



# REPRODUCIBLE TRAINING LIBRARY

Customizable Soft-Skills Courseware

## Developing Positive Relationships at Work



Instructor Guide

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## Instructional Design and Learning Philosophy

*We are committed to providing the best core-skills content possible for instructor-led training (ILT). The following principles are applied in the development of programs:*

### **Sound Instructional Design**

*All course content is developed using a variety of research techniques. These include:*

- *Brainstorming sessions with target audience*
- *Library research*
- *Online research*
- *Customer research (focus groups, surveys, etc.)*
- *Subject matter experts (SMEs)*
- *Interviews with trainers*

*Expert instructional designers create imaginative and innovative solutions for your training needs through the development of powerful instructional elements. These include:*

- *Learning objectives provide effective tools for managing, monitoring, and evaluating training.*
- *Meaningful connections between the topic and students' past, present, and future*
- *Appropriate organization of essential ideas helps students to focus on what they need to know in order to learn.*
- *Modeling techniques demonstrate useful behaviors and problem-solving skills.*
- *Active application, the cornerstone to learning, helps students immediately apply what they have learned to a real-life situation.*
- *Consistent instructions and design help students learn and retain new information.*
- *Accelerated learning techniques create interactive, hands-on involvement to accommodate different learning styles.*

### **Application of Adult Learning Styles**

*Adults learn best by incorporating their personal experiences with training and by applying what they learn to real-life situations. Our experienced instructional designers incorporate a variety of accelerated learning techniques, role-plays, simulations, discussions, and lectures within each course to appeal to all learning styles and ensure that the ideas and information will be retained.*

## Instructional Design and Learning Philosophy (cont.)

### Customizing Your Program

*There are two ways you can customize this program: 1) Customize the content and 2) Customize the format.*

*Customizing the content is easy. The Instructor Guide and Participant Guide are created in Word, so you can simply modify the content just as you would any Word document. Some common reasons for customizing content include:*

- *Changing examples to fit your industry or work environment*
- *Modifying content to match work rules and procedures*
- *Adding, deleting, or rearranging content to meet training time constraints*

*The other way to customize the program is to change the formatting. Typically, organizations will do this to add their corporate logo and/or colors, or it may just be an issue of personal preference. Again, treat the Instructor Guide and/or Participant Guide as you would any Word document. The styles used in this document are labeled HRDQ in the Quick Styles tab. For additional help using Word, consult the Microsoft website.*

### Preparing for the Training

*As you know, preparation is the key to conducting effective training. Here are some issues to consider:*

#### **Logistics**

- *Advertise the training with enough advance notice that participants can block it out on their calendars. Consider contacting potential participants' managers to encourage their attendance.*
- *Send a confirmation notice before the training reminding participants of the date, time, and location.*
- *Room setup: Ideally, use round tables to facilitate partner and small group interaction.*

#### **Equipment and Supplies**

*In order for the training to go smoothly, have these supplies and equipment on hand:*

▪ <i>Name tags</i>	▪ <i>Pens or pencils</i>
▪ <i>Flip chart and markers, tape</i>	▪ <i>Beverages and snacks (optional)</i>
▪ <i>Laptop with projector (for the PowerPoint)</i>	▪ <i>Water for yourself and the participants</i>
▪ <i>Timer or watch</i>	▪ <i>Squeaky toys, blindfold</i>
▪ <i>Pads of sticky notes, blank paper</i>	

Please note: Only the pages highlighted in yellow below are those featured in this preview.

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## Module One



**Unite around a  
Common Mission**

## Course Objectives

*Successful completion of this course will increase your knowledge and ability to:*

- ◇ *Base every working relationship on a common purpose.*
- ◇ *Demonstrate actions that build trust and avoid those that erode trust.*
- ◇ *Model the positive relationship behaviors you seek in others.*
- ◇ *Manage, not manipulate, relationships.*
- ◇ *Implement strategies to improve or survive relationships.*
- ◇ *Set boundaries and stand your ground.*

### *Trainer Notes*

*5 minutes*

*Introduce yourself and provide a brief background if participants don't know you. Go over logistics (schedule, breaks, restrooms, etc.) and any ground rules for the day. Typical ground rules include no electronics in use, show respect for every participant, participate fully, no dominating or interrupting, etc.*

*Review the course objectives with participants.*

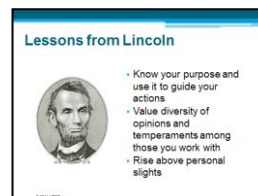
Developing Positive Relationships at Work

