Strategies for Managing Business Relationships

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Strategies for Managing Business Relationships

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A. Getting Started

A1. Course Objectives

As a result of this program, you will be able to:

- Probe and ask key questions to help clients discover their real needs
- Gain your client’s confidence and maintain a trusting relationship
- Read your client’s communication style
- Communicate effectively with clients about status, issues, and challenges
- Set up appropriate expectations with clients
- Recover effectively from errors and mistakes

A2. Key Topics

Our purpose is to identify key topics your team want covered in this class.

- There are likely many things you already do well with working with your internal and external clients. But think about the things that you know you need to get better at.
- Think about people you know who work well with clients. Think about the things they do.
- And consider challenging situations you have had, or challenging situations you have seen other people have, that you know you would need skills to better handle.

When you think about improving your skills in working with your internal and external clients, what are the things you would like to get better at?

Notes

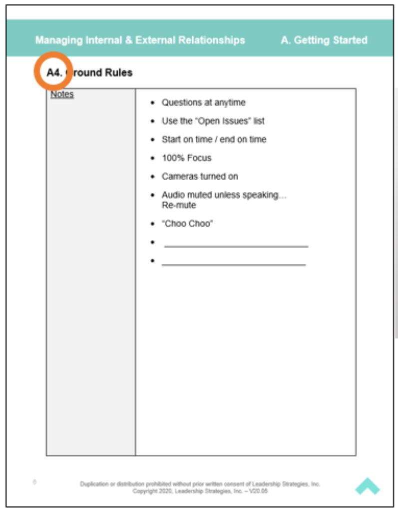
A3. Our Agenda

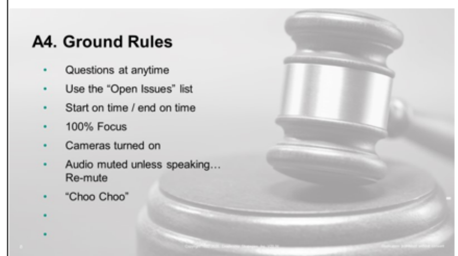
DAY 1	DAY 2	DAY 3
A. Getting Started B. Relationship Management	C. Understanding Your Client D. Communicating with Your Client	E. Defining the Need F. Managing Expectations G. Action Planning

A4. Ground Rules

- Questions at anytime
- Use the "Open Issues" list
- Start on time / end on time
- 100% Focus
- "Let's Face It!" (cameras turned on
- Audio muted unless speaking…Re-mute
- If you don't see something, say something!
- ________________________________
- ________________________________

A5. Your Manual





A6. Introductions

(The 20-second version, please.)

1. Your name, organization, title, and time with your organization
2. Why you signed up for this course

<u>Notes</u>

Reflection Point / Best Practices

Take a moment now to look back and reflect, and then document below your key learnings from this segment.

Notes

B. Relationship Management

B1. What Is Relationship Management?

B2. How Does Relationship Management Differ from Project Management?

B3. Relationship Management Stages

B4. Establishing/Assessing Goals

B5. Gaining the Client's Confidence

B6. The 5 Cs of Trust

B7. Mistrust: Diagnosis and Remedy

B8. Holding the Trust Conversation

B9. Recovering from Mistakes

B1. What Is Relationship Management?

Relationship -	A connection or sustained involvement with a person or a group of people
Management -	The act of directing or controlling the use of; the process of succeeding in accomplishing one's purpose

Relationship Management

The process of establishing and accomplishing goals related to a sustained involvement with a person or a group of people.

B2. How Does Relationship Management Differ from Project Management?

	Project Management	Relationship Management
Scope of Objectives *What is your bottom-line objective?*		
Focus of Activities *What are the key things that you do to achieve your objectives?*		
Limits of Authority *What determines the authority you have?*		
Measure of Success *What are the criteria used to measure your level of success?*		

B3. Relationship Management Stages

- Establishing/assessing goals
- Gaining the client’s confidence
- Maintaining the client’s confidence
- Recovering from mistakes

A positive relationship is essential to executing a successful project.

B4. Establishing/Assessing Goals

- Establish meaningful contact with at least two of the top executives in XYZ Organization by October.
- Perform a minimum of two strategic engagements for ABC Organization which are widely accepted as providing strong benefits to the organization by the end of Q1.
- Contact John Smith to provide briefing to the Management Forum at JKL Company by Q3.

What might be appropriate relationship management goals for the types of projects in which you are involved?

Notes

B5. Gaining the Client's Confidence

Early Focus

Early in the relationship building stage, clients are typically focused on one issue: **Can I Trust You?**

> *I don't care how much you know until I know how much you care.*

Why Do You Trust?

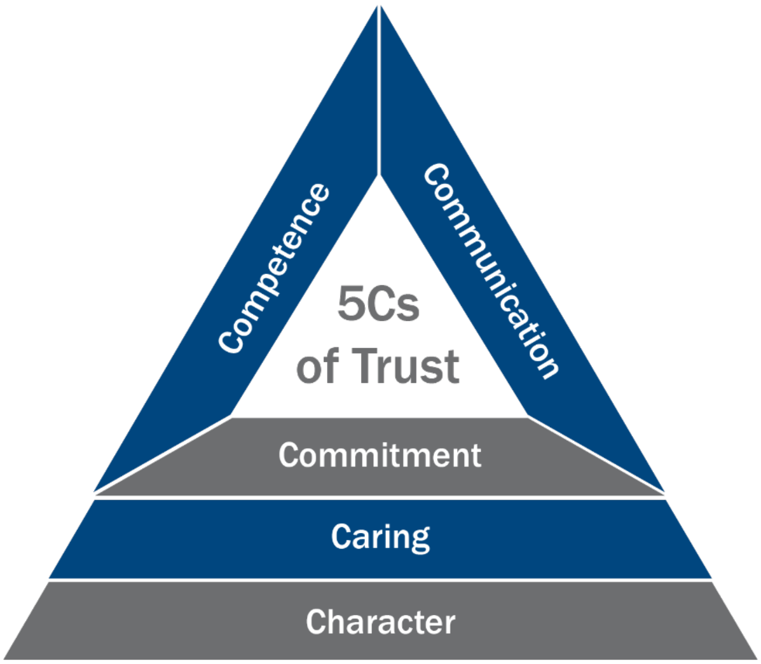
Think about someone whom you trust.

- It might be someone in your personal or professional life.
- What is it about that person that lets you know you can trust him or her?

Notes

B6. The 5 Cs of Trust

When clients say, “I trust you,” it means they believe one or more of the following:



COMPETENCE

...You have the necessary skills and expertise

COMMUNICATION

... We truly hear and understand each other

COMMITMENT

...You are committed to our success

CARING

...You have my interest at heart

CHARACTER

... You are honest and ethical

Key Observation: The lower you go in the triangle, the harder it is to rebuild trust!

