

Lesson VI: Using Clarifying Statements

Outcomes: At the end of this lesson, participants will be better able to:

- provide court service to people from different cultures
- better able to use clarifying statements
- reflect on TRAC Record

Materials Needed

- Overhead transparency machine (optional)
- DVD player, LCD projector and screen, and DVD, *Cultural Competency: Rising to the Challenge (Expanded Version)*, produced by the Washington State Minority and Justice Commission, 2005, from 11:18 -13:36 on the display clock
- Easel pad and pens

Handouts

- Clarifying Statements Worksheet
- TRAC Worksheet

Transparency or Poster

- Ground rules

Preparing to Teach this Lesson

- Write up and post the lesson objectives
- Cue up DVD to Chapter 2, 11:18 on the display clock
- Make copies of the Clarifying Statements Worksheet
- Make copies of the TRAC Worksheet
- Prepare transparency of the ground rules, or copy onto a easel pad sheet (use ground rules sheet from Lesson I)

Community Resource People

- Not applicable to this lesson

Summary

At the end of each lesson is a debriefing or summary section. It is very important that the lesson be timed to allow sufficient time to complete the debriefing with the employees. During this reflection period employees can discuss the information learned, clarify any concerns and analyze skills that they have practiced. This is a critical step in the learning process and should not be neglected.

Methods

Part 1: Review of ground rules (2 minutes, optional)

- Review ground rules, as needed.

<p>Transparency or Easel Pad Paper</p> <p>Ground Rules</p> <ol style="list-style-type: none">1. One person speaks at a time.2. Describe behaviors, not personalities.3. Maintain confidentiality.4. Share responsibility - speak up if something is not working for you.
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Part 2: Intent and Impact (10 minutes)

- Tell participants that again they'll begin this session with a short clip for the DVD produced by the Washington State Minority and Justice Commission, specifically for developing cultural competency in judges but also helpful for other court workers.
- Ask participants to consider the discrepancy between the intent and the impact. These examples in the courtroom don't lend themselves readily to the use of clarifying statements. Consider how clarifying statements might have helped in situations other than the courtroom.
- Show the DVD clip, Chapter 2, "What Are You Communicating" 11:18 to 13:36.
- Ask participants what they saw. Ask them how clarifying statements might have helped if these situations had occurred in the clerk's office rather than the courtroom.

Part 3: How Clarifying Statements Can Help (30 minutes)

- Review steps for using clarifying statements from the worksheet.
 - i. What I observe
 - ii. How it affects me
 - iii. What I want
 - iv. How it will benefit the group or individual

Clarifying Statements Handout

Clarifying Statements Worksheet

Components of a Clarifying Statement:

- What I observe
- How it affects me
- What I want
- How it will benefit the group or individual

Examples:

Work in pairs to make the blaming statements below into clarifying statements. Watch your word choice and written tone. Your goal is to say what you want to say and preserve the other person's dignity. Avoid such words: "always, never, every time, any" words that are big sweeping statements, they are often triggering.

1. "If you interrupt me one more time, I'm walking out!"

Perspective:

Feelings:

Specific Request:

Benefits to All:

2. "We're always changing things; no one ever tells me."

Perspective:

Feelings:

Specific Request:

Benefits to All:

3. "You are so emotional – you break into pieces every time I give you any criticism."

Perspective:

Feelings:

Specific Request:

Benefits to All:

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- Ask the group to work in pairs on the examples provided on the worksheet. Depending upon the time each pair could get a different example to work through.
 - Get input from pairs after working through examples.
 - Use the Answers that follow to respond to pairs.
1. **Perspective:** When I was offering my suggestion you interrupted me.
Feelings: I am frustrated. It's disrespectful.
Specific Request: I am asking you to wait until I finish my thought before you start to talk. Will you do that?
Benefit to all: We all have great ideas and lots to contribute in our meetings; I think it is important for us all to have a chance to speak.
 2. **Perspective:** I am unaware of the new court documents in Russian.
Feelings: I am disappointed and annoyed when I am not informed of changes because I feel left out and I am not able to help the public effectively.
Specific Request: I want to be included (about changes) along with everyone else. How can I get the information?
Benefit to all: If we create a system for communicating/notifying staff of changes (policy/forms/etc) then we will be properly informed and be able to serve the public well.
 3. **Perspective:** When I give you constructive criticism, you cry.
Feelings: I see that you are feeling emotional, and then I hesitate to continue.
Specific Request: What do I need to know about giving you feedback? I want us to find a way to say what I need to say, and for you to feel respected and comfortable during the process.
Benefits to all: Learning how to communicate with each other allows one to express ones needs while respecting the other person. Also, improving our communication skills fosters a supportive work environment where everyone feels valued.

Part 4: Summary (5 minutes)

- Conclude by passing out the TRAC Worksheet, and ask participants to continue working on ways to increase trust, respect, affect and confidence, so that everyone will have an excellent TRAC record at work.

TRAC Record Handout

Trust **R**espect **A**ffect **C**onfidence

What are the components of a solid TRAC Record?

Trust

Respect

Affect

Confidence

- Finally, ask the participants to once again think of a number from 1 to 10, with 1 being low and 10 being high, to reflect how they now view their cultural competency. Invite them to continue expanding and building their cultural competency.

Clarifying Statements Handout
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Clarifying Statements Worksheet

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Feelings:

Specific Request:

Benefits to All:

2. "We're always changing things; no one ever tells me."

Perspective:

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Specific Request:

Benefits to All:

3. "You are so emotional – you break into pieces every time I give you any criticism."

Perspective:

Feelings:

Specific Request:

Benefits to All:

TRAC Record Handout
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