

## **Episode 7- Advice Giving**

**This podcast focuses on the evidence based practice of motivational interviewing**

CASAT Podcast Network.

In this episode, Amy and Paul discuss advice giving habits, how to give an MI congruent answer when asked what do you think I should do? Strategies and exercises for asking permission and giving information, and much more. Please share your thoughts about this episode or any others you've listened to. You can find our contact information at the Lions and Tigers & Bears MI website at [nfartec.org/mipodcast](http://nfartec.org/mipodcast) That website again is [NFArtec.org](http://NFArtec.org) / MIPodcast.

Paul Warren: Lions and tigers and Bears MI An interactive podcast focused on the evidence based practice of motivational interviewing, a method of communication that guides toward behavior change while honoring autonomy.

Amy Shanahan: I'm Amy Shanahan.

Paul Warren: And I'm Paul Warren.

Amy Shanahan: We've worked together over the past 10 years. We've been facilitating MI learning collaboratives and providing trainings and coaching sessions focused on the adoption and refinement of MI We're also members of the Motivational Interviewing

Network of trainers. Join us in this adventure into the forest where we explore and get curious about what lies behind the curtain of MI

Paul Warren: Hi, Amy.

Amy Shanahan: Hey, Paul.

Paul Warren: How are you?

Amy Shanahan: I'm doing well. How are you?

Paul Warren: Very well, thank you. Nice to be back talking with you further about motivational interviewing.

## **A lot's been going on around motivational interviewing lately**

Amy Shanahan: Yeah, a lot's been going on around motivational interviewing.

Paul Warren: Yes.

Amy Shanahan: Conversations.

Paul Warren: Yes, Lots of conversations. Lots of training of trainers and MINT forums and all kinds of things.

Amy Shanahan: Interviews with Dr. Rolnick.

Paul Warren: Yes, absolutely. Absolutely. I hadn't remembered that, but yes, you're reminding me. Yeah.

Amy Shanahan: And actually this topic around advice giving, talking about persuasion, how do you do that with or without permission? Around the conversation, around advice giving and giving information was something that, Dr. Miller, Bill Miller, brought up in his keynote, address for one of the trainings that we participated in. It was on his list.

Paul Warren: Yeah. And you know, I've recently heard him talk about it in addition to that.

### **Billy Smith: I'm curious about advice giving without permission in motivational interviewing**

And, I'm wondering if it would be helpful to begin this conversation with this particular topic around advice giving. And again, this is advice giving without permission, maybe is to think about or talk about why folks find themselves in the, in the place of wanting to give advice. and I'm curious as to what your thoughts are about that.

Amy Shanahan: It's interesting that this is so timely. my niece helped my colleague and I create some documents, some reflective practice documents around motivational interviewing. And she also did a real play with me for my own practice. So, I'm saying that as the backdrop of what her exposure to motivational interviewing is and she has Reached out to me and that was about a year ago, and she reached out to me at one point and said, hey, I used elicit, provide elicit with my management team. So she picked up on some things and yesterday, literally yesterday she texted me and I'll have to ask her permission later. But it was really, it jazzed me up because I think it speaks to

some of this essence. She said, you know, I just had this epiphany. I'm paraphrasing it. I think I had this epiphany that MI is difficult because of the notion of, having to be incredibly differentiated so that you can avoid being biased or falling into the instinct of giving advice or telling a patient what to do. So she thought about this on her own and later had told me that it came on the heels of her going to see, a healthcare practitioner

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Amy Shanahan: who must have given her advice. So she talked about it and we chatted a little bit more about. It's really just such a habit that is formed that we naturally want to lean in and give people our information or what we think about something, our opinion or ways that they might go about things naturally. And my niece, as a caveat, is not in the helping profession, so she doesn't worry about that too much in her day to day life. And yet she's been intrigued by this notion of having conversations with people about change.

