find someone to pair up with. Spend a few minutes with your partner to talk about what you can do to focus with your "Maybes" and "I Wills." It's not important for your partner to know who these people are—but you may want to share some of the communication stoppers you have identified. Partners, feel free to add your ideas about how focus can be achieved. For example, if your stopper is **problems**, what will you do to focus on solutions? Do you have any questions? Take about 4 minutes each. You may begin.

(After approximately 4 minutes have passed, tell the group to finish one round and start the other. After approximately 8 minutes—)

Did you get some good advice from your partner? What are some of the ideas you shared with your partner? For example, what could we do to eliminate the stopper of ego? (If time permits, continue the discussion until you have covered all of the stoppers.) What will happen to your credibility and effectiveness if you are able to eliminate communication stoppers?

We've learned about the first step in building effective relationships—that is focus. Let's continue the video and learn how to get in sync with others.

(Start the video. Stop when you see the frame that says, "Stop the video.")

Learning Activity 3

Mr. Butcher introduced the 4 communication preferences. They are:

- Visual
- Auditory
- Kinesthetic feeling
- Kinesthetic intuitive

One thing Mr. Butcher failed to mention was that we have and use all four preferences, but usually have a preference for one or two. We choose to use that preference because it is comfortable for us.

Let's take the first step in developing sync by identifying your own communication preference. Turn to page 10 in your Participant Handout that says, "Identifying Communication Styles (VAK)," across the top. Take about 5 minutes to answer these questions about yourself. The questionnaire ends on page 14. When you've finished answering the questions, go ahead and total them on Page 14. There are 6 questions, so your total of the Vs, As, KIs, KFs, and Ks should equal 6. Please answer the questions.

(Circulate and answer questions if necessary. People should check the first choice that comes to their mind.)

(After 5 minutes have passed—)

What did you find? Are there any surprises? You will notice that we are usually not a "pure" type, in that we may have more than one preferred style for communicating. Mr. Butcher is going to explain each of these types in more detail. First, he will talk about your scores on the VAK questionnaire. He will say, "6 zero." That refers to your totals for V, A, KI, KF, and K on page 14 of your Participant Handout. Then, he will explain each preference in detail. Turn to pages 15 and 16 in your Participant Handout and you will see a section for notes on identifying communication preferences. At the end of this segment, you will see some models who will demonstrate the different communication preferences. When we come to this segment, we will stop the tape and talk about each model and their communication preference. You can follow along with Mr. Butcher as he explains how to identify communication preferences on page 15, and make notes on page 16.

(Start the video. Mr. Butcher will cover how to identify the visual, auditory, kinesthetic intuitive, and kinesthetic feeling communication preferences. He will cover what they take photographs of on vacation, what they think about when buying a car, and what they put on their answering machine. Then the first model will appear. Stop the video when you see the instructions to “Stop and discuss.”)

Learning Activity 4

We’ve heard from Mr. Butcher what cues to watch for in identifying the four communication preferences. You saw Glenda, the first model, as she talked about her reaction to change. Turn in your Participant Handout to page 17 that says Identifying Communication Preferences. Take a minute and think. What do you think her communication preference is? (Pause briefly for the audience to answer.) Glenda's style is kinesthetic feeling. What cues did you use to identify her style?

(Pause and let several people answer. Some cues that are likely to be mentioned include:

- Talks about feelings
- Slow-paced
- Focuses on people
- Relaxed posture
- Concerned about belonging
- Likes to be near people)

Let’s see some of the cues that were highlighted, and go on to watch the next model.

(Start the video. The next model, Nate, will take 2-3 minutes. Stop the tape when you see the frame that says, “Stop and discuss.”)

What do you think Nate's communication preference is? (Pause briefly for the audience to answer.) His style is auditory. What cues did you use to identify his style?

