

# Communication

Leadership tips for clear, kind,  
compassionate, and motivating delivery

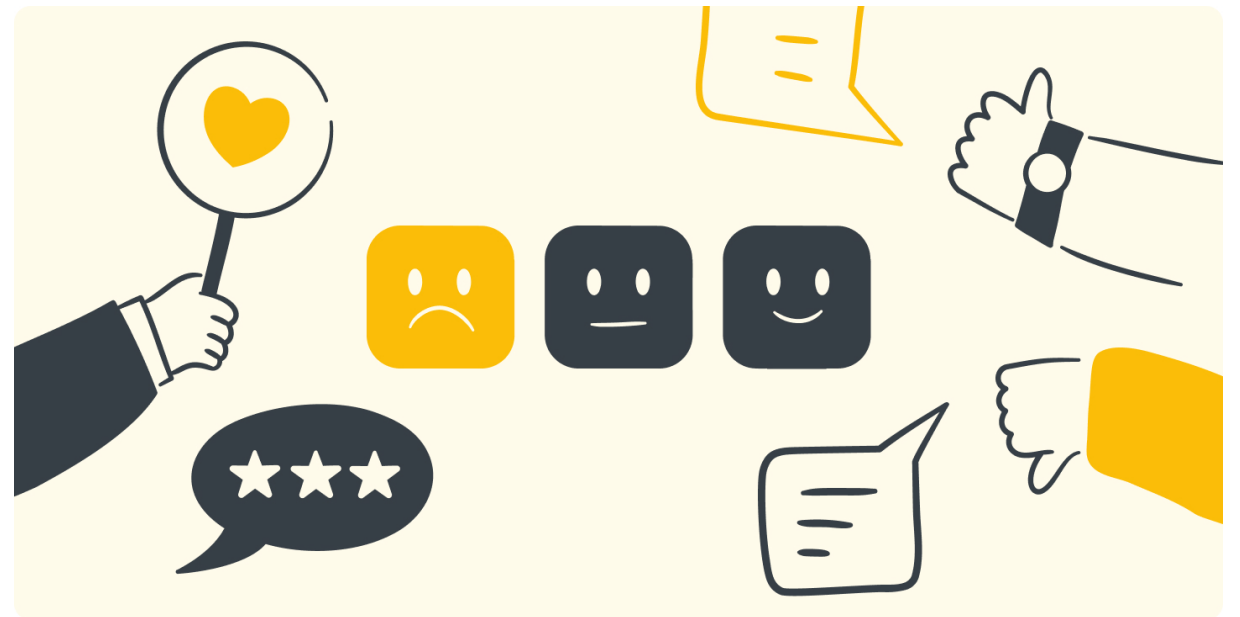
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# Reflecting

## What's your experience?

- When someone gave you feedback that felt unfounded or unfair and left you upset and unsure what to do next.
- When someone gave you feedback that helped you make an important change.

## What were the differences?



# A Starting Point

## The value of feedback

- Do you ever wake up and think, “I want to suck at my job today?”
- We can’t change what we don’t know about.
- Feedback is a gift. We want to do a good job, we want to know if we are missing the mark!
  - Uncovers problems
  - Provides an opportunity for a better outcome