Paul Warren: Yeah. And you also mentioned that she used the illicit provide elicit model, which is a, strategy that we can use if we do have information we'd like to share, if we do have feedback we'd like to give, it's a strategy that we can employ. And I think we're going to talk in more greater detail about that. But I want to underline that, you know, it's probably within the helping professions and in many other professions, as you said, it's sort of normal to lean into this idea of, you know, well, hey, I have some information that could be helpful or useful at this particular point or gosh, I'd really like to help that person accomplish the goal that they're setting for themselves. and it's pretty normal and natural to want to give advice or feedback or information. And you know, I think the thing that is so wonderful about motivational interviewing, it's not saying, hey, you can't ever give advice. What it's saying is that, and again, I think your niece is really touching

on this, that you need to separate yourself from your agenda about giving that advice and remember that this person is going to do with that information or that feedback, they're ultimately going to make the choice, exercising their autonomy about what direction they're going to go in or what step they're going to take or what they're going to do next. And, as long as we can separate or differentiate, using your niece's word, our own personal agenda and making sure that we're not pressuring the person, we're trying to persuade the person, because that's what we think is right for them. there is a way to share information, give advice, offer feedback that can be consistent with the practice of motivational interviewing.

Amy Shanahan: She said something later in that exchange, probably, picking up on some of the language of the documents that she edited. I'm not sure it was a while ago. She did say this notion of that you're really working with another expert or an expert of themselves is a frame that she hasn't thought of before. and that's something that we asked and talked to Steve Rolnick about. What, would you say to newer learners, I think was one of the questions that Billy Joe Smith asked. Yes, and he shared that question that really made me think a lot. If you're sitting with someone and believe they have it within them, you're off to a good start. And maybe that's where you'd want to start if you struggle with that. and for me, this is that notion of I'm sitting there as the expert, and I think it's my role to give you this information, give you this advice. And even if that's true, and I do have something to offer and the person wants it, there's a way that we can go about doing that.

Paul Warren: Absolutely. And you know something, Amy? You didn't use this word, but you really implied it, which is the idea that as helpers, we're trained to share that expertise. We're trained to share that information. And again, the thing that I really appreciate about motivational interviewing so much is that it gives us the opportunity to

exercise our training and to exercise it in a collaborative partnership. And that whole idea that, Stephen Rolnick, one of the creators of motivational interviewing, mentioned was that if you can sit across from that person with your expertise and your training, and you can honor in them their expertise and their training and their experience of their own life, then you have two collaborative experts who have the opportunity to engage in a conversation, and the

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Paul Warren: helper is going to be acknowledging, affirming, and hopefully supporting the other expert, the client or the patient or the peers. Autonomy in Terms of that they will ultimately be making whatever choice it is they make to do with that information or that feedback.

Amy Shanahan: That summary had the spirit bells going off in my head. You touched on partnership. You touched on the notions of acceptance in that honoring someone's autonomy, and not explicitly. And though drawing out from the person the evocation part, of what's already there, before we dive into giving our list of suggestions and ideas.

Paul Warren: Yeah. And keeping in mind the MI spirit, you know, partnership, acceptance, compassion, and evocation are part of the ways of honoring the expertise of the patient, the client, the participant, the peer.

## **Let's say I offered you advice about your eating habits**

And, you know, Amy, you made me think. And maybe this is a little bit of an impromptu

role play, but if you don't mind, if I could ask you a question.

Amy Shanahan: Sure.

Paul Warren: So let's say we were in a situation where I offered you advice, and you didn't ask me for this advice, but I offered the advice. and let's say, you know, and it's so funny this jumped back into my mind from a prior conversation, but let's say you were. You were saying something about, you know, your eating habits, and I came across with some advice. And again, we have a relationship, but let's say we didn't.

Amy Shanahan: Okay.

Paul Warren: I'm wondering, what are your thoughts about what your response or your reaction might be to my advice?

Amy Shanahan: That's a really good question. And I don't want to complicate it by saying it depends. And it does depend on.

Paul Warren: It does. Right. That's true. It's very true.