B7. Mistrust: Diagnosis and Remedy

How do you know when you have **each type** of trust issue, and what is the likely remedy?

	How do you know?	Remedy
Competence		
Communication		
Commitment		
Caring		
Character		

B8. Holding the Trust Conversation

If you determine that trust is an issue, consider having the following conversation.

(Note: It doesn't matter if the issue is that you don't trust the other person, or if the other person doesn't trust you.)

Express Desire for Trust	1. "In order for our relationship to be as effective as possible, I want like for us to fully trust one another."
Acknowledge Current Situation	2. Maybe suggest that there might be something going on and you want to get it out on the table. Once in the conversation, you can work to identify the trust problem.
Describe Approach to Build Trust	3. "What actions would work/like to see as remedy?"
Ask for Feedback	4. "What do you like about this suggestion…what concerns you about it…how might we improve on it?"
Confirm Agreement	5. Parties agree and commit to remedy as well as client stakeholders follow up if deemed necessary

B9. Recovering from Mistakes

On any engagement, mistakes will happen.

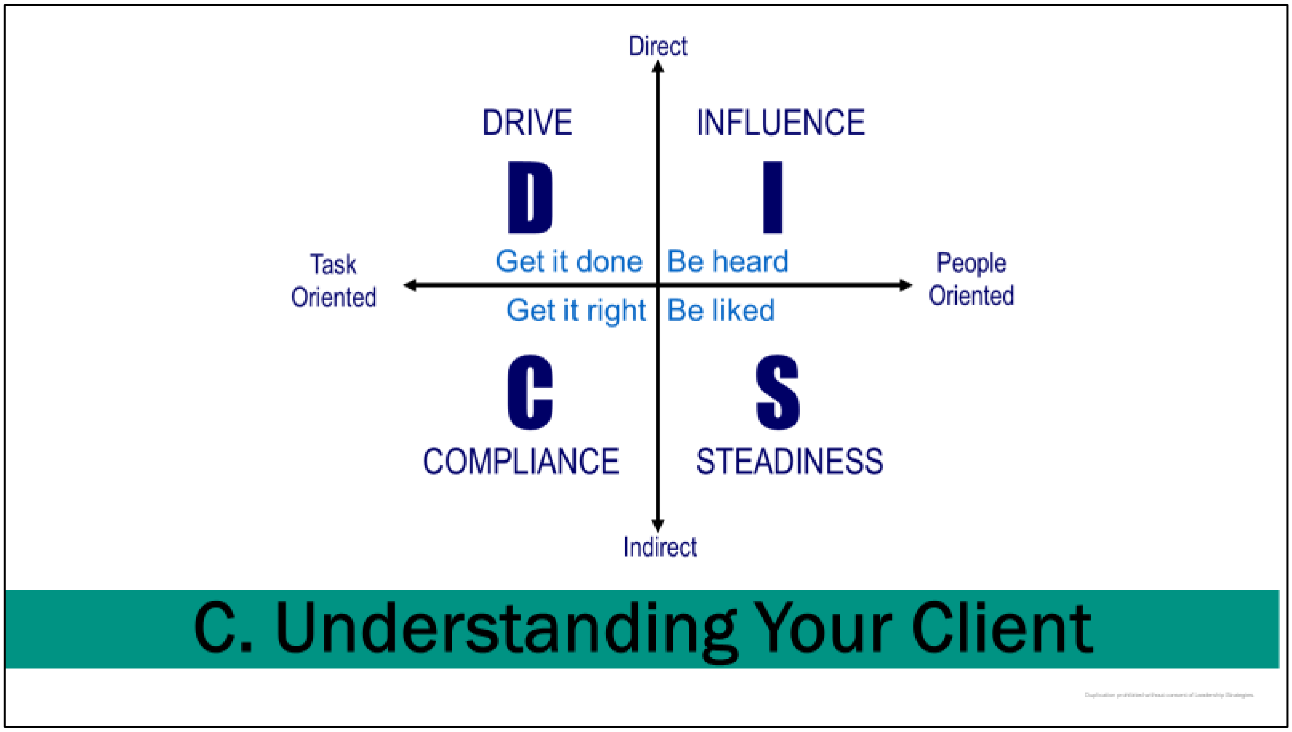
Examples:

- You arrive late for the interview with your sponsor's manager.
- You make an arithmetic error in your calculation of the hours to complete a task, resulting in a $10,000 under-estimate on a $50,000 project that is billed by the hour.
- The project sponsor is (justifiably) unhappy with the performance of one of your consultants and wants credit for all of his hours billed.

A mistake can hurt your credibility and confidence. But how you recover can make the difference. While the specific actions you take will vary by circumstance, there are some key principles that should guide your actions.

What might be three key principles in recovering from a mistake?
(Come up with your best three)

Notes



C. Understanding Your Client

C1. Typical Communication Problems

C2. Understanding Communication Styles

C3. A Sample Scenario

C4. Other Communication Vehicles

C1. Typical Communication Problems

Think about someone with whom you find it challenging to communicate. It may be someone with whom you work - a manager, a peer, or a direct report - or it may be someone in your personal life.

In the space below, **describe one thing about this person's communication style that you find challenging.**

In communicating with this person, one thing he/she does that I find difficult is:

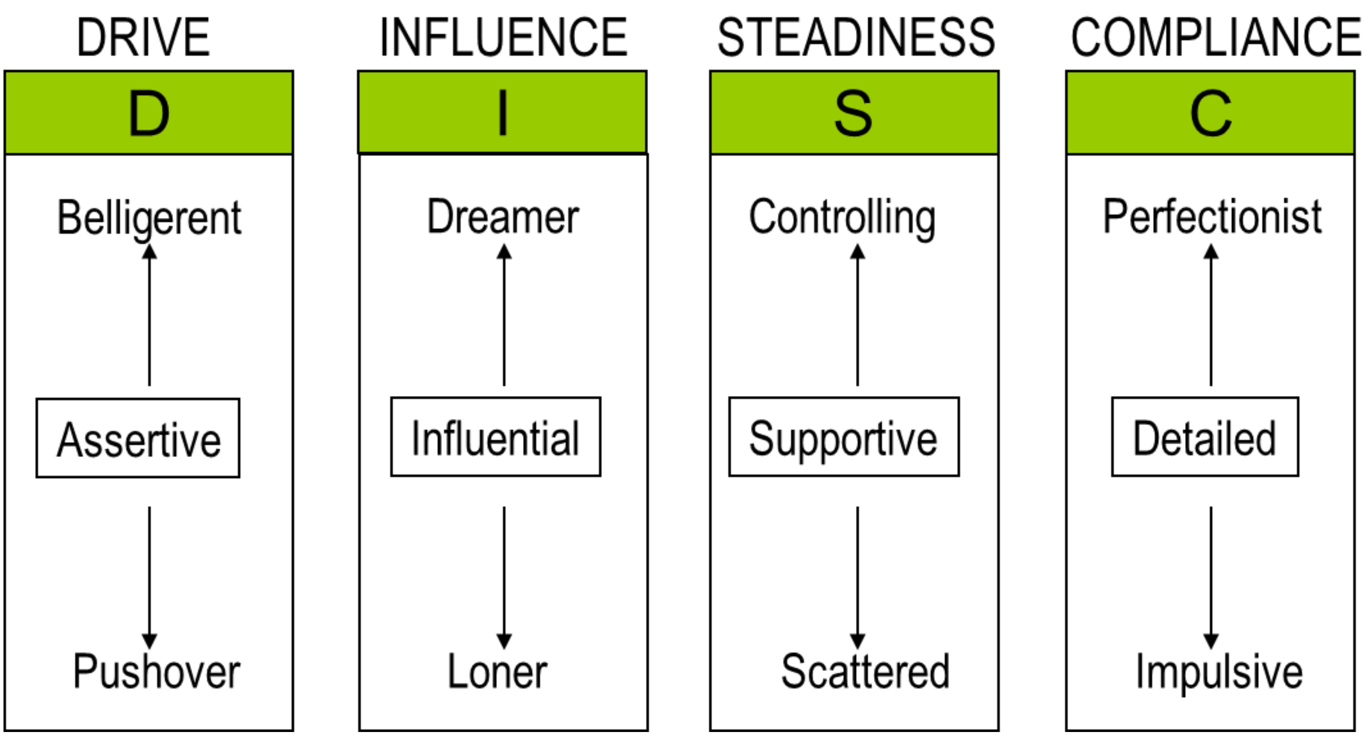
Notes

C2. Understanding Communication Styles

If it feels as if you and the person are speaking different languages, you might be right!

The DISC Model

- Where did it come from?
- What does it mean?
- How can we use it?



The Wall Metaphor

To help understand the different communication styles, imagine our task is to get over a brick wall. Let's look at how the various styles would tackle this task. Keep in mind that each of us is a combination of styles, but we are going to think about this as if this person only had one communication style.

Drive

D

Belligerent

↑

Assertive

↓

Pushover

The Hi-D

"Breaks through the wall"

Hi-Ds tend to take a direct, assertive approach to solving problems. They enjoy challenges and get satisfaction from overcoming them.

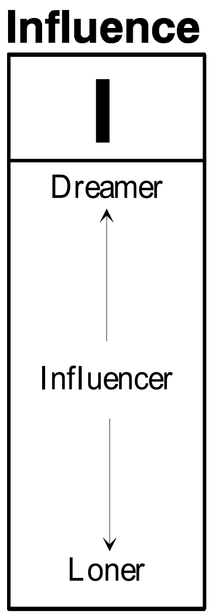
Classic Occupations

Entrepreneurs, team leaders, directors

Value to the Organization	Potential Weaknesses
Hi-Ds tend to: 1. Focus efforts on getting the job done 2. Address problems directly 3. Make tough decisions quickly	Hi-Ds can... 1. Be overly abrasive, pushy, competitive 2. Be too concerned about the goal, not people 3. Make decisions too quickly before having all the facts

Key Factors: TIME, GETTING DONE

Communication Do's	Communication Don'ts
1. Be prepared - tell them what you are going to tell them 2. State your points clearly, briefly, specifically 3. Give only as much detail as necessary	1. Don't waste their time with idle chatter 2. Don't ramble or tell long stories 3. Don't be too detailed unless they ask for it



The Hi-I

"Motivates people to overcome the wall"

Hi-Is tend to enjoy helping people see the big picture. They motivate and inspire others to succeed.

Classic Occupations

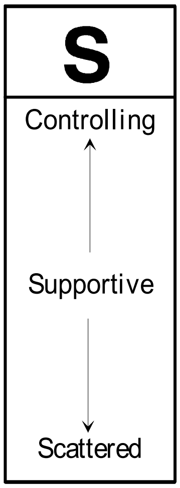
Salespeople, teachers, planners

Value to the Organization	Potential Weaknesses
Hi-Is tend to: 1. See the big picture 2. Motivate and sell others 3. Develop creative solutions	Hi-Is can... 1. Be so talkative that they don't listen 2. Spend so much time on the vision that they never execute 3. Overlook details

Key Factors: IDEAS, BEING HEARD

Communication Do's	Communication Don'ts
1. Give them the big picture before going into details 2. Give them a chance to share their ideas 3. Keep the conversation friendly and warm	1. Don't dwell on details and facts; provide these in writing instead 2. Don't tell them what to do without giving them an opportunity to respond 3. Don't allow them to ramble too long

Steadiness



The Hi-S

"Helps others over the wall"

Hi-S's tend to be the stabilizing force within an organization. They tend to be dependable, loyal workers who prefer a stable, secure environment.

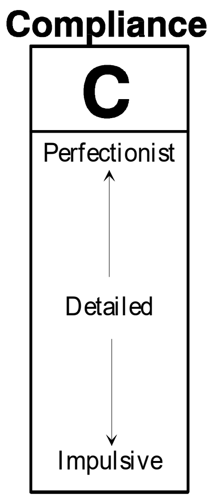
Classic Occupations

Social service workers, retail clerks, civil servants

Value to the Organization	Potential Weaknesses
Hi-S's tend to be: 1. Supportive, dependable workers 2. Accommodating and tolerant of others 3. People-oriented, good listeners	Hi-S's can... 1. Avoid dealing with issues until they become big problems 2. Be slow to accept change; hold grudges 3. Lack vision and creativity

Key Factors: SECURITY, BEING LIKED

Communication Do's	Communication Don'ts
1. Start with a personal comment 2. Present ideas deliberately and clearly; provide assurances 3. Make sure they are in agreement before moving on	1. Don't dive straight into business 2. Don't be demanding or abrasive 3. Don't assume "silence means consent"



The Hi-C

'Develops detail plans for scaling the wall'

Hi-Cs tend to rely on rational logic and evidence to reach conclusions. They make sure that things are done "by the book."

Classic Occupations

Researchers, analysts, accountants

Value to the Organization	Potential Weaknesses
Hi-Cs tend to: 1. Be organized and detail-oriented 2. Make sure decisions are well supported 3. Ensure that procedures are properly followed	Hi-Cs can be... 1. Perfectionists and very hard to please 2. Too focused on facts and figures and not on people 3. Overly cautious, take too long to make a decision (analysis paralysis)

Key Factors: ACCURACY, BEING RIGHT

Communication Do's	Communication Don'ts
1. Present ideas in a logical fashion 2. Stay on topic 3. Provide facts and figures that back up claims	1. Don't be disorganized or make random comments 2. Don't rely on emotional appeal to gain agreement 3. Don't force a rapid decision

C3. A Sample Scenario

A problem has arisen in your area.