#### Course Objectives

- Base every relationship on a common purpose
- Demonstrate actions that build trust and avoid those that erode trust
- Model the positive relationship behaviors you seek in others
- Manage, not manipulate, relationships
- Implement strategies to improve or survive relationships
- Set boundaries and stand your ground

## Lessons from Lincoln

- ◇ *Maintain steadfastness of purpose.*
- ◇ *Value diversity of opinions and temperaments.*
- ◇ *Rise above personal slights.*
- ◇ *Share credit for your success.*
- ◇ *Acknowledge your errors and fix your mistakes.*
- ◇ *Connect to the larger public.*



*Seward eventually became Lincoln's most loyal supporter and said Lincoln's "magnanimity is almost superhuman." Share credit for success with others so that they feel part of the mission. This also creates a reservoir of good feeling. Acknowledge your errors and take responsibility for your actions. Find a way to fix mistakes. Most importantly, learn from them. Connect to the larger public: This may be other groups or units in your organization, customers, vendors or suppliers, the community, or even competitors.*

### Activity

*Trainers: Refer to the appendix for instructions.*

*Insights from the activity:*

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*"A house divided against itself cannot stand."  
Abraham Lincoln*

### Trainer Notes

*20 minutes*

*Set the stage for the program by sharing some insights about Abraham Lincoln's approach to developing and managing positive relationships. Note: These come primarily from Team of Rivals by Doris Kearns Goodwin and Lincoln on Leadership by Donald T. Phillips.*

*Steadfastness of purpose: The Constitution and Declaration of Independence were Lincoln's inspiration and the source of his mission. This steadfastness of purpose motivates others to overcome petty rivalries.*

*Value diversity of opinions and temperaments: Surround yourself with people who can argue with you and question your assumptions. In addition, creating relationships with people whose temperaments differ from your own will contribute to a comprehensive perspective.*

*Rise above personal slights. Put personal feelings aside and don't allow wounds to fester. William Seward, Lincoln's secretary of state, challenged Lincoln, but instead of dismissing him, Lincoln asserted his position, wrote it down, and then decided to speak to Seward about it rather than simply sending him a letter (email in today's world).*



## Build Trust

What makes you trust someone? What makes someone trust you?

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### Integrity

- ◇ You say what you mean and mean what you say.
- ◇ You are transparent. You show that you don't have anything to hide.
- ◇ You maintain confidentiality when appropriate.
- ◇ You know what your values are, and your daily habits and actions support them.

### Consistency

- ◇ Your behavior is predictable.
- ◇ Your intent, words, and actions are congruent.

### Confidence

- ◇ You give others more responsibility and autonomy.

### Concern

- ◇ You show understanding, compassion, and empathy for others.
- ◇ You stand up for others.

### Time

- ◇ Trust is earned over time.

"I destroy my enemies when I make them my friends."

Abraham Lincoln



#### Trainer Notes

10 minutes

Begin the discussion on trust by asking participants to answer the question, "What makes you trust someone?" Allow a couple minutes for participants to think about their answers, then discuss as a group. Some thoughts: Trust may come from spending time with someone and hearing your instinct telling you the person is trustworthy. Trust may come from talking and sharing enough information to know you share common values.

Trust may come from looking up to someone in a position of authority or status. Trust may come from looking at someone's credentials or qualifications. And so on.

Trust is built on integrity, consistency, confidence, concern, and time.

*Integrity:* Show that you don't have anything to hide.

*Be trustworthy in small things, and you will be trustworthy in the big things.*

*Confidence:* When you give trust, you gain trust.

*Time:* Think of trust as an investment that grows in worth over time. You may extend someone a small trust "line of credit" initially and allow it to grow over time.

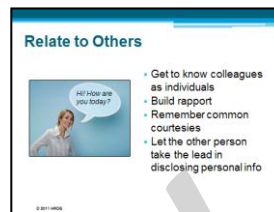
## Relate to Others

### Get to know colleagues as individuals

- ◇ Meet face to face.
- ◇ Share a meal.
- ◇ Remember birthdays.
- ◇ Find out interests, hobbies, etc.

### Build rapport

- ◇ Smile, make eye contact, and say hello.
- ◇ Use a friendly tone of voice.
- ◇ Find common areas of interest.
- ◇ Respect their time.
- ◇ Have fun together.