Amy Shanahan: what mood I'm in, what language I choose to use to respond. I think for me, and I'm tapping into an experience where I did know someone who started to give me advice about running. And I just listened and nodded my head and smiled and kept thinking in my head, if you had only asked me some questions, you would already know that I'm not at that point of which you are providing me this information and advice. And I respected her space of where she was coming from. She cared about me. She was excited about running. She wanted me to join her running trails in Pittsburgh. And if

folks know about running in Pittsburgh, it's just not because there's hills and hills and more hills. So, she was really jazzed up about me joining her, so I knew where she was coming from. If you started to give me advice about my eating habits, I know inside I'd feel a little defensive depending on what that advice was and how you delivered it to me. And no matter what, if you did, it kindly like the example that I just shared, or if you gave it from an expert role of, I'm going to tell you what to do or how to do it because I know, I've been there. I'm going to not roll my eyes literally, but in the back of my head I'm rolling my eyes and maybe feeling frustrated and not just frustrated that you're giving me advice, but this is an important thing that came to me in experience is feeling frustrated with myself, that I feel like I'm a failure in a way that I'm already coming to the table, feeling like I've failed again and you're giving me advice. And I'm thinking, well, I've tried that already and I failed at that too. So, you know, it adds to the layer. And, you know, I'm glad you asked that question because I want to articulate that to folks that it's not just about the defensiveness of the other person. What's their internal voice telling them? What would your internal voice say when I say, well, come on, Paul, have you ever thought about doing blah, blah, blah. I tell you, have you ever thought about it is already, maybe our intention is good, but my style of how I ask it, have you ever thought about it almost as a challenging way to say, well, gee, haven't you? So it's a lot to pack in there to say the style of how we say something where our heart is coming from, no matter what, M may result in defensiveness

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Amy Shanahan: that the person may not explicitly show us.

**Vulnerability is an important word to explore in how we give advice**



Paul Warren: And you know, there's a word actually that really came to mind as you were saying that and I really appreciate the, the specificity of the example that you gave because, you know, you described, you know, well, yeah, I've tried that and it, I failed. So now I feel doubly failed because. And the word that came to my mind was vulnerability. Like acknowledging that, like when somebody is engaging in a conversation and let's say we may be the helper in that, instance, kind of keeping in mind that that person involved in the conversation is participating in the conversation and potentially feeling quite vulnerable.

Amy Shanahan: Yeah.

Paul Warren: And that giving advice, educating, telling somebody what to do is potentially going to put them on the defensive, potentially make them angry, potentially, cause them to tune out or yes, you, until you stop talk. so, you know, the example that you gave really brought it home to me that that vulnerability is something that we don't want to press. We want to be with the person where they're at and be able to have a conversation with them where they're going to feel like this conversation is actually benefiting them. Not that they feel that they have to defend against the conversation or feel wor. After the conversation. And again that's, that's not to, you know, give people the wrong impression that you know, you know, we're all about mi is all about making people feel good. That's, that's not necessarily the case. I mean sometimes people feel as they engage in these conversations, they feel anxiety and stress and that can help motivate them. That's kind of what we're doing when we do, when we're I can't think of the word right now, but when we are developing discrepancy.

Paul Warren: That you know, a certain amount of anxiety is raised around a particular issue in a supportive way, not in a way that causes the person to feel, you know,

perhaps more vulnerable.

Amy Shanahan: And I certainly can't speak for the rest of the world. I can speak for me, although I try that packed in that vulnerability for me sometimes is this desire to be affirmed to. I was going to say to please, and then the word affirm came to mind.

Thinking of the friend story that talked about running with me, I didn't want to be behind her. Meaning I'm not ready to run trails with her and I'm not ready to go invest in those really expensive sneakers because truth be told, or tennis shoes or whatever folks call them. Truth, be told, I was just barely shuffling a mile. Many, wouldn't even call it running. So this notion of wanting to be affirmed for what I have been doing and it connected me then in my own mind to my background in creative problem solving and setting the environment where people can share ideas in a safe way and if they're feeling vulnerable because our ideas are a part of us. And how do we create that safe environment so that people feel relaxed that they can share with you what they've been thinking about and that you're not going to judge it or tell me this is the right way to do it or you know, so that vulnerability is ah, an important word to explore in this whole process of how we give advice. If we give advice, to help people come up with their own ideas or their own ways to move forward.

Paul Warren: You know, it makes me wonder or takes me back to what we were saying before about how knowing one's own agenda in the conversation, the agenda of the worker, the helper, the support person and being able to kind of Suspend that or set that aside to create a space for the person to really, you know, talk about their ambivalence about this particular change that they may be considering. And then if there is information or feedback that we want to offer, to be able to offer it in a way that somehow is separated

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Paul Warren: from what we may want for that person. And you know, and that's why motivational interviewing is not simple.