- You have fully researched the problem.
- You have created an eight-page document:
  the problem, four alternatives, strengths/ weaknesses.
- You favor alternative four.
- You are about to meet with your manager who does NOT know about the problem.
- Depending on your manager's communication style, **what would be the first words out of your mouth?**

HI-D *Getting Done*	
HI-I *Being Heard*	
HI-S *Being Liked*	
HI-C *Getting it Right*	

A Sample Scenario (continued)

- Of the four types, which would likely take 15 minutes or less? Which type would likely take 60 minutes or more? Of the two remaining types, give one 30 minutes and the other 45.

	D	I	S	C
Total Time				

Depending upon the style of your manager, which activities would you do 1st, 2nd, 3rd, etc.

	D	I	S	C
Total Time				
A1. Pleasantries				
B1. Problem - High-level explanation				
B2. Detailed explanation				
B3. Asking how to solve the problem				
C1. Your Solution - High-level explanation				
C2. Detailed explanation of all solutions				
D1. Benefits - Asking for the benefits				
D2. Explaining the benefits				
E1. Next Steps - Reaching agreement				

C4. Other Communication Vehicles

- We communicate across many channels, including face-to-face, video calls, phone calls, email messages, text, etc.
- Regardless of the channel, we can improve our communications with others by communicating in their style.

Example: Email

- You are sending an email to request that meeting with your manager about the problem discussed earlier.
- **How would you start the email depending upon your manager's style?**

HI-D *Getting Done*	
HI-I *Being Heard*	
HI-S *Being Liked*	
HI-C *Getting it Right*	

Reflection Point / Best Practices

Take a moment now to look back and reflect, and then document below your key learnings from this segment.

Notes

D. Communicating with Your Client

D1. Identifying the Styles of Others

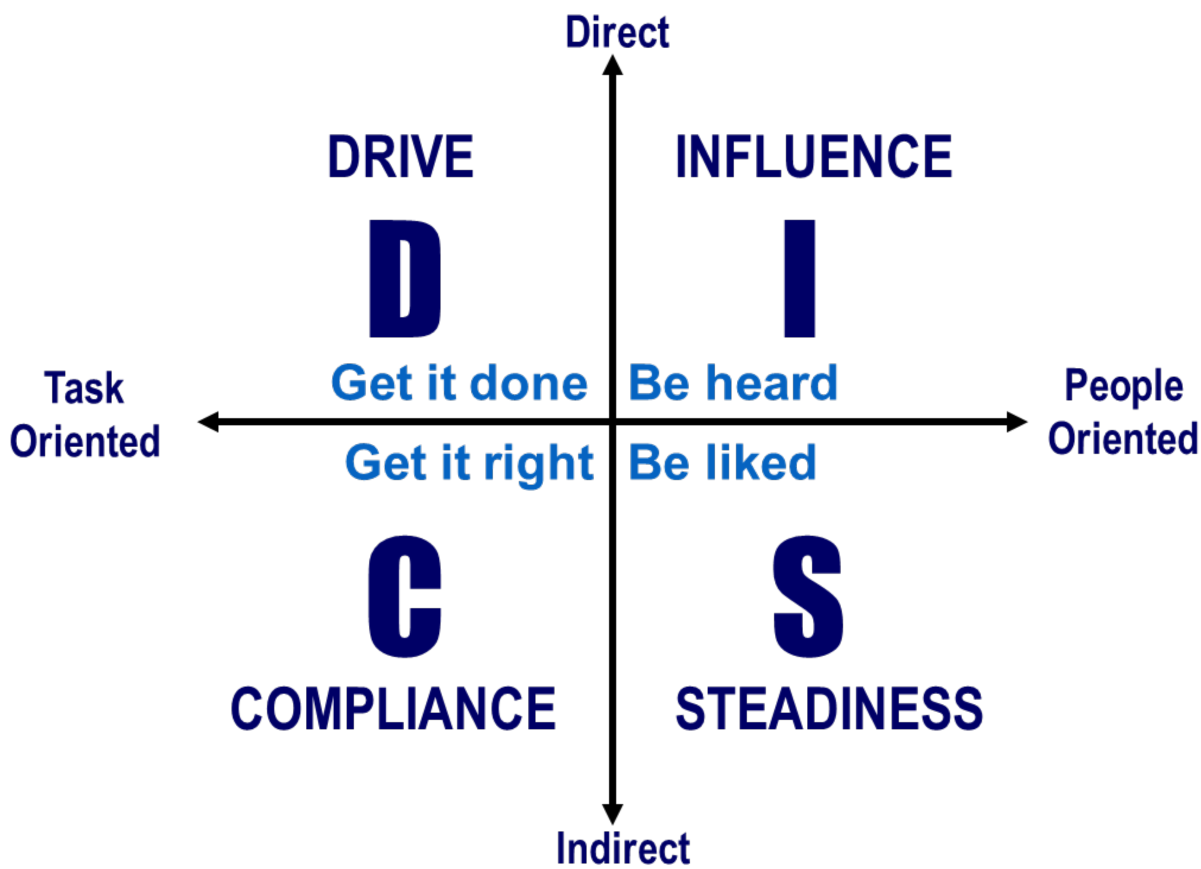
D2 Assigning the Project Team

D3. Classic DISC Profiles

D4. Success Strategies for Applying DISC

D1. Identifying the Styles of Others

- Why do this? The "Grandma" example
- Understand the dimensions
  - Direct versus Indirect
  - People-oriented versus Task-oriented



The Voice Mail Message

Suppose you were calling someone at home, and you heard the following on the voicemail. **Which style would the person most likely be?**

Which Style?	Message
	• You know what to do. <beep>
	• No one is here presently to answer your call. • Leave a detailed message with your name, telephone number, and the date and time of your call. • You can expect to hear from one of us within a reasonable time period. <beep>
	• Sorry we missed you, but your call is very important to us. • Please leave a message and we will get back with you as soon as we can. • Thanks for calling and have a great day. <beep>
	• <music playing> • We're not here right now! Leave a message. <beep>

The Office

What would you expect to see prominent in the office of each style?

HI-D	
HI-I	
HI-S	
HI-C	

D2. Assigning the Project Team

You have been assigned to facilitate a task force that has been given two days to:

- Identify problems with the hiring process.
- Develop potential solutions.
- Document a detailed implementation plan.

