

# It's All About TRUST

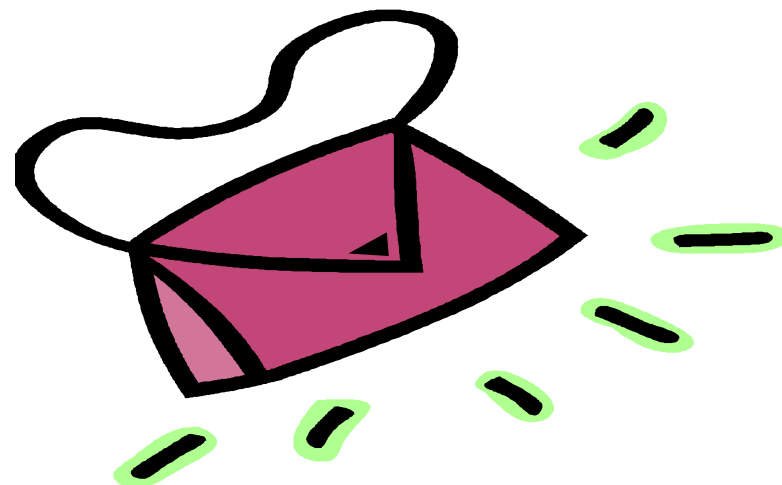
*Interact With Others in Ways That Increase  
Trust And Avoid Ways That Destroy It*

# Objectives

- Identify the Behaviors linked to Relationship Trust.
- Learn how to interact with families and staff to increase trust.
- Discover ways to avoid destroying trust.
- Practice using the Behaviors in order to build a high trust climate.

“When we love something it is of value to us, and when something is of value to us we spend time with it, time enjoying it and time taking care of it.”

-M. Scott Peck



# Partnerships

- Create an environment where parents can communicate with teachers, discuss their child's achievement and development and participate in activities
- Respect & appreciate the culture and values of every family and staff member
- Build relationships based on care & trust

# What Providers are Saying

- “...building strong relationships with teachers who partner with you in your child's education.”
- “Support families through strong partnerships.”
- “Parents are our partners.”
- “...worked to establish a trusted partnership with parents.”

# What is TRUST?

It's All About TRUST  
Presented by Cami Miller  
July 2010

# Behaviors of Trust

- There are behaviors that are common to high-trust leaders and people throughout the world.
- They are based on personal credibility- on both character and competence.
  - They flow out of what you are, not what you pretend to be.
- They are universal and can be applied in any relationship.

# Creating An Action Plan

- Rate your performance on the continuum 1-5 (1 being the lowest, 5 the highest).
- Choose two to three behaviors that you feel will make the greatest difference when improved.



# Confront Reality

- Address the tough stuff directly.
- Acknowledge the unsaid.
- Lead out courageously in conversation.
- Remove the “sword from their hands”.
- Don’t skirt the real issues.
- Don’t bury your head in the sand.

# Confront Reality Reflection Activity

- Think about the parent partnerships that each teacher has developed?
- Be completely honest with yourself...who needs to improve?
- Other questions to think about...
  - Do you have the right team in place?
  - Do you have effective systems?
  - Is your program up to Licensing & NAEYC standards?

# Create Transparency

- Tell the truth in a way people can verify.
- Get real and genuine.
- Be open and authentic.
- Err on the side of disclosure.
- Operate on the premise of “what you see is what you get.”
- Don’t have hidden agendas.
- Don’t hide information.

# Create Transparency Reflection Activity

- Rate the transparency of your center or school on a scale of 1-5 (1 being the lowest and 5 being the highest).
- If you were more transparent, what difference would it make?
- In what areas could you be more transparent?

# Practice Accountability

- Hold yourself accountable.
- Hold others accountable.
- Take responsibility for results.
- Be clear on how you communicate how you are doing and how others are doing.
- Don't avoid or shirk responsibility.
- Don't blame others or point fingers when things go wrong.

# Practice Accountability Reflection Activity

- Think back to the Confront Reality slide, who do you need to hold accountable for their actions.
- Do you need to clarify expectations with them?
- Schedule a trust talk and create agreements regarding their actions, responsibilities and consequences.
- Remember, performers like to be held accountable and want others to be held accountable too.

# Clarify Expectations

- Disclose and reveal expectations.
- Discuss them.
- Validate them.
- Don't violate expectations.
- Don't assume that expectations are clear or shared.