Amy Shanahan: Right. It's that notion of. Yeah. Not jumping into that expert role. It's not our agenda. And it's hard because we have this heart, hopefully. Heart of wanting people to be better, feel better, get better, whatever it is. and not taking the agenda, like you said, not taking it on that. That may not be where they're going to start right now.

Paul Warren: Yeah. And figuring out with them together where they do want to start.

Paul Warren: And again, I think an important thing to underline and maybe we should, you know, spend a little more time focusing on this. Is that advice giving, sharing information, sharing feedback is not in and of itself. Am I inconsistent? It's how it's given and it's the way and the timing of how it's given that actually makes it inconsistent. And it can be inconsistent.

## **When a client asks you what to do, you can give them an answer**

Amy Shanahan: And there's one example. Paul, I wonder if we can explore this. I have a question for you. And this is when my reflex to want to answer the question right away comes in, when someone says right out of the gate, what do you think I should do? What are some ways that you've heard some inconsistent ways to handle that or ways that have worked for you?

Paul Warren: I really like that question because people have often said in trainings, well, the client asked me what to do.

Paul Warren: And you know something? When the client asks you what to do, you can give them an answer. And I think the thing that's important to keep in mind about sharing that answer is making sure that you conclude with ultimately that's one option. We can explore other options, other ideas, thoughts that you may have. But based on my experience, that's one option. And ultimately you'll decide what you think is the best thing to do. Because ultimately it's not my responsibility to tell you what to do. You will make that decision for yourself.

Amy Shanahan: That's really artful, Paul. The way you gave, you answered them right. And you gave them back their autonomy and reminded them that they're the expert of themselves. It's really up to you.

Paul Warren: Yeah. And you know, I think, another sort of smaller nuance piece to that is that I may think that the answer that I'm giving them is the really great answer. And this is ultimately what I'd really loved for them to do. And you know, when we're in the helping professions we have to have enough self awareness to know that that may be my investment. And to me that would kind of be persuasion without permission. but I mention that because I would want, want to be aware of myself to know that if I'm answering that question because the individual asks me directly, I want to know that I can present that in a way that still affirms and allows them to make their own decision. I can share the information, I can give the feedback and I can still let them decide to do with that what they're going to.

Amy Shanahan: I was putting myself in the shoes of that person and thinking of my own

example. If you came out and I asked what you think I should do about my eating and you came and gave me advice and then followed that up with that's just one thought or some things that I thought of. My mind is thinking of other things as you're saying it. And I may think I tried that already Paul, it didn't work. So you know, I would give you more information by maybe responding to that. So it got my mind going about not m sure that that would work. And I do have other ideas I think because in my mind when I was imagining being in your space and you doing that, asking that and

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Amy Shanahan: honoring my autonomy in that same way that I felt relieved to have a conversation with you about it. It's really a nice way to invite people in versus this question and answer as we call it trap that I ask you a question, you give me the answer. No, that doesn't work. I'm going to ask you another, you know, so it's really a nice way to evoke and you know.

Paul Warren: Amy, you just gave a great sort of example of how we might also be able to illustrate the illicit provide illicit model. Because so let's say you directly ask me a question and that's a little different than the first illicit and we'll talk about the model as a whole. But I might provide you with that answer and of course I want to affirm your autonomy but I might say, so what's your reaction to that? What thoughts do you have about that answer? Because again I want to be, as you were just saying, I want to be in a conversation with you about this where you're an active partner in the conversation and I'm an active participant in the conversation and you might say, oh, I've tried that before. It didn't really work for me. And I was also thinking about this, this and this.

Amy Shanahan: So in that example of epe, the E part is really, the first part might have

been me saying, what do you think I should do? You're offering me that answer and wrapping with the provide you're providing, that's the P part of the epe. And then the last E elicit again, what do you think about that? So it's framing it, the epe, even when somebody asks you out of the gate, what do you think I should do?

Paul Warren: Yeah, and absolutely. And another way, that oftentimes when I'm having conversations with folks about epe, this particular strategy which helps us remain am m I consistent in our sharing of information or giving advice or feedback is asking the person, so Amy, what do you know about a healthy diet? Starting there.

Paul Warren: As opposed to hello Amy, I'm the expert and I'm about to tell you about the parameters of a healthy diet.