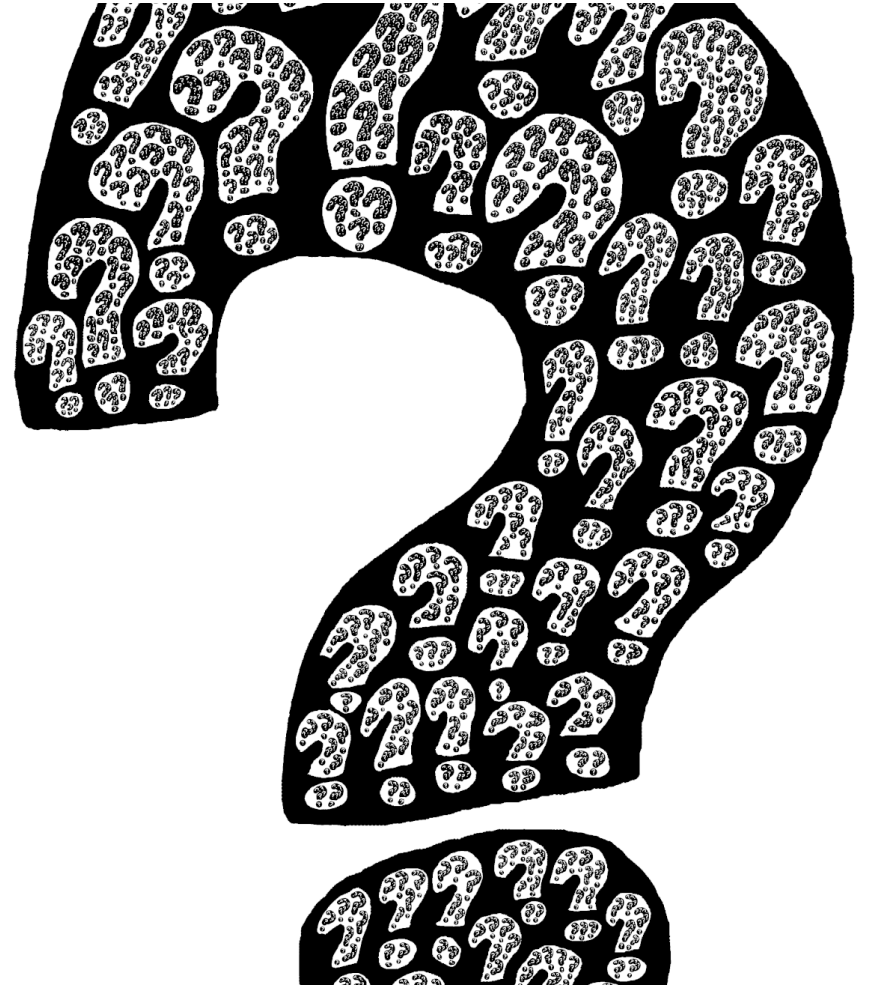
You wouldn't let a friend do this so don't let them do the work equivalent with work mistakes



# Think Back

When was the last time you saw someone....

- Walk in without washing their hands?
- Go into an isolation area without all the PPE?
- Break sterile field (foley, line, etc)?
- Did you say something? Why or why not?



# Why don't we speak up?

- Fear of:
  - Harming relationship
  - Conflict
  - Negative reactions
- Avoiding:
  - Don't want another problem to solve
  - Not my business

**WHAT  
IF...?**

# Evidence for Courage

*When senior leaders were asked:*

*“What, if anything, about the way people are leading today needs to change in order for leaders to be successful in a complex, rapidly changing environment where we’re faced with seemingly intractable challenges and an insatiable demand for innovation?”*

## **#1 Response:**

We need braver leaders and more courageous cultures.

## **Biggest Concern:**

Avoiding tough conversations, including giving honest, productive feedback.





# The real question

Do those reasons hold up when a patient is harmed?

Would the family of a patient be okay with your reason?



# Weighing the Cost of Silence

- Compromised patient safety
- Diminishing trust and engagement;
- Increases in problematic behavior, including passive-aggressive behavior, talking behind people's backs, pervasive backchannel communication (or "the meeting after the meeting"), gossip, and the "dirty yes" (when I say yes to your face and then go behind your back);
- Decreasing performance due to a lack of clarity and shared purpose.





# Debunking our Fears

The Truth: Clear is kind, Unclear is unkind

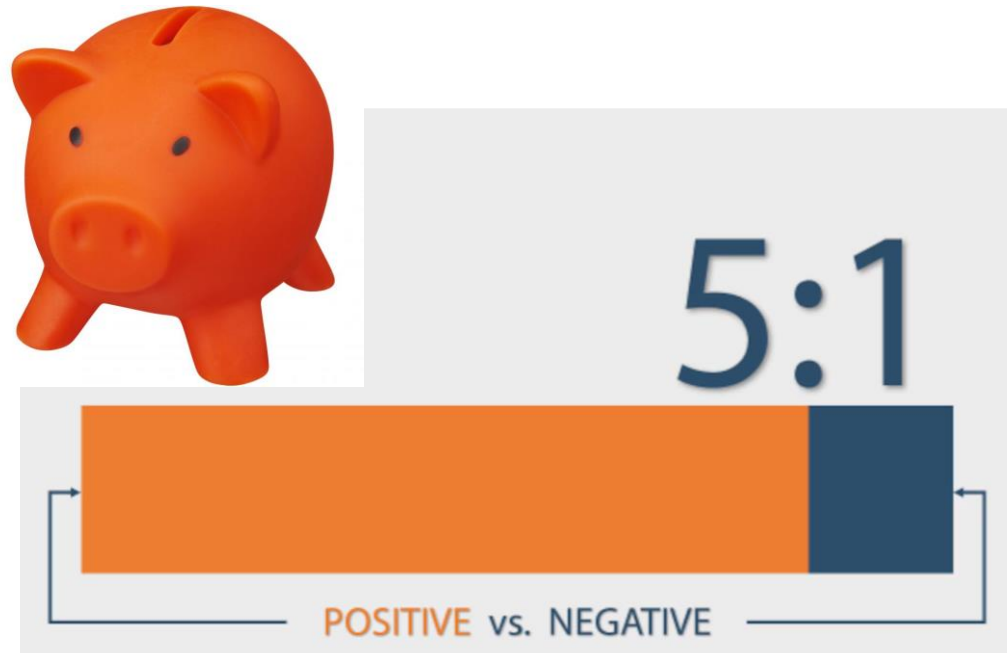
- Not getting clear about your expectations because it feels too hard, yet still wanting to hold others to those expectations is setting people up for failure.



