



What to do if  
you have to  
deliver bad  
news...

Learning Objective: Students will use different techniques to effectively communicate bad news (NHES 6 Interpersonal Communication).

1. Pick from the situations including examples where a coach might have to break some bad news.
2. Think about how you would handle that situation.
3. React to how confident you are in handling this situation in a good manner by thinking of an emoticon. Write your name on the white board in the area of how comfortable you are with telling your fictitious character the news (pretending its a real situation not a role play).



# WellCast

## PREPARE YOURSELF!

# BREAKING BAD NEWS



DATE.....

- 1 Schedule a time to talk! When is your D-Day?!
- 2 PLAN what you are going to say. Write as much as you need. (You should probably get a lot of paper..)

3 ASSESS the situation. Be prepared for the "Why?"

4 GO DO IT.

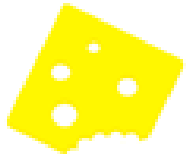


Remember: Try to get from  
Confession -> Discussion. GOOD LUCK!

## Sandwich Technique



Start with a genuine positive statement to flatter, comfort or compliment.



Use transition words to move toward the "meat of the matter".



Here is where you'd explain the complaint, error or offense or give.



Continue with how to fix the error, corrective steps to continue from here on out or some good news.



Finish with a positive statement to encourage, inspire or instill hope.

The sandwich technique is used regularly by businesses to deliver bad news.

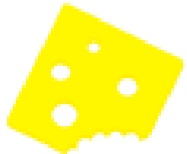
You start with something to soften the news like a positive statement or a compliment (bread)

"I am really impressed with how much improvement you've made over the summer."

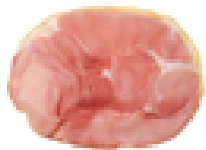
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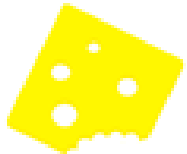
Then you transition using words or phrases to introduce the problem (cheese).

"Because of your improvement, it may be hard to hear..."

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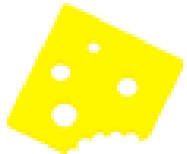
Next you describe the issue, error or complaint clearly (meat).

"Due to the fact that I can only keep 11 players on the roster, I do not think that I will be able to keep you as an active player this year."

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Following the complaint, you should give steps that can correct or fix the error in the future (lettuce).

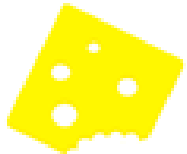
"I think by working in the weight room and getting stronger you still have a chance to improve your game."



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Finish with a positive statement to encourage, inspire or instill hope.

Finish with something that will encourage, inspire or instill hope (bread)

"There is still a good chance that I will be able to keep you next year."



# Spin Technique

The idea behind the spin technique is to make things sound better than they may actually be. I do this all the time in grant writing. Saying our students choose the less risky behavior at least 25% of the time sounds better than saying we choose risky behaviors 75% of the time. This probably will not work for the situations at hand for you but it could work for you in the future. Especially if statistics are involved! Does anyone have a way that they could use the spin technique with their situations?

# Compare and Minimalize

Unfortunately, this technique is usually used to cover fault. It rarely actually conceals fault but does give an opportunity for the leader to admit that they made a mistake and save face at the same time. However, if not performed well, it appears childish.

First, find a reference of where the situation went much worse. (We are disqualified for the finals, but we could have been suspended for the entire next year. You are only out for the next 6 games and not the entire season etc.)

Next, list all of the positives that have happened regardless of the bad news.

Finally, focus on the future. Discuss things that can be done to make the future so much better. During this discussion stay away from shortfalls that may happen during this time.

Today you are going to practice giving the bad news to a partner of your choice. Use whatever of the 3 techniques you would like. Tomorrow, we will video tape. Your classmates will give a grade with feedback for your delivery.

## You will be graded on 3 things:

1. Your classmates interpretation of your delivery (33.3%)
2. Your ability to give genuine and constructive feedback to your peers (33.3%)
3. Your self analysis after watching your own video (33.4%)