Amy Shanahan: Great, right?

Paul Warren: Exactly. The response is like, great.

Amy Shanahan: That went off in my head and came out of my mouth.

Paul Warren: Excellent, excellent. So we've just demonstrated the pushback or the reaction to the provider presenting themselves as the informational advice feedback expert.

Amy Shanahan: Yeah, Paul, I tell a story of a dentist that I went to and I'm not going to tell it here because I think it's a good story to tell. Maybe in another episode it takes too long. The point being is this dentist gave me all kinds of information and advice around, cancer because I had fair skin. she talked to me about she could tell in the X ray that I

had surgery on my nose which was a deviated septum, because I wasn't breathing because I had allergies. She gave me advice on allergies. And I remember walking out of the dentist's office thinking, I hope my teeth are fine. I, think for me as a practitioner or helper that oftentimes the people we serve can walk away with lots of thoughts or defensiveness or counter arguments in their head and they don't always give us feedback. And I don't know about you, but I often invite practitioners or trainees to consider how is the person you're speaking to responding to that and being mindful that it's not just, oh yeah, that's great because I could say that and I don't mean it. So how do you pay attention to their body language? Did they come back the next time.

Paul Warren: I think there's something so powerful about what you just said. And I'm going to quote you because you said, and they don't give us feedback. And you know something? I bet the reason they don't give us feedback is because we maybe didn't engage them in a conversation where their feedback was invited.

Amy Shanahan: Indeed.

Paul Warren: And that's the beauty of the illicit provide illicit model. So if you were in a situation

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Paul Warren: and you, have advice that you want to share, you have information or feedback that you want to share, first of all, check with yourself, what's my agenda about this advice, information, or feedback? And am I able to talk about it in a way that is not going to impinge on this person's autonomy? And if you're able to proceed, then you can use this particular strategy. So, Amy, tell me what you know about healthy

eating. And listen.

Amy Shanahan: That's an important part.

Paul Warren: It's. Yes, let me underline it. And listen. And then the idea of the provide.

### **M. M. asks permission before sharing information with someone**

And this is where I think it's important to say a little bit about permission. M. Because let's say Amy tells me what she knows about healthy eating. I'm listening. Remember, I just underlined that. I'm listening. And then I'm going to reflect or summarize back to Amy what she told me, because that's my way of communicating to Amy. I am listening. And did I get that right? So I would definitely want to do that. And then before I gave, quote, unquote, my advice, my information, or my feedback, I would say, Amy, I, have some information about healthy eating that you might find valuable. Other people have found it valuable. Would it be okay if I shared that with you? And Amy would respond however she responded. And one thing that I love to say about permission is don't ask if you're not going to really listen to the person's response and honor it.

Amy Shanahan: their response to say, yes, I'd like you to give it to me. Right.

Paul Warren: Or their response to say, no, thank you, I don't want to have that information right now.

Amy Shanahan: Yeah. And another thing that I have experienced from others is a nice subtlety about asking permission and honoring what they said. And there was one



example where a person said some, not current or correct information about a medication. I'll leave it at that.

Paul Warren: Okay.

Amy Shanahan: And the practitioner said, if you don't mind, I'd like to add some things that we now know about that. And, I thought that that was such a subtle and beautiful way to inform the person without sounding corrective or you're wrong. it was just a nice addition.

## **Using epe can help you engage in conversations that actually help others**

There was one other thing about this notion of epe or more specifically as you're sharing, asking permission. I still do find myself sometimes responding to the reflex of wanting to give not necessarily advice or information. Sometimes it's also wanting to fix something or help someone feel better. I'll course correct, as you have so eloquently taught us over time, if there's an opportunity for that and I'll ask permission afterwards or not necessarily ask permission, but do the E part, what do you think about those ideas? Or say geez, I got a little ahead of myself and got all excited about what we were talking about. Let me slow back down and see where we are with that. I'm only sharing that as it was a habit for me to break and I suspect that maybe others, because we've been trained to want to help others and trained to focus on the problem identification and offer suggestions and solutions or science based information how they can get better. As you said earlier, not a bad thing, just there's a way that we could do it artfully using permission and using elicit. Provide.

