

ASSIGNMENTS:

1 Write a main Discussion question

Week 8: Online Discussion A[†]

Discuss the following case:

Dye, 2017, Chapter 15

Case 15.2

Case Discussion Assignments (25%): Active learning is essential. Students will participate via *Blackboard* in all posted discussion topics. For each case scenario, students are required to post at least 3 times each week, once by Tuesday of each week stating their initial views and at least 2 more times, by Friday of the week, with a thoughtful reflection commentary after reading the views of classmates. NOTE: Cite the textbook or any references to support your discussions (minimum 2 references APA format). Weekly lessons, assigned readings, and your own literature searching each week will be the source of the discussion topics. *Blackboard* participation will be graded for quality of contribution to the topic and professionalism of the response. The professor will not comment on each posting, but may comment to provide direction to the discussion as postings accumulate.

Posting Instructions

- Click the above title **Discussion**.
- Click the **Create Thread** button.
- Include a Subject that reflects the topic of your question.
- Enter your question in the **Message** box.
- Click the **Submit** button.

Case 15.2

Ralph O'Riley is a dynamic CEO of a large for-profit system. He is well known in the community. He is a brilliant businessman, and he is highly rewarded for it, enjoying various perks such as a beautifully appointed office suite, a company car, and a parking spot right outside of the hospital entrance.

He rarely attends employee-related functions, and he only occasionally visits the other facilities in the system, let alone the units on his own campus. He is a mythical figure among employees and intimidates his own leadership team. He shows up to meetings late, relies on his chief executives to “fill him in on the agenda,” and does not know all of his staff members’ names or positions. He does not participate in operational discussions, but he gives orders that affect operations, something that confounds his team and angers the rank and file.

Once during a retreat, Ralph was overheard by some of his team members boasting about his golf game and his power. “This is a waste of my time,” he

complained over his cell phone. “It’s not PC to say it, but I own these people. They do what I tell them to do. I made a lot of money for this system. Now they should give me a break.”

Case 15.2 Questions

Obviously, everything Ralph is seems to run counter with the practices that build and enhance trust.

1. What long-term effects does Ralph's behavior have on his team, the employees at large, and the organization as a whole? Are these effects irreversible?
2. Ralph is clearly a financial wizard and has great business instincts. How should he leverage these competencies to create a better culture? To make himself even more powerful by being approachable and trustworthy?
3. What role does power play in Ralph's success?

2. After finishing the main discussion question, you have to give 2 short responses to two of my classmate's discussions

a. First classmate discussion

Collapse Post

2 days ago

Week 8

COLLAPSE

Ralph's behavior leads to a decrease in trust between the team. Mutual trust between team members is crucial for the execution of the team. Once the trust is destroyed, it will have irreversible negative effects. When team members cease to trade trust, a "depression" occurs, prohibiting members from cooperating, sharing information, and collaborating. It harms the cohesiveness of the unit and ultimately leads to various dysfunctions (Dye 2017). If members cannot trust each other, the team will be afraid of conflict, making it impossible for members to have positive arguments, lack of communication of ideas, and everything will easily become fake. Only a superficial consensus can be reached on the organization's goal construction, which will lead to a lack of input in the actual implementation. Because no one trusts each other, the responsibilities and obligations of the group members become an excuse to shirk, which in turn leads to shirking and blaming other members. And last but not least, no one gains or grows whether they reach their goals or not.

In case 15.2, Ralph is a capable person, but his behavior prevents the expression of this ability. "Trust does not develop overnight, especially in a field such as healthcare that is in a constant state of flux. Trust-building is a multistep and Multiyear journey that can be easily derailed by a small move in the wrong direction." (Dye 2017). Ralph shouldn't be late for meetings and let his CEO make all the decisions as a leader. He needs to communicate with employees with a friendly and sincere attitude, know their names and position; in addition, he needs to drive out his employees' fear and establish a culture that can let all the people express their views. Do not discuss anything secretly. Also, he should actively participate in the relevant team-building activities. The most important thing is to let his employees easily find him, instead of being wrapped in mystery.

Ralph puts too much emphasis on the power of the leader. A team cannot succeed without its leader, but it does not mean that leadership is the only factor leading to success. Power allows the leader can make the final decision, but it must be considered and discussed, and not turn their employees into tools to do their jobs for them. Good leaders prioritize relationships, don't overstate what they've accomplished, build relationships, and share information about their work.

Reference:

Dye, C. (2017). *Leadership in Healthcare: Essential Values and Skills, Third Edition (3rd Edition)*. Health Administration Press.

Leading Effectively Staff. (2019, September 21). *The role of power in leadership*.

CCL.

Example of one short response for this discussion

Anthony Thibeault

2 days ago

RE: Week 8

Hi Yurong,

Your post was incredibly detailed and touched upon many valid points. However, since it didn't seem Ralph ever tried to build trust within his team, there may be a chance for him to earn it. As Dye (2017) mentions, "trust does not develop overnight" and "a leader cannot order her team members to trust her" (p. 239) so, he may have a chance to build up new relationships if he changes his attitude completely. It is a promising idea to let people make decisions as it will build an empowering culture, but like you mention he does not attend the meetings on time and has his chief executives "fill him in" on the agenda. This breaks down chances of building trust and cooperation between the team. By relying solely on his power, he is breaking down the motivation and desire for the employees to work for him. I believe this will create a high turnover rate with his employee's overtime and create a negative environment for the organization overall. Overall, you did a fantastic job portraying the importance of trust in teamwork and the effects of not building this asset.