# Clarify Expectations Reflection Activity

- Think about an employee
  - Three positives, three frustrations
- After this training, schedule some “investment” time to discuss
- Share any insights concerning your thoughts and work together to clarify expectations.

# Talk Straight

- Be honest.
- Tell the truth.
- Let people know where you stand.
- Use simple language.
- Call things what they are.
- Demonstrate integrity.
- Don't manipulate people or distort facts.
- Don't spin the truth.
- Don't leave false impressions.

# Talk Straight Reflection Activity

- Think of a time last month when you did not talk straight to a parent or customer.
- Ask yourself what kept you from talking straight?
  - Fear of being wrong?
  - Fear of hurting another's feelings?
  - Is it a desire to be popular?
  - A lack of courage?
- Would the result have been different if you had talked straight?

# Listen First

- Listen before you speak.
- Understand.
- Diagnose.
- Listen with ears, eyes, and heart.
- Find out what the most important behaviors are to the people you are working with.
- Don't assume you know what matters most to others.
- Don't presume you have all the answers or all the questions.

# Listening Activity



# L-A-E-R

- **Listening** involves non-judgmental attention to the buyer's message. It requires concentration and an honest attempt to understand the buyer's concern. It is an other-centered behavior that shows interest, sensitivity, and care. It is a bonding behavior.

# L-A-E-R

- **Acknowledging** involves reflecting what is heard in supportive, summarizing and validating ways. It requires letting the buyer know that the salesperson has received the buyer's message. Acknowledging is an other-centered behavior that demonstrates understanding and concern. It is a bonding behavior.

# L-A-E-R

- **Exploring** is empathy and involves identifying, clarifying, and verifying the concerns underlying the buyer's objections. It requires a sincere effort by the salesperson to know and understand exactly what the buyer's problems are in all their complexity. Exploratory behavior is another-centered behavior that is bonding, because it shows interest and involvement.

# L-A-E-R

- **Responding** is empathy and involves offering a recommendation, an alternative, a solution, or a next step designed to resolve the buyer's concerns and put closure to the transaction. Responding behavior is an other-centered behavior that is an outgrowth of Listening, Acknowledging, and Exploring. Responding is a bonding behavior that is sensitive to the buyer's needs.

# Listen First

## Reflection Activity

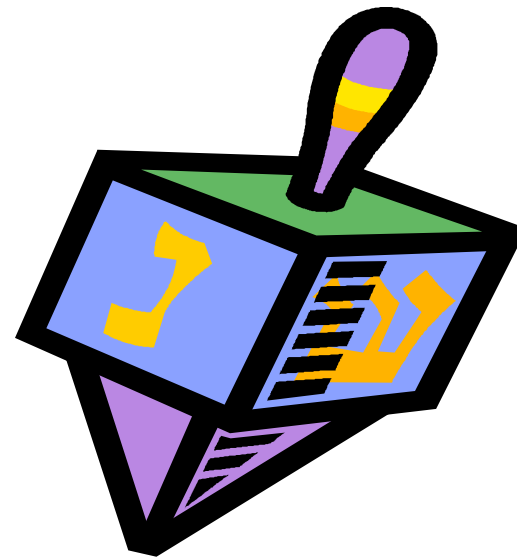
- Think back over your interactions with a parent, customer, or staff member during the past week.
- Think of a time when you did or did not listen first.
- What were the results?
- What would have been the results if you had behaved differently?

# Demonstrate Respect

- Genuinely care for others.
- Show you care.
- Respect the dignity of every person and every role.
- Treat everyone with respect, especially those who cannot do anything for you.
- Show kindness in the little things.
- Don't fake caring.
- Don't attempt to be efficient with people.

# Sample Holiday Questionnaire

- What special holidays/occasions do you celebrate in your family?  
How do you celebrate them?



# Sample Holiday Questionnaire

- If your family does not celebrate



we have holiday activities in our program?

# Sample Holiday Questionnaire

- How would you like to participate in holiday activities in the classroom?



# Demonstrate Respect Reflection Activity

- Think about specific things you can do to show others you care about them.
- Try to do at least one thing each day to put a smile on someone's face.
- Think about your classrooms, are they "homes away from home"?
  - Do you affirm the cultures of every family and create places of comfort where children and families will feel valued and important?

# Show Loyalty

- Give credit freely.
- Acknowledge the contributions of others.
- Speak about people as if they were present.
- Represent others who aren't there to speak for themselves.
- Don't bad-mouth others behind their backs.
- Don't disclose others' private information.

