



Applying Crucial Conversations Tools to Any Conversation

Presentation to APIC Chapter 15 March Membership Meeting

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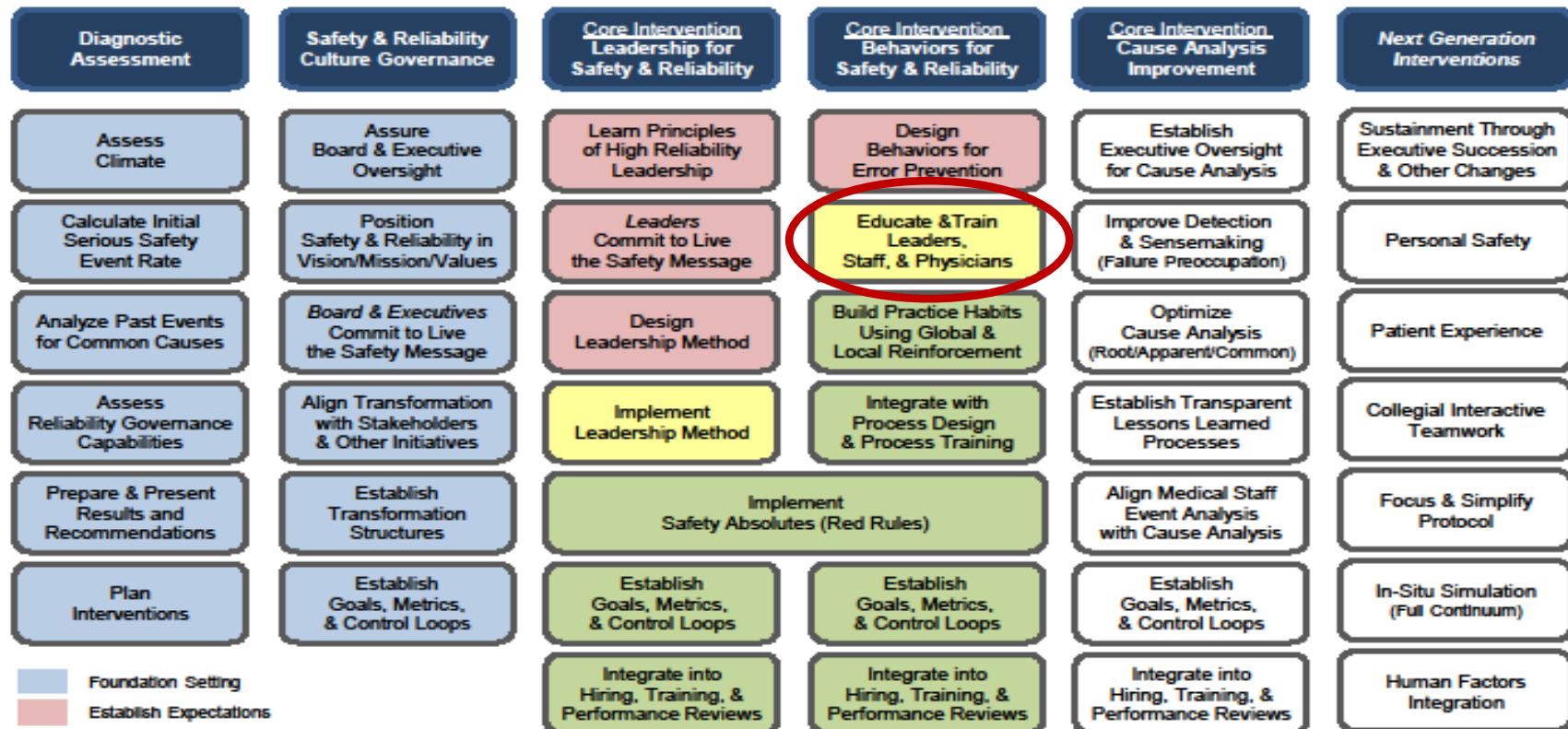
What We'll Do:

1. Review Main Line Health's Culture of Safety Journey.
2. Create context for Crucial Conversation tools as part of this journey.
3. Discuss the concept of “safety” in a conversation.
4. Review 2 tools to assist you when you feel stuck in difficult situation.
5. Apply the tools to practical situations.