References:

Dye, C. F. (2017). *Leadership in healthcare: Essential values and skills*. Health Administration Press.

b. Second classmate discussion

Abigail Boudreau

2 days ago

Week 8 Discussion Post

In a larger company, it is very important to establish interpersonal connections with those who work for you. This sense of comfort and belonging establishes trust within the employees and the employer, which creates a better work environment, higher retention of employees, higher efficiency, and higher job satisfaction. As stated by Dye, "managers can encourage employee engagement by improving manager-employee communication and creating an environment where employees feel valued" (Dye, 2017, p. 48).

The way that Ralph has been acting is extremely unacceptable and disgusting to his staff members. Ralph's actions and attitude are going to discourage his staff members and cause there to be a massive distrust. "Trust also facilitates the exchange and acceptance of ideas—it allows people to hear others' message—and boosts the quantity and quality of the ideas that are produced within an organization" (Dye, 2017, p. 75). It is going to be very difficult for the interaction between Ralph and his employees to be beneficial for the company as a whole. There will be a drastic decrease in efficiency and job satisfaction amongst these employees, leading to a decrease in profit for the company.

The skills that Ralph already has regarding his financial ideology have taken him very far and have also taken his company very far. These skills will only move him so far forward without the help and support of stable, efficient, and happy employees. He needs to create a common goal with his employees that they can all move towards. This creates a kind of camaraderie and establishes a team towards this goal. Another idea is that Ralph needs to become a bigger part of this team, and not just view it from the outside in.

Ralph has based his entire success on his power. He views everything he has as a piece of his power, and doesn't contribute any of his success to anybody who has helped him get there. He uses power as a measure of his success, and this is going to bring him down.

Dye, C. (2017). The Leadership Imperative. In T. Rothschild (Ed.), *Leadership in Healthcare: Essential Values and Skills*. Health Administration Press. (3rd ed.).

3. Reading reflection



Week 8: Reading Reflections

Reading Reflections (25%): Students will search the literature, select an article each week, read and write weekly reflections papers, on peer-reviewed interprofessional education or practice research articles, on topics related to weekly discussions. The length of each article reflection paper must be 2-3 pages (12 font, double -spaced, APA style). Turn in these assignments in class on the due date.

FOCUS on Chapter 16 Dye (2017)

Reflection should be focused on information discussion in the chapter on conflict and on articles related to "interprofessional conflict resolution".

Book Pages

CHAPTER 15

Trust

When you are not present, people can tell. When you are, people respond.

—Amy Cuddy (2015)

MAJOR MICHELLE HARRIS, an Army Medical Service Corps officer, has just returned to the United States from a third deployment overseas. As a healthcare executive, she is active in her professional association's local chapter. In one meeting, she and Chuck Hall, a fellow executive, discuss the concept of trust in leadership.

CHUCK. Michelle, in your position, it must be great to simply give orders that your team won't question or distrust. I'd love to do the same in my hospital. But I have to sell every idea, earn my colleagues' trust every step of the way.

MICHELLE. No, that's not how it works in the military.¹ There's a book called *Leadership Lessons from West Point*. It points out that in the military, trust is even more critical than in civilian situations.

CHUCK. How so?

MICHELLE. In the military, we ask—note that I say “ask,” not “command”—people to put their lives on the line, so we work harder to earn their trust. We provide constant training to ensure high levels of competency and safety. We demonstrate that we care about our personnel, and a high degree of openness can be observed in our training. We have to be on the same page, especially in combat situations. Everyone has a deep understanding of our missions and the dangers and payoffs they present. Movies about the military don't accurately depict the high levels of trust that underlie everything we do.

CHUCK. That's quite impressive. I'd like to invite you to speak to my senior management team next month, if you have time to spare.

TRUST IS THE first value all team members must learn. Without trust, team members engage in fierce competition, backstabbing, and hypocrisy (see [exhibit 15.1](#)).

Exhibit 15.1 Consequences of Lack of Trust

- Team members keep important and relevant information to themselves for fear that others will steal or sabotage their ideas.
- The team leader or high-ranking team members undermine the suggestions or plans submitted by lower-level members.
- Competition for resources among team members is excessive.
- Side deals or negotiations constantly occur.
- Many team members are deliberately left out of the planning and decision-making processes.
- Cliques have more influence on and power over team members than does the leader.
- Political maneuvering is rampant and viewed as a necessary practice.

Merriam-Webster's Collegiate Dictionary, Eleventh Edition, defines trust as the “assured reliance on the character, ability, strength, or truth of someone or something.” In leadership teams, trust is the members’ confidence in each other’s ability and resolve to uphold the team’s principles and to work toward its goals. It is what allows one member to vote for another’s untested, seemingly outlandish proposal. It is what makes members stand behind their leader in moments of failure or scrutiny. [Exhibit 15.2](#) enumerates the essential bases of trust, and [exhibit 15.3](#) is a behavior guideline for all team members to promote a culture of trust.

212

An exchange of tangible or intangible favors or goodwill is common practice among team members. This transaction is modeled after the economics of bartering or the *social exchange theory*. This theory posits that individuals decide the fairness of a relationship on the basis of a self-measured give–take ratio. If a person thinks he is giving more than he is receiving, he will perceive the exchange as unfair, and thus he may withdraw from giving. Conversely, if the person believes the things he gives and receives are of comparable value, he will continue the exchange relationship. The same idea is true of trust: It is a commodity that team members can exchange.

Unlike other favors, however, trust is not easily earned. A team member must prove her trustworthiness to the rest of the group by showing and having faith and concern; being transparent and accountable; providing support, assistance, information, and resources; and aligning with the general consensus without sacrificing personal values. More important, the team member must display these behaviors consistently and over time.

Once earned, trust must be maintained.

When team members cease to trade trust, a “depression” occurs, prohibiting members from cooperating, sharing information, and collaborating. It harms the cohesiveness of the unit and ultimately leads to various dysfunctions.

