

NO PW  
PAGE

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

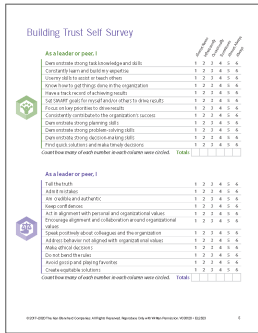
**Welcome participants to Building Trust.**

**Briefly introduce yourself.**

**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.

**Transition to the next slide—Introductions.**

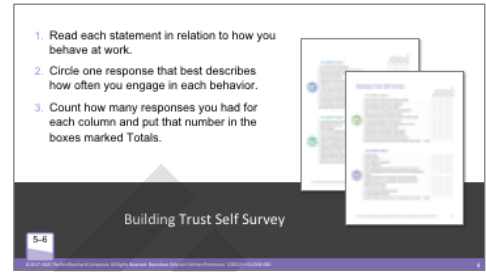


**Activity 2—Building Trust Self Survey**

**Materials:**

**Activity Time:** 7 minutes

**Slide Time:** 7 minutes



**PW Pages:** 5–6

**Start/Stop Time:**

**Slide:** 8

**Building Trust Self Survey**

**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 at work.
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.

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

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**

**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.

**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.

**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.

**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.

**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.

**Transition to the next slide—ABLE Motion-graphic 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 Motion-graphic Video**

**Introduce the motion-graphic video for ABLE.**

The 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.

**Show the video. (1.5 minutes)**

**Transition to the next slide—ABLE Motion-graphic 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 Motion-graphic Video Debrief

**Conduct debrief for ABLE.**

How important is ABLE to being trustworthy?

- Listen to a few comments.
- Make this point.
  - *People often don't think of this element when they talk about trustworthiness.*

**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.

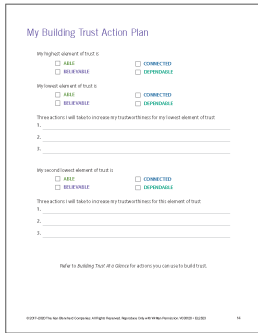
**Effectiveness** means that the person has good planning, problem-solving, and decision-making skills.

**Transition to the next slide—BELIEVABLE Motion-graphic Video.**

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

**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.

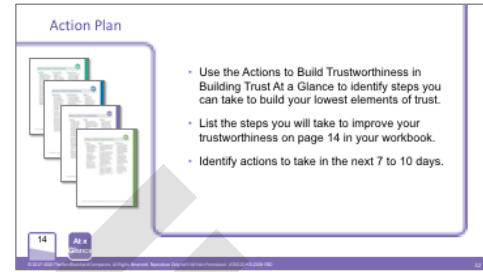


**Activity 7—Building Trust Self Survey Scoring**

**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**

**Introduce the action plan.**

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

**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.

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

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.

**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.

**My Building Trust Action Plan**

My highest element of trust is  HONESTY  COMPETENCE

My lowest element of trust is  BELIEVABLE  SKILLFULNESS

My second highest element of trust is  HONESTY  COMPETENCE

My second lowest element of trust is  BELIEVABLE  SKILLFULNESS

Three actions I will take to increase my trustworthiness for my lowest element of trust:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

How is building trust of a client for actions you can provide to build trust?

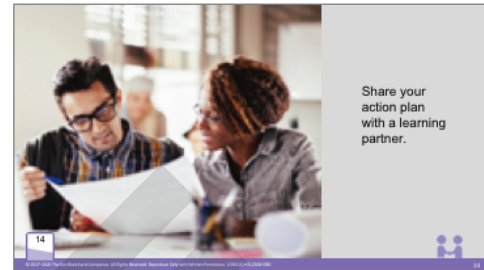
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**Activity 7—Building Trust Self Survey Scoring**

**Materials:**

**Activity Time:** 25 minutes

**Slide Time:** 6 minutes



**PW Page:** 14

**Start/Stop Time:**

**Slide:** 33

**My Building Trust Action Plan Debrief**

**Give direction for the debrief.**

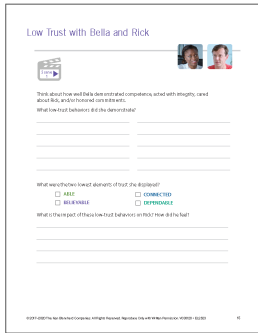
How does your action plan sound? Do you feel confident it will help? Having a sounding board usually helps.

