

Lesson V: Identifying Intent and Impact

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

- be confident and informed when working with people who differ from them
- identify intent and impact of communication

Materials Needed

- Overhead transparency machine (optional)
- Easel pad and pens
- DVD player, LCD projector and screen, and DVD, at Chapter 1, “Are We Communicating” of the *Cultural Competency: Rising to the Challenge (Expanded Version)*, produced by the Washington State Minority and Justice Commission, 2005, from 6:03 to 11:00)

Handouts

- Intent and Impact Worksheet

Transparency or Poster

- Ground rules

Preparing to Teach this Lesson

- Write up and post the lesson objectives
- Make copies of the Intent and Impact Worksheet
- Prepare transparency of the ground rules, or copy each onto a separate easel pad sheet (use ground rules sheet from Lesson I)
- Cue DVD to 6:03 on the display clock

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 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.

WASHINGTON
COURTS

Methods

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

2. Review ground rules, as needed.

Transparency or Easel Pad Paper

Ground Rules

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.

Part 2: Explore Intent and Impact (10 minutes)

- Tell participants that they'll begin this session with a short clip from a DVD produced by the Washington State Minority and Justice Commission, specifically developed to enhance cultural competency in judges but also helpful for other court workers.
- Ask participants to look for examples when intent and impact don't match.
- Show short clip, from 6:03 to 11:00 on display clock.
- Ask participants to describe examples when intent and impact didn't match in the DVD.

Part 3: Reflect on Conflict Between Intent and Impact (10 minutes)

- Pass out the Intent and Impact Worksheet.

Handout on Intent and Impact

Intent and Impact Worksheet

Directions: In pairs, work through the questions that follow. You do not need to write down answers to these questions.

1. Briefly describe a situation where your intent did not match the impact of what you said or did. Include what you were trying to do and what actually happened. You can also describe a time when someone's intention did not match the impact it had on you.
2. How did you learn the difference that was intended? Some examples are the person's facial expression, conversations, tone of voice, long period of silence, or break down in the relationship.
3. What did you do to learn about the impact or intention?
4. How did you feel about the misunderstanding?
5. What did you do to help repair the situation?
6. Can you identify any of your behaviors from the Cultivating Cultural Competency Module? Remember some of the specific communication skills like reflecting, or listening, or even the blocks such as advising, or being right?
7. How did your behavior affect your ability to carry out the courts' mission?

- Assign them in pairs to talk through the questions that appear on the worksheet. Tell them they do not need to write out answers, but that you will ask for volunteers to report back after the discussion.
- Go through the worksheet and ask participants to volunteer examples and steps taken.

Follow-Up Guide to
VINCE—Cultivating Cultural Competency
An On-Line Course

Part 4: Summary (5 minutes)

- Conclude by reinforcing how crucial it is for everyone to have good communication, with intent matching the impact they intend to make.
- Have each employee think about one thing he or she learned during the session. Ask them to write that down or share with a partner. After a few minutes, ask a few volunteers to share their ideas with the rest of the group.

Handout on Intent and Impact
Lesson V: Identifying Intent and Impact

Intent and Impact Worksheet

Directions: In pairs, work through the questions that follow. You do not need to write down answers to these questions.

1. Briefly describe a situation where your intent did not match the impact of what you said or did. Include what you were trying to do and what actually happened. You can also describe a time when someone's intention did not match the impact it had on you.
2. How did you learn the difference that was intended? Some examples are the person's facial expression, conversations, tone of voice, long period of silence, or break down in the relationship.
3. What did you do to learn about the impact or intention?
4. How did you feel about the misunderstanding?
5. What did you do to help repair the situation?
6. Can you identify any of your behaviors from the Cultivating Cultural Competency course? Remember some of the specific communication skills like reflecting, or listening, or even the blocks such as advising, or being right?
7. How did your behavior affect your ability to carry out the courts' mission?