



**Conflict
&
Communication**

Objectives

- Become aware of Conflict Styles
- Be able to list the different ways we all communicate with each other
- Be cognizant of the importance of the ability to adapt and change

DIMENSIONS of our RESPONSE to CONFLICT

- Two Basic Dimensions
- Assertiveness- Satisfy SELF
- Cooperativeness–Satisfy OTHERS

Preparing for **CONFLICT**

- **Know Thy Style**
- **Know The
Other's Style**

Five Conflict Handling Modes: Two basic dimensions

Assertiveness



COMPETING

COLLABORATING

COMPROMISING



AVOIDING

ACCOMODATING

COOPERATIVE




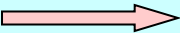
COMPETING/FORCING

- Satisfy SELF  VERY HIGH
- Satisfy OTHERS  VERY LOW

■ QUICK DECISIVE POWER MODE

- Arguing & Debating
- Rank & influence
- My opinions & feelings
- Standing my ground
- Stating my position

ACCOMODATING/SMOOTHING

- Satisfy SELF  VERY LOW
- Satisfy OTHERS  VERY HIGH


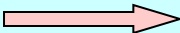
■ PEACE GOODWILL REASONABLE

- Yielding
- Selflessness
- Obeying orders
- Forgetting your desires


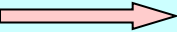
AVOIDING/WITHDRAWAL

- Satisfy SELF → VERY LOW
- Satisfy OTHERS → VERY LOW
- Buying Time; Low Power; Reduce Tension
- Ability to Withdraw
- Ability to Sidestep Issues
- Ability to Leave Things Unresolved
- Sense of Timing

COLLABORATING PROBLEM SOLVING

- Satisfy SELF  VERY HIGH
- Satisfy OTHERS  VERY HIGH
- High Importance Issues or Persons
- Active listening
- Nonthreatening confrontation
- Identifying concerns
- Analyzing input

COMPROMISING/SHARING

- Satisfy SELF  MIDDLE
- Satisfy OTHERS  MIDDLE

- EQUAL POWER; RESOLUTION NEEDED
- Negotiating
- Assessing value
- Finding middle ground
- Making concessions

Competing is best used:

- When quick decisive action is vital; e.g., emergencies
- With important issues where unpopular courses of action need implementing. e.g.
 - cost cutting,
 - enforcing unpopular rules
 - discipline
- With issues vital to company welfare when you know you are right
- To protect yourself against people who take advantage of you.

Collaborating is best used:

- To find an integrative solution when both sets of concerns are **too important** to be compromised.
- When your objective is to learn; e.g., testing your own assumptions, understanding the views of others.
- To merge insights from people with different perspectives on a problem.
- To gain commitment by incorporating other's concerns into a consensual decision.
- To work through hard feelings which have been interfering with an interpersonal

Compromising is best used:

- When goals are moderately important, but not worth the effort or potential disruption of more assertive modes.
- When two opponents with **equal power** are strongly committed to mutually exclusive goals; i.e., labor management bargaining.
- To achieve temporary settlements to complex issues.
- To arrive at expedient solutions under time pressure.
- As a backup mode when collaboration or competition fails to be successful.

Accommodating is best used:

- When others can resolve the conflict more effectively.
- When issue is more important to other person than you- to **satisfy others**, & show you are reasonable.
- To build up **social credits** for later issues which are important to you.
- When continued competition would only damage your cause, i.e., when you are **outmatched** & losing.
- When preserving harmony and avoiding disruption are especially important.
- To aid in development of subordinates by allowing them to experiment & learn from their own mistakes

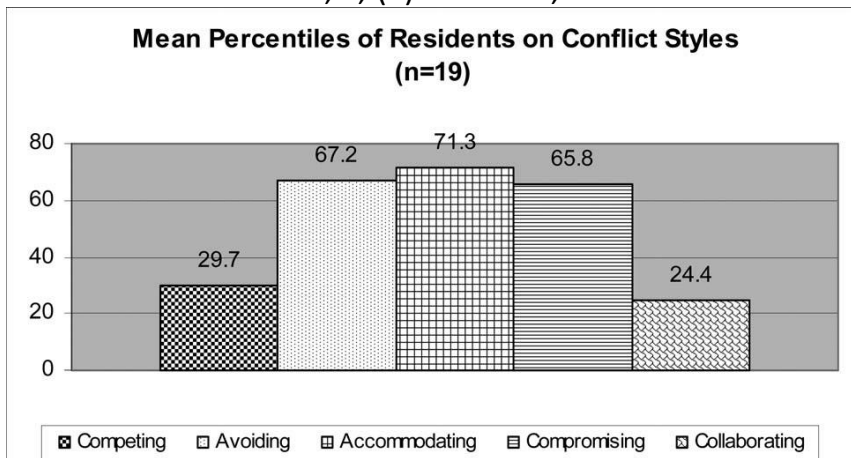
Avoiding is best used:

- When an issue is **trivial**, of only passing importance, or when other more important issues are pressing.
- When you perceive no chance of satisfying your concerns; e.g., when you **have low power** or you are frustrated by something that would be very difficult to change (national policies, someone's personality).
- When the **potential damage** of confronting a conflict outweighs the benefits of its resolution
- To let people cool down; i.e., to **reduce tensions** to a productive level & regain perspective & composure.
- When gathering more information outweighs the advantages of an immediate decision.
- When others can resolve the conflict more effectively.
- When the issue seems **tangential** or symptomatic of another more basic issue.

How might you select your conflict management style?

- **How invested in the relationship are you?**
- **How important is the issue to you?** if the issue is a belief, value, or regulation that you believe in or are hired to enforce, then engaging in the conflict is necessary. If the relationship and the issue are both important to you, there is an even more compelling reason to engage in the conflict.
- **Do you have the energy for the conflict?**
- **Are you aware of the potential consequences?** Risk for your safety or job loss. Thoughtful reflection about the consequences, both positive and negative, is useful before engaging in or avoiding a conflict.
- **Are you ready for the consequences?**
- **What are the consequences if you do not engage in the conflict?** To avoid losing a sense of self, there are times when you must engage in conflict. Most people have core values, ideas, beliefs, or morals. If a person is going to sacrifice one of their core beliefs by avoiding a conflict, personal loss of respect must be considered.

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Conclusions: Residents who successfully execute administrative duties are more likely to

have a Thomas-Kilmann profile that is **high in collaborating and competing, but low in avoiding and accommodating.**

Residents who have problems adjusting are likely to have the opposite profile.

The profile seems to predict faculty evaluation on the ACGME competencies.

Creating an Individual Conflict Management Plan

- **Write down what physiological responses you have when you know you are in conflict (e.g., my palms are sweaty, my heart is racing, nausea).**
- **Write down what thoughts you typically have when in a conflict (e.g., “I want to hurt him”; “I want to just get away from her”).**
- **List 4–8 steps you can follow to help you manage your thoughts and emotions in a productive way to manage/solve your conflict (e.g., 1. I will take a deep breath; 2. I will think about how I want to respond, etc.) 3. I will ask for a summary 4. I will state how I am feeling).**

Think of the interests of all involved in your CONFLICT



- How do I feel? What do I want ? What are my interests? What do I really need?

■ You

- How does he/she feel? What does he/she want ? What are his/her interests? What does she/he really need?

■ We

- Who are WE?
- How do we feel? What do we want ? What are our interests? What do we really need?

■ They

- Who are THEY?
- How do they feel? What do they want ? What are their interests? What do they really need?



What is your
communication
style?



“To effectively communicate, we must realize that we are all different in the way we perceive the world and use this understanding as a guide to our communication with others.

BOLD Communicator

High Ego Strength, Direct, Decisive,
Efficient, Blunt, Get results,
Challenging, Desires Change, Problem
solver, Practical, Independent, Competitive,
Don't listen, No details

Pushy
Impatient
Domineering
Attacks first
Tough
Harsh



SYMPATHETIC Communicator

Quiet, calm, Listen,
Dependable, Supportive,
Sincere team player, Amiable,
Loyal (part of a group), Reserved
No change, Want appreciation,

Unsure
Insecure
Awkward
Possessive
Conforming
Wishy-washy



EXPRESSIVE Communicator

Relate to others , Be popular,
Positive, Optimistic, Good presenter,
Public recognition, Persuade others,
Emotional, Enthusiastic, Animated,
Talkative, People oriented, Stimulating

