

"I" Statements

When a person feels that they are being blamed—whether rightly or wrongly—it's common that they respond with defensiveness. **"I" statements** are a simple way of speaking that will help you avoid this trap by reducing feelings of blame. A good "I" statement takes responsibility for one's own feelings, while tactfully describing a problem.

"I feel *emotion word* when *explanation*."

- ✓ "I feel..." must be followed with an emotion word, such as "angry", "hurt", or "worried".
- ✓ Careful wording won't help if your voice still sounds blaming. Use a soft and even tone.
- ✓ In your explanation, gently describe how the other person's actions affect you.

Examples

Blaming	"You can't keep coming home so late! It's so inconsiderate."
"I" Statement	"I feel worried when you come home late. I can't even sleep."

Blaming	"You never call me. I guess we just won't talk anymore."
"I" Statement	"I feel hurt when you go so long without calling. I'm afraid you don't care."

Practice

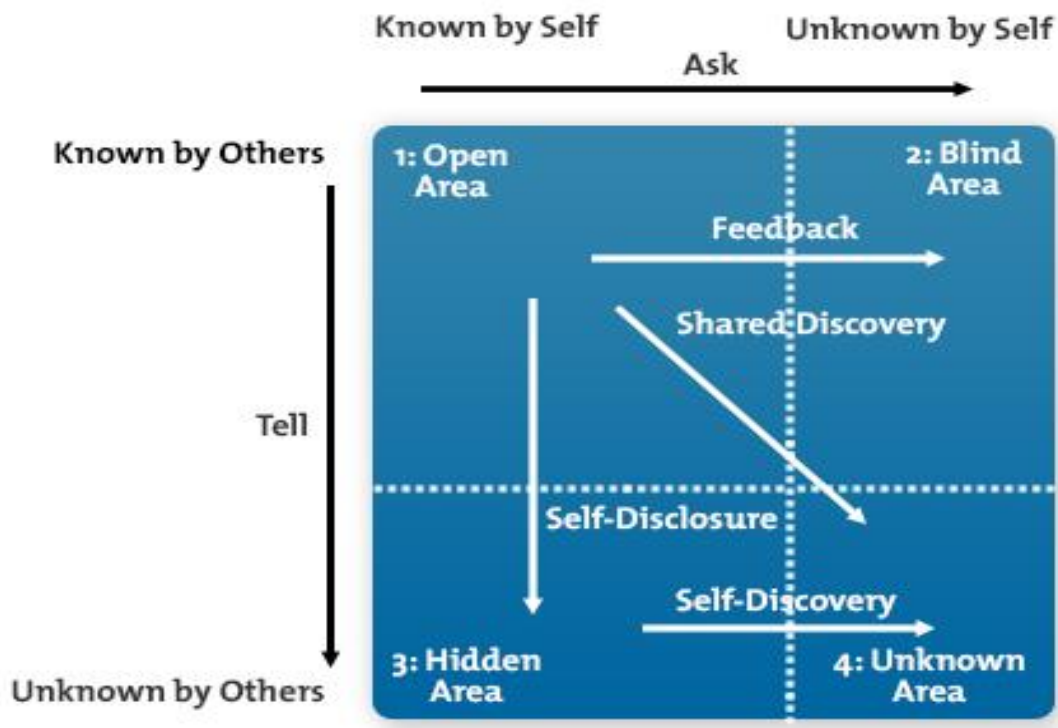
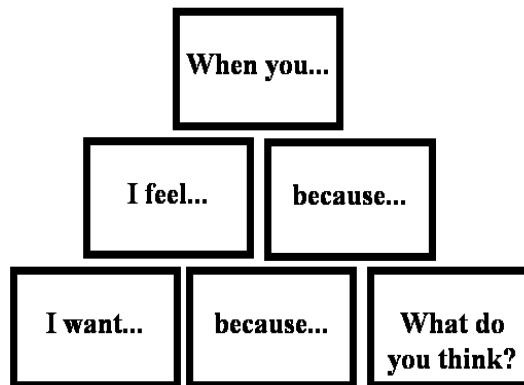
Scenario	A friend always cancels plans at the last minute. Recently, you were waiting for them at a restaurant, when they called to say they couldn't make it.
"I" Statement	