THE CONCEPT IN PRACTICE

The following approaches can enhance trustworthiness and trust levels among team members.

Acknowledge the Quid Pro Quo Practice

Honesty engenders trust. By publicly recognizing and discussing the fact that favors are exchanged to help forward the team’s initiatives, team members can use that fact to achieve the most optimal outcomes. The concept may be woven into trust-building exercises.

Earn, Do Not Expect, Trust

214

Exhibit 15.2 The Five Components of Trust

1. *Integrity*—honesty and truthfulness
2. *Competence*—technical and interpersonal knowledge and skills
3. *Consistency*—reliability, predictability, and good judgment
4. *Loyalty*—willingness to support, protect, and save someone else
5. *Openness*—willingness to share ideas and information freely

Source: Adapted from Robbins and Judge (2013).

Exhibit 15.3 How Team Members Can Engender Trust

Speak your mind. The truth could hurt, but it could also pave a path for improved and increased communication. Be calm while you express yourself, and be receptive to the responses.

Maintain confidentiality. A lot of leadership team matters are confidential, and for good reason. Such matters, including informal or casual conversations, must not be discussed or shared.

Actively support the team. Do not refer to or speak about the team negatively, inside or outside the team setting. People’s poor perception of the team extends to their poor perception of you, if only because you belong to the group.

Embrace openness. Trust develops in an open and candid environment.

Practice due process. In the team setting, due process means that all team members have the right to be heard fairly.

Cuddy, Kohut, and Neffinger (2013) state that “trust also facilitates the exchange and acceptance of ideas—it allows people to hear others’ message—and boosts the quantity and quality of the ideas that are produced within an organization. Most important, trust provides the opportunity to change people’s attitudes and beliefs, not just their outward behavior.”

213

Trust does not develop overnight, especially in a field such as healthcare that is in a constant state of flux. A leader cannot order her team members to trust her, nor can she think that trust comes automatically with the position. She must first assess her true self and either improve or maintain her trustworthiness. Trust building is a multistep and multiyear journey that can be easily derailed by a small move in the wrong direction.

People want to feel understood by their leaders. Trust comes before strength and it becomes a conduit of influence. Your strength is a little bit threatening before people trust you. But when they trust you and you are their leader, it’s a gift to them. Presence allows you to build that trust because you are saying, “I’m here, I care about you. I’m listening and what I am telling you to do is not just based on my own personal opinion but what I’m observing and hearing from you.”

—Amy Cuddy (quoted in Schawbel 2016)

Display Consistent Behavior

In some respects, trust is about predictability and consistency. Team members will be hard-pressed to have confidence in a leader who does not do what he says or is fickle, temperamental, indecisive, impulsive, or too spontaneous. Moreover, followers are discouraged when the leader’s words and deeds are contradictory. For example, one CEO declares that he wants to create a culture of empowerment, but he insists on reviewing everyone’s work all the time and giving the final approval on every single decision. An erratic or unpredictable leader is viewed as unreliable and hence not deserving of trust.

An understanding of people and relationships requires an understanding of trust. Trust requires the coexistence of two converging beliefs. When I believe you are competent and that you care about me, I will trust you. Competency alone or caring by itself will not engender trust. Both are necessary.

—Peter R. Scholtes (1998)

Drive Out Fear

In his well-known book, *The Five Dysfunctions of a Team*, Patrick

215

Lencioni (2002, 43) presents a pyramid that shows his theory of the five types of dysfunction. Notably, he puts lack of trust at the bottom of the pyramid, indicating that it is the most serious of the five. Most readers would agree that when trust is absent in the work culture (or any culture for that matter), uncertainty and ultimately fear can easily develop.

Clearly, fear has no place on any team. Following are some strategies for driving fear away:

- Establish and sustain a culture in which people can express opinions, concerns, suggestions, and even dissent without putting their jobs, reputation, undertaking, or team membership in jeopardy.
- Do not discuss or negotiate anything in secret. Confidentiality is markedly different from secrecy, and the latter breeds suspicions, gossip, and disloyalty. Secrets are always revealed, and when they are, team members feel left out and threatened. Everyone on the team must practice transparency.
- Persuade members to participate in team activities. One leader holds “Think Out Loud” meetings, where the team brainstorms ideas. The goal of this session is to stimulate creative thinking and generate novel approaches to old challenges.
- Be accessible. The executive suite should not be a hiding spot; it should be one of the places a leader can be found, in addition to the hallways, patient care units, conference rooms, cafeterias, other people’s work spaces, and so on. Presence at organizational events and community functions as well as the availability of contact information are two ways a leader can become more accessible.

Avoid the Perception and Reality of Conflict of Interest

Many situations in healthcare present a conflict-of-interest challenge because healthcare delivery and management entail so many types of exchanges, some of which could work in the self-interest of those involved in the exchange.

Full disclosure is one way to combat the perception of a conflict of interest. For example, the Cleveland Clinic now publicizes the business dealings of its physicians and other clinicians with drug and medical device makers. In April 2009, the Institute of Medicine issued the report *Conflict of Interest in Medical, Research, Education and Practice* (Office of News and Public Information 2009). The report discusses how

“disclosure by physicians and researchers not only to their employers but also to other medical organizations of their financial links to pharmaceutical, biotechnology, and medical device firms is an essential first step in identifying and managing conflicts of interest and needs to be improved.”

Many healthcare organizations, including professional associations and healthcare businesses, already have a conflict-of-interest policy in place. However, more needs to be done in this area to minimize (if not eliminate) the risk of conflict of interest and its subsequent consequences to the reputation of the organization, its leaders, and its staff.