Disorganized
Undisciplined
Manipulative
Excitable
Reactive
Vain



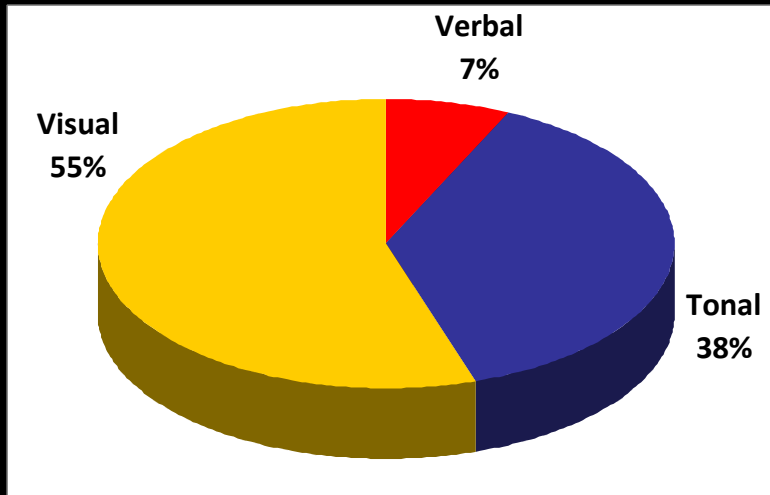
TECHNICAL Communicator

Accurate; Details
Sensitive, Logic, Serious
See small parts (follow procedures),
Persistent; Perfectionists,
Orderly, Cautious,
Overlook human aspect

Picky
Stuffy
Critical
Judgmental
Fears criticism
Slow to make decision



Channels of Communication



Communication Skills

Speaking Well

- Maintain good eye contact
- Speak with confidence
- Find the right speed and volume
- Enunciate (don't mumble)
- Make messages specific & complete
- Use direct, unambiguous language
- Be succinct (don't ramble)
- Use pauses to ensure

Listening Well

- Eliminate distractions
- Concentrate
- Focus on the speaker
- Maintain an open mind
- Look for nonverbal cues
- Listen for main ideas
- Listen critically
- Ask questions/ clarifications
- Avoid prejudices
- Listen to entire message before making judgment
- Take notes
- Paraphrase/summarize speaker

GROUP ACTIVITY

- **Resolve the following conflicts:**

- A scheduled cesarean section was delayed for about 6 hours; when finally started a patient in obstructed labor arrived unexpectedly and a delay occurred during which time a ruptured uterus occurred with patient requiring a cesarean hysterectomy, PPH and ICU.

- Define I, You, We, They of this scenario

- How can each EQ component help resolve system issues

- Describe the role of each conflict style in improving patient safety with this scenario

Team dynamics and helping out

- You are the student on a clinical rotation. On the first day, you ask the chief resident how to help the team but he says he is busy and will talk to you later. However the day passes and he did not come back all day to talk to you. You go into a room and talk to a patient and the nurse yells at you.
- There is code blue and the intern asks you to get the EKG machine but you did not find it. The intern remarks that the new students are not helpful and just want to be spoon-fed. You go and get dinner, by the time you get back; the residents are rounding with the attending. The attending remarks that you need to be a team player.
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- What do you do?
- Who do you talk to?
- How do you deal with the intern?
- How do you deal with the chief resident?
- How do you deal with the Attending?
- What can you do to get a good evaluation?

Student disruptive to team

- You are the clerkship director. A medical student on your rotation is chronically late to work. The residents state that he is not engaged and is unreliable. You ask him to meet with physician well-being and he has not. You ask him to meet with you and he avoids you. The Dean states that you are a weak and ineffective clerkship director. The residents do not want the student on the service.
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- How do you handle the student?
- How do you deal with the residents?
- How do you preempt yourself from falling out of the good graces of the Dean?

Advocating for trainees with faculty

- Three medical students complain that a faculty has been verbally abusive and also hit them physically during a surgical procedure. The faculty is a very important member of the hospital. His family is the major donor to the hospital. In fact the surgery suite is named after his grandfather. He is very important to the program because he allows students to operate on his patients more than the other entire faculty combined. However he is well known by both nurses and faculty to be impatient with a tendency to temper tantrums. Students do not want any investigations because they are scared of losing surgical experience since he is a voluntary faculty and does not need to work with students. You discuss with your chairman who leaves the decision to you.
- What do you do?
- What do you say to the students?
- What do you say to the faculty?
- Who else would you contact?

Conflict 6: between residents affecting quality of care

- An intern has been noted by the nursing staff to have poor interpersonal skills with patients. The nurses state that the intern also asks them inappropriate questions about the patient care. You interview the intern, who states that she is scared of the chief resident because he is intimidating and difficult to approach partly because the chief resident is also very busy. You interview the chief resident who states that the intern is “slow” and exasperating to work with. The chief resident also states that he has to divide his time between taking care of patients and other members of the team which include medical students, rotators and junior residents. The nurse manager notes that supervision and monitoring of the interns could be better. What do you do?

Conflict 7: with administrative staff

- Your previously stellar clerkship coordinator has been snappy, irritable and forgetful for the last 3 months. She forgets to submit time sensitive information to ACGME that results in a warning from ACGME and a reprimand from your DIO and Chair. How do you react?

THE END

• **THANK
YOU**