# It's Not Just Negative!

## The Power of Positive: Gallup Survey

- Employees who feel they get recognition for the work they do are 4x's more likely to be engaged.
- 80% of employees who received meaningful feedback in the last week were fully engaged at work.





How:

Giving feedback in the  
moment.

# Tools to Help: STAR

## For Yourself

- **Stop:** Pause for 1-2 seconds to let your brain catch up to what you're doing or saying
- **Think:** What am I trying to do. Focus on the task
- **Act:** Carry out the task
- **Review:** Take a moment to ensure you got the expected result

Example: Anytime you use a vending machine.



- **Stop:** Pause to pick your snack.
- **Think:** Focus on the task. I want Cheetos, so A1.
- **Act:** Press A, forget which number, look again and hit A1.
- **Review:** Watch the machine move and make sure you get your snack.

# Tools to Help: ARCC

## For Others

Key notes: Assume positive intent!

- **Ask:** Start by asking a question
- **Request:** Request a behavior
- **Concern:** Share your concern that links to something you both care about
- **Chain of Command:** If the above steps fail, escalate for safety

## Examples



Most the time you only have to use the “A”. People want to do the right thing, you only move to the next step if previous step didn’t work!

# Tools to Help: ARCC

Example: Team member starts to walk in an isolation room without PPE

- **Ask:** Hey, I think you might have missed the sign. Did you know that patient is in isolation?
  - It works: They put on PPE & you're done!
  - They resist: "I'm just asking a quick question, I'm not going to touch anything."
- **Request:** I know you don't think you'll touch anything, but it's not worth the risk. Can you please put on the gown and gloves?
  - It works: They put on PPE (most likely b/c people don't like conflict) & you're done!
  - They resist: "It's fine, it's not a big deal."
- **Concern:** I know it takes time to put it on, but I'm worried about this patient, and all the patients you might see later if something were to get on you. We don't want to risk infections. Can you please put on your PPE?
- **Chain of Command:** If the above steps fail, escalate using your chain of command for safety

