

**Activity 1—Welcome****Materials:****Activity Time:** 18 minutes**Slide Time:** 1 minute**PW Page:****Start/Stop Time:****Slide: 2****Welcome**

1. Welcome participants to Building Trust.
2. Briefly introduce yourself.
3. Share your hopes for the session.

I hope you will find this workshop engaging and the content relevant. Being able to apply the Building Trust Model should help you increase your trust in others and their trust in you.

4. Transition to the next slide—Introductions.

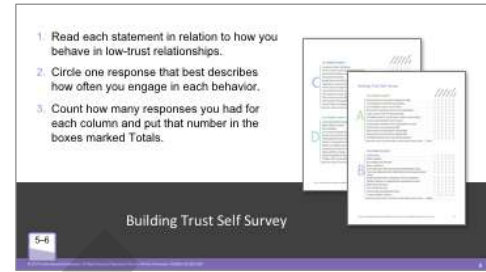


Activity 2—Building Trust Self Survey

Materials:

Activity Time: 7 minutes

Slide Time: 7 minutes



PW Page: 5–6

Start/Stop Time:

Slide: 8

Building Trust Self Survey

1. Introduce the Building Trust Self Survey.

The first step in developing a high-trust relationship is to understand how trustworthy you are. On pages 5 and 6 of your workbook, you'll see the Building Trust Self Survey.

1. Read each statement in relation to how you behave in low-trust relationships, keeping in mind the relationship you described in the When I Erode Trust worksheet.
2. Circle one response that best describes how often you engage in each behavior.
3. Count how many responses you had for each column in each of the four elements and put that number in the boxes marked Totals.

Answer truthfully. After all, this is a workshop on trust. Trust your first instinct and don't think too much about any one behavior or rating. You have about 5–6 minutes to respond to 48 statements.

We'll return to your survey results later in the workshop.

2. Transition to the next activity and slide—Trustworthy and Untrustworthy Behaviors.

So, what are the behaviors that build or erode trust? We'll talk about that next.



Activity 5—Building Trust Model Components

Materials:

Activity Time: 20 minutes

Slide Time: 1 minute



PW Page: 8

Start/Stop Time:

Slide: 19

Building Trust Model Components

1. Introduce the twelve components of the Building Trust Model.

You've seen the four elements of the Building Trust Model. To make the model even more graspable, we have identified three key components for each element.

2. Quickly share the components for ABLE.

The components for being ABLE and **demonstrating competence** are Expertise, Results, and Effectiveness. Someone who is ABLE knows how to do the job well, gets results, and is highly effective.

3. Quickly share the components for BELIEVABLE.

The components for being BELIEVABLE and **acting with integrity** are Honesty, Values, and Fairness. Someone who is BELIEVABLE is honest, values-driven, and fair.

4. Quickly share the components for CONNECTED.

The components for being CONNECTED and **caring about others** are Benevolence, Communication, and Rapport. Someone who is CONNECTED displays empathy, shares information freely, and is easy to work with.

5. Quickly share the components for DEPENDABLE.

The components for being DEPENDABLE and **honoring commitments** are Reliability, Accountability, and Responsiveness. Someone who is DEPENDABLE knows how to do the job well and is highly effective.

6. Transition to the next slide—ABLE Animated Video.

Next, let's take some time to look at each element in more detail, starting with ABLE.



Activity 5—Building Trust Model Components

Materials:

Activity Time: 20 minutes

Slide Time: 2 minutes



PW Page: 9

Start/Stop Time:

Slide: 20

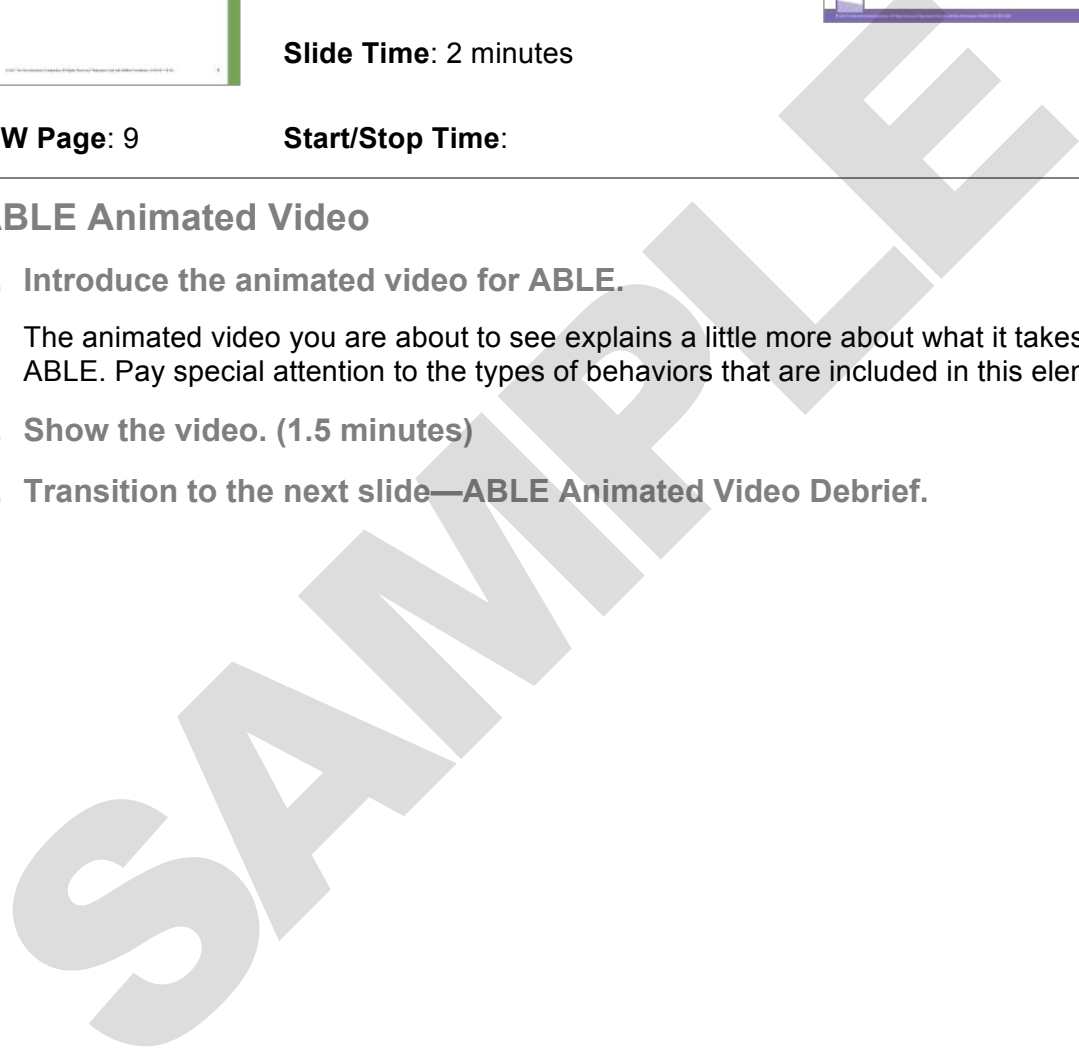
ABLE Animated Video

1. Introduce the animated video for ABLE.

The animated video you are about to see explains a little more about what it takes to be seen as ABLE. Pay special attention to the types of behaviors that are included in this element.

2. Show the video. (1.5 minutes)

3. Transition to the next slide—ABLE Animated Video Debrief.





Activity 5—Building Trust Model Components

Materials:

Activity Time: 20 minutes

Slide Time: 2 minutes



PW Page: 9

Start/Stop Time:

Slide: 21

ABLE Animated Video Debrief

1. Conduct debrief for ABLE.

How important is ABLE to being trustworthy?

- Listen to two or three comments from the group.
- Make this point.
 - *People often don't think of this element when they talk about trustworthiness.*

Facilitation Tip
 Participants who are familiar with SLII® may question how this element ties in to SLII. Be familiar with the Ask the Experts section of the *Preparation Guide* so you can make and reinforce the linkages to SLII.

2. Review the components' definitions if there is uncertainty in the group.

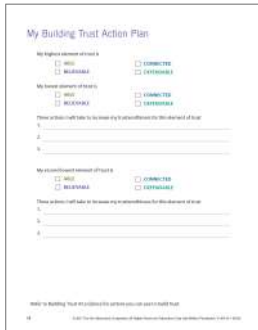
We define **Expertise** as having demonstrated knowledge, skills, and experience.