Be Candid

Candor is the sincerity and frankness of speech and behavior. It runs counter to lying, condescending, or exaggerating. Speaking candidly means

- retaining eye contact and a steady voice,
- stating facts and withholding opinions that could hurt,
- focusing on the situation and not going off on a tangent,
- inviting questions or comments, and
- giving the other person a chance to respond.

Retreats are optimal moments for candid discussions, as John Kotter (1996, 132) proposes in his book *Leading Change*: “Most of the time must be spent encouraging honest discussion about how individuals think and feel with regard to the organization, its problems and opportunities. Communication channels between people are opened or strengthened. Mutual understanding is enlarged. Intellectual and social activities are designed to encourage the growth of trust.”

Unfortunately, many team members recoil from voicing their opinions and concerns in front of the whole team, as my experience with leading senior management retreats has shown. Although these members were willing to be candid with me in private, they preferred not to speak when faced by the other members. To combat this phenomenon, I started meeting individually with team members before the retreat. I emphasized the merits of being open and honest, and I recruited them to contribute to the group dialogue. Also, I occasionally brought a list of concerns, with permission from the team, to serve as a starting point for our candid

discussion.

Trust in a relationship generally develops gradually over time through the course of personal interaction. Taking some kind of risk in relation to the other person and feeling you weren't injured (emotionally or physically) in the process is what moves trust to new levels.

—James M. Kouzes and Barry Z. Posner (2003)

Use Finesse

Finesse does not cost anything, but it is worth a small fortune. However, like a battery, finesse is negatively and positively charged. Dealing with someone with decorum and courtesy is a plus, but it can also be a minus: It can prohibit the confrontation needed to reveal underlying conflicts. For example, a cohesive leadership team that has been together for many years and has rarely argued over issues does not take kindly to confrontation. As suggested in [chapter 14](#), a cohesive team does not necessarily make a productive team because many of its members have grown complacent; thus, the team can use a little shake-up once in a while. Having tact, however, prevents boorish behavior.

High-performance teams are characterized by high mutual trust among members. That is, members believe in the integrity, character, and ability of each other. But as you know from personal relationships, trust is fragile. It takes a long time to build, can be easily destroyed, and is hard to regain. Also, since trust begets trust and distrust begets distrust, maintaining trust requires careful attention by management.

—Stephen P. Robbins and Timothy A. Judge (2013)

Expect and Welcome Resistance

The process of earning trust—essentially, being open—puts a person in a vulnerable position. The leader (or a team member) should be prepared for criticism, doubt, resistance, and reluctance but should not take these responses personally. One CEO puts this risk in perspective: “If you want trust within your management group, you have to expect to get shot down sometimes. Then you get back up, thank the person who shot you, and

move on.”

Do Not Take Advantage

A leadership position offers many opportunities for inappropriate conduct. Sadly, in the past decade alone, high-level executives in and out of the healthcare field have exploited this truth. Taking advantage for the purpose of personal gain is wrong in any situation, as this act almost always has a victim. A leader could keep herself from taking advantage by obeying the golden rule of bartering: The exchange must be of equal value.

Grant Authority Appropriately

The power to bestow decision-making capabilities on team members falls on the leader, so he must exercise extreme care and judgment. Personal friendships, resentment or anger over past insults, and even lack of information can cloud the leader's ability to grant this authority. A poor choice can lead to infighting, charges of favoritism, and resistance. It could also erode the leader's trustworthiness. The best defense against such a scenario is always awareness and wisdom, which can come from being fully present physically, mentally, and emotionally.

Understand the Links Between Trust and Mission and Action

As this chapter's opening vignette indicates, military operations exemplify how trust is the basis of mission fulfillment. Trust essentially powers the actions that support the mission. Without trust, the action either does not occur or is performed haphazardly, causing grave harm. As retired Major General David Rubenstein, FACHE (2016), states:

The first thing that comes to mind when talking about trust is the chain of events that occur in the Army from words to actions to trust to mission accomplishment. A soldier will hear his or her leader's words but waits to see the leader's actions. When action matches words, the soldier starts to build a trust that says, “I'll go in harm's way to do my job because I trust you.” When I hand my static line to the jumpmaster, 800 feet above the ground on a moonless night, I'm saying, “I'm ready

to jump out of this plane because I trust you've ensured that my equipment and I are ready."

CONCLUSION

Trust is the assurance of goodwill between two people. It builds over time and must not be taken for granted. Trust among team members is a commodity that can be traded, facilitating ongoing relationships and improving the likelihood of collaboration, cooperation, and sharing of information.

Lacking trust is like walking into a room full of complete strangers. You have a problem: You need to finish an important project, but you have no time to do so. Imagine asking these strangers in the room to help you. Imagine handing them the incomplete work. Imagine sharing with them valuable and confidential information about the project. Imagine encouraging them to collaborate and cooperate with each other. Imagine giving them a quick deadline. Imagine doing all of this without feeling paranoid, doubtful, desperate, exasperated, and doomed.

Self-Evaluation Questions

- How is trust displayed among my team members? Do we barter trust, and do we understand its function in the team?
- Is my leadership style marked by openness and honesty? Do others easily approach me?
- To what extent am I known as a good team player?
- Is my communication with the team candid and straightforward? To what extent do I encourage this communication style?

Team Evaluation Questions

To what extent do team members

- believe in each other's abilities and competence?
- believe in each other's inclinations and intentions?
- believe in each other's integrity?
- get along with each other?
- share the same goals?

- rely and depend on each other?
- have confidence in each other's motives and behaviors?

Cases

Case 15.1

New CEO Doug Wright has a problem. His leadership team displays dysfunctional behaviors. Infighting is rampant, and cooperation and sharing of information are nonexistent. At meetings, most team members do not participate in the discussion, resigned to sitting quietly after they give an update on their respective responsibilities. Recently, two chief executives suddenly quit, leaving the other team members gossiping about the reasons.