#### Trainer Notes

5 minutes

*Introduction to this module: One of the best ways to develop positive relationships is to model the behavior you want. And it begins with relating to others as individuals.*

*Get to know your colleagues as individuals: Spend face-to-face time together when possible. Share a meal. Find out their birthdays (and then acknowledge them). Ask about their interests and hobbies. Note: You will have to gauge how much the other person wants to disclose about his or her personal life, so don't probe too deeply—let the other person take the lead in how much information he or she wants to share.*

*Build rapport: Sometimes, we get so busy at work we forget common courtesies, such as smiling and saying hello in the morning. Speak in a friendly tone of voice, ask open-ended questions, and find common areas of interest. Self-disclosure speeds up this process—when you share something about yourself, that makes it easier for the other person to share and more likely that he or she will.*

*Show someone you respect them by respecting their time—ask if this is a good time to talk, if they have ten minutes to talk, etc.*

#### **Email: Helpful or Harmful?**

*Email is an important and necessary communication tool. It provides a quick way to keep people in the loop. However, it is essentially one-way communication and therefore allows the potential for misunderstanding, which can negatively affect a relationship. There is no immediate feedback or interaction, and no nonverbal context clues, such as tone of voice or body language, to help the receiver interpret the message accurately. Therefore, when you write an email, read it over before you send it. Look for places where it might be misinterpreted; for example, if you intend a remark to be humorous, make sure the humor is crystal clear.*

*"I don't like that man. I must get to know him better."*

*Abraham Lincoln*

## Face Differences Directly

### Be willing to work through issues

- ◇ Acknowledge; don't ignore or deny.
- ◇ Listen without defensiveness.

### Use tactful assertiveness

- ◇ Express needs clearly.
- ◇ Avoid overreacting.
- ◇ For important issues, rehearse what you plan to say.
- ◇ Listen as well as talk.
- ◇ Realize that most people want to be reasonable.

### Resolve conflict productively

- ◇ State the undesirable situation or behavior objectively.
  - Voice criticism in terms of the organization's concerns. "I'm concerned that consistently turning in the budget analysis late prevents us from gaining a competitive advantage."
- ◇ Avoid labeling or judging.
  - Wrong way: "You're not a team player and you want to make the rest of us look bad."
  - Right way: "You didn't participate in the meeting when we decided on a new procedure to complete the budget analysis, and then you criticized our choice without suggesting an alternative."
- ◇ Describe future expectations.
  - Right way: "Your input is valuable. However, it is most useful when we are reviewing and making decisions, not after the decision has been made. If you have a criticism, please share it with the team instead of complaining about the team's decision after the fact."
- ◇ Gain commitment or agreement.

**Resolve Conflict Productively**

- State the undesirable situation or behavior objectively.
- Express criticism in terms of the organization's concerns.
- Avoid labeling or judging.
- Describe future expectations.
- Gain commitment or agreement.

#### Trainer Notes

10 minutes

*The best approach when dealing with a conflict and maintaining a positive relationship is tactful assertiveness.*

*State your needs clearly, and go in with a positive attitude—decide that most people want to be reasonable.*

*If you have a criticism, express it in terms of the organization's concerns. That will help show your intentions are not to criticize another person, but to improve the overall performance and success of the organization.*

*Gain commitment. Getting the other person to agree to your expectation verbally doesn't guarantee he or she will stick with it, but it does improve the chances.*

*Note: The conflict we're focusing on here is issue-based, not personality-based. In a later module, we will discuss confrontations that get "personal"—when the issue has become tied up with the person. Again, in this module we're discussing behaviors to demonstrate and model that help develop and maintain positive relationships.*

#### Face Differences Directly

- Be willing to work through issues.
- Use tactful assertiveness.
- Maintain a positive attitude.
- Realize most people want to be reasonable.