# Show Loyalty

## Reflection Activity

- It is important to create an environment in which everyone's contributions are recognized and every person is acknowledged.
- Give credit generously.
- Think about a parent or customer that has referred another family to your center or school, how will you give credit generously?
  - Thank you note
  - Mention in newsletter
  - Tuition discount

# Right Wrongs

- Make things right when you were wrong.
- Apologize quickly.
- Make restitution where possible.
- Practice “service recoveries”.
- Demonstrate personal humility.
- Don’t cover things up.
- Don’t let pride get in the way of doing the right thing.

# Right Wrongs

## Reflection Activity

- Think about your past....
  - Are there wrongs that have not been righted?
- The relief that comes when you truly make an effort to right past wrongs is immense.
- Think of at least one parent, customer, staff member that you need to make restitution with or that you need to forgive?
- What are the steps you will take to make this happen?

# Deliver Results

- Establish a track record of results.
- Get the right things done.
- Make things happen.
- Accomplish what you are hired to do.
- Be on time and within budget.
- Don't overpromise and under deliver.
- Don't make excuses for not delivering.

# Deliver Results Reflection Activity

- Think of a result, commitment or deadline that you were unable to achieve.
- Was it realistic?
- Could you have re-negotiated the expectations?
- What will you do differently next time?

# Get Better

- Continuously improve.
- Increase your capabilities.
- Be a constant learner.
- Develop feedback systems, both formal and informal.
- Act on the feedback you receive.
- Thank people for the feedback.
- Don't assume today's knowledge and skills will be sufficient for tomorrow's challenges.

# Get Better Reflection Activity

Ask parents and/or staff to complete the following  
“Continue/Stop/Start” Inquiry questions:

- 1) What is one thing we are now doing that you think we should *continue* doing?
- 2) What is one thing we are now doing that you think we should *stop* doing?
- 3) What is one thing we are not doing that you think we should *start* doing?

Please ask your staff to complete a similar inquiry.

# Extend Trust

- Demonstrate a propensity to trust.
- Extend trust abundantly to those who have earned your trust.
- Extend conditionally to those who are earning your trust.
- Learn how appropriately extend trust to others based on the situation, risk, and credibility (character and competence) of the people involved.
- Have a propensity to trust.
- Don't withhold trust because there is risk involved.

# Extend Trust

## Reflection Activity

- Think about a parent, customer or staff member that you feel does not trust you.
- Is the person's lack of trust a reflection of your lack of trust in them?
- How can you extend trust to them?

# The Phases of Parent Partnerships

- Pre-enrollment – provide a clear picture of our program to gain enrollment
- Enrollment – procedures we follow to enroll a child
- First 6 weeks – collaboration between parents & faculty to establish a strong foundation for the child's experience
- Ongoing

# The Phases of Building Staff Relationships

- Interview
- Training
- Growth & Learning Plan Development
  - 3 month
  - 6 month
  - One Year
- Ongoing

# Summary

- Trust is a function of two things – character and competence
- Every interaction with every person is a “moment of trust”.
- The way you behave in that moment will either build or diminish trust.
- By behaving in ways that build trust with one, you build trust with many.
  - How you behave with one parent or customer is noticed by other parents and customers?

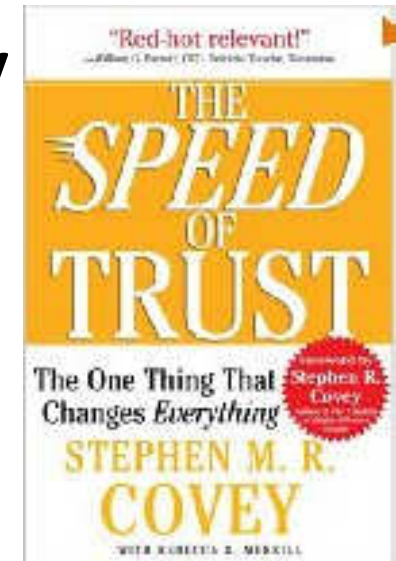
# Questions



# Resources

*The Speed of Trust...*  
*The One Thing That Changes*  
*Everything*

By Stephen M.R. Covey



# Child Care Exchange Articles

“More Than Lip Service - Partnering with parents” by Madhavi Sudarsana (March/April 2008)

“I confess, I’ve Changed” by Gigi Schwiekert (September 1996)

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