Paul Warren: Elicit, absolutely. And it's. And it's a way of doing it that's. Am I congruent? And a way of continuing to engage in a conversation. And tell me Amy, if you think this is an overstatement, but I think it's a way of engaging in a conversation with somebody where the conversation may actually help this person move toward the change they're considering.

Amy Shanahan: So that's that whole notion of intentionality being able to draw stuff out so that they consider potential change. And when they talk about it, we reflect back so they hear it.

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Paul Warren: And you know, I really appreciate that you underlined the second E in the epe which is the asking the person for their reaction to it. And again I often like to conclude that sometimes I do it at the summary with then affirming that the person, you know, we've talked about a number of ideas, we've talked about a number of solutions. Ultimately you'll make the decision about what's right for you based on what we've talked about and then you know, sometimes concluding with that key question of so what do you think you'll do next? Or what's next.

Amy Shanahan: Nice, that's helpful. When you're in the four processes of considering, have you evoked enough to even consider next steps or any planning or what we sometimes say, planning to plan but really kind of guiding the where are we? And are they giving you permission to walk with them further or not?

Paul Warren: And you know, setting am M I aside for a moment. And again, it's hard to do that in a podcast that's called Lions and Tigers and Bears. M Am I.

Amy Shanahan: But we can talk about the lions and tigers and bears.

Paul Warren: Exactly. I'm going to avoid that for just a moment. But setting the MI aside for just a moment, anybody who's listening to this conversation, who has conversations with other people about behavior changes, if you have information or advice or feedback that you want to give, this particular strategy, which involves asking permission, which involves using elicit, provide elicit. And I think we've kind of underlined essentially the broad strokes of it. Whether you're practicing motivational interviewing or not, if you're engaging in conversations with people where you feel the push, internal push to give advice, feedback or information, this strategy can help you have more effective conversations and conversations where the person you're talking with not at all will actually stay more engaged in the conversation and in.

Amy Shanahan: Connect with what we're talking about. I'm going to invite the learners to consider. What do you think about that suggestion Paul just gave? It's interesting because full circle to our conversation. My niece picked up on that right away. And she and I talk a lot about training and leadership, which is to connecting, interests of ours. And she said, I use that EPE to get ideas and thoughts out of the management team that she works with. So she's using it in different aspects of her career, it seems. So it was an easy tool for her to use.

Paul Warren: Wonderful. And how wonderful that you shared it with her.

Amy Shanahan: Well, I mean, it was a good thing because she was doing something for us and she, through osmosis and editing the document, got a sense of it. She's a really smart cookie. Her name is Devin, in case she's ever listening. She knows who she is, but, she picks up on things and teaches me a lot just how she picks up on stuff.

## **Amy: Be judicious in how much information you give people**

I'm wondering if it's okay if I share one more thing that I've experienced around this notion of providing information or advice. Giving.

Paul Warren: Of course. Please. Yeah, please, please.

Amy Shanahan: Sometimes I do it myself and sometimes when I'm listening to people practice or talk to other people, the P part, the provide information part gets really long and we pretty much give them the encyclopedia. That's an exaggeration, but give them a lot of information. And I've noticed that the person sometimes gets lost in it and isn't sure what they're saying, responding to when you ask them what they think of that information because it was a lot. So I'm wondering what you think about that. So for me, m. My thought would be be judicious in a way of offering enough, depending on the person you're talking to. It's not. Not a, black, and white suggestion or thought, depending on who you're talking to. Be judicious in how much information you give them to allow them to digest it and respond to what they think about that. What are your thoughts about that?

Paul Warren: that would be the second E.

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Paul Warren: although this is radio and you cannot see me, I am nodding my head yes, as Amy just said what she said. And I appre the subtlety and the specificity of what Amy is saying because I could not agree with you more, that sometimes the p can. It basically is just too much and better to err on the side of too little, engage in further

conversation and then elaborate as needed as opposed to. Well, well, Okay, thanks for granting me permission. Now I'm going to read you my dissertation on healthy dieting.

Amy Shanahan: When you said pee again, I was thinking pontificate. So it doesn't mean pontificate.

Paul Warren: Yes. And again, what a wonderful, and important detail to make sure that we underline is that the provide is about being concise, about sharing the feedback, sharing the advice, sharing the point in a concise manner so that we can get the person's response. Because their response. And I don't know, Amy, I'm, maybe going out on a limb saying this, so tell me if you think the branch is about to crack.