A **Results**-oriented person has a track record of accomplishment and achieves goals consistently.

Effectiveness means that the person has good planning, problem-solving, and decision-making skills.

3. Transition to the next slide—BELIEVABLE Animated Video.

Let's look at the second element in the Building Trust Model—BELIEVABLE.

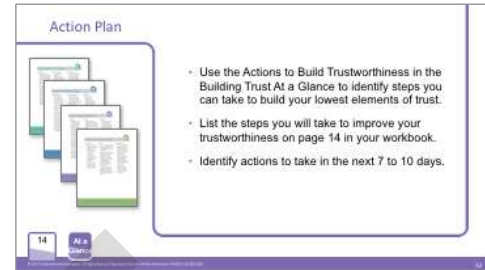


Activity 7—Building Trust Self Survey Scoring

Materials: Building Trust At a Glance

Activity Time: 25 minutes

Slide Time: 9 minutes



PW Page: 14

Start/Stop Time:

Slide: 32

My Building Trust Action Plan

1. Introduce the action plan.

Page 14 in your workbook has an action plan for improving your trustworthiness.

2. Give directions for creating the action plan.

Pull out your Building Trust At a Glance. Pages 3, 5, 7, and 9 show concrete actions you can take to improve your trustworthiness for your lowest element.

Let’s look at these pages together.

- Review A actions on page 3. Call out one action step as an example.

If you have your lowest element in A, look at page 3. You’ll see three or four actions you can take for each of the three components.

- Review B actions on page 5. Call out one action step as an example.

If you have your lowest element in B, look at page 5. You’ll see three or four actions you can take for each of the three components.

- Review C actions on page 7. Call out one action step as an example.

If you have your lowest element in C, look at page 7. You’ll see three or four actions you can take for each of the three components.

- Review D actions on page 9. Call out one action step as an example.

If you have your lowest element in D, look at page 9. You’ll see three or four actions you can take for each of the three components.

Now, complete the Building Trust Action Plan on page 14 in your workbook, listing the steps you will take. Try to identify actions you can take in the next 7 to 10 days.

3. Transition to the next slide—My Building Trust Action Plan Debrief.

If you make a commitment and say it out loud, there’s a greater chance you’ll do it. Let’s talk about the plans you made.

Facilitation Tip
 If you’re going to point out an action that would rebuild trust for each element (A, B, C, and D), highlight one behavior for each element in your copy of *Building Trust At a Glance*.

Activity 7—Building Trust Self Survey Scoring

Materials:

Activity Time: 25 minutes

Slide Time: 6 minutes



PW Page: 14

Start/Stop Time:

Slide: 33

My Building Trust Action Plan Debrief

1. Give direction for the debrief.

How does your action plan sound? Do you feel confident it will help? Having a sounding board usually helps.

Stand up and find a new learning partner at another table. Take 2 minutes each to share your action plan.

2. If there’s time, ask participants to share a few examples of the action steps they identified to build their trustworthiness.

3. Transition to the next activity and slide—Diagnosing Low Trust.

As you’ve seen, you first need to know which elements of trust are low before you can take action to amend them. Coming up next are some examples of low trust in action to give you a chance to diagnose which elements are low.

**Activity 8—Diagnosing Low Trust****Materials:****Activity Time:** 15 minutes**Slide Time:** 2 minutes**PW Page:** 15**Start/Stop Time:****Slide:** 34**Diagnosing Low Trust, Scene 1****1. Introduce the situation.**

In this video, you will see Bella, Vice President of Operations with REAL WHEELS Bicycles, meeting with her direct report Rick, who is the production supervisor. Bella has been known by her coworkers to be someone who cares about people and always strives to do a good job. But like all of us, she's human and sometimes doesn't exhibit the most trust-building behaviors.

As you watch, pay attention to how well or how poorly Bella demonstrates the four elements of trust.

2. Show the video.

As you watch the video, take notes on workbook page 15 about Bella's trust-eroding behaviors.

3. Transition to the next slide—Diagnosing Low Trust, Scene 1 Debrief, Part 1.

Let's talk about what you observed.

