Developing Effective Leaders
Through Accountable Feedback Processes
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Disclosure
• Casebolt Consulting: We consult with medical groups
• Patty is a paid member of the Care Credit Ophthalmic Strategic Council

First, the Basics:
• Green Line
• Building Blocks
Building Blocks:
High performance is built on trust
Accountable Feedback vs. Not

Accountable
• Observations
• My experience: Thoughts, sensations, feelings, prior events, stories
• Specific
• Recommendations/requests
• Given directly

Not Accountable
• Blaming
• Labeling
• Judgments
• Indirect: Gossip/triangulation
• Borrowing credibility
• Withholding

Payoffs and Collusion
• “How I know what I want is by looking at what I have.”
• What am I getting out the situation being exactly the way it is? What am I avoiding?
• How do I help create the very situation I say I don't like?
• Keith’s example:
• Patty’s example:

7 Feedback Processes
1. Defenses
2. Stop/Start/Continue
3. Job Satisfaction
4. Doctor Business Development Meetings
5. New Role Feedback
6. Working Relationships
7. Manager Coaching Session
Exercise #1: Defensiveness

• Basic Understanding:
  • Defenses are behaviors we learned a long time ago that help us cope when we feel uncomfortable or threatened. Like aspirin, they treat symptoms in the moment, but don't solve problems. These are the behaviors we find difficult in others.
  • Reducing defensive behaviors at work results in increased productivity, reduces stress, and improves morale.

Defenses Feedback:

• Team or department meeting, best if sitting in a circle where everyone can see and hear everyone else.
• Review basic understanding of what accountability is and is not.
• Introduce the concept of defensive behaviors, what they are, and why we use them. Observe that everyone gets defensive at times, so it's no big deal. But defensiveness does reduce effectiveness, so everyone has an interest in reducing defensiveness.
• Hand out the list of defenses.
• Ask each person to put a check by every defense they are aware of doing.
• Then ask them to circle the 2 or 3 they are aware of using most often.

• Pick someone to first – preferably a manager or supervisor. Ask them to report their top 2 – 3.
• Ask others who work for them if they see these or if they see others in use.
• Move around the circle asking each person to report and then get any additional feedback.
• Conclude by saying you want to reduce your own defensiveness and that you are asking people to remind you if they experience you as defensive. Comment that this is the 'new deal' you want to see on the team: Each person is committed to noticing and reducing their own defensiveness and wants to hear that feedback when others notice.
• Periodically, repeat to see how the team is doing and to keep this concept in front of them.
Exercise #2: Stop/Start/Continue

- Recommended not doing this first. Only after defenses and defining what is and is not accountable feedback.
- Answer the question “How am I to work with?”
- Designed to gather a lot of accountable feedback in a very short period of time.
- Only start with the group leader as the focal person. “Who is someone you give time?”
- Focal person listens, makes no agreements for change in the meeting. Share this to all participants.
- People fill out forms in advance.
- Feedback is crisp, no story or examples. “Stop letting meetings get off course.”
- No discussion.
- Questions allowed only if feedback is unclear. “Continue supporting me” could mean many things, for instance.
- Focal person starts by saying one ‘stop’ for himself, then go around the circle, each person saying one ‘stop’. Keep going until all stops are exhausted. Then ‘starts’ and then ‘continues’. Then last two questions.
- Everyone hands forms to focal person.

Stop/Start/Continue Debrief

- How do they feel about getting this feedback? (Often will be mixed, which is ok.)
- Where there any surprises? If so, what? What did they expect to hear that they didn’t?
- Would they rather have received the feedback, or not?
- Close by reminding that there are no agreements being made now, but follow-up conversations may occur if the focal person desires.
- DON’T ask if they plan on making any changes.
Impact of SSC

• Greatly reduces desire to gossip. When people have given their feedback directly, gossip doesn’t feel as juicy.

• If someone really is out to get someone, it’s obvious and tends to stick to that person rather than the person they don’t like.

• Grows people up by giving them the opportunity to give accountable and insightful feedback. Grows adult relationships.

• Improves awareness generally. What do I want from each person? How are we working together? What do I want to change if anything?