(Pause and let several people answer. Some cues that are likely to be mentioned include:

- Fast-paced
- Wants to get things done now
- Action-oriented
- Wants to talk about it
- Gives quick, short answers
- Not interested in taking time to read materials)

Let's see the highlighted cues, and watch the third model.

(Start the video. The third model, Tom, will take 2-3 minutes. Stop the tape when you see the frame that says, "Stop and discuss.")

What do you think Tom's communication preference is? (Pause briefly for the audience to answer.) His style is visual. What cues did you use to identify his style?

(Pause and let several people answer. Some cues that are likely to be mentioned include:

- Interested in facts and details
- Wants to know why
- Talks about the past
- Formal posture)

Let's see the highlighted cues, and watch the fourth model.

(Start the video. The fourth model, Beth, will take 2-3 minutes. Stop the tape when you see the frame that says, "Stop and discuss.")

What do you think Beth's communication preference is? (Pause briefly for the audience to answer.) Her style is kinesthetic intuitive. What cues did you use to identify her style?

(Pause and let several people answer. Some cues that are likely to be mentioned include:

- Wants personal involvement
- Interested in fairness
- Energetic
- Focused on the future
- Avoids repetition)

Let's see the final set of highlighted cues.

(Start the video. Immediately after the cues, Mr. Butcher will continue with a brief segment. Stop the video when you see the frame that says, "Stop the tape.")

Learning Activity 5

Let's apply this to our own work settings and see how we can identify others' communication preferences. Turn back to your universe of relationships on page 5. Pick out one or two people—those who are important to you. Pick people you feel are different than you—people who are the “I Won'ts” in your universe. With these people in mind, turn to the questionnaire that you completed to identify your own communication style. Spend a few minutes answering the questions for each of the persons you have selected. When you finish, turn back to your universe and write in their communication preference as you have identified it. Do you have any questions? (Pause briefly for questions. Take about 10 minutes to do this.)

(After 10 minutes—)

What did you find? (Note: Most people will say that their “I Won'ts” or “Maybes” are completely different in their communication preference than they are. However, some people may say they are having communication difficulties with someone who has the same communication preference as they do. One possibility is that it is easier for them to see traits that are similar to their preference, and they might have misidentified the other person's communication preference. Another possibility is that they share one communication preference, but a secondary preference is not shared, and it is that preference that is causing the difficulties.)

Can you see how identifying another person's communication preference can help you anticipate their feelings and reactions?

(Possible break: Consider taking a break at this point in the program.)

Let's watch the next segment of the William Butcher video that covers what we need to do to get in sync with others. Page 19 in your Participant Handout has notes on creating sync. We will use that information in our next activity.

(Start the video. Mr. Butcher will cover how to get in sync with each of the four communication preferences. Stop the video when you see the frame that says, "Stop the video.")

Learning Activity 6

(**Handout** the laminated reference cards.)

It's time to put some of what we have learned into practice. Turn to page 20 in your Participant Handout that says, "What I Am Going to Do to Create Sync." Use the people from your universe that you worked on in the previous activity when you identified their communication preference. Spend about 5 minutes developing a plan for getting into sync with each of them. You can refer to the notes on page 19 to help you and the reference cards I just handed out. Do you have any questions? OK. Begin.

(After 5 minutes have passed—)

In a few minutes, I'm going to ask you to get in small groups. While in your groups, I would like for each of you to share at least one of your examples. Remember that you don't have to share the name of that person - just their communication preference. Tell the group what you are planning to do to create sync with that person. Then see if the group has other ideas they can share that would help you as you develop your plan to create sync. We'll take about 20 minutes for this exercise. Don't spend too much time on one example. You may begin.

(After 5 minutes say, "You should be finishing with one example and moving on to the other example.")

(After 10 minutes have passed say, "You should be finished with two examples.")

(After 20 minutes have passed—)

Did you get some good ideas about developing sync? What would you do to develop sync with someone who has an Auditory preference? (Continue the discussion until you have covered all 4 preferences. You can ask persons who have the preference you are covering to raise their hands. They could serve as a resource for others who would like additional feedback on their plan to develop sync with persons who have that preference.)