Doug has spoken to the team (both as a group and individually) at length about the problem. He has touted the values of openness, honesty, and trust. He has encouraged the team members to speak their minds and has informed them of the no-recrimination policy he has just instituted. But still, the team seems removed, content with doing as it is told.

Frustrated, Doug contacts Roxanne Samanski, an organizational development consultant. The first question he asks her is, "Shall I fire all of them and start fresh?"

Case 15.1 Questions

1. If you were Roxanne, how would you respond to Doug? What suggestions would you offer?
2. What is the role that lack of trust plays in this situation?
3. Do you think it's important to find out the history of this team to understand its current dysfunctions?

Case 15.2

Ralph O'Riley is a dynamic CEO of a large for-profit system. He is well known in the community. He is a brilliant businessman, and he is highly rewarded for it, enjoying various perks such as a beautifully appointed office suite, a company car, and a parking spot right outside of the hospital entrance.

He rarely attends employee-related functions, and he only occasionally visits the other facilities in the system, let alone the units on his own campus. He is a mythical figure among employees and intimidates his own leadership team. He shows up to meetings late, relies on his chief executives to "fill him in on the agenda," and does not know all of his staff members' names or positions. He does not participate in operational discussions, but he gives orders that affect operations, something that confounds his team and angers the rank and file.

Once during a retreat, Ralph was overheard by some of his team members boasting about his golf game and his power. "This is a waste of my time," he

complained over his cell phone. "It's not PC to say it, but I own these people. They do what I tell them to do. I made a lot of money for this system. Now they should give me a break."

Case 15.2 Questions

Obviously, everything Ralph is seems to run counter with the practices that build and enhance trust.

1. What long-term effects does Ralph's behavior have on his team, the employees at large, and the organization as a whole? Are these effects irreversible?
2. Ralph is clearly a financial wizard and has great business instincts. How should he leverage these competencies to create a better culture? To make himself even more powerful by being approachable and trustworthy?
3. What role does power play in Ralph's success?

NOTE

1. This vignette represents the contributions that military officers bring to healthcare leadership and the healthcare field. It highlights the importance of trust in the military and its applicability to civilian leadership. Attendees at American College of Healthcare Executives events (especially the annual Congress on Healthcare Leadership) see and learn from many of these military leaders.

The opening vignette in this chapter is based on a true story. Healthcare leaders in the armed forces do not work in a top-down, command-and-control environment. Obviously, a certain amount of discipline and authority exists in the military, but the dynamic is nothing like many believe. Military healthcare leaders have to cultivate a high trust level while developing the same competencies as civilian healthcare executives. My work with leaders in the Medical Service Corps, the Medical Corps, and the Army Nurse Corps over the past 35 years tells me they are exceptional leaders. I thank them and applaud their service, sacrifice, and dedication.

REFERENCES

- Crandall, D. (ed). 2006. *Leadership Lessons from West Point*. San Francisco: Jossey-Bass.
- Cuddy, A. 2015. *Presence: Bringing Your Boldest Self to Your Biggest Challenges*. New York: Little, Brown and Company.
- Cuddy, A. J. C., M. Kohut, and J. Neffinger. 2013. "Connect, Then Lead." *Harvard Business Review*. Published July. <https://hbr.org/2013/07/connect-then-lead>.

Kotter, J. 1996. *Leading Change*. Boston: Harvard Business School Press.

Kouzes, J. M., and B. Z. Posner. 1993. *Credibility: How Leaders Gain and Lose It, Why People Demand It*. San Francisco: Jossey-Bass.

Lencioni, P. 2002. *The Five Dysfunctions of a Team: A Leadership Fable*. San Francisco: Jossey-Bass.

Office of News and Public Information. 2009. "Voluntary and Regulatory Measures Are Needed to Reduce Conflicts of Interest in Medical Research, Education, and Practice." The National Academies. Published April 28. www8.nationalacademies.org/onpinews/newsitem.aspx?RecordID=12598.

Robbins, S. P., and T. A. Judge. 2013. *Essentials of Organizational Behavior*, 12th ed. Upper Saddle River, NJ: Prentice Hall.

Rubenstein, D. 2016. Personal communication with author, May 15.

Schawbel, D. 2016. "Amy Cuddy: How Leaders Can Be More Present in the Workplace." *Forbes*. Published February 16. www.forbes.com/sites/danschawbel/2016/02/16/amy-cuddy-how-leaders-can-be-more-present-in-the-workplace/#4d39bef166ce.

Scholtes, P. R. 1998. *The Leader's Handbook: Making Things Happen, Getting Things Done*. New York: McGraw-Hill.

SUGGESTED READINGS

Anderson, C., and S. Brion. 2014. "Perspectives on Power in Organizations." *Annual Review of Organizational Psychology and Organizational Behavior* 1: 67–97.

Avolio, B., and W. L. Gardner. 2005. "Authentic Leadership Development: Getting to the Root of Positive Forms of Leadership." *Leadership Quarterly* 16 (3): 339–40.

Bobbio, A., and A. M. Manganelli. 2015. "Antecedents of Hospital Nurses' Intention to Leave the Organization: A Cross Sectional Survey." *International Journal of Nursing Studies* 52 (7): 1180–92.

McCabe, T. J., and S. Sambrook. 2014. "The Antecedents, Attributes and Consequences of Trust Among Nurses and Nurse Managers: A Concept Analysis." *International Journal of Nursing Studies* 51 (5): 815–27.

Nair, S. M., and R. Salleh. 2015. "Linking Performance Appraisal Justice, Trust, and Employee Engagement: A Conceptual Framework." *Procedia: Social and Behavioral Sciences* 211: 1155–62.