Scenario	You are working on a group project, and one member is not completing their portion. You have repeatedly had to finish their work.
"I" Statement	

Scenario	Your boss keeps dumping new work on you, with little instruction, and not enough time. Despite working overtime, you're weeks behind.
"I" Statement	

I Statements

Here's what happens Describe the impact. Remember to use yourself - I find you - not you are - use **I statements**



Cornerstones of good feedback: CORBS model

Clear	Be clear that you are about to provide feedback. Being vague and faltering will increase anxiety in the receiver and will confuse your message.
Owned	Use “I” statements to own the feedback. Feedback is your own perception and not an “ultimate truth.” It says as much about you as it does about the receiver.
Regular	Give feedback as soon after the event as possible. Feedback given regularly is more likely to be useful than grievances that are saved up and delivered as one large package.
Balanced	Balance negative and positive feedback over time.
Specific	Generalized feedback is not productive. Focus feedback on particular interactions or behaviours that you have witnessed.

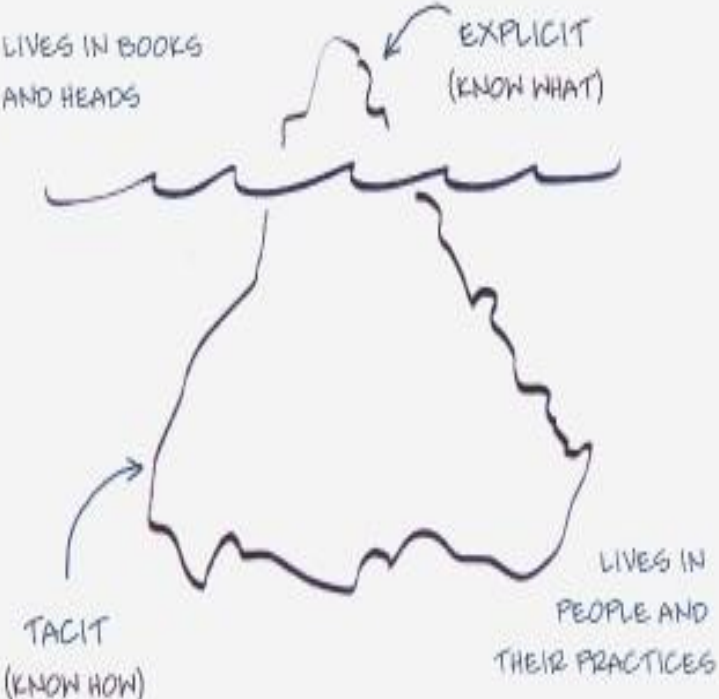
Facilitation skills Additional Materials Session 5 & 6

Consensus Methods		
Name	How we do it	As facilitators we:
Consensus	<p>Through discussion, all people support the final decision, even if it is not their first personal choice.</p> <p>Pure consensus is 100 percent agreement</p>	<p>Encourage individuals to consider issues other than personal interests.</p> <p>Provide time for discussion.</p> <p>Believe that out of discussion comes better decisions</p>
Modified Consensus	<p>Through discussion, the maximum possible agreement is achieved among group members who choose to participate.</p> <p>Agreement of all group members may not be reached</p>	<p>Make clear that those who withdraw forfeit the right to criticise or work against the decision that is reached.</p>
Majority Vote	<p>Motions are brought forth and then individuals vote either verbally or in writing</p>	<p>Allow a time lag before finalising the decision or implementing it.</p> <p>Try to avoid rushed decisions.</p> <p>Build discussion time in</p>
Nominal Group Process	<p>Nominal Phase--Each individual writes a silent list of ideas. Share and record the ideas in a round-robin format until all ideas are listed. There is no discussion at this step.</p> <p>Discussion Phase - Discuss each idea. Give people the opportunity to clarify, explain, and add support or non-support to the ideas</p> <p>Voting Phase--Each individual privately ranks ideas numerically (e.g., first, second, etc.). Make a group decision based on the pooled outcome of individual votes.</p>	<p>Try to reserve this technique for difficult, complex decisions.</p> <p>Can also be used for generating innovative ideas</p>