• Increases trust. I know, rather than guess, how you see me. I respect you for being straight with me. I respect you for being willing to hear feedback.

• Increases empathy. Sometimes feedback is contradictory – no one can satisfy everyone.

• People learn that all feedback is as much about the giver as the receiver.

• People learn by experience that they are capable of this level of openness. They don’t die.

Exercise #3: Job Satisfaction

• Usually done in pairs

• Exercise:
  1. Rate your current job satisfaction 0 – 5. (0 = you are actively looking for a new job, 5 = you jump out of bed, can’t wait to go to work)
  2. Write down why you rated it that way. Be specific.
  3. What are your payoffs for it being exactly the way it is now?
  4. What do you want your job to look like specifically, what do you want to change?
  5. What are you willing to do to make that happen, be specific.
  6. What payoffs will you receive if you make these changes?
  7. Share all with your partner. Make an agreement to check in with each other 30 days to see what you have done.

• Management reminds everyone to check in with each other 30 days to see what you have done.
Exercise #4: Dr. Development Meeting

- Thorough check-in and feedback to and from doctors
- Every 3 – 12 months, depending on the doctor
- Attended by all appropriate managers and their lead tech
- Designed to uncover opportunities for improvement – also gets them on record
- Last question: They are responsible for their own work satisfaction (accountability, again)

Success Factors for Doctors at MEC

Exercise #5: New Role Feedback

- Used when an internal applicant applies for a new role.
- All affected team members, plus the applicant, participate.
- Feedback given as a group, along with written feedback.
New Role Feedback Questions

1. What do I want from you in this role?
2. What fears do I have about you being in this role?
3. Why do I feel you would be good in this role?

Exercise #6: Working Relationships

- Use for team retreats or when two people are having difficulty
- Each person rates the working relationship on a scale of 1 - 10. (They are NOT rating the other person.)
- They say their ratings to each other, and most importantly, why?
- What do they want the relationship to be?
- What would it take to get there?
- What are they willing to do? What requests do they have of the other person? What agreements come out of this?
- When will they check in to see how things are going?
7: Manager Coaching Session

“We don’t learn from experience. We learn only as we reflect on our experience.” Peter Drucker

• Purpose:
  • Raise awareness of manager
  • Drive accountability: how do they get in their own way?
  • Reinforce what’s working
  • Clarify what the manager is/will work on to further develop

• Who Participates:
  • The manager
  • Their boss
  • CEO

Manager Coaching Questions

• What % do you spend working on systems vs. putting out fires? What % would you like it to be?
• What is your least favorite management activity? Do you feel competent to do this, or is it something you just don’t enjoy?
• What are your favorite management activities? How competent do you feel doing them?
• What one or two things would you like to be doing as a manager that you are not doing now? What are you willing to do to make that happen?
• Describe the support systems you have at MEC. Where do you want more/less?
• In what types of situations are you most likely to get defensive? Which defenses? What main fear drives your defenses at work?
• In 5 years, what skills do you want to have mastered? What will it take to do that?

Questions, continued

• Rate yourself on being a ‘tough, but fair’ manager with your people. If there is a gap, what is it?
• Assuming it is true that we tend to create our worst fears, how do you do that now?
• What one thing would you change about yourself as a manager if you could?
• What feedback have you received about your management style and skills that you like? Don’t like?
• Where are you holding back? Where are you fully showing up?
• What advice do you have for yourself if you could travel back 10 years to talk yourself? How much of that advice is still true?
• What are you most proud of at work? What do you want to be remembered for when you are gone?
Summary: Common Themes

• People grow as they have experiences, not just thoughts. Avoid the tendency to attempt to persuade people to do this. Just create the opportunity.
• Relationships and culture are either being tended to or not. If not, there will be erosion. The default position is closed and unaccountable.
• Openness and accountability are catching. But so is closed-ness and blaming. You pick.
• Slow drip – making a change takes time. Be patient, but persistent.
• Don’t chase after the naysayers, give your attention to those who embrace. Make it a program of attraction.

Building Blocks

Thanks!

• Questions/Comments?
• We appreciate your feedback! Please fill out the forms.
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