We are ready to cover the final step in building effective relationships—that is, connecting with others. There is space in your Participant Handout to take notes on page 20.

(Start the video. Note: This is Tape 2 of William Butcher. Stop when you see the frame that says, "Stop the tape.")

Learning Activity 7

It is important to consider others' values when we are working to build effective relationships and leading change. I would like for you to go back to the groups you were in during the previous activity and take some time to talk about how you will establish connection with persons in your universe. Use the notes on page 21 to help you. Also, use page 22 in your Participant Handout that says, "What I am going to do to connect with others," to take notes as you discuss your plans with your group. You'll have 15 minutes to do this. When you have finished, we will watch the final segment of the video.

(After 15 minutes—)

Did you get some good ideas from your group members on connecting with others? How would you connect with someone who has a Kinesthetic Feeling preference? If you have a lunch bunch or hold office meetings, you had better include them, because if you don't, you are violating their value of belonging or security. (Review each preference and talk about how to satisfy the value systems. For example, to connect with Visuals, share information or help them find it. For an Auditory, work with them to help get things done, or get out of their way! Name them to lead a group if you want results. With a Kinesthetic Intuitive, tell them specifically what you appreciate about their work. Be sure they feel things are fair.) Let's watch the last segment of the Butcher video.

(View final segment of video. Then play the next segment of the Host video, which summarizes the points covered in "Building Effective Relationships.")

Conflict Management

Facilitator Instructions

- Introduce the segment by explaining to participants that they will now view the videos and participate in activities for the segment on Conflict Management. Direct participants to page 23 of their Participant Handout.
- Play the segment of the Host video that introduces Conflict Management.
- Ask participants if they have ever had conflicts at work. Ask them how conflicts affect their business relations. Explain that conflict is a normal part of working in a regulatory environment which cannot be avoided. Explain that the training is intended to help participants handle conflict professionally and effectively.
- Complete the Learning Activity 1 for Conflict Management (Conflict Exercise).
- Explain to participants that they will view the video “Just Between You and Me: Solving Conflict.” Let them know that they can follow along and take notes on the video by looking at their Participant Handout. Play the video. Stop before the vignettes are shown.
- Complete the Learning Activity 2 for Conflict Management (Check on Conflict Exercise).
- Explain that the next segment of the video contains some vignettes or examples of conflict. Ask participants to refer to the Checklist for Conflict Management as they view the vignettes.
- Play the video “Just Between You and Me,” showing the vignettes. Stop the video after each vignette and use the Questions for Discussion to go along with each of the vignettes.
- Explain to participants that there is an Action Plan in their Participant Handouts on pages 27 and 28 that they can use when they are dealing with a real conflict situation. Explain that there is no practice with the action plan because all parties involved in the conflict need to be involved in developing the action plan.
- Play the Host video to close the Conflict Management segment.

Learning Activities

1. Conflict Exercise (before showing the “Just Between You and Me” video): Ask participants to open their Participant Handouts to the section that covers Conflict Management beginning on page 23. Ask them to complete the section that asks them to describe a conflict they have been involved with that has occurred at work on page 23. Explain that they will come back to the descriptions later. Ask them to set the description aside to watch the video “Just Between You and Me.” (10 minutes)
2. Check on Conflict Exercise (after showing the “Just Between You and Me” video): Ask participants to take a few minutes to compare their conflict description they completed before viewing the video with the Checklist for Conflict Management on page 25 of their Participant Handout. Ask participants to share their observations. For example, what skills did they learn from the video that are outlined in the Checklist that would help them deal with their conflict? (10 minutes)

Questions for Discussion

Ask these questions after you see the “Stop and Discuss” note appear on the screen.

Vignette 1: What’s going on here? For the next video segment, let’s use the Checklist on page 26 to keep track of how Jill and Eric manage conflict.