Amy Shanahan: Oh, don't fall.

Paul Warren: Okay, well, just tell. I haven't said it yet, but their response is more important than the advice you just gave or the information you just shared or the feedback you just offered. Their response is more important.

Amy Shanahan: Indeed. Absolutely. And I. Yeah, you're safe. You're on the branch. You're good. Okay, good. Don't fall off that tree in the forest.

Paul Warren: Right?

Amy Shanahan: Yeah, yeah. It is about them and I think that's why, and for me, it's another way of falling into the rut of my agenda. So you sharing that, like, what is my intention as the practitioner and the helper? Check myself. Am I doing this for my own sake? Because I have some great things to tell them and of course I do. so you can get

caught in that expert role even using epe. And that's what I was thinking of, being clear and concise and smaller bites for me helps Me, to be quiet because I get all excited and jazzed up and before I know it I'm out of the gate running and the person is behind me walking. And that's not what I want.

## **Paul Carson suggests practicing asking permission before giving advice or giving feedback**

Paul Warren: And ultimately we've, had the opportunity today to talk about why people might want to give advice, why they might want to give feedback, why they might want to, offer information. And it is normal and natural to the work that we're doing. And you know, we've, we've talked about the idea of asking permission and the use of the strategy. Elicit, provide, elicit. And if we hope that in your feedback you'll tell us what you think about that, that.

Amy Shanahan: We're inviting them to do the third E. Yes.

Paul Warren: And having. For the second E. Exactly. And having done that E. We also want to acknowledge that this is information that we're sharing and that ultimately you will determine what is the best way for you to use these strategies. And I'll throw out as a suggestion and again, you will choose to use this or not as you see fit. I know for some people asking permission before asking a question or giving feedback can seem like a very, foreign practice. I will acknowledge that it was a foreign practice to me until I started to practice it. And I think I'm pretty consistent in my use of it and what I would invite people to consider as like a practical activity. And Amy, I'm very curious as to what your thoughts are about this.

Paul Warren: But what I would invite people to consider is practice asking permission before you ask a question or share information 10 times in one day. So just practice it 10 times and reflect on for yourself what was that like for me? What was it like for me to do that and what was the impact on the other person?

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Paul Warren: And after you've reflected on that, share it with a trusted friend or colleague. So my experience of permission was this. The impact I saw that it had on them was this. And I just offer that as a way to make this conversation kind of active and practical. If that's something you would like to try. Amy, thoughts, reactions to that?

Amy Shanahan: Love it. The only thing I might add is it might be good to try 12 and I have to look it up now because I'm curious. I thought 12 times makes a habit just saying, just kind of joking, saying. But no, I think that's a great idea to invite people to do that and I think about using it at home oftentimes I'm always giving advice, wagging my finger and I find myself, Adjusting to that and asking permission or what do you think about that? So I got used to it and I didn't do it with intentional like you're suggesting. And maybe I would have gotten over my habit sooner had I practiced it intentionally for a week or for the next couple weeks being mindful of asking permission or what do you think about that? At the same? Either or both.

Paul Warren: Thank you. And again, just an opportunity to consider and try out. And again, we would love your feedback on this conversation and your thoughts about permission. Elicit. Provide, elicit. And if you engage in that practice opportunity, anywhere between 10 and 12 times. Thank you for that, Amy. Anywhere between, 10 and 12 times. we'd love to hear your thoughts and your reactions and your experience

of what that was.

Amy Shanahan: And if you find that the research number of practicing how many times to break a habit is different, great. Let us know that too.

Paul Warren: Amy, thank you. I really have enjoyed talking with you about this topic and, I am so glad that it was on our agenda to discuss.

Amy Shanahan: Thanks, Paul. It is always fun doing this. I know that we're going to plan to do more and perhaps the next episode will talk about what do we do when we see somebody reacting in a way that doesn't seem harmonious. Maybe we can talk about that next time. I, look forward to more.

Paul Warren: As do I. Thank you so much, Amy.

Amy Shanahan: Thanks, Paul.

Speaker B: Thanks for listening. Listening to episode 7 of Lions and Tigers and Bears MI join us for episode 8 when Amy and Paul discuss noticing and responding to discord.

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