

Crucial Conversations: Concepts & Tools

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Acknowledgements

- * Crucial Confrontations is an evidence-based model of communication that provides users with tools for resolving broken promises, violated expectations and bad behaviour
- * Patterson, K., Grenny, J., McMillan, R., & Switzler, A. (2005) McGraw-Hill
- * Training and Certification via www.vitalsmarts.com

Objectives

- * introduce the crucial confrontations model of communication
- * describe key elements of each aspect of a crucial confrontation
- * apply principles of crucial confrontations to several examples provided (or offered)

Whats the problem?

- * Most organizational failures, team disasters, and family breakups are the natural result of chronic problems people have either failed to confront or confronted poorly

What's the solution?

- * Learn to rapidly improve results and relationships by confronting broken promises, violated expectations and bad behaviour

The Steps

- * Before the confrontation - identify the right problem and take charge of your emotions
- * During the confrontation - describe the problem, decide if its a motivation/ability/both problem, make it easy and motivating, stay on track
- * After the confrontation - decide if the problem is resolved, set action plans, follow-up

Activity: The Worst Confrontation Ever

- * In groups of three-five, share your worst confrontation of all time (safely!) and why it turned out as it did
- * Select one example per group and prepare to briefly report back

The Costs of Not Confronting

- * Silence - seeing a problem and not addressing it (unspoken approval)
- * Violence - seeing a problem and trying to force our way to a solution

Activity

- * In pairs, discuss:
- * a person or team you're continually disappointed with?
- * what about this person or team has you bothered?
- * how have you been behaving differently toward this person or team?
- * are you going to silence or violence? how?
- * what have been the consequences?

Stepping up to the Gap

- * broken promises, violated expectations, bad behaviour all start with a broken expectation
- * there is a gap between expected and actual
- * silence = lowering the bar; lowering expectations
- * violence = create new problems; trigger vengeance

This is a F2F process

- * This is not an appropriate methodology for email, telephone conversations, voice messages, texts, facebook status updates, linkedin profiles, tweets, or eloquent letters.
- * Ever.

1: Choose What & If

- * *Unbundle with CPR*
- * **Content** - the first time a problem comes up, talk about the content (IMMEDIATE problem)
- * **Pattern** - the next time the problem occurs talk about the pattern
- * **Relationship** - the next time the problem occurs talk about the relationship (trust, respect)

- * Distill to a single sentence (think tweet. just don't tweet it.)

Apply - Pair/Share

- * Your senior resident is responsible for completing the call schedule two weeks in advance, per PAIRO rules. This is the fourth month in a row that it is not ready on time, triggering a formal complaint from PAIRO. You raise the issue - again - only to hear him say: “Call has been so hard recently and my research project was due.”
- * Unbundle the issues
- * Summarize the problem in one-sentence

- * You work on an interdisciplinary team that is fairly seasoned and respected. However, one of the physicians constantly complains, belittles the good work of others, and debates decisions made at meetings he chose not to attend.
- * Unbundle the issues
- * Summarize the problem in one-sentence

Honestly Choose If

- * When not to speak up....
 - * if the problem is small
 - * if the problem won't happen again
 - * if the problem doesn't have a significant impact
 - * if no one else in leadership cares (unless this is a leadership issue!)

* Do speak up if...

* by not talking about it you'll act about it

* you have a pattern of going to silence

* you are telling yourself you're helpless

* you are struggling with your conscience

* you deeply care about it

2. Master Your Stories

- * The stories we tell ourselves about others are critical
- * We are a narrative people
- * Knowing our stories keeps our hearts and minds in control

- ✱ You observe a well dressed, attractive, and intelligent-looking woman in a white coat, stethoscope, and chart speaking with a middle aged man in green scrubs. Suddenly, she raises her voice, points her finger repeatedly at him, and he walks away.
- ✱ What story do you tell yourself about this observation?

The Fundamental Attribution Error

- * We tend to jump to a conclusion that people are behaving in a particular way because they enjoy it and are, in some way, out to get us.
- * We need a more accurate model.

Motivation vs Ability

- * The Six Source Model of Influence
- * Looks at each of these themes from three perspectives: personal, social, structural

Motivation

- * Personal - do they enjoy the behaviour
- * Social - do others influence the behaviour
- * Structural - what things reward the behaviour

Ability

- * Personal - can they do what is required
- * Social - do others help enable required behaviour
- * Structural - do they need things to help enact behaviour

Stand up - new pair

- * Create three motivations for the following scenarios (personal, social, structural)
- * A colleague at work tries to get out of call as often as possible
- * A team member is constantly late for rounds, meetings, and handover

Same pair - Ability

- * A physician repeatedly is complained about by nursing staff and trainees for anger outbursts
- * A physician continuously is 4-5 months behind in charting

3. Describe the Gap

- * Hazardous Half Minute - the introduction of a crucial confrontation is a delicate matter. If the confrontation goes wrong, it usually goes wrong quickly...people feel accused, upset, and angry

- * Start with safety (don't tell yourself an ugly story, share good intentions, seek common ground)
- * Know your story (don't start with conclusions, explain what not why, ask for facts, avoid emotional or sensitive words, tones, body language)
- * Tentatively share your story
- * End with a question... "What happened?"

In groups of three...

- * The Coach is your Colleague. They are using words that make you uncomfortable (“beautiful” “incredible” “brilliant”. You don’t think they mean too much by this but you don’t like it.
- * Choose what and if (this is a pattern)
- * Know your stories (You think your colleague is a good person who has not been given feedback before)
- * Describe the Gap (Colleague is defensive but wants to make it right) - end with a question!

✱ Break

4. Making things Motivating

- * Motivation = Productive Energy
- * We move to power (destructive energy) in confrontations when
 - * we want a quick solution
 - * we feel vulnerable
 - * we make a “suckers choice” (black/white)
 - * Its a normal part of the institution or we like it

Truth about power....

- * kills relationships
- * motivates resistance
- * doesn't last (what happens when power is absent)
- * makes people look stupid and petty
- * triggers vengeance

Motivation Skills

- * Don't start with power
- * Clarify natural (not imposed) consequences - what happens broadly if bad behaviour goes unchecked
- * Make the invisible visible - what happens on a personal, social and structural level

- * personal - link to the persons sense of self
- * social - hold up a mirror (how things will be viewed by others), introduce hidden victims
- * structural - connect to existing carrots and sticks

Tips

- * Connect short term benefits to to long term pain
- * Focus on long term benefits
- * Link to their existing pain

Principles of Discipline

- * Know the mechanics
- * Partner with those in authority
- * Be appropriately somber
- * Explain next steps
- * Be consistent
- * Don't back off under pressure

Clarifying Consequences

- * stop when the other agrees to comply - overkill is dangerous
- * listen to the other person's point of view - genuinely

Move to Action

- * Who
- * What
- * When
- * Follow up (the precise issue)

Application

- * Organize yourselves into threes
- * One will be a coach, one a problem solver and one a respondent
- * I will speak to the coaches/problem solvers alone...and the respondent alone...
- * Confront! We will try to do three cases!

Wrapping it up

- * Crucial Confrontations is a two day training program that is offered by certified trainers via VitalSmarts.
- * Today was a taste...read the book, consider a program for your institution, and check out resources on vitalsmarts.com
- * Thank you!