



The Power of Words: Limiting Risk

“Acting Out” Respect Mastering Interpersonal Skills

Objectives

- Use a model for respect to self-assess strengths and challenges
- Explore approaches for building greater understanding and respect of other's views
- Use more effective communication skills, e.g. body language, active listening skills, demonstrating empathy, use of “I-messages”
- Work toward win-win solutions
- Practice approaches in a character simulation and receive on-the-spot feedback and coaching to enhance capabilities

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“Acting” Out Respect: Mastering Interpersonal Skills

R

Elements

Relationship oriented

Building relationships with others
Focusing on the person as well as the tasks

Notes

E

Empathetic

Withholding judgement of others
Acknowledging their ‘feelings’ first before delving into substantive issues
Being genuinely interested in understanding the other person’s perspective

S

Self aware and self-controlled

Being aware of how you are feeling/reacting
Controlling your reactions so that you do not act disrespectfully
Sharing your feelings in a respectful way
Avoiding assigning negative attributions to others
Checking out what was meant

P

Professional

Respecting the role that all team members play
Avoiding negative characterizations of others
Respecting the expertise and experience of other team members
Accepting responsibility for own actions

E

Ethical, doing the “right” things

Modelling appropriate behaviours
Addressing issues of respect when you see them
Making choices that are in the best interest of patients and the team, rather than for yourself

C

Communicating effectively

Being aware of how you are communicating – verbally/nonverbally; assertively not aggressively
Asking open ended questions to gain understanding
Using “I” statements to express your feelings & thoughts
Paraphrasing to ensure understanding
“Asking” more than “telling” when exploring problems

T

Team oriented

Appropriately involving other members of the team
Developing the capabilities of all team members
Appreciating that team members have different strengths and working styles



Are you ?

R

This **self-assessment** will help you determine how you approach interpersonal interactions with others in a respectful way. Rate yourself on each of the **RESPECT** scales. Identify your strengths and areas that you will want to improve on.

Sometimes

Most of the time

Relationship oriented?

Do you believe that forming working relationships is as important as being task focussed?

1 2 3 4 5 6 7 8 9 10

Empathetic?

Do you avoid judging others?
Do you listen in a caring manner to relevant issues that others are dealing with in order to help them succeed?
Are you genuinely interested in understanding the other person's perspective?

1 2 3 4 5 6 7 8 9 10

Self aware and self-controlled?

Do you pay attention to how you are feeling and control your reactions so that you do not act disrespectfully?
Do you avoid assigning negative attributions to others?
Do you share your feelings in a respectful way?

1 2 3 4 5 6 7 8 9 10

Professional?

Do you approach others in the workplace in a professional manner? Do you respect the role and function that person plays in UHN?
Do you avoid making negative characterizations of others?

1 2 3 4 5 6 7 8 9 10

Ethical, doing the "right" things?

Do you discourage people from behaving disrespectfully towards others? Are you a good role model? Do you make choices that are in the interest of patients and the team, rather than yourself?

1 2 3 4 5 6 7 8 9 10

Communicating effectively?

Verbally? Non-verbally? Do you use different approaches with different people? Are you assertive as opposed to aggressive? Do you ask questions to gain understanding? Do you use "I" statements to express your feelings and thoughts? Do you paraphrase to ensure understanding? Do you do more 'asking' than 'telling' when exploring problems?

1 2 3 4 5 6 7 8 9 10

Team oriented?

Do you inform and include other team members so their skills and areas of expertise are respected?
Do you appreciate that team members have different strengths and working style?

1 2 3 4 5 6 7 8 9 10

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Relationship

- Healthy relationships require a balance of **task**, i.e., *the work* (60%), and **relationship**, i.e., *how we work together* (40%)
 - How might adopting this outlook influence the way you interact with others?

Empathy

- Empathy is one of the most powerful tools for showing respect. It can be defined as an intentional **shifting of your perspective to see things from the other person's point of view**.
 - "I can only imagine what you must be going through."
 - "If that happened to me I'd be even more upset than you are now."
- Try to understand what need they are trying to have met. Ask: "What do you need from me right now?" "How can I help you right now?"
- Use **Perception Checking** to minimize misunderstandings: Instead of coming across as "I know what you're thinking," perception checking implies "I know I'm not qualified to judge you without some help."