Pfeffer, J. 1992. *Managing with Power: Politics and Influence in Organizations*.

Conflict Management

Although conflict can be uncomfortable, it is not unhealthy, nor is it necessarily bad. The question is not “How can people avoid conflict and eliminate change?” but rather “How can people manage conflict and produce positive change?”

—Peter G. Northouse (2016)

NEWLY HIRED JACK Lewis is a vice president of nursing clinical quality and education. Among his many responsibilities are nursing education and supervision of the clinical nurse specialists (CNSs). During his orientation, Jack rotated through various patient care units, talking with the managers and staff about his goals for improved patient safety and quality and a more comprehensive and coordinated nursing education program. Throughout his visits, he was well received by all staff. One week after his visit to surgery, he received the following e-mail from Margaret Strong, the vice president of surgical nursing. Margaret reports to Mike Volkman, the chief operations officer, and not to Lisa Apolinario, the chief nursing officer who is Jack's boss:

Jack,

I appreciate your enthusiasm for nursing quality and education. I must tell you that surgical nursing is different from the rest of nursing at the hospital. Surgery does not have a need for your services. I have talked to Mike and Lisa, and it has been decided that the CNSs who work in surgery will now be under my direct supervision effective immediately. Please do not plan any nursing education or quality improvement programs for surgery because we intend to continue to use our own courses. Thank you for your attention to this matter.

Margaret

CONFLICT IS THE natural byproduct of the human thought process. It is

present in us and is exacerbated by our interactions. The workplace, especially where decisions are made and implemented, hosts various kinds of conflict. How big a conflict becomes and how fast it spreads depend on the number of people involved, the situation's degree of difficulty, and the power structure in place.

Healthcare management is a breeding ground for conflict, as its issues span from operational to strategic and all points in between and even beyond. Such conflicts require leaders to be engineers of consent. That is, they must invite others to suggest solutions, guide that discussion, build consensus, and manage the discord that arises.

A conflict management guideline will help the leader and management team in this regard. Such a document, however, was shunned for years by many organizational leaders. They knew it was a critical instrument, but they offered myriad excuses for not creating one, including lack of time and few incidents of conflict. Fortunately, in 2009, The Joint Commission issued a mandate: All hospitals and health systems must develop and put into practice a guideline for managing conflict in leadership teams. Recognizing that leadership conflicts can endanger human lives, The Joint Commission (2015, 106) states: "Conflict commonly occurs even in well-functioning hospitals and can be a productive means for positive change. However, conflict among leadership groups that is not managed effectively by the hospital...has the potential to threaten health care safety and quality. Hospitals need to manage such conflict so that health care safety and quality are protected. To do this, hospitals have a conflict management process in place."

When engaging in conflict with peers, be careful not to allow your words or actions to cross into areas that might be perceived as unethical. In the heat of the moment, the lines between effective politicking and office sabotage can blur quickly, so leaders should have a mental checklist that they go through when they engage with a colleague.

—Carson F. Dye and Brett D. Lee (2016)

HOW CONFLICT IS BENEFICIAL

Conflict is not fundamentally good or bad. After all, conflict represents our ability to reason, to work through a maze of possibilities and impossibilities. Also, it signifies the diversity of our perspectives, interests,

and experiences. However, conflict can cause difficulty when not properly addressed.

In team functions, conflict also presents benefits, such as the following:

- *Ends complacency.* Conflict opens team members' eyes. They begin to see obstacles, inefficiencies, outdated practices, improprieties, and the like.
- *Starts dialogue.* Conflict almost always triggers a discussion—often heated and often generating more conflict. The once-quiet majority (or minority) then adds its voice to the conversation. Everyone really has something to say.
- *Activates a plan.* Conflict typically causes action; the action planned often is the solution to the conflict.
- *Forces participation.* The progression of conflict among team members often means that the conflicting parties will work together on the solution.

The ultimate problem with conflict is that it intimidates many people. Thus, it is seldom addressed—and inappropriately at that. Typically, minor conflicts—those that have no lasting implications—are ignored because they usually resolve themselves. However, over time, even minor conflicts (if persistent and repetitive) have the potential to turn major and corrupt and disrupt the team's performance and purpose.

THE CONCEPT IN PRACTICE

Following are strategies for preventing and responding to team conflicts.

Create a Conflict Management Policy

The first step toward conflict management is acknowledging that conflict inevitably occurs when intelligent, opinionated people converge. The second step is developing rules so that when a conflict does occur, all members can debate, deliberate, and compromise accordingly. These rules should be reviewed regularly by all members, and new members must be informed of their existence. [Exhibit 16.1](#) is an example of conflict management guidelines.

Exhibit 16.1 Conflict Management Guidelines

1. *Declare the conflict.* Not all discussions during group interaction are conflict oriented. When a struggle ensues, however, someone must inform everyone that a conflict has arisen so that proper procedures can be followed. Although this kind of statement may sound trite, it can become a powerful tool for managing conflict appropriately.
 2. *Give the reason for the conflict.* Although disagreements and arguments are normal and necessary, they should not be initiated out of caprice or malice. Strife, hostility, and animosity must still be avoided at all cost, but if they do surface the reason (or reasons) for them must be stated.
 3. *Clarify the issues of the conflict.* A neutral group member or one who is not directly embroiled in the conflict must be elected to clarify contentions and interpret ambiguities. All members must actively participate in the discussion or debate and specify in detail their issues. Although members are entitled to express their personal concerns or emotional responses, facts (not opinions) must govern the debate.
 4. *Address one issue at a time.* To ensure appropriate and thoughtful consideration of all issues, only one issue at a time must be considered. Many people prefer to save their issues and raise them all during debates, but that practice should not be allowed or tolerated. All members should address their concerns as they occur.
 5. *Require all members to participate in the debate.* No party in the dispute is allowed to "pull in his head" during the conflict. All members must give their opinion and not cover behind others on their side.
 6. *Be fair.* Members must keep their "weapons" appropriate to the level of the fight. In other words, no personal attacks are allowed in a strictly professional discussion, and each party is given an opportunity to respond to accusations and defend itself.
 7. *Declare that the conflict is over.* All members must know that the debate has ended and an outcome has been reached. The outcome agreement should be specifically defined so that no confusion, which could escalate into another conflict, will arise later.
-