Culture of Safety Journey

Safety & Reliability Transformation Roadmap



✓ Completed In progress → Next steps

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Error Prevention Tools

Our Safety Behaviors	Error Prevention Tools
Attention to Detail	<ul style="list-style-type: none"> • STAR - <u>S</u>top, <u>T</u>hink, <u>A</u>ct, and <u>R</u>eview
Communicate Clearly	<ul style="list-style-type: none"> • 3-Way Repeat Back • 3-Way Read Back • Phonetic Clarification • Numeric Clarification • Clarifying Questions
Handoff Effectively	<ul style="list-style-type: none"> • SBAR - <u>S</u>ituation, <u>B</u>ackground, <u>A</u>sessment and <u>Recommendation</u>
Speak Up for Safety	<ul style="list-style-type: none"> • Crucial Conversations • Question & Confirm • ARCC - <u>A</u>sk a Question, <u>M</u>ake a <u>Request, <u>V</u>oice a <u>C</u>oncern, and <u>Use <u>C</u>hain of Command</u></u> • Stop the Line - I Need Clarity
Got Your Back!	<ul style="list-style-type: none"> • Peer Checking • Peer Coaching



Crucial Conversations

- Authors - David Maxfield, Joseph Grenny, Ron McMillan, Kerry Patterson, and Al Switzler
- 1st published in 2002
- “Silence Kills” - The Seven Crucial Conversations in Healthcare
 1. Broken rules
 2. Mistakes
 3. Lack of support
 4. Incompetence
 5. Poor teamwork
 6. Disrespect
 7. Micromanagement



Applying Crucial Conversations

- Organizational Culture
- Systems/Processes
- Groups/Departments
- 1:1



Focus On What You Really Want

Unhealthy Goals

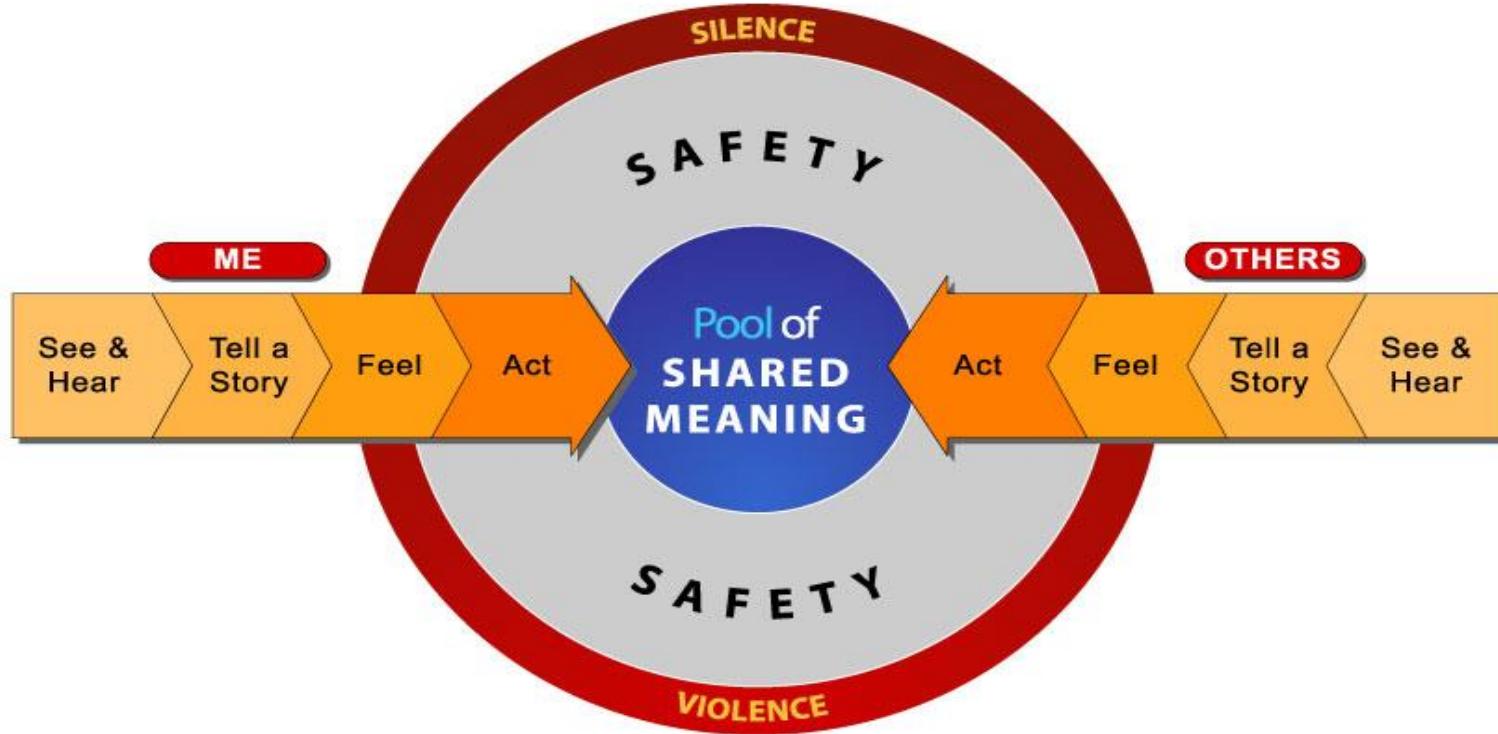
- Be right
- Look good/save face
- Keep the peace
- Win
- Punish, blame
- Avoid conflict