Perception Checking

A complete perception check has three parts:

1. A description of the behaviour you noticed
2. At least two possible interpretations of the behaviour
3. A request for clarification about how to interpret the behaviour

E.g. "You said you really liked the job I did," (*behaviour*), "but there was something in your voice that made me think you may not like it." (*first interpretation*). "Maybe it's just my imagination, though." (*second interpretation*) "How do you really feel?" (*request for clarification*)

"You haven't dropped by lately. Is there anything the matter?" (*single interpretation and request for clarification*)

Self-Aware and Self-Controlled

- To develop self-control you need to be aware of what pushes your hot buttons.
- Be disciplined to think and not react.
 1. Breathe, stay relaxed and calm. Remove yourself, if necessary, to cool down.
 2. Avoid assuming the other party's intentions – as we usually assume the worst. Check your perceptions.
 3. Give yourself a **Coping Statement**, such as "I can't change this person."

4. Try not to take everything personally. Instead, ask yourself: “What might be going on in this person’s life such that they acted this way towards me?”

Professional

- Despite rank and position, all human being deserve respect.
- Always behave in a way that preserves the other person’s dignity.
- Always provide 1) recognition, 2) acknowledgement, 3) the right for others to have a different opinion.

Ethical

- The best way to teach others is by example.
- Admit mistakes immediately. A good **apology** includes: 1) acknowledging responsibility for your actions/words, 2) stating how you will change your behaviour in the future to avoid repetition, 3) not making excuses.
- Change starts with you. By changing your own behaviour you can influence others.
- Use **reframing** to present issues/feelings/perceptions constructively. Reframe by taking what the other person says and ‘translating it’ into concepts that are more constructive and helpful in terms of problem resolution.

Reframing

They say: “This is all your fault.”

You **reframe**: “I’m sure I’ve contributed to the problem; I think we both have. Rather than focus on whose fault it is, I’d like to look at how we got here – at what we each contributed to the situation.”

They say: “You are the nastiest person I’ve ever met.”

You **reframe**: “It sounds like you’re feeling really badly.”

- Praise in public, criticize in private.
 - Never humiliate, demean, yell, or leave in the middle of a discussion.

Communicate Effectively

- To reduce conflict you need to **listen 5X more than you speak**. To master the art of listening:
 - Pay attention to the other person; get beyond yourself.
 - Be curious: ask questions. Seek to understand.
 - Ask about specific behaviours and experiences.

➤ Use **Paraphrasing**

A process of restating what you thought the speaker meant. This can be used to clarify the speaker's *thoughts* or *feelings*. All complete paraphrasing includes two parts:

1. A restatement of what the listener thought the speaker meant, and
2. A request for clarification.

E.g. You seem in a hurry (feeling). I get the idea that you don't want to talk right now (thought). Is that right? (clarification)

"You said 'Forget it,' (thought) but you still sound mad (feeling). Are you?" (clarification)

You can also use paraphrasing to summarize a theme that seems to have run through another person's conversation.

E.g. "You keep reminding me to be careful. Are you worried about something, or is it just my imagination?"

Using "I" Statements

"I" language shows the speaker takes responsibility for their thoughts and feelings. Notice the difference between – "It bothers me when you are late," and "I'm worried when you are late".

"You" implies a judgement. Using "I" gives rise to a less defensive response than using a 'you' statement.

A complete "I" statement includes (1) the other person's behaviour, (2) your feelings, and (3) the consequences the other's behaviour has for you.

E.g. "When you interrupt me while I'm talking, (behaviour) I feel like you are not interested in what I am saying. (feeling) That's why I have stopped offering my suggestions." (consequence)

"When you miss our unit meetings, (behaviour) I feel like you don't see them as important. (feeling). I didn't include your project on this week's agenda because I wasn't sure you would be here." (consequence)

Team Oriented

- Appreciate that team members have different communication and work styles and the benefits diversity brings to the team, rather than complaining about or disparaging others for being different.
- Allow people the opportunity to shine. Accentuate & build on their strengths.
- Ensuring that communication is complete – that all members know what is going on and are involved in team decisions

“Acting” Out Respect Plan, Observations & Feedback

What end result do I want: _____

Approaches I plan to use: _____

Make a note of your observations and feedback offered by others

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UHN Organization & Employee Development