Root Out the Potential Causes of Conflict

Meeting format and length, team size and composition, and member assignments and responsibilities are petri dishes for conflict. The leader should observe these areas for potential and hidden troubles that render the team ineffective. For example, if the team meets too often, team members are not given the time to do their work. Similarly, if vocal members dominate every team discussion, the rest of the group may harbor resentment for not having the chance to talk, which discourages their participation. See [exhibit 16.2](#) for more causes of conflict.

Exhibit 16.2 Reasons for Conflict

- Incompatible personalities or value systems
 - Overlapping or unclear job boundaries
 - Competition for limited resources
 - Inadequate communication
 - Interdependent tasks (e.g., one person cannot complete his assignment until others have completed their work)
 - Organizational complexity (i.e., the greater the decision-making layers and special requirements, the greater the conflict)
 - Unreasonable or unclear policies, standards, or rules
 - Unreasonable deadlines or extreme time pressure
 - Collective and consensus decision making
 - Unmet expectations
 - Unresolved or suppressed tension
-

Source: Adapted from Kreitner and Kinicki (2012).

The point here is that a leader can be more proactive in managing conflict if she knows where it usually starts.

Adopt a Format That Works for the Team

Team members should help establish a format for the meetings. This way, they are more apt to uphold it. For example, each meeting is run by a team member, who also creates the agenda, invites guests if needed, distributes necessary materials before the meeting, leads the discussions, and so on. No matter the format suggested, the leader should make every effort to adopt one that promotes involvement, reduces cynicism, and benefits the attendees.

Practice Directspeak

Directspeak, a term I coined for speaking directly and clearly, is a straightforward manner of communicating without being insensitive. *Directspeak* does not work everywhere, but it thrives in team settings in which trust prevails, because every member of these teams knows that confrontations are never meant to be personal attacks. See [exhibit 16.3](#) for a guide to *Directspeak*. CEOs or team leaders must be aware that some team members are uncomfortable with this technique, toe the line to avoid offending others, and are not active participants in debates. Conversely, some members are strong-willed and more verbal, which may intimidate the mild-mannered members. What results is another conflict: a personality conflict.

Exhibit 16.3 How to Practice Directspeak

Do	Don't
Speak with precision and clarity	Speak with vagueness and ambiguity
Make sure the debate takes place in the room	Allow the debate to take place in the hallway
Invite all questions	Make some questions off-limits
Keep discussion impersonal	Allow personal smears
Begin with the end in mind	Make us guess where you're going
Say something if you feel strongly about it	React strongly later in the conversation
Ask for clarification if needed	Assume or wait for a later time
When asked a question, answer it directly	Take the long way around to the "yes," "no," or "I don't know"

Management teams whose members challenge one another's thinking develop a more complete understanding of the choices, create a richer range of options, and ultimately make the kinds of effective decisions necessary in today's competitive environments.

—Kathleen Eisenhardt, Jean Kahwajy, and L. J. Bourgeois III (1997)

Prohibit Personal Attacks

Strong personalities (and hence opinions) can usher in conflict. One way to minimize personality-induced conflict is to keep the discussion focused on the issues, not the people. The leader should step in when inappropriate comments are introduced. Spirited debates are invigorating, especially if they do not include personal attacks. When team members veer off topic, the leader (e.g., CEO) could get up and jot down on the flip chart the goals of the discussion. His movement alone—not to mention that fact that he is pointing out the meeting's objectives—is often enough to rein in the chaos.

Choose a Collaborative Approach

As mentioned in [chapter 14](#), the five usual reactions to conflict are as follows:

1. Avoid the other party and thus the conflict
2. Give in to the demands of the other party
3. Compete, with a goal to win
4. Compromise or strike a deal
5. Collaborate, with a goal to achieve

These responses illustrate the sink-or-swim mind-set among team members.

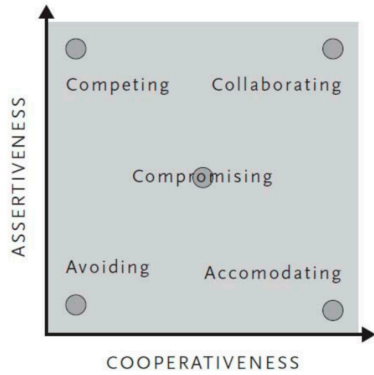
Avoidance is valid only when the conflict is too minor to merit full-time consideration—that is, when the problem will resolve itself without intervention. Giving in or surrendering is tied to the system of bartering favors (see [chapter 15](#)). Although well employed by teams, bartering is a temporary fix and could lead to more conflict if not executed appropriately. Competition, sometimes called *forcing*, creates an all-or-nothing environment in which team members do everything possible to defeat their perceived enemies. In this sense, team meetings become a personal battlefield where members show off their achievement to gain more power. Compromise, while democratic, stalls conflict resolution because it relies on too many people and too many variables.

Collaboration usually bests all other responses. It is a mature approach, not merely a reaction, to conflict that yields long-term benefits. The leader should verbalize her support of collaboration and put in place goals and

activities that require interdisciplinary partnerships.