Vignette 2: Let’s look at the checklist. What did you see Jill do to manage conflict? What did you see Eric do?

Vignette 3: What would you do now to resolve the conflict? (Note: Eric has clammed up.)

Vignette 4: What did you see Jill do to manage conflict? How did she do it? What did you see Eric do to manage conflict? How did he do it?

Vignette 5: What step in the checklist did they just cover? (Answer: Action planning) Do you see any problems with how the discussion is going? (Answer: Jill is not involving Eric. This is the same problem they have been discussing throughout the vignette.)

Note: After vignette 6, the video ends. Play the Host video to close the segment.

Communication and Listening Skills

Instructions to Facilitators

1. Introduce the final segment of Module 11, Communication and Listening Skills. Explain that listening skills provide the foundation for all communication skills. Indicate that this segment could have been the first segment, but was placed at the end of the module to emphasize its importance.
2. Play the Host video to introduce the unit.
3. Ask participants to complete the Personal Analysis of Listening Habits on pages 29 and 30 of their Participant Handout.
4. Explain that participants can compare their results with the information that is shared on the videos.
5. Explain that the setting of the next video is in a comedy club. Indicate that the narrator uses his experience and examples from work to illustrate the importance of good listening skills. Ask participants to take notes on page 31. Play the video "You're Not Listening."
6. Conduct the Learning Activity for the Listening Skills segment.
7. Use the Discussion Points to highlight key points in the segment.
8. Explain to participants that there is an action plan on pages 33 and 34 that they can complete later to help improve their listening skills.
9. Play the Host video to close the entire module.

Learning Activity

After the conclusion of the “You’re Not Listening” video, ask participants to take a few minutes and compare their results of the Personal Analysis with the concepts presented in the video. Ask them what kind of results they would get if a friend, co-worker, or family member answered the questions about them.

Discussion Points

1. In Scene 1, a management presentation, in what ways do some of the people show they’re distracted and not paying attention? *Possible responses:* wandering eyes, crossed arms, and not facing the speaker.
2. What are some ways you can use attentive body language to show you’re listening? *Possible responses:* Face the speaker, make frequent eye contact, and keep your eyes focused. Lean slightly toward the speaker to convey interest. Avoid fidgeting or looking at your watch.
3. In Scene 2 where the manager explains the computer program, what prevents the employee from hearing some crucial information? How does the employee correct this mistake? *Possible answers:* The employee’s mind keeps wandering. To prevent this, the employee learns to use her thinking speed constructively. She asks herself questions about the information she’s hearing and compares it to what she already knows.
4. In Scene 4 where the manager can’t control his mouth, how does his bad habit impair his managerial effectiveness? *Possible answers:* He fails to benefit from the experience and ideas of his colleagues.
5. How can you overcome a tendency to talk too much? *Possible answers:* Stay silent and think of yourself as an observer.
6. In Scene 5, what prevents the personnel manager from listening effectively to the applicant for the sales position? How can this listening error be overcome? *Possible answers:* The manager’s prejudice gets in the way of his listening. The keys to overcoming this listening error are: 1) to become aware when prejudice is interfering with listening and 2) to listen to the words, not to who’s saying them.
7. In Scenes 6 and 7, what prevents both the club owner and the shop employee from listening effectively? What is the key to overcoming this bad listening habit? *Possible answers:* They jump to conclusions and interrupt. To avoid this habit, hear the other person out. Suspend value judgments until the person is finished.

8. In last scene (Scene 8), what three active listening skills does the manager learn to use? *Possible answers:* He learns to give encouraging responses, paraphrase content and reflect feelings.
9. Why is it important to be an active listener? *Possible answers:* By listening actively, you draw out other people and obtain information that is more complete, in-depth and useful than you would obtain by listening passively. You also let people know that you hear and understand them without directing the conversation. This is much more satisfying to them than wondering if their message got through.