

Communication Skills for Leadership

STRUCTURES FOR

Giving Feedback



A leaflet for healthcare staff

Making conversations easier

Communications Skills for Leadership

Clickable contents

Giving Feedback

Your approach

CORBS model (general principles)

Learning to CUSS

Two challenge rule

DESC it

Situational Behaviour Impact (SBI)

Cup of Coffee Conversation (CCC)

Note:

There are many different models for giving feedback, some are shown here on this skills card. The Calgary-Cambridge Guide is the preferred communication skills framework in the HSE. It may help to think of communication skills as tools in a toolbox, to be applied as and when needed in many different types of healthcare conversation.

[Download the Calgary-Cambridge Guide here](#)



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Communications Skills for Leadership

Giving Feedback

Your approach

- 1. Competitive**
(crisis/imminent risk)
Learning to CUSS
Two challenge rule
- 2. Collaborative**
(concern for ongoing relationship)
DESC-it
Situation Behaviour Impact (SBI)
Cup of Coffee Conversation (CCC)



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Giving Feedback

CORBS model (general principles)



Use 'I' statements



O – Owned

C – Clear

R – Regular

Be clear about
the feedback you
want to give



Threaded through-
out the year

A range of
feedback given



B – Balanced

S – Specific

Be fair and
balanced in
the feedback you
give



Relate to specific
behaviours or
events



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Learning to CUSS

Competitive

C I am Concerned

I'm concerned about this patient being discharged so soon. He seems very weak and unsteady.

U I am Uncomfortable

I'm uncomfortable with him going home in this condition.

S This is a Safety issue

This is a safety issue. He lives alone, and I'm afraid he might fall or be unable to care for himself properly.

S STOP



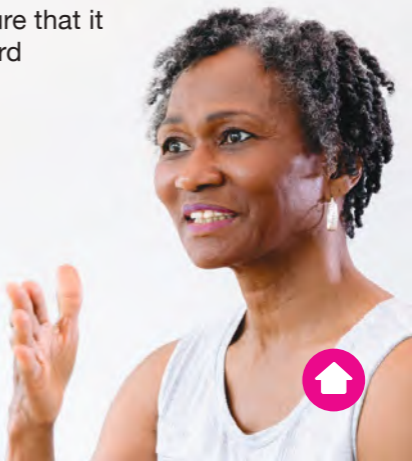
Communications Skills for Leadership

Giving Feedback

Two challenge rule

Competitive

- The **first** challenge should be in the form of a question... *“do you need a pair of gloves?”*
- This concern may be expressed a **second** time... *“we are trying to stay as aseptic as possible during this procedure, please stop before you go any further and I will get you some gloves”*
- It is your responsibility to assertively voice concern at least **two times** to ensure that it has been heard



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Giving Feedback

DESC it

Collaborative

- D** Describe the specific situation or behavior
- E** Express how the situation makes you feel/what your concerns are
- S** Suggest other alternatives and seek agreement
- C** Consequences should be stated in terms of impact on the person or patient and established team goals



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Situational Behaviour Impact (SBI)

Collaborative



The when/where

Be as specific as
you can

What did you see?

Describe without
judgement

What did the behaviour cause?

Make the experience
internal to individual



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Cup of Coffee Conversation (CCC)

Collaborative

Step 1: Describe the behaviour

Step 2: State your concerns

Step 3: Invite a response

Step 4: Conclude