Goals of Dialogue

- Learn
- Find the truth
- Produce results
- Strengthen relationships



The Model



The goal is to keep people in dialogue by expanding the zone of safety.



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The Skill

STATE My Path

The five skills can be easily remembered with the acronym STATE.

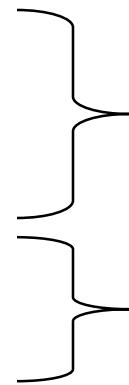
Share your facts

Tell your story

Ask for others' paths

Talk tentatively

Encourage testing



“What” skills

“How” skills



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Path to Action - Facts vs. Stories



The Problem

Our Stories Create Our Emotions; We Create Our Stories



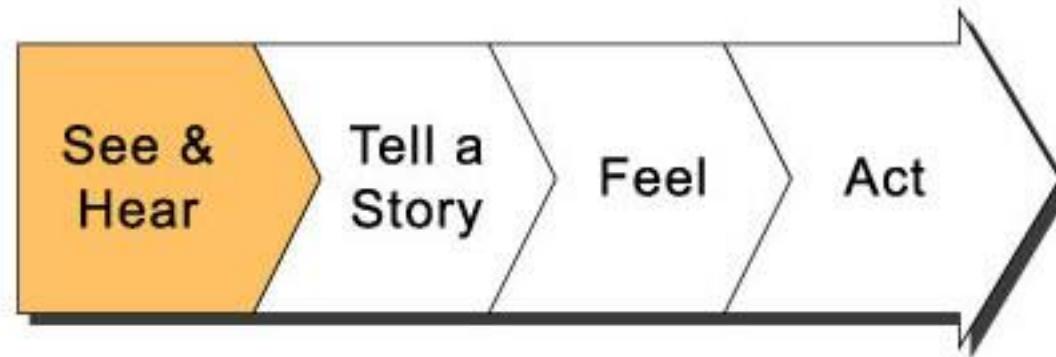
Let's look at the cause of all emotions.



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The Problem

First, you see or hear.