## Values Assessment

*Instructions: Think about one important relationship you have at work. Thinking of that person, read each statement and circle the number that most closely reflects your perceived level of agreement with the other person using the following scale: 1=We completely disagree; 2=We usually disagree, 3=We usually agree; 4=We completely agree.*

1. We see eye to eye about meeting behaviors.	1 2 3 4 NA
2. We see eye to eye about how to distribute the workload.	1 2 3 4 NA
3. We see eye to eye about the level of service to provide customers, both internal and external.	1 2 3 4 NA
4. We see eye to eye about how much information to share.	1 2 3 4 NA
5. We see eye to eye about how to communicate with each other.	1 2 3 4 NA
6. We see eye to eye about how often to communicate with each other.	1 2 3 4 NA
7. We see eye to eye about the level of quality we expect from each other.	1 2 3 4 NA
8. We see eye to eye about keeping promises.	1 2 3 4 NA
9. We see eye to eye about meeting established deadlines.	1 2 3 4 NA
10. We see eye to eye about how to resolve disagreements.	1 2 3 4 NA

*Look at your one or two lowest scores and describe the behaviors that justify your score.* \_\_\_\_\_

*Next, describe how you might close the gap or overcome the values difference to work better together.* \_\_\_\_\_

### Trainer Notes

15 minutes

*Activity: Values assessment. As we've seen throughout the program, one key to developing positive relationships is sharing values. Allow several minutes for participants to read the instructions and complete the values assessment.*

*Have participants work in small groups to brainstorm suggestions for what to do to overcome values differences to work better together. Debrief by having participants share examples. Here's an example: Let's say someone scored #7 as 2 ("We usually disagree about the level of quality we expect from each other"). The behavior that demonstrates is that the other person delivers documents with typos and thinks it's okay. To close the gap or overcome the difference, have a conversation with the other person and state your standards—if it's 100% accuracy and quality you expect, say so. Then, gain the other person's commitment. If the other person doesn't agree to your standard, you need to develop another strategy. Perhaps you will decide to proof every document yourself (keeping in mind your common purpose, which is the success of the organization).*

*Encourage participants to go back to this assessment as a starting point to actively manage other relationships.*

## Try to Improve It

### Identify underlying issues

- ◇ *Make a list of what's bothering you.*
- ◇ *Separate the symptoms from the issue.*
  - *Symptom: He speaks to me in a condescending manner.*
  - *Issue: I believe he thinks I'm stupid.*
  - *Symptom(s): \_\_\_\_\_*  
\_\_\_\_\_
  - *Issue: \_\_\_\_\_*  
\_\_\_\_\_
- ◇ *Typical issues in a deteriorating relationship:*
  - *Loss of status or security*
  - *Self-image or self-esteem challenges*
  - *Fear of rejection*
- ◇ *Use a nonjudgmental approach: How would a level-headed, sensible, reasonable person think or feel in this situation?*



### Make sure you're not the problem

- ◇ *Blaming, judging, or stereotyping*
- ◇ *"Mind reading" (making assumptions)*
- ◇ *Needing to be "right" or "win"*
- ◇ *Faulty assumptions:*
  - *Their gain is my loss.*
  - *Competition is always good.*
  - *Live for the moment.*



*Needing to be right or being defensive. If you feel the other person is entirely in the wrong or has no redeeming qualities, then your attitude is part of the problem. Faulty assumptions, such as there's no such thing as a win-win situation (one person must lose if the other wins), competition is the only way to get ahead in the workplace, living for the moment (decisions should be made for short-term gain).*

### Trainer Notes

10 minutes

*If you're dealing with a bad relationship at work, you basically have two choices: try to improve it or try to survive it. Leaving it is not really a choice—assuming this is someone with whom you have to interact to get work done.*

*If you're going to try to improve it, begin by identifying the underlying issues. Chances are, the issue will have to do with your sense of well-being: your level of self-esteem, sense of security, fear of rejection or loss of status, and so on.*

*Activity: Think of a "sour" relationship you have (or had) at work and identify the symptoms and the issue. Since this is personal, participants may choose not to share.*

*As you analyze the relationship, consider what a level-headed, sensible, reasonable person would think or feel in this situation.*

*Does the other person feel threatened in some way? And are you contributing somehow to his or her perception? Make sure you're not the problem, or not adding to the problem, by exhibiting any of these traits or behaviors: blaming, judging, stereotyping, "mind reading" (making assumptions).*

## Try to Survive It

### Set boundaries

- ◇ *Decide for yourself what your boundaries are.*
  - *Example 1: You won't check email, voice mail, or text messages after 6:00 p.m.*
  - *Example 2: You're tired of being disrespected, and when your boss yells at you, you feel disrespected.*
- ◇ *Clearly communicate your boundaries.*
  - *Example 1: "It's important to me to reserve evenings for my family. If you call or text me after 6:00, I will answer you first thing in the morning."*
  - *Example 2: "When you shout or swear at me, I feel disrespected. I will talk with you when you are calm."*
- ◇ *Develop an assertive response when your boundaries are crossed.*
  - *Example 1: Follow through—don't answer your phone (or even turn it off!) and don't check email after 6:00 p.m.*
  - *Example 2: Calmly remind the person of your boundary ("I will not participate in a shouting match") and walk away.*

