



CREATING SAFE AND ENGAGED TEAMS

Katrina Travis, BA, RRT
Director of Quality

CONFLICT OF INTEREST DECLARATION

I declare that I do NOT have any affiliation with or financial relationship/interest in a commercial organization that could pose a conflict of interest with the educational content of this program.



KEY FINDINGS AND GOAL BEHAVIORS

- High performing teams regularly engage with each other to:
 - Communicate key information in the service of the patients.
 - Encourage speaking up, particularly when safety concerns are observed
 - Discuss and prevent errors
 - Develop a positive and energetic work environment in which they feel valued

TEAM GOALS

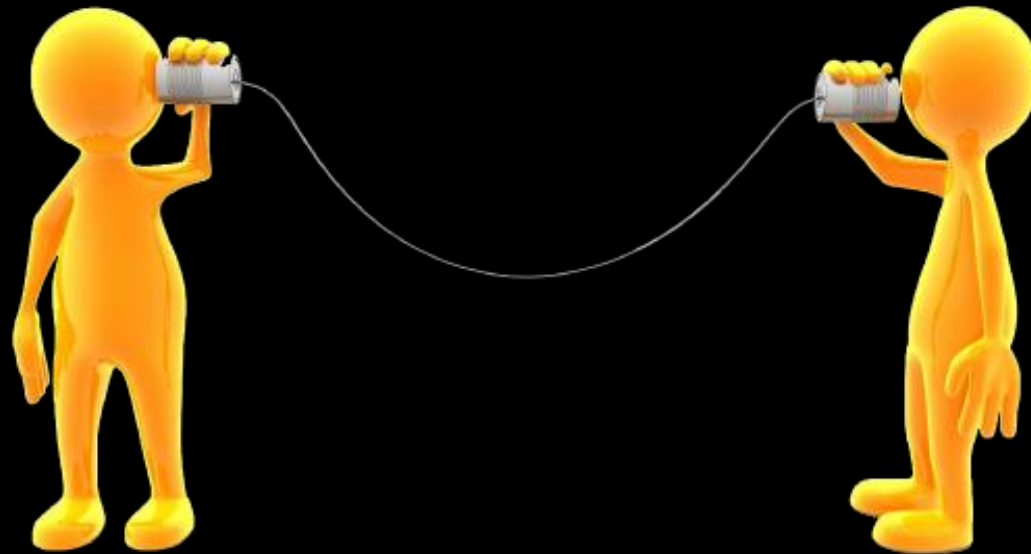
➤ Facilitated Conversation

- What does this group make, do or ensure?
- Why do the hospitals we work in need this team?
 - What happens if this group does not come to work for a day? A week? Ever?
 - What happens if this team became the best example of team performance?
 - What would happen to the team members, the patients, and the organization if we became the best example of team performance?

OBSTACLES TO GOALS

- What gets in the way?
 - Misunderstood intent
 - Lack of benefit of the doubt
 - Lack of trust
 - Lack of shared goals

COMMUNICATION



COMMUNICATION

- Communication is the process by which information is clearly and accurately exchanged between individuals, departments, or organizations.
- Transfer/exchange of knowledge from sender to receiver
 - Ask questions
 - Seek Clarification
 - Acknowledge message was received and understood

STANDARDS OF EFFECTIVE COMMUNICATION

- Complete
 - Shares all relevant information
 - Allows time for questions and answers
- Clear
 - Uses information that is plainly understood
 - Speak in common or standard terminology with the individual

INFORMATION EXCHANGE STRATEGIES

➤ Strategies:

➤ SBAR

➤ Situation – Background – Assessment – Recommendation & Request

➤ Call-Out

➤ Call – Back

➤ Handoffs

➤ Communication tools on electronic medical records

REFLECTION: WHAT WORKS?

- What communication strategies are you using right now?
 - Email
 - Face book pages for teams
 - Texting
 - Documents posted on a board
 - Why are/aren't these working?
- What other factors affect communication among team members?
- What are your team's opportunities for using these strategies more effectively?

BARRIERS

- Examples:
 - Defensiveness
 - Misinterpretation of clues
 - Varying communication styles
 - Hierarchy



DEFENSIVENESS

- What it looks like
 - “Not my fault”
 - “That isn’t my responsibility”
- How to handle defensiveness within yourself
 - Start with you
 - Create “moments of awareness”

DEFENSIVENESS: MOMENTS OF AWARENESS

- Pause and ask yourself:
 - What is happening right now?
 - What am I doing, thinking, feeling
 - What do I want right now?
What am I trying to achieve?
 - What am I doing that is preventing me from getting what I want?
 - Make a choice and choose your next action
- Breathe and move on

ACTIVITY: READING EXPRESSIONS

➤ What do others' nonverbal expressions tell you?

➤ http://greatergood.Berkeley.edu/ei_quiz/#1



NONVERBAL COMMUNICATION

- Two common types:
 - Body Language
 - Written communication – common in Healthcare
- Examples from your work setting when nonverbal communication produced a breakdown in teamwork?
- What was the person's intent?

ACTIVITY: NONVERBAL EXPRESSION

- On your own
 - Pick a topic that you enjoy talking about or feel passionate about.
- With a Partner
 - Take turns talking for 1-2 minutes, uninterrupted, about your topic.
 - First round: Try to suppress your non-verbal cues
 - Second round: Use non-verbal as normal
 - Exchange feedback about how non-verbal cues impacted the message.

STRATEGIES FOR BUILDING TRUST



THE MARSHMALLOW CHALLENGE



THE MARSHMALLOW CHALLENGE

[http://www.ted.com/talks/tom Wujec build a tower?language=en](http://www.ted.com/talks/tom_Wujec_build_a_tower?language=en)



THE MARSHMALLOW CHALLENGE

- Teamwork and diverse skills matter.
- Creating opportunities for instant and regular feedback
- Be aware of hidden assumptions in your work.

FEEDBACK





LEARNING FOCUS POINTS

- To identify productive feedback seeking behaviors
- To learn peer coaching techniques
- To recognize how to provide descriptive, timely, and relevant feedback that emphasizes transparency and honesty

CONSTRUCTIVE FEEDBACK

- Provides essential information on behavior that you want to see continue or change
 - What is the best feedback experience you received?
 - What made it productive?



TIPS FOR GIVING FEEDBACK

- Recognize your intentions (be helpful)
- Focus on the behavior – not the personality
- Be specific about the behavior – not general
- Use “I” statements



TIPS FOR RECEIVING FEEDBACK

- This might be the secret ingredient we have all overlooked!
- Try to be open – not defensive
- Check into the threads when you can be receptive to feedback
- Know it's about the behavior – not you

PERFORMANCE APPRAISAL

- Promote
 - Descriptive
 - Feelings
 - Specific
 - Controllable
 - Timely
 - Effect
 - Mixed (positive and negative)
 - Help

PERFORMANCE APPRAISAL

- Avoid
 - Evaluative
 - Command
 - General
 - Uncontrollable
 - Late
 - Analyze
 - Negative
 - Punish



Thank you for your time
today.