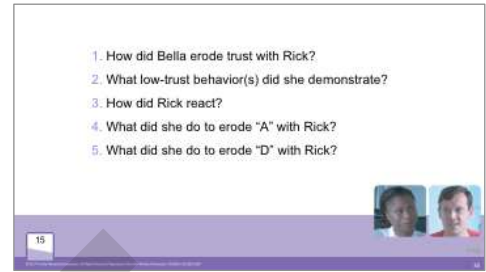


Activity 8—Diagnosing Low Trust

Materials:

Activity Time: 15 minutes

Slide Time: 5 minutes



PW Page: 15

Start/Stop Time:

Slide: 35

Diagnosing Low Trust, Scene 1 Debrief

1. Explore what Bella did that eroded trust with Rick.

What did Bella do that eroded trust?

- Record the group’s answers on a flip chart. Expect answers such as
 - *She hasn’t made a timely decision. (A)*
 - *She doesn’t demonstrate strong technical knowledge or skills. (A)*
 - *She hasn’t built her expertise in her role. (A)*
 - *She is late to the meeting. (D)*
 - *She isn’t focused on Rick’s priorities. (D)*
 - *She’s unreliable. (D)*
 - *She isn’t responsive to Rick’s concerns. (D)*
 - *She doesn’t adjust plans as needed. (D)*
 - *She isn’t willing to hold herself accountable for doing what Rick needs done. (D)*

Which elements do those behaviors fall into?

- The group should identify A and D. If not, explore the evidence on the flip chart.

2. Mention that there are two low-C behaviors as well.

You may have noticed that Bella also displayed some low-C behaviors.

- *She doesn’t demonstrate kindness.*
- *She isn’t receptive to Rick’s input.*

Facilitation Tip
 If participants did not answer with mostly A and D behaviors, you may want to replay the video and have them watch and listen for those behaviors. Add 3 minutes to the time if so.

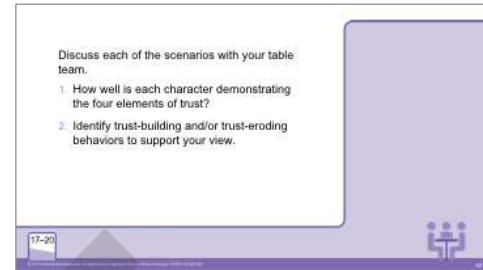


Activity 9—Diagnosing Trustworthiness

Materials:

Activity Time: 20 minutes

Slide Time: 16 minutes



PW Page: 17–20

Start/Stop Time:

Slide: 40

Diagnosing Trustworthiness

1. Give directions for practicing diagnosing trustworthiness.

Your team will now have a chance to diagnose trustworthiness in several situations on workbook pages 17–20.

1. Read each scenario.
2. Then, decide how well each character is demonstrating the four elements of trust.
3. We’ve left extra space between the lines of text in the scenarios so that, as you read, you can circle examples and make notes for which high or low elements are displayed.
4. List some specific trust-building or trust-eroding behaviors under the Behaviors column to support your view.
5. You have 15 minutes to diagnose the scenarios.

Facilitation Tip
 If you are running late, assign two or three cases to the each team, rather than four.

2. After 15 minutes, end the practice.

3. Transition to the next slide—Diagnosing Trustworthiness Debrief.



Activity 9—Diagnosing Trustworthiness

Materials:

Activity Time: 20 minutes

Slide Time: 4 minutes



PW Page: 17–20

Start/Stop Time:

Slide: 41

Diagnosing Trustworthiness Debrief

1. Debrief the activity.

Let's see if you agree with our diagnoses.

2. Click on the slide build to show the results for Situation 1—Julie.

Julie, the experienced project manager, demonstrated high A, B, and C, but low D. How do you know?

- Ask for a few comments about how Julie demonstrates **high** trust.
- Expect answers such as
 - *She was highly respected for running high-profile projects for 10 years. (A)*
 - *Her meetings are focused, energetic, and result in ... high results. (A)*
 - *Her advice is invaluable. (A)*
 - *She is known for being ethical and fair. (B)*
 - *She is known for helping others. (C)*
 - *She is approachable. (C)*
- Ask for a few comments about how she demonstrates **low** trust in D.
- Expect answers such as
 - *She forgets to post her weekly progress reports. (D)*
 - *She may not be as responsive as her team needs her to be. (D)*
 - *Her team members wish she'd get back to them more quickly. (D)*