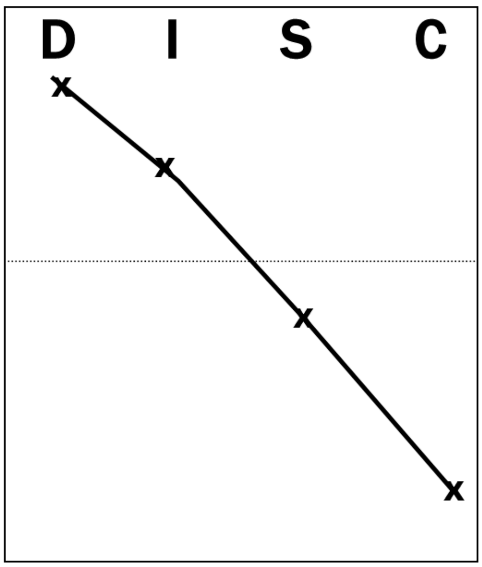
What would be the result at the end of the two days if everyone on the team had the same style as follows?

	What would be the key issue in the room?	Would they finish?	What would be the quality of the result?	How would they feel about one another?
	"Who _______"	Yes / No / Maybe	High / Medium / Low	Like / Not Like / Neutral
HI-D				
HI-I				
HI-S				
HI-C				

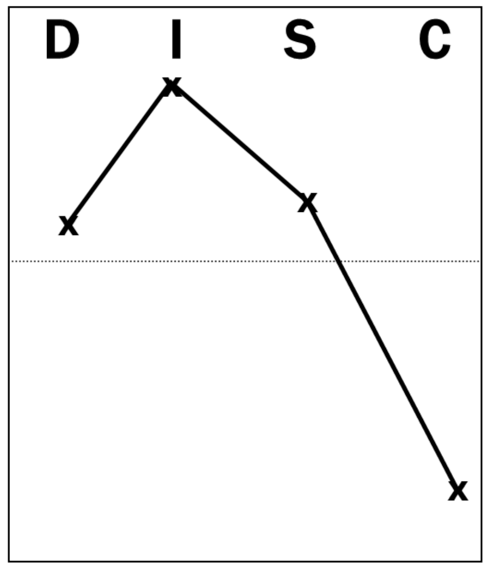
Which Style Would Be Best?

	D	I	S	C
1. Identifying problems				
2. Brain-storming solutions				
3. Developing the detailed plan				
4. Documenting the plan				
5. Selling the plan to management				
6. Overseeing plan execution				
7. Executing the work plan				

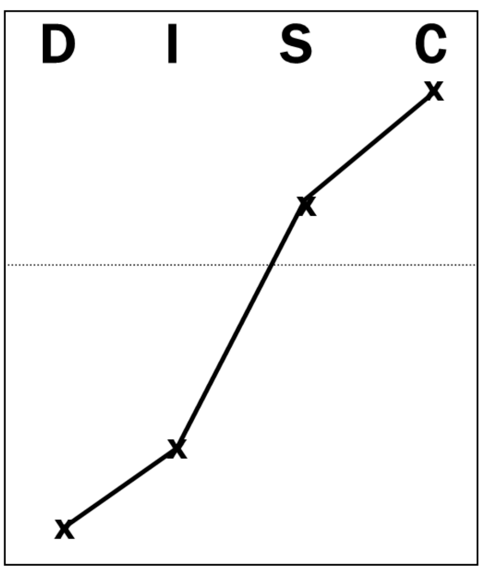
D3. Classic DISC Profiles



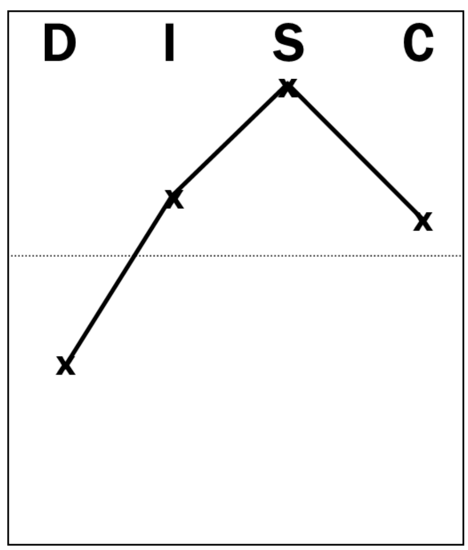
Entrepreneur



Salesperson



Researcher



Social Worker

D4. Success Strategies for Applying DISC

In working with a client, consider his/her dominant communication style.

- Adjust your communications approach so that it is more in line with your client's style.
- Recognize your own communication bias!
- Look for signs that you may be miscommunicating.

	What are you doing?	What do they do?
HI-D *Getting Done*		
HI-I *Being Heard*		
HI-S *Being Liked*		
HI-C *Getting it Right*		

Application: The Agenda

Select a 1-1 meeting you will be having with one of your reports, or with your leader.

Determine the person's communication style and plan an agenda for that meeting based on their style.

Agenda:

Reflection Point / Best Practices

Take a moment now to look back and reflect, and then document below your key learnings from this segment.

Notes

E. Defining the Need

E1. The Scenario

E2. Understanding Client Objectives

E3. Using Questions to Define the Need

E4. SSR-ing Problem Statements

E5. Funneling Evaluation Statements

E1. The Scenario

A Call from the Vice President of Administration

"I would like for you to come meet with us next Tuesday at 10:00am for a couple of hours. I'll have my Director of Personnel with me. We are thinking about making changes to the recruiting and hiring processes we use here at corporate.

Basically, we are not hiring the right people, and the current process needs to be streamlined.

I want to get a written proposal from you by the end of the week on steps you will take to investigate the problems and develop recommendations for us to address them."

What are the key questions your team would ask during the client interview?

Notes

E2. Understanding Client Objectives

- Our relationships with clients can be strained because we don't understand, or misunderstand, their critical objectives.
- Unfortunately, clients don't always tell us what their objectives are. If we proceed without a clear target, we might still meet the need. However, the probability is greatly reduced.
- The key tool for understanding objectives: **Asking the right questions!**
- An effective consultant uses questions to help clients gain a deeper understanding of their own need.

E3. Using Questions to Define the Need

1. Current Situation	1. How does it work today? How many people are involved? What are the current costs? 2. What is the overall scope of the activity? What is included? What is specifically excluded?
2. Problems & Implications	3. What are the problems you are trying to solve? 4. How do you know there is a problem? What are the symptoms? Why is this a problem? 5. What are the implications of not solving this problem?
3. Benefits	6. What is it that you are hoping to achieve from this project? 7. If you solved this problem, what would be the benefits to your department and the overall organization?
4. Solution Process	8. Have you already defined some components of the solution? What do you feel are likely steps in the solution? 9. What challenges do you anticipate in solving the problem? 10. Who will lead/coordinate the project from your organization? Who else will be involved? What role would you like us to play? What concerns do you have about our ability to meet this role?
5. Decision Process	11. How will the decision be made? What are the decision steps? Who is involved? What is the expected time frame? 12. What are the next steps in moving forward?
6. Constraints & Barriers	13. What is your time frame for solving the problem? 14. Have funds and resources been allocated for the project? How much has been budgeted?