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<p>Charting</p>	<p>The group works together to develop a chart that lays out the things to consider when making a decision.</p> <p>Use six columns:</p> <ol style="list-style-type: none"> 1. Description of problem. 2. Criteria for a satisfactory solution. 3. Viable solutions. 4. Drawbacks, costs, and obstacles for each solution. 5. Expected benefits from each solution; and 6. Judgments or conclusions about each solution. 	<p>May be best used when implication of solutions are unclear.</p> <p>Be prepared to spend a lot of time with this procedure.</p>
<p>Ranking Procedure</p>	<p>Start with a list of up to 10 items. Have these written on a flip chart, / overhead so that they are visible to the whole group. Have each member of the group assign a number to each item for how important he/she feels it is.</p> <p>Options:</p> <ol style="list-style-type: none"> 1. Rank in descending order from most (ten) to least (one) important. 2. Give each item a value of one, two, or three, corresponding to important, somewhat important, and not especially important. 3. Compute average scores based on the individual rankings. 4. Rewrite the items in the order of their scores. 5. Discuss the setting of priorities. 6. Redo ranking, if desired. 	<p>Particularly useful if there are divergent positions in the group.</p> <p>An objective way to set priorities.</p>

With thanks to the [Ontario Ministry of Health](#)

<h2 style="text-align: center;">KNOWLEDGE AS ICEBERG</h2> 	<h3>Tacit Knowledge</h3>	<h3>Explicit Knowledge</h3>
	<ul style="list-style-type: none"> • Drawn from experience and is the most powerful form of knowledge • Difficult to articulate formally • Difficult to communicate and share • Includes privately held insights, feelings, culture and values • Hard to steal or copy • Shared only when individuals are willing to engage in social interaction 	<ul style="list-style-type: none"> • Can become obsolete quickly • Formal articulation possible, and can be processed and stored by automated means, or other media • Easily communicated and shared • Formally articulated and public • Can be copied and imitated easily • Can be transmitted

Breach of Confidentiality within a Support Group

A member of a support group (Mary 32) happened to overhear two people (one of whom was also a member of the group) in a supermarket discussing an individual in the support group of which she was a member.

Whilst the conversation that she overheard was positive Mary was upset because a member's name was mentioned, and certain details of a family's circumstances were discussed. Mary chose not to attend the next meeting of the group as she was upset and unsure of how she might react. She was upset that the confidentiality that she had trusted in had been breached and she did not know what to do.

The facilitator of the group noted that Mary did not attend the meeting and sensed something was up, so she rang Mary. Gently, with persuasion from the facilitator Mary explained the reason for not attending and how upset she was about the breach of confidentiality.

The facilitator persuaded Mary to attend the next meeting and agreed to devote a part of the meeting to discussing confidentiality with the group and what it means in practice.

This was a sensitive meeting as emotions were raw and people were naturally upset. Through careful facilitation, open discussion, explanation, and a gracious apology on the part of the woman who had broken the confidentiality promise, followed by forgiveness, some stability was restored.

The group took a while to heal from this incident and learnt an important lesson about what confidentiality means. It means that all information shared and discussed at meetings and details of membership remain confidential, even in the case of positive information. All members must understand the importance of this promise of confidentiality and remain true to it.

Question Did the facilitator (in your opinion) do the correct thing?

Why use role play?

Role play allows participants to apply new technical knowledge and skills in situations that simulate / model those they encounter in real-life situations. This facilitates transfer of learning to improve performance.