### Activity: Set your boundaries

*Instructions: Using the space below, write down some places where you need to set boundaries or need to communicate more clearly what your boundaries are.*

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#### Trainer Notes

10 minutes

*If the relationship isn't important enough to try to fix or will just take more effort than you have to give at the moment, you may choose to survive it without working to improve it.*

*Your main goal will be to set boundaries around the relationship or behavior that bothers you.*

*Decide what your boundaries are. Be realistic.*

*Communicate: Clearly state your boundaries to others. State your reasons but don't make excuses.*

*Develop an assertive response when your boundaries are crossed. Think about this ahead of time so you are prepared in the moment.*

*Activity: Allow several minutes for participants to think about some boundaries they need to set at work. Some common categories: work/life balance issues, how people treat you, workload or how work is assigned, etc.*

#### Try to Survive It

- Decide what your boundaries are.
- Clearly communicate your boundaries.
- Develop an assertive response.



## Best Attitude

### How to form positive expectations

- ◇ *Develop self-awareness to recognize negative expectations.*
  - *If you're feeling negative and unproductive, it's an indication that you've been thinking negative thoughts unconsciously.*
  - *If you're feeling positive and productive, it's an indication that you've been thinking positive thoughts unconsciously.*
- ◇ *Challenge negative thoughts and expectations.*
  - *You notice: "I'm never going to get this done."*
  - *You challenge your negative expectations: "I'm strong, I'm smart, and I'm capable of finishing this project on time. I just need to focus and do my best, and everything will work out fine."*
- ◇ *Begin the day on a positive note.*
  - *Morning affirmation: "Today is going to be a great day because \_\_\_\_\_  
I feel great about being able to \_\_\_\_\_."*
- ◇ *Positivity yields confidence. Confidence yields energy that transfers from you to others.*

### How to stay positive

- ◇ *Keep your sense of humor.*
- ◇ *Limit time with negative people and negative influences.*
- ◇ *Have something to look forward to.*
- ◇ *Enjoy the small things that go right.*

*"A pessimist sees difficulty in every opportunity; an optimist sees opportunity in every difficulty."*

*Winston Churchill*

#### Trainer Notes

10 minutes

*If you want others to have the best attitude, you must have a positive attitude yourself.*

*Activity: Morning affirmation. Have participants fill in their own affirmations. Ask for volunteers to share their examples.*

*How to stay positive. Keep your sense of humor! Try to maintain perspective on whatever is going on—most of the time, it's temporary and doesn't affect your entire life.*

*Limit time with negative people and negative influences. For example, don't watch the news just before bed. Have something to look forward to—it doesn't have to be a big deal, just plan on doing something you enjoy, even if it's reading a fun book in the evening. Enjoy the small things that go right. Reflect on the day each evening and think about (or even write down) the things you are grateful for. Fall asleep reflecting on the good, not the bad.*

#### Form Positive Expectations

- Develop self-awareness.
- Challenge negative thoughts.
- Begin each day on a positive note.



Positivity = Confidence = Energy

## Course Review

1. Which of the following is NOT a lesson from Abraham Lincoln about building positive relationships?

- a. Seek to work with the most talented people.
- b. Unite around a common mission.
- c. Seek out people who are just like you.
- d. Don't let personal slights get in the way of success.

2. List the five elements that contribute to building trust.

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3. List at least three ways to relate to others.

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4. Saying "I know how you feel" is an effective way to show empathy to another person.

- a. True.
- b. False.

5. In order to maintain a positive relationship, you should ignore an important issue that is bothering you.

- a. True.
- b. False.

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### Trainer Notes

- 1. c.
  - 2. Integrity, consistency, confidence, concern, and time.
  - 3. Get to know colleagues as individuals, meet face to face, share coffee or a meal, remember birthdays, use common courtesies, find common areas of interest, have fun together.
  - 4. b.
  - 5. b.
-



## What our Clients Say about the Reproducible Training Library

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Rosemary C. Rulka, MS, SPHR  
President  
R.C. Rulka Consulting, LLC

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James T. Puett  
Manager, Leadership and Organizational Development  
Healthways Human Resources

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### Have questions?

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