A very popular research tool called the Thomas-Kilmann Conflict Mode Instrument (TKI) presents a solid model for understanding conflict. Essentially, it suggests that people's behavior when interacting stems from one of two basic dimensions—their desire to satisfy their own concerns (measured by their degree of personal assertiveness) or their willingness to satisfy the other person's concerns (measured by their degree of cooperativeness). Exhibit 16.4 shows this relationship.

Exhibit 16.4 Thomas-Kilmann Conflict Mode Instrument



Source: Adapted from Thomas and Kilmann (2016). www.kilmanniagnostics.com/overview-thomas-kilmann-conflict-mode-instrument-tki.

The TKI suggests that five conflict styles emanate from this dynamic: competing (satisfying your own concerns), accommodating (sacrificing your concerns to meet the concerns of others), avoiding (ignoring the conflict), collaborating (finding a solution that is fully win-win for both parties), and compromising (finding a solution that is a partial win-win for

both parties). Leaders can learn much about conflict by studying these concepts. Sample TKI assessments can be found on the Internet.

Teams must agree on how they will work together to accomplish their purpose and goals. Real team members always do equivalent amounts of real work beyond and between meetings where things are discussed and decided. Over time, a team's working approach incorporates a number of spoken or unspoken rules that govern contribution and membership.

—Douglas K. Smith (1996)

Visualize the End of the Conflict

Conflict has a beginning. That's the bad news. The good news is it also has an end. By visualizing the ideal outcomes of a conflict, the team is also generating ideas to prevent and manage it. For example, if the desired or visualized outcome is regular and relevant communication between physicians (through the chief medical officer) and the C-suite, then the team could work backward, analyzing the causes of the conflict, brainstorming practical solutions, developing action steps, and assigning responsibilities for implementing those steps. Although conflicts do end, the end still has to be closely monitored to ensure that the same conflicts do not resurface.

CONCLUSION

To a strong team, conflict is a temporary foe but a permanent ally. To a weak team, it is a predator. Regardless of its role, conflict is an inevitable occurrence in organizational life. Teams must understand that it is under their control.

Self-Evaluation Questions

- How does my team manage conflict? Is our approach working? If not, why not?
- What is my personal conflict management style? Is it working?
- Does my team suppress conflict? Why?
- Has my team established a conflict management policy? Was it developed for the team's sake, or to comply with requirements of The Joint Commission?

How has conflict affected me personally?

Cases and Exercise

Case 16.1

Professor William Bligh, a retired ship captain, writes the following on the board:

- Power and influence
- Bigger is better
- Anger
- Emotional intelligence
- Bargaining
- Bullying
- You scratch my back and I'll scratch yours
- Scorekeeping

Then he addresses the class: "Write a ten-page paper about how each of these concepts contributes to team conflict. I expect to see your papers in two days. Class dismissed."

Give thought to what the students might prepare. How might the answers from a class of older, part-time students in a master's of health administration program be different from those given by people in a full-time residential program where most students are in their early twenties?

Consult the following books to gain a better understanding of team conflict:

Fisher, R., and W. L. Ury. 2011. *Getting to Yes: Negotiating Agreement Without Giving In*, 3rd ed. New York: Penguin.

Patterson, K., J. Grenny, R. McMillan, and A. Switzler. 2005. *Crucial Confrontations: Tools for Resolving Broken Promises, Violated Expectations, and Bad Behavior*. New York: McGraw-Hill.

Case 16.2

Jessica, Brianna, Ruth, and Zachary are assistant vice presidents in a large teaching hospital. Every month, they gather with their mentor, Dr. Lon Right, to talk about the challenges they face on the job and the trends in management and leadership. This month, they are discussing the book *Crucial Confrontations*.

Dr. RIGHT. On the basis of our reading, what should be the ultimate goal in resolving conflict?

JESSICA. To resolve the conflict and get compromise on the matter. Get the parties to meet halfway and then move on.

234

BRIANNA. I totally disagree. Compromising often means that you get poor results. Solving conflict does not mean you should give up on your key principles.

ZACHARY. I can see both sides. The real goal of conflict management, though, is to mount the debate but to do it in a respectful manner. Get the issue on the table, agree clearly on what the end goal is, and then hammer out the solution.

RUTH. In my view, practically all conflict is a classic power struggle. Human beings resolve these power struggles through fighting for their right to be heard. Compromises don't always happen, but what the book teaches us is how to negotiate with others so that we don't damage the relationships we worked hard to build.

Case 16.2 Questions

1. Is the ultimate goal of conflict management winning an argument, preserving a relationship, compromising on a solution, or all of these?
2. What lessons from this chapter and from *Crucial Confrontations* can be applied to your conflict management efforts?

Exercise 16.1

Read the vignette in the beginning of the chapter and answer the following questions:

- What kind of conflict is present in this situation?
- What are the short- and long-term effects of this conflict on the two nurse leaders involved, their chief executives, and the education of the CNSs?
- What should Jack's next step be?
- What organizational structure issues exist that gave rise to this conflict? How may they be resolved?
- The vignette illustrates an age-old story of strife between line and staff. What are some ways that these stresses can be avoided?

REFERENCES

- Dye, C. F., and B. D. Lee. 2016. *The Healthcare Leader's Guide to Actions, Awareness, and Perception*, 3rd ed. Chicago: Health Administration Press.
- Eisenhardt, K. M., J. L. Kahwajy, and L. J. Bourgeois, III. 1997. "How Management Teams Can Have a Good Fight." *Harvard Business Review* 75 (4): 77–85.
- Joint Commission. 2015. *Hospital Accreditation Standards*. Oak Brook Terrace, IL: The Joint Commission.

235