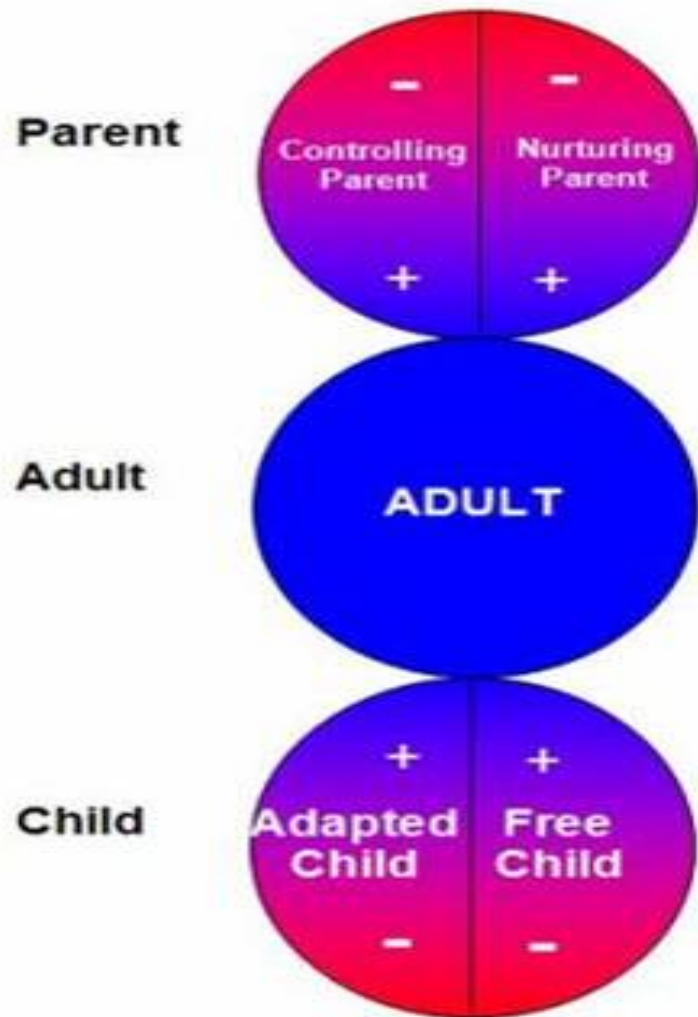
Role plays require participants to react to situations in the moment when applying technical information and skills they have learned. Role plays help facilitate transfer of learning by giving participants opportunities to:

- Practice in a safe, non-threatening environment where it is permissible to make mistakes
- Work in small groups and observe the facilitator or an experienced participant demonstrate the task/skill, which helps participants to be comfortable trying out innovative approaches
- Become confident using job aids and tools to facilitate performance of tasks/skills
- Receive targeted feedback and support after each role-play; immediate feedback is crucial for participants to achieve an important level of proficiency and attain performance expectations
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IMPORTANCE OF ROLE-PLAY



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CP Controlling Parent.
 When I behave in ways which copy my parents telling me what to do
 CP + Parental directives genuinely aimed at protecting or promoting well-being
 CP - Putting down or discounting the other person

NP Nurturing Parent
 Replaying the behaviours of my parents when looking after me
 NP + Caring from a genuine regard for others helped
 NP - Help is given from a position which discounts the other person

A Adult
 Any behaviour as a response to the 'here and now'
 Here are stored strategies for solving problems
 Reality is tested
 Evaluates what is happening in Parent and Child Egostates
 When healthy Adult ingrates Parent demands and Child needs

FC Free Child
 Engaging in behaviours from my childhood that pay no attention to Parent rules or limits
 FC + Expressing emotions in a safe situation
 FC - Uncensored child emotions

AC Adapted Child
 Way of behaving that fit into what my parents expected.
 AC - Replaying childhood behaviour that is no longer appropriate
 AC + Productive ways of behaving as a grown up