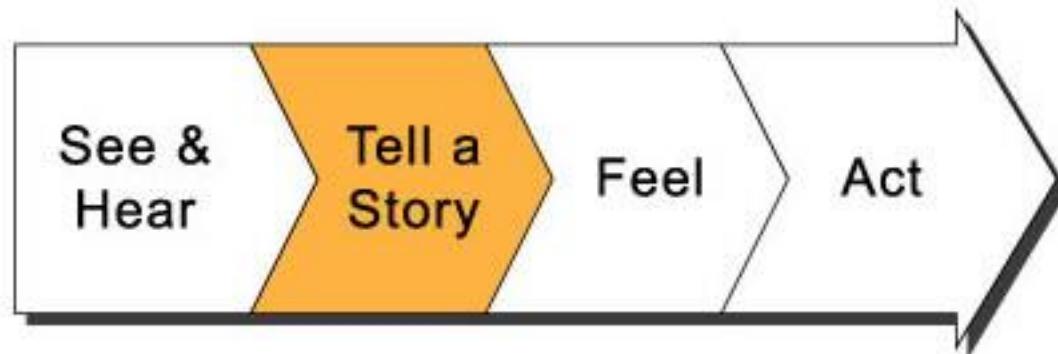
You're working on a report, and your boss checks up on you three times in one hour, offering suggestions.



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The Problem

Second, you tell a story.



You decide that your boss is questioning your capabilities. She doesn't believe you can complete the task on your own. She thinks you're incompetent.



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The Problem

Third, you generate a feeling.



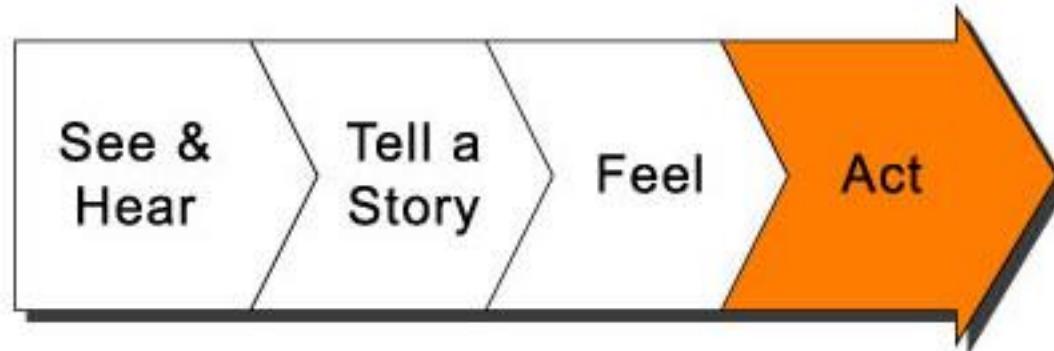
You feel hurt and defensive. This leads to anger – your boss obviously hasn't paid attention to the other reports you've completed in the past.



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The Problem

Lastly, you act.



You hold a grudge and don't listen or respond to your boss's suggestions.



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Separate Facts from Stories

Fact: something that is verifiable through direct means.

Stories: judgments, conclusions, and attributions that we make from the facts.

- Judgments determine whether facts are good or bad.
- Conclusions help us fit elements together.
- Attributions tell us why people do what they do.



Why Separate Facts from Stories?