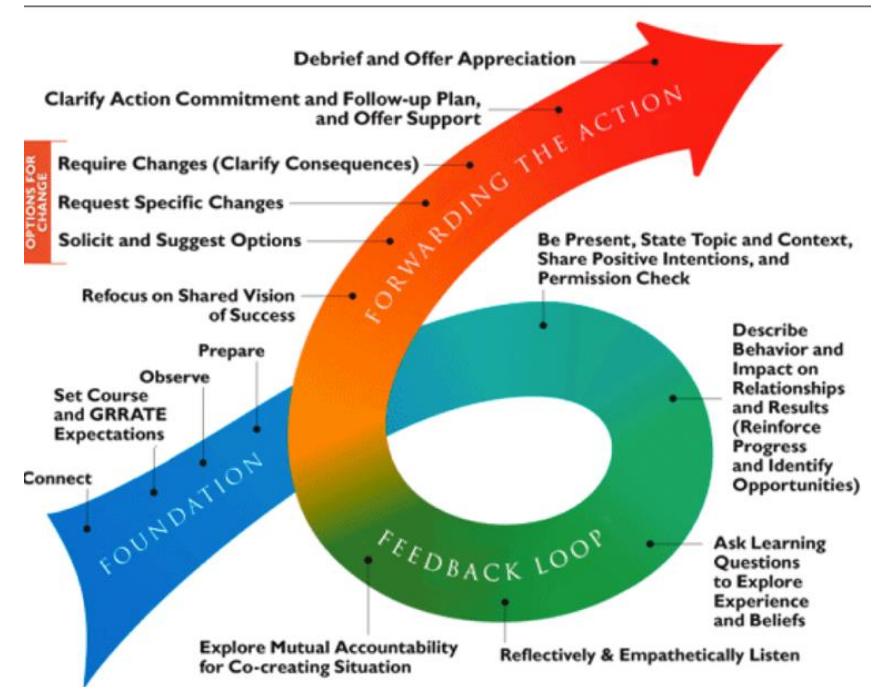
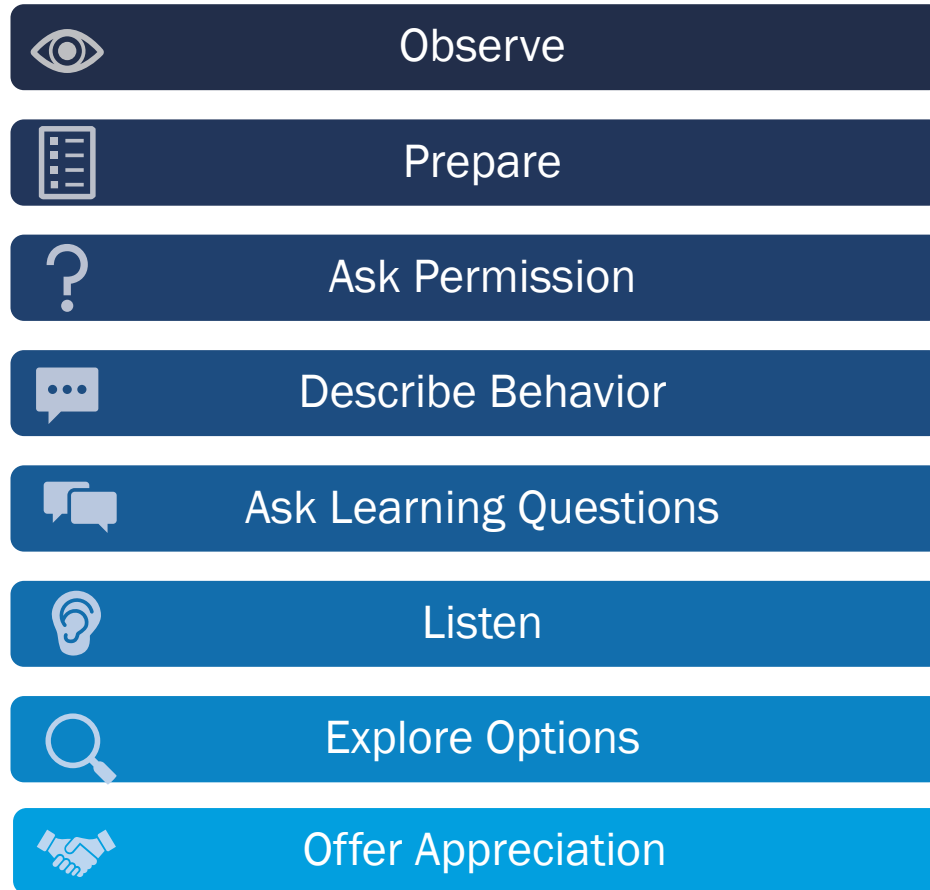
Each step can get a little harder for you, and for them BUT ask yourself...do any of these excuses hold up when a patient is harmed? If it was your loved one?



# What about bigger issues?



# A Model for Feedback



Crane, T. (2012). The heart of coaching. San Diego: FTA Press.

# It starts with you:

- **Observe:**

- It's important we act on the observations we have and not the stories we make.
- Make note of the actual, objective facts from observation

- **Prepare Yourself**

- Begin with the end in mind
  - What do you want to accomplish?
  - What would the results of a successful conversation look like?
- Reflect
  - What is your emotional state?
  - What information are you missing?
  - Have you separated fact from story?
- Plan
  - How will you structure this conversation?
  - What mode will you use?