E4. SSR-ing Problem Statements

When you hear a **key problem**, attempt to "SSR" it by identifying the **size, symptom,** and **root cause.**

Example

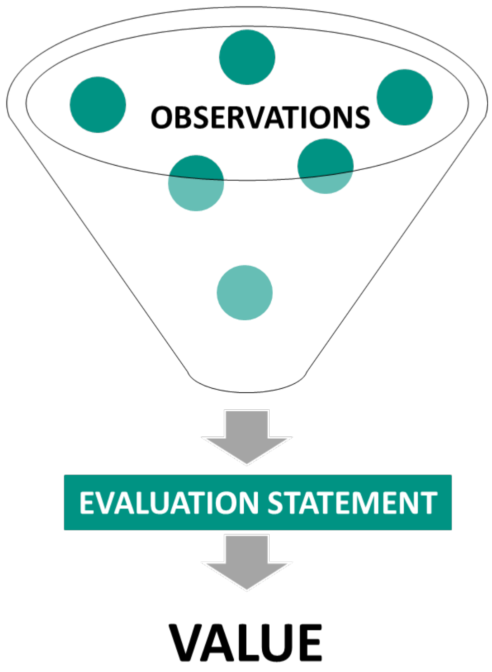
Sponsor:	One of our problems is that we waste unnecessary dollars on want-ad advertising.
Consultant:	About how much are you spending? (Size)
Sponsor:	About $10,000 a month.
Consultant:	That is a lot. How do you know it is wasted? (Symptom)
Sponsor:	Most of the jobs are filled in-house through our job posting system.
Consultant:	Why is advertising done if most jobs are filled in-house? (Root cause)
Sponsor:	I think one of our personnel policies requires that a job be widely advertised for some number of days before we fill the position.
Consultant:	We'll investigate that to be sure. What other problems are you experiencing?

SSR-ng: Questions to Ask

Size	How much? How many? How long?
Symptom	How do you know?
Root Cause	Why?

E5. Funneling Evaluation Statements

When you hear an evaluation statement, **probe for observations** that support the evaluation, **identify the underlying values**, and then **play it back** to validate your understanding. Evaluation statements include:



- "It did not work very well"
- "It was the best job ever done"
- "I liked it"
- "He's not too smart"

Example

Sponsor: We had a consultant in last year looking at this same process, but he wasn't very good.

Consultant: Really? What was it that he did or didn't do that made him not that good? (observations)

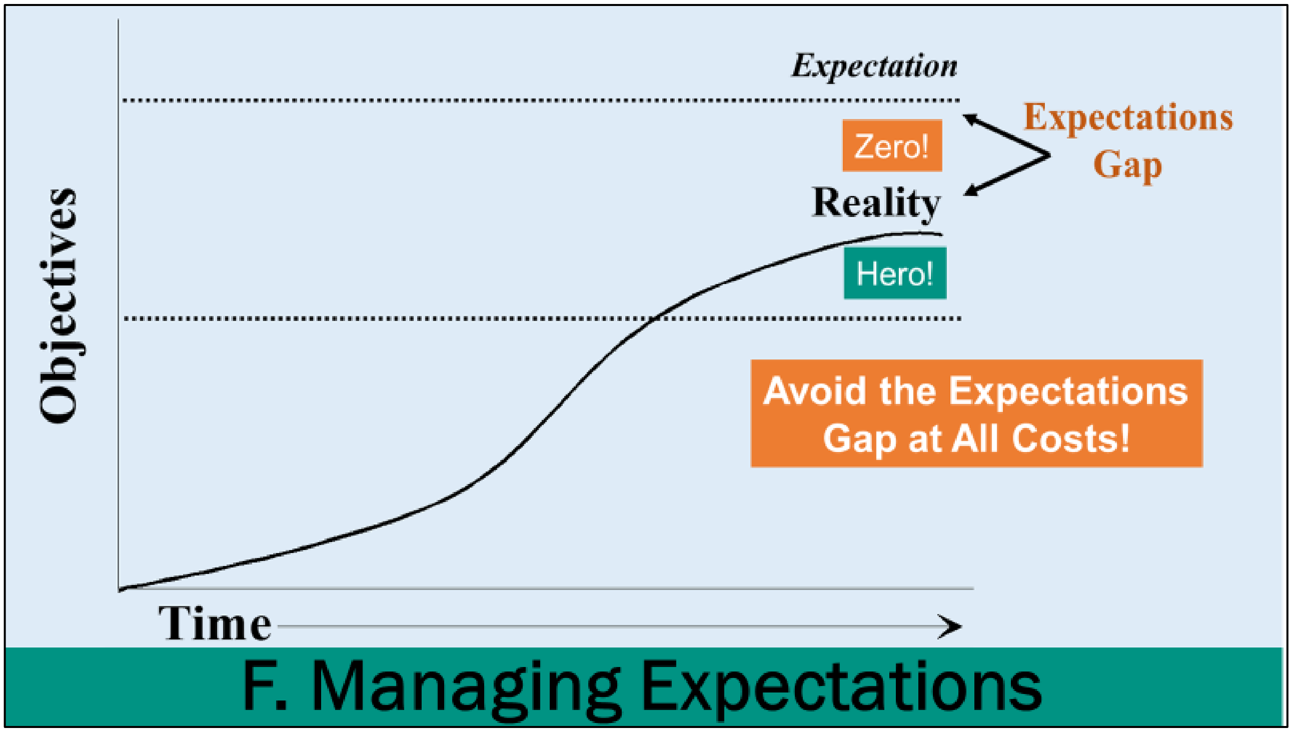
Sponsor: He didn't have a methodology. He never came to a meeting with an agenda. He just seemed to wing it. My manager got frustrated and we didn't ask him back after the third meeting.

Consultant: *Writes note to himself: The sponsor values organization. Communicate plan from start.*

Reflection Point / Best Practices

Take a moment now to look back and reflect, and then document below your key learnings from this segment.