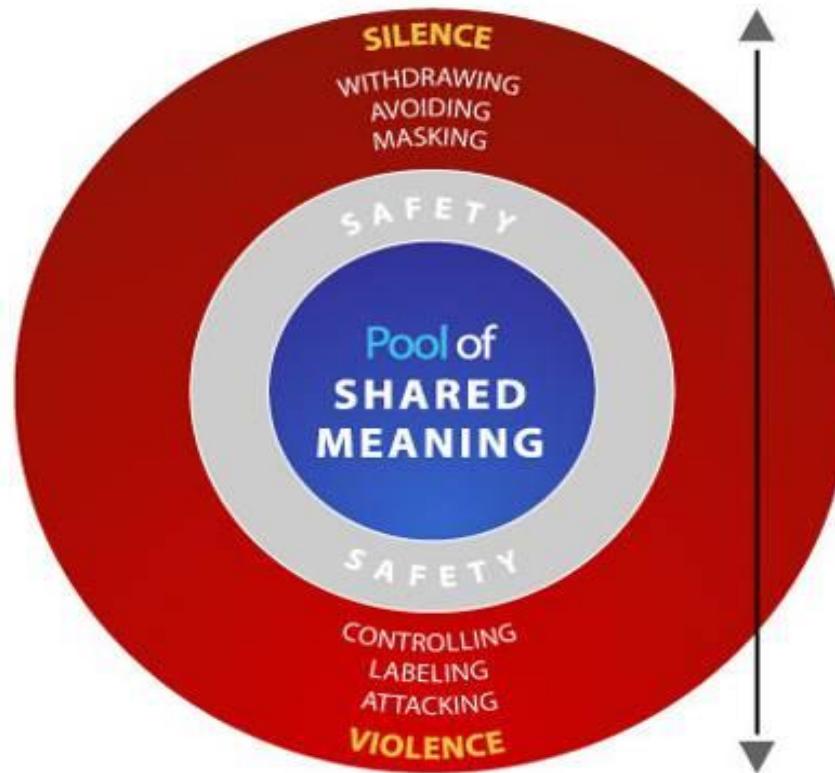
Once you separate fact from story, you are no longer controlled by one emotion.

You realize that the same facts could be used to tell an infinite number of stories.



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The Silence to Violence Continuum



We toggle back and forth.

We often hold things inside by going silent until we can take it no longer – and then we drop a bomb. In short, we move from silence to violence.



What creates safety in a conversation?

Think about someone who cares about you—someone who really respects you. What if they knew about a giant weakness you had—one that you weren't even aware of but it gets in your way.

- Would you want her to tell you about it?
- What if the person who knew this weakness was your worst enemy. Would you still want her to point it out?



Make It Safe

People never become defensive about what you're saying (the content).

People become defensive because of why they think you're saying it (your intent).

Intent ***always*** trumps content!



The Skill

When Others Move to Silence or Violence

- Fight your natural tendency.
- Step out of the content.
- Note what's making people feel unsafe.
- Rebuild safety.



The Skill

	Clear Problem	Misunderstanding
Mutual Respect	Apologize	Contrast
Mutual Purpose	Create Mutual Purpose	Contrast

Why is safety at risk?



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But sometimes intent is misunderstood. This puts safety at risk.

1. Step out of the content.
2. Rebuild safety by using a “contrasting statement.”
3. Then step back in the conversation.

By doing this you are saying “You know that I see you as worthy of being treated with respect and vice versa. I care about you as a person.”



Contrasting: A Don't/Do Statement

The **“Don’t” part**: Explain what you don’t intend; this addresses others’ conclusions that you don’t respect them or that you have a malicious purpose.

The **“Do” part**. Explain what you do intend; this confirms your respect or clarifies your real purpose.

The “don’t” is the more important part of Contrasting because it addresses misunderstandings that could put safety at risk.



Questions. Ask yourself questions about the “don’t” and “do” parts of the statement:

Don’t: How might others mistake my purpose? How might they feel disrespected? What can I say to turn this around? This answers the “don’t” part of Contrast.

Do: What is my real motivation? How do I really feel about the other person? What can I say to make this clear? This answers the “do” part of the Contrast.



Example:

You notice a colleague has left the side rails down as she is leaving a patient's room. When you point it out to her, she snaps, "When did you become my boss?"

Contrasting Statement:

I don't want you to think I'm implying that I'm in charge or that I'm your boss.

I do want to find ways that we can all keep our patients safe.



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How would you respond?

1. You've observed a peer routinely interrupt another peer when she is focusing on a task. Today when you told her about it, she rolled her eyes and said, "Oh please...we can multitask with our eyes closed."
2. You see a staff member approach a patient for treatment. He does not wash his hands or use hand sanitizer. When you tell him about it, he responds excitedly, "I'm not going to touch anything!"



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Summary

1. Use a contrasting statement when your message is misinterpreted.
2. Always focus on your facts first.



Your Questions/Feedback

Applying Crucial Conversations

- Organizational Culture
- Systems/Processes
- Groups/Departments
- 1:1