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

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

**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.

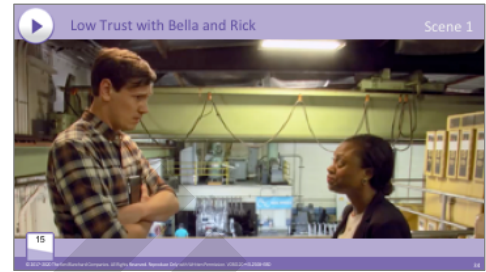


**Activity 8—Diagnosing Low Trust**

**Materials:**

**Activity Time:** 15 minutes

**Slide Time:** 2 minutes



**PW Page:** 15

**Start/Stop Time:**

**Slide:** 34

**Diagnosing Low Trust, Scene 1**

**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 trustworthy behaviors.

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

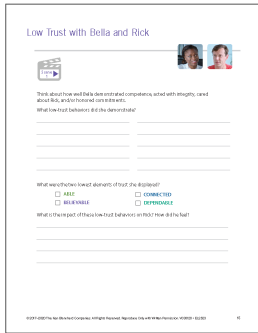
**Show the video.**

As you watch the video, take notes on workbook page 15 about Bella’s untrustworthy behaviors.

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

Let’s talk about what you observed.



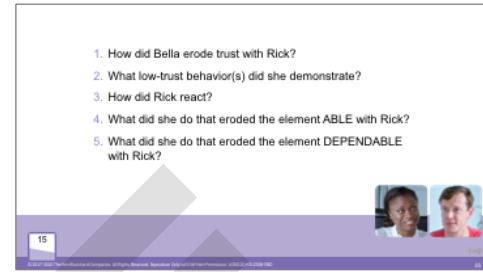


**Activity 8—Diagnosing Low Trust**

**Materials:**

**Activity Time:** 15 minutes

**Slide Time:** 5 minutes



**PW Page:** 15

**Start/Stop Time:**

**Slide:** 35

**Diagnosing Low Trust, Scene 1 Debrief**

**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.

**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.

**Diagnose Trustworthiness—Julia, Experienced Project Manager**

Julia is a highly respected project manager for a high-tech organization. She has been working high on projects for about 10 years; her meetings are focused and organized, and she never disappoints department heads. She is known for helping others and for being ahead. She puts a great deal of the time and energy into ensuring that the team is happy, their assignments are clear, and they are all on the same page. She doesn't get angry with department heads and the team; she usually listens, and she is always helpful because she is busy. Julia has recently joined the team on the meeting with the team and to gain support for the new project. She is a very professional and organized person, and she will do what it takes to get the job done. She is a very professional and organized person, and she will do what it takes to get the job done. She is a very professional and organized person, and she will do what it takes to get the job done.

| Is Julia ... | Behaviors  |
|--------------|--|
| ABLE         | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| RELIABLE     | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| CONNECTED    | <input type="checkbox"/> Yes <input type="checkbox"/> No |
| DEPENDABLE   | <input type="checkbox"/> Yes <input type="checkbox"/> No |

### Activity 9—Diagnosing Trustworthiness

**Materials:**

**Activity Time:** 20 minutes

**Slide Time:** 16 minutes

Discuss each of the scenarios with your table team.

1. How well is each character demonstrating the four elements of trust?
2. Identify trustworthy and/or untrustworthy behaviors to support your view.

**PW Pages:** 17–20

**Start/Stop Time:**

**Slide:** 40

## Diagnosing Trustworthiness

**Introduce the diagnosing trustworthiness practice.**

Your team will now have a chance to diagnose trustworthiness in several situations on workbook pages 17–20. You will have 15 minutes to read and analyze four scenarios.

**Give directions for practicing diagnosing trustworthiness.**

Read each scenario and decide how well each character is demonstrating the four elements of trust.

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.

List some specific trustworthy or untrustworthy behaviors under the Behaviors column to support your view.

**After 15 minutes, end the practice.**

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

**Facilitation Tip**

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

**Diagnose Trustworthiness—Julie, Experienced Project Manager**

Julie is a highly respected project manager for a high-tech organization. She has been working high on projects for about 10 years; her meetings are focused and energetic, and she has a reputation for being direct. She is known for helping others and being ethical. She sets a goal for the following month and the team to help them meet their goals. She asks a great deal of the team to help her meet her goals. She asks a great deal of the team to help her meet her goals. She asks a great deal of the team to help her meet her goals.

| Is Julie ... | Behaviors  |
|--------------|--|
| ABLE         | <input type="checkbox"/> No <input type="checkbox"/> Yes |
| RELIABLE     | <input type="checkbox"/> No <input type="checkbox"/> Yes |
| CONNECTED    | <input type="checkbox"/> No <input type="checkbox"/> Yes |
| DEPENDABLE   | <input type="checkbox"/> No <input type="checkbox"/> Yes |

### Activity 9—Diagnosing Trustworthiness

#### Materials:

**Activity Time:** 20 minutes

**Slide Time:** 4 minutes

|  |  |
|--|--|
| <b>Situation 1—Julie</b><br>High Elements<br>Able, Believable, Connected<br>Low Element<br>Dependable  | <b>Situation 2—Eric</b><br>High Elements<br>Able, Believable, Dependable<br>Low Element<br>Connected   |
| <b>Situation 3—Stefan</b><br>High Elements<br>Able, Connected, Dependable<br>Low Element<br>Believable | <b>Situation 4—Anisha</b><br>High Elements<br>Believable, Connected, Dependable<br>Low Element<br>Able |

**PW Pages:** 17–20

**Start/Stop Time:**

**Slide:** 41

## Diagnosing Trustworthiness Debrief

Debrief the activity.