Notes



F. Managing Expectations

F1. The Expectations Gap

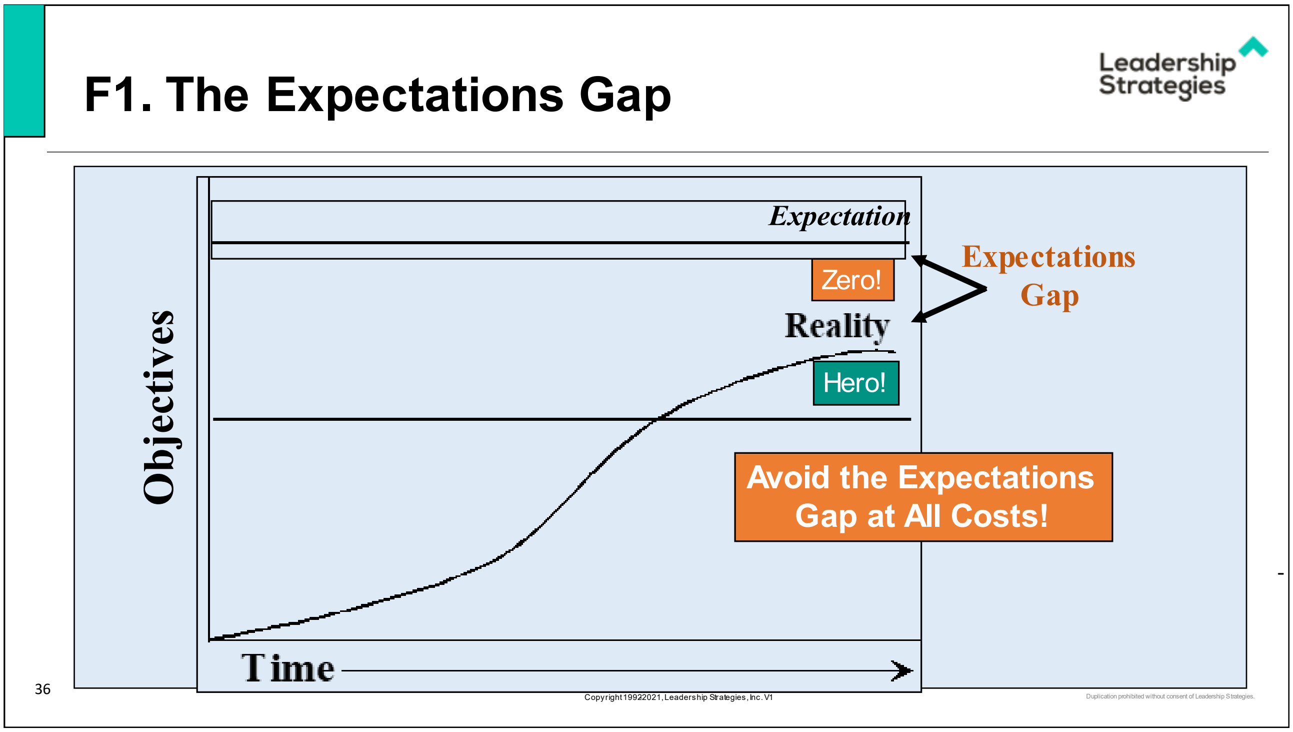
F2. Strategies for Avoiding the Expectations Gap

F3. Defining Scope

F4. Managing Scope

F5. Performance Objectives

F1. The Expectations Gap



Notes

F2. The Expectations Gap

What are strategies you can use to avoid the Expectations Gap?

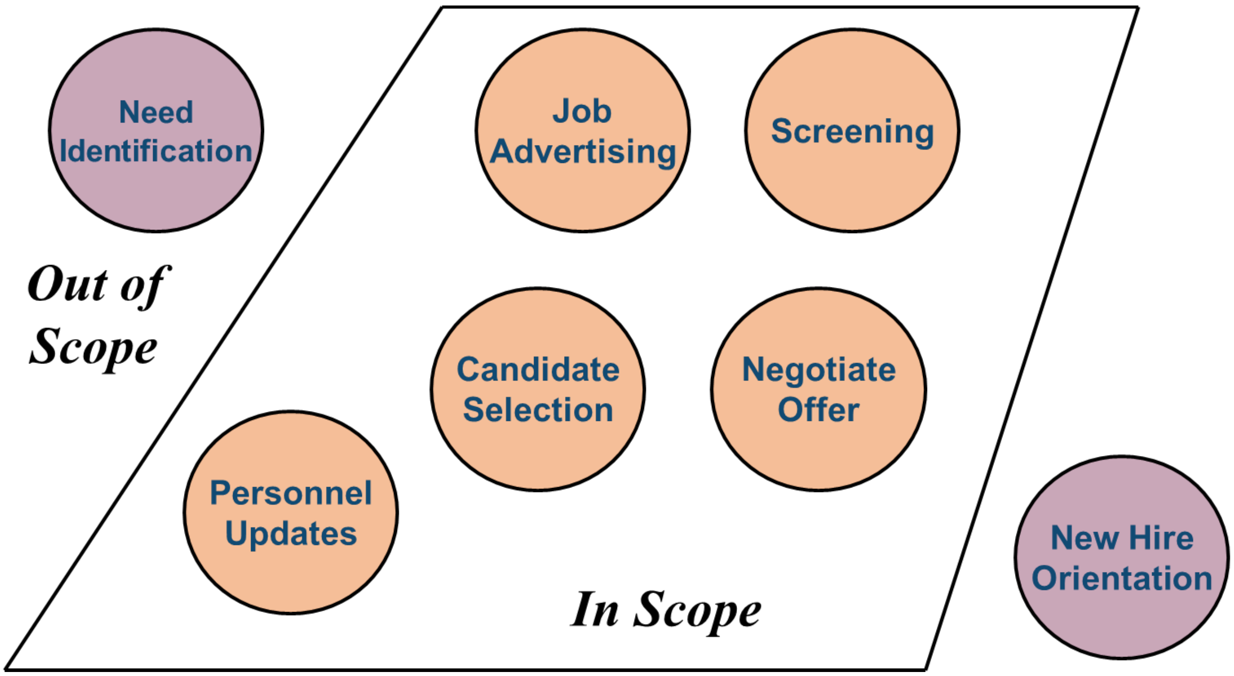
Notes

F3. Defining Scope

A full scope definition includes:

- **Business Area Diagram** – outlines the areas that are specifically included and excluded.
- **Deliverables List** – the final products (reports, policies, recommendations, software, documents, etc.) that the project will deliver.
- **Task List** – A high-level list of tasks that will be completed during the project.

Business Area Diagram



Notes

Sample Deliverables List

Process Improvement Project:

- List of current activities
- Documentation of transaction counts and processing times
- List of current problems and root cause analysis
- List of potential solutions with cost-benefit analysis of each
- Detailed implementation plan for final solution

Sample Task List

- Hold scoping meeting to initiate the project
- Hold facilitated session to document current process
- Gather transaction counts and cost data
- Hold facilitated session to document problems and root causes
- Identify potential solutions
- Perform cost-benefit analysis on top alternatives
- Present report of recommendations
- Develop new process including policy and procedure documentation
- Develop detailed implementation plan
- Train staff on new process
- Review and assess performance

F4. Managing Scope

If SCOPE increases, what also MUST happen?