## PATH TO ACTION



# Setting the Stage

## ■ Ask Permission

- Permission is about timing, not about feedback
- Share the general topic (feedback, asking for input) and your intent so they can prepare for the conversation as well.
  - I'd like some time to clarify some questions I had about your presentation yesterday, what is a good time for us to talk today?
  - I'd like to share some feedback about the interaction I observed this morning between you and X, when would be a good time to talk?
- Make it safe:
  - Choose a location with privacy and where you can be without physical barriers between you



# Setting the Stage

## ▪ Describe the Behavior

- Start with intent: clearly state your common ground and shared goal
  - I know you take pride in your work and care deeply for our patients, so I wanted to bring a safety concern to your attention.
  - I know the project we are working on has a lot of moving parts, so I wanted to ensure I clearly understand each of our roles to ensure I meet expectations for my contribution.
- Name the elephant in the room: Stop misunderstandings before they start with contrasting phrases.
  - I don't want dictate how you accomplish tasks; I do want to ensure we are share the same understanding of our end goal
  - I don't want to discourage you asking questions; I do want to help build your confidence in your own skills
- Share you observation (the facts)
  - I saw, I noticed, I heard



# Give Them the Stage



## ▪ Ask Learning Questions

- Ask them for their perspective and LISTEN actively
  - Can you tell me more about...
  - Can you help me understand...

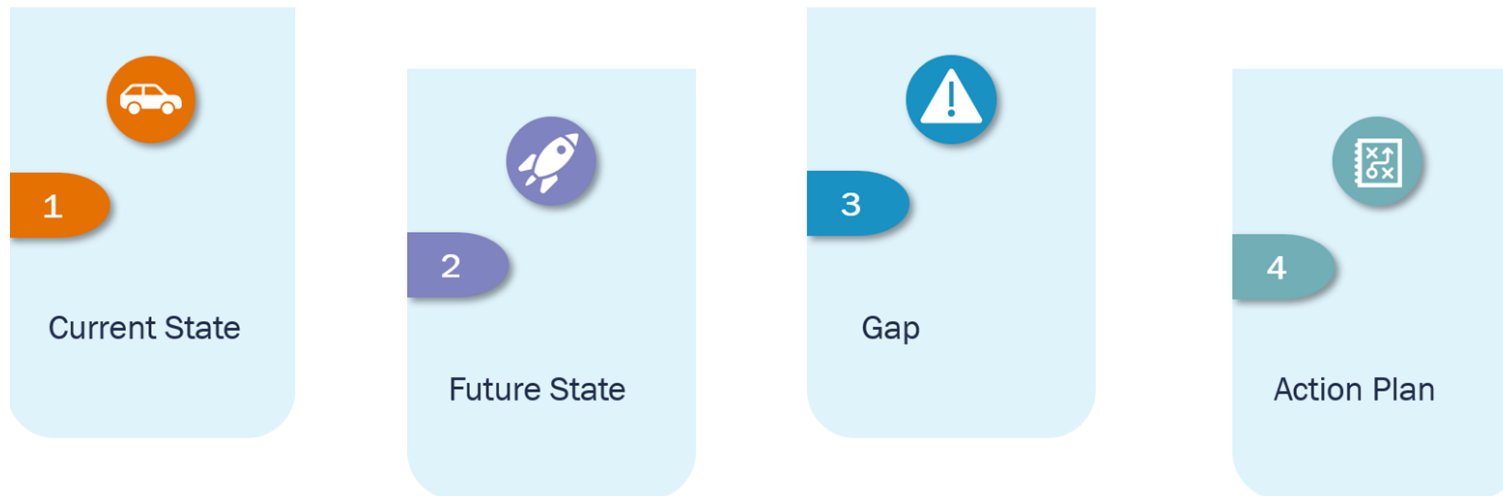
## ▪ Listen!

- Listen to understand NOT to reply
- Remain quiet until they've shared their perspective
- Reflect back to them when you've heard to ensure you understood
  - So, what I heard you say was....
  - So, if I understand.....

# Getting on the Same Page

## ▪ Explore Options

- Is there shared understanding of the gap?
- What commitments can each of you make to improve in the future?
- What changes are needed?
- Ensure clear understanding of next steps and follow up if needed



# What About....

## Your Fears

- Their reaction
- I get in trouble
- They get in trouble
- A reputation
- No-one else does this

## What You Should Know

- Kristen.....



# The Finale

- **Offer Appreciation**

- ALWAYS provide appreciation for willingness to talk and address issues.
- While it's never fun to hear there is a problem or we have broccoli in our teeth, it's always better when it's gone!



# Questions



# References

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