Let's see if you agree with our diagnoses.

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?

First, what were her trustworthy A, B, and C behaviors?

- Expect answers such as
  - She was highly respected for running high-profile projects for 10 years. (A)
  - Her meetings are focused and energetic, and produce 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)

Next, what were her untrustworthy D behaviors?

- 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)

**Diagnose Trustworthiness—Julie, Experienced Project Manager**

Julie is a highly respected project manager for a high-tech organization. She has been working high on projects for about 10 years; the meetings are focused and streamlined, and the team consistently delivers results. She is known for helping others and for being ahead. She tends to get lost in the technical details and doesn't get enough sleep. Her team is very loyal, and she is very detail-oriented. She is known for being very organized and for being very detail-oriented. She is known for being very organized and for being very detail-oriented.

| Is Julie ... | Behaviors                   |                              |
|--------------|-----------------------------|------------------------------|
| ABLE         | <input type="checkbox"/> No | <input type="checkbox"/> Yes |
| RELIABLE     | <input type="checkbox"/> No | <input type="checkbox"/> Yes |
| CONNECTED    | <input type="checkbox"/> No | <input type="checkbox"/> Yes |
| DEPENDABLE   | <input type="checkbox"/> No | <input type="checkbox"/> Yes |

### Activity 9—Diagnosing Trustworthiness

#### Materials:

**Activity Time:** 20 minutes

**Slide Time:** 4 minutes

|  |  |
|--|--|
| <b>Situation 1—Julie</b><br>High Elements<br>Able, Believable, Connected<br>Low Element<br>Dependable  | <b>Situation 2—Eric</b><br>High Elements<br>Able, Believable, Dependable<br>Low Element<br>Connected   |
| <b>Situation 3—Stefan</b><br>High Elements<br>Able, Connected, Dependable<br>Low Element<br>Believable | <b>Situation 4—Anisha</b><br>High Elements<br>Believable, Connected, Dependable<br>Low Element<br>Able |

**PW Pages:** 17–20

**Start/Stop Time:**

**Slide:** 41

## Diagnosing Trustworthiness Debrief, continued

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

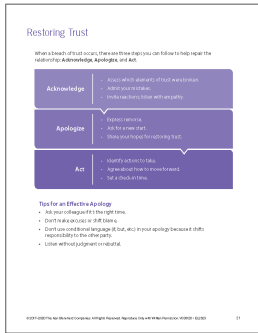
Eric, the conscientious vice president of finance, demonstrated high A, B, and D, but low C. How do you know?

First, what were his trustworthy A, B, and D behaviors?

- 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 his responsiveness and dependability. (D)

Next, what were his untrustworthy C behaviors?

- Expect answers such as
  - He keeps to himself instead of joining team dinners. (C)
  - He's uncomfortable when people praise him. (C)



**Activity 10—Restoring Trust**

**Materials:**

**Activity Time:** 15 minutes

**Slide Time:** 3 minutes



**PW Page:** 21

**Start/Stop Time:**

**Slide:** 42

**Restoring Trust**

**Introduce the restoring-trust process of Acknowledge, Apologize, and Act.**

There is a three-step process you can follow when you need to restore 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**.

**Review the substeps under Acknowledge.**

**Acknowledge** is the first step in restoring 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.*

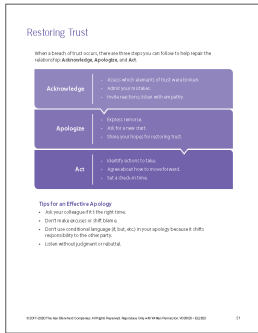
**Review the substeps under Apologize.**

**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 restoring trust*

**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—Restoring Trust**

**Materials:**

**Activity Time:** 15 minutes

**Slide Time:** 3 minutes



**PW Page:** 21

**Start/Stop Time:**

**Slide:** 43

**Tips for an Effective Apology**

**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.

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

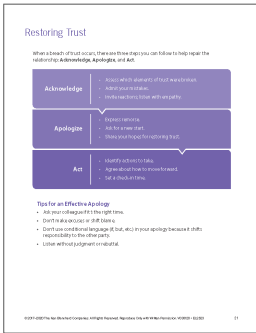
What do these tips mean to you?

- Listen and respond.

How can an effective apology create a more trustful relationship?

- Listen and respond.

**Transition to the next slide—Restoring Trust—Act.**



**Activity 10—Restoring Trust**

**Materials:**

**Activity Time:** 15 minutes

**Slide Time:** 1 minute



**PW Page:** 21

**Start/Stop Time:**

**Slide:** 44

**Restoring Trust—Act**

**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.*

**Transition to the next slide—Restoring Trust with Bella and Rick.**

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