

Anatomy of an Excellence with Integrity™ Tool

Excellence with Integrity™ tools and strategies distill theory and research into succinct guides for thinking and behavior. They ensure consistency of outputs by acting as models for organizational and individual behavior. Tools are implemented through a series of learning and experiential activities built around IEE's research-based CHAMP and 4 KEYS framework.

Sample Use of the Tools for Development of Competencies

To develop better communication skills for enhanced collaboration of team members one can utilize the Two-Way Communication Tool:

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TWO-WAY COMMUNICATION BASICS

- » through active listening that verifies shared understanding and clarifies what is unclear
- » by expressing thoughts, feelings and expectations without blame, insult or personal attack

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The Tool can be introduced by viewing and reflecting on a video clip that provides an of undesirable communication approaches. This combines Other-Study and Self-Study learning experiences.

Development of the Two-Way Communication competency is further supported by the following three 'drill-down' tools, demonstrating Strategies to Verify & Clarify Understanding, Use Catchable "I"-Statements, Avoid Dart-Style "You"-Statements.

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TWO-WAY COMMUNICATION VERIFY AND CLARIFY STRATEGIES

- » Restating to **verify** sounds like:
 - “ From your point of view, you believe ... ”
 - “ So, you feel ... ”
 - “ What I hear you saying is ... ”
- » Restating to **clarify** sounds like:
 - “ Are you saying ... ? ”
 - “ Is this what you mean ... ? ”
 - “ Can you explain ... ? ”

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TWO-WAY COMMUNICATION CATCHABLE “I”-STATEMENTS

USE statements that:

- » honestly and respectfully express your thoughts and feelings;
- » focus on finding solutions;
- » clarify the goal or expectation;
- » sound like:
 - “ I think ... because ... ”
 - “ I feel ... because ... ”
 - “ I plan to ... because ... ”

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TWO-WAY COMMUNICATION DART-STYLE “YOU”-STATEMENTS

AVOID statements that:

- » divide, distract, and disrespect;
- » blame, insult, and attack the personality or character of the other person;
- » sound like:
 - “ You caused this to happen. ”
 - “ You never do your part. ”
 - “ You are so stupid. ”

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Experiential Activities/Simulated Practice

Other-Study and Self-Study are followed by participation in experiential activities, or activities that simulate real world situations and allow participants to practice the targeted competencies, as well as view and monitor how others are able to implement them.

Simulation Scenario

Scenario Role: Employee	Scenario Role: Employer
<p>Scenario: Your boss originally hired you to work 8-12 hours a week in the evenings and on weekends. When you were hired, the boss knew you had other commitments and agreed you could provide a monthly schedule of your availability and he'd work with your schedule. Recently, the boss has begun scheduling you for more than 12 hours a week and during the times you indicated you were unavailable to work.</p> <p>You really need this job, so you can't just quit; therefore, you need to have a conversation with your boss about the situation.</p>	<p>Scenario: You hired an individual to work 8-12 hours a week in the evenings and on weekends. You were aware this person had other commitments and you agreed he/she could provide you with a monthly schedule of his/her availability and you'd work with their schedule. You recently had an employee quit, so you've been scheduling this individual more than 12 hours a week and during times when he/she indicated they were not available.</p> <p>The employee does not want to quit, but needs to have a conversation with you about the situation.</p>

Participants in the simulation and the facilitator use the following rubric to score the simulation and as a guide to identify adjustments that need to be made.

Simulation Scenario Scoring

In order to understand...	Employee	Employer
Restates in order to verify what was heard.		
Restates in order to clarify essential details of what was heard.		
In order to be understood...	Employee	Employer
Expresses thoughts, feelings and expectations without blame, insult or personal attack.		
Uses "I" statements to honestly and respectfully express his/her thoughts and feelings.		
Avoids "You" statements that divide, distract, disrespect, blame, insult or attack the other person.		

The Tools and Rubrics shown here establish standards for behaviors that can be used by training participants/employees for monitoring their own communication practices. They can also be used by managers/supervisors to establish team/departmental norms for desired behaviors, and continued efforts for employee development and organizational improvement.