

## EMPATHY Interpretive Guide

**EMPATHY** is the ability to recognize, understand and directly experience the emotion of another. It involves listening with heart, accepting their message and staying focused on their experience rather than reacting. It means understanding that the behaviour may be connected to something outside of the immediate situation. (Sympathy is not empathy. Sympathy means feeling pity and sorrow for someone's misfortune, or the tendency to want to help them with what you see as something negative. This can send a message that you believe that others cannot arrive at their own solutions.)

### BEFORE AND DURING THE INTERVIEW

- Review both "ready" and "not ready" behaviours. See the Indigenous Relations Behavioural Competency dictionary for the entire list. Select behaviours critical to success. The candidate may demonstrate other valid "ready" and/or "not ready" behaviours not listed.
- Avoid listening only for key words. Listen to the full story, depth, and quality of the example, and consider everything you hear, see, and notice during the interview.

### AFTER THE INTERVIEW

- Did they demonstrate openness and curiosity when providing examples?
- Did the candidate show their understanding and competence at the required readiness level?
- If the candidate does not have direct experience working with Indigenous people, are the thinking, attitude, and behaviours demonstrated translatable to working effectively with Indigenous people? Imagine the candidate actually carrying out the duties of the position and interacting with (and/or supporting) Indigenous people, communities, governments and organizations. When you listen to what the candidate is telling you, does it give you confidence the candidate will work with the respect needed to be ready?
- Use the Interpretive Wheel to evaluate the response and assign a numerical score.

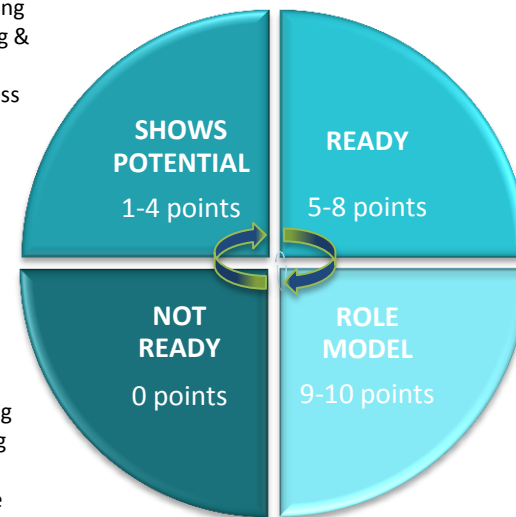
### DID the candidate demonstrate...?

| Some examples of <b>READY</b> thinking, approach, and behaviours   | Some examples of <b>NOT READY</b> thinking, approach, and behaviours  |
|--|---|
| <i>Identifies one's own feelings and emotions and their impact on others</i>                                 | <i>Asks questions that are interrogative or designed to satisfy personal curiosity</i>  |
| <i>Listens openly, without judgment and without interrupting</i>   | <i>Avoids conversations because of feelings of guilt, distress or anger when Indigenous people talk about historical issues</i>                 |
| <i>Acknowledges the experience of others</i>   | <i>Judges some messages and emotions to be more important than others</i>   |
| <i>Operates from a belief that each person has strengths and potential</i>                                   | <i>Expresses impatience when others are speaking and/or jumps to conclusions</i>  |
| <i>Recognizes and interprets words, body language and non-verbal cues in a culturally appropriate manner</i> | <i>Demonstrates discomfort when feelings in a conversation are strong</i>   |
| <i>Recognizes underlying concerns, feelings, or interests in others that may not be verbally expressed</i>   | <i>Identifies personally with the message, feelings and emotions to the point where it gets in the way of fully listening and being present</i> |
| <i>Other:</i>  | <i>Other:</i>   |

Some **READY** behaviours  
 Partial understanding of required thinking & behaviours  
 Attitude of openness & curiosity  
 Could be effective with development support

Mostly **NOT READY** behaviours  
 At this time:  
 Lacks understanding of required thinking & behaviours  
 Little or no attitude of openness & curiosity

### INTERPRETIVE WHEEL



**READY** behaviours only  
 Adequate understanding of required thinking & behaviours  
 Attitude of openness & curiosity

**READY** behaviours only  
 Advanced understanding of required thinking & behaviours  
 Demonstrates and encourages openness & curiosity in others  
 Presents as a credible champion