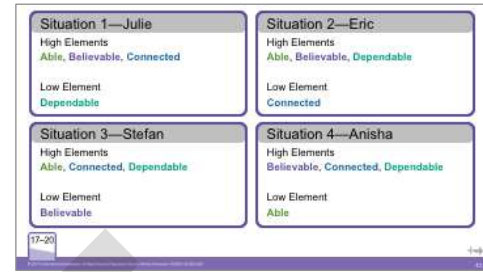


Activity 9—Diagnosing Trustworthiness

Materials:

Activity Time: 20 minutes

Slide Time: 4 minutes



PW Page: 17–20

Start/Stop Time:

Slide: 41

Diagnosing Trustworthiness Debrief, continued

3. Click on the slide build to show the results for Situation 2—Eric.

Eric, the conscientious vice president of finance, demonstrated high A, B, and D, but low C. How do you know?

- Ask for a few comments about how Eric demonstrates **high** trust.
- Expect answers such as
 - *He is detailed in his work and produces clear and understandable financials. (A)*
 - *He is confident when speaking up about the financial viability of new ideas. (A)*
 - *He does his job well. (A)*
 - *He is known to be discreet and fair. (B)*
 - *He is comfortable holding himself and others to high standards. (B and D)*
 - *People are consistently grateful for responsiveness and dependability. (D)*
- Ask for a few comments about how he demonstrates **low** trust in C.
- Expect answers such as
 - *He keeps to himself instead of joining team dinners. (C)*
 - *He's uncomfortable when people praise him. (C)*



Activity 10—Rebuilding Trust

Materials:

Activity Time: 15 minutes

Slide Time: 3 minutes



PW Page: 21

Start/Stop Time:

Slide: 42

Rebuilding Trust

1. Introduce the rebuilding trust process of Acknowledge, Apologize, and Act.

There is a three-step process you can follow when you need to rebuild broken trust. It may not be easy, but if you follow these steps, you have a good chance of mending a low-trust relationship.

- Click on the slide build to show the steps.

The three steps are **Acknowledge**, **Apologize**, and **Act**.

2. Review the substeps under Acknowledge.

Acknowledge is the first step in rebuilding trust. It is about understanding what went wrong and how you participated in creating low trust. Some of the steps you will want to follow are

- Assess which elements of trust were broken.
- Admit your mistakes.
- Invite reactions; listen with empathy.

3. Review the substeps under Apologize.

Apologizing can be the hardest step in the process, but without a heartfelt apology, trust can never be restored.

- Express remorse.
- Ask for a new start.
- Share your hopes for rebuilding trust

4. Transition to the next slide—Tips for an Effective Apology.

Before I share more about the third step in the process, let's talk about how to deliver an effective apology.



Activity 10—Rebuilding Trust

Materials:

Activity Time: 15 minutes

Slide Time: 3 minutes



PW Page: 21

Start/Stop Time:

Slide: 43

Tips for an Effective Apology

1. Review the tips.

- Share several tips and encourage participants to take notes in their workbooks on page 21.
 - Ask your colleague if it's the right time.
 - Don't make excuses or shift blame.
 - Use the word "sorry" instead of "apologize." "Apologize" simply denotes regret for your actions or that a mistake was made, whereas "sorry" expresses remorse and sorrow.
 - Don't use conditional language (if, but, etc.) in your apology because it can feel like it's shifting responsibility for the mistake to the other party.
 - Listen without judgment or rebuttal.

2. If there's time, ask participants why these tips are important.

What do these tips mean to you?

- Listen and respond.

How can an effective apology create a more trustful relationship?

- Listen and respond.

3. Transition to the next slide—Rebuilding Trust—Act.



Activity 10—Rebuilding Trust

Materials:

Activity Time: 15 minutes

Slide Time: 1 minute



PW Page: 21

Start/Stop Time:

Slide: 44

Rebuilding Trust—Act

1. Review the substeps under Act.

Once you have acknowledged and apologized, you must decide how to move forward and then act on your promises. An empty apology with no follow-through or change will further erode trust. It's important to make and then honor commitments to behaving differently in the future.

- *Identify actions to take.*
- *Agree about how to move forward.*
- *Set a check-in time.*

2. Transition to the next slide—Rebuilding Trust with Bella and Rick.

Let's go back to Bella and Rick and watch Bella initiate this process of rebuilding trust.