Notes

Avoiding Scope Creep: Your Ideas

- Think about a time when a project ended up being much more challenging that you expected.
- Recall the times where you noted that tasks and actions were being added that weren't part of what you originally expected.

Looking back now, what could you have done in advance to avoid that scope creep?

Notes

Avoiding Scope Creep: Our Ideas

- Clearly define the scope up front with a task list, deliverables list, and business area diagram
- Define the Scope Triangle with clients so that they understand the impact of "scope creep"
- Define a scope change process
- Use the "Yes, and …" technique

Notes

F5. Performance Objectives

The Weather Forecaster Example

- How accurate is the weather forecast?
- In the absence of performance data, people tend to judge performance based on **recent events** or on **exceptions.**
- Tracking and reporting against objectives help neutralize this.

Sample Performance Objectives

- Reduce average time to produce a master schedule by 50% within first year of use.
- Reduce student schedule conflicts by 60%.
- Complete implementation and training prior to March 30 for use in Spring scheduling.
- Complete project within budget constraints.
- Six months after implementation, have at least 70% of registrars indicate on a survey that they are “satisfied” or “highly satisfied” with the system.

What are the 3 types of performance objectives in these examples?

Notes

Performance Objectives: Types

- **Project / Process Objectives** – activities that will be performed
- **Business Objectives – outcomes or business results that the client is looking for**
- **Satisfaction Objectives** – measures of client satisfaction

Objectives Must Be SMART

- **Specific**
- **Measurable**
- **Achievable**
- **Relevant**
- **Time-bound**

Sample Performance Objectives

If you were working with the sponsor to undertake improvements to the hiring process, what might be appropriate performance objectives?

Notes

Reflection Point / Best Practices

Take a moment now to look back and reflect, and then document below your key learnings from this segment.

Notes

G. Action Planning

G1. Key Course Content

G2. Your Topics

G3. Your Learning

G4. Your Evaluation of Us

G5. Next Steps

G1. Key Course Content

B. Relationship Management

B1. What Is Relationship Management?

B2. How Does Relationship Management Differ from Project Management?

B3. Relationship Management Stages

B4. Establishing/Assessing Goals

B5. Gaining the Client's Confidence

B6. The 5 Cs of Trust

B7. Mistrust: Diagnosis and Remedy

B8. Holding the Trust Conversation

B9. Recovering from Mistakes

C. Understanding Your Client

C1. Typical Communication Problems

C2. Understanding Communication Styles

C3. A Sample Scenario

C4. Other Communication Vehicles

D. Communicating with Your Client

D1. Identifying the Styles of Others

D2. Assigning the Project Team

D3. Classic DISC Profiles

D4. Success Strategies for Applying DISC

E. Defining the Need

E1. The Scenario

E2. Understanding Client Objectives

E3. Using Questions to Define the Need

E4. SSR-ing Problem Statements

E5. Funneling Evaluation Statements

F. Managing Expectations
- F1. The Expectations Gap
- F2. Strategies for Avoiding the Expectations Gap
- F3. Defining Scope
- F4. Managing Scope
- F5. Performance Objectives

G2. Course Objectives

As a result of this program, you will be able to:

- Probe and ask key questions to help clients discover their real needs
- Gain your client's confidence and maintain a trusting relationship
- Read your client's communication style
- Communicate effectively with clients about status, issues and challenges
- Set up appropriate expectations with clients
- Recover effectively from errors and mistakes

G3. Did We Cover Your Topics?

Review the topics you identified on the first day (A2). Were they covered?

Notes

G4. Your Learning and Application

- Think about your key learnings from this class.
- Consider one or two things you can do in the next 30 days to implement your learnings, things that you could do that would deliver value to the organization.

What will you do in the next 30 days to implement your learnings?

Notes

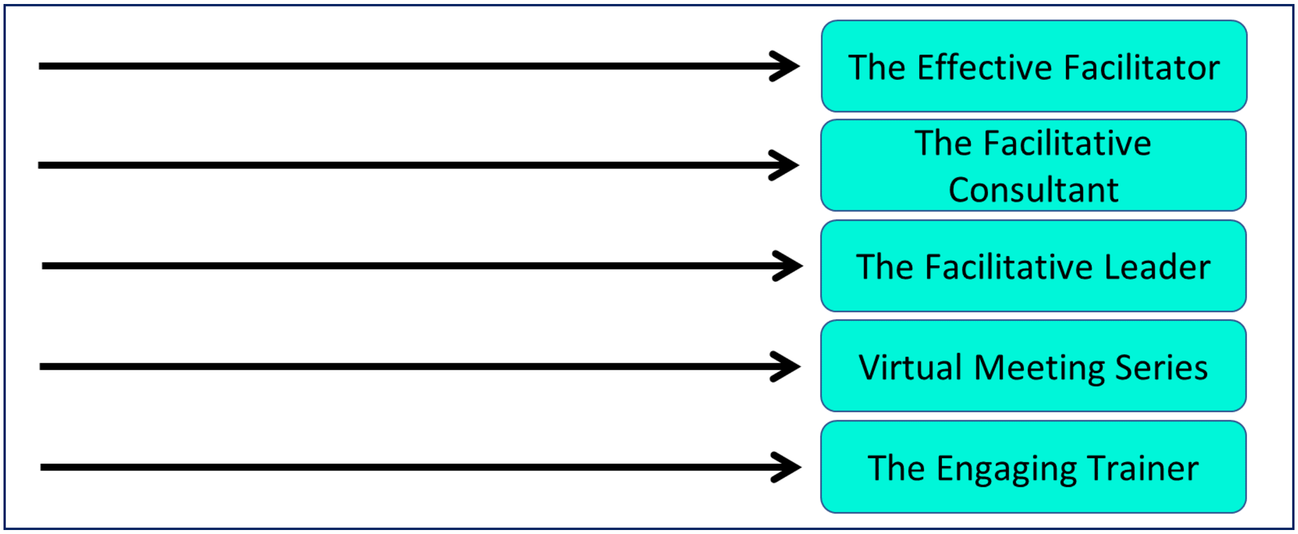
G5. Your Evaluation of Us

Pay it Forward!

You have benefited from the comments and suggestions from others who have taken the class, now it's your turn to help others who come after you to benefit from your comments.

- Take the 6-minute evaluation survey now.
- We will start back in 6-minutes.

G6. What's Next?



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Leadership Strategies is the leading provider of facilitation training and group facilitation services in the U.S.

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- More people trained in our flagship course, The Effective Facilitator, than any other facilitation class in the U.S.
- Over two dozen courses available virtually.
- Over 600 professional facilitators under contract through our FindaFacilitator.com database.
- 10 of the 41 Certified Master Facilitators in the world are members of our Core Team.
- We offer public classes across the country, virtual training over the web, and private, onsite classes for Fortune 500 companies, non-profit organizations, government, and other businesses.
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