

# Professional Interactions that Work

## Valuing Differences, Managing Self



Faculty: Delorese Ambrose, Ed.D and Jo Shapiro, MD

# BEFORE WE BEGIN

- 1. Recall a time when you felt disrespected at work.**
- 2. With a partner, take turns sharing your story and describing the impact on you and how you handled the situation.**

# BEFORE WE BEGIN

**In the telling of your stories, how did you define “disrespect?”**

**What themes were common to both stories?**

# Professional Interactions Work best when we show respect by:

1. **Acknowledging differences and similarities**
2. **Valuing differences**
3. **Managing or resolving differences that cause difficulties**
4. **Building and maintaining trust**

**Our ability to give and receive feedback is key.**

# WHAT TO EXPECT IN THIS SEMINAR

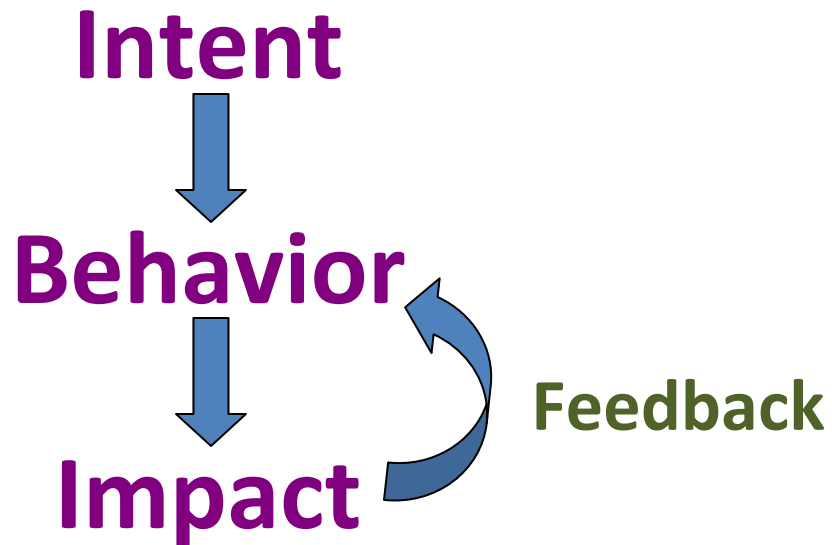
BEHAVIOR	LEARNING GOALS
1. Explore what respect is	Better understand <b>How Respect Works</b> . Understand the importance of <b>Feedback</b> as the key to aligning <b>Intent</b> , <b>Behavior</b> and desired <b>Impact</b> .
2. Acknowledge differences and similarities	Examine <b>Social Style</b> differences and various “ <b>Isms</b> ” and “ <b>micro-inequities</b> ” that operate outside of our awareness when we interact with others.
3. Value differences	Learn tips for <b>Valuing and Managing Differences</b> .
4. Manage or resolve differences that cause difficulties	Use the <b>Planned Renegotiations Model</b> to clarify expectations of self and others and to avoid or resolve tensions at work.
5. Build and maintain trust.	Review the <b>four dimensions of trust</b> and learn tips for <b>Giving and Getting Feedback</b> to create a climate of trust.

# RESPECT:

## Demonstrating Positive Regard for Others

- Treat people as they would like to be treated (Platinum Rule).
- Recognize and honor differences in values, personalities, social styles, expectations, cultural practices, backgrounds and experiences.
- Use specific **verbal** and **non-verbal** interpersonal skills to:
  - Reduce misunderstanding
  - Give and get honest feedback
  - Leave colleagues feeling “whole” and appreciated
  - Ultimately enhance the quality of professional relationships and patient care.

# FEEDBACK



## REMEMBER:

**We judge ourselves by our INTENT. others judge us by our IMPACT.**

**Ask for feedback to make sure your impact is congruent with your intent.**

# VALUING DIFFERENCES, MANAGING SELF

## YOUR SOCIAL STYLE

- **Social Style is determined by the degree of assertiveness and the degree of responsiveness you demonstrate when interacting with others.**
- **Each of us falls somewhere on the continuum between low assertiveness (ask-oriented) and high assertiveness (tell-oriented).**
- **Each of us falls somewhere on the continuum between low emotional responsiveness (reserved, task or thinking-oriented) and high emotional responsiveness (outgoing, emotive, people or feeling-oriented).**



# YOUR SOCIAL STYLE, Cont'd

## LOW EMOTIONAL RESPONSIVENESS

(Starts with the HEAD)

<p><b>ANALYTIC</b> "Right Answer"</p> <p><b>Under Stress: Tends to</b> <b>WITHDRAW</b></p>	<p><b>DRIVER</b> "Do it now"</p> <p><b>Under stress: Tends to</b> <b>CONTROL</b></p>
<p><b>AMIABLE</b> "People First"</p> <p><b>Under Stress: Tends to</b> <b>GIVE IN</b></p>	<p><b>EXPRESSIVE</b> "Be Unique"</p> <p><b>Under Stress: Tends to</b> <b>ATTACK</b></p>

Asserts by  
ASKING

Asserts by  
TELLING

## HIGH EMOTIONAL RESPONSIVENESS

(Starts with the HEART)

# VALUING DIFFERENCES, MANAGING SELF

*Bias + Power = “ism”*

If we have a bias or are prejudiced against a group and we have the power to decide their fate, we run the risk of creating “isms”—systematically targeting members of that group for exclusion.

racelISM

sexISM

ethnocentrISM

classISM

ableISM

ableISM

elitelISM

ageISM

# VALUING DIFFERENCES, MANAGING SELF

## *“Micro-inequities”*

**Small slights or comments that mean nothing to one party but a whole lot to the party on the receiving end.**

**Small slights or comments that, taken by themselves, are minor but over time can create deepening tensions between two parties.**

**What are some examples of micro-inequities in your world?**

# Case: “The Decider”

**A patient has trouble breathing. The patient is being attended to by Resident Dr. Amanda Newsome and Nurse Mary Elderby.**

**Dr. Newsome:** *Okay, let’s intubate the patient.*

**Nurse Elderby:** *[Doesn’t move]*

**Dr. Newsome:** *We need to intubate her right now! Let’s get moving!*

**Nurse Elderby:** *That makes no sense. You didn’t allow a reasonable trial of face mask.*

**Dr. Newsome:** *Well I get to decide. We’re going to do it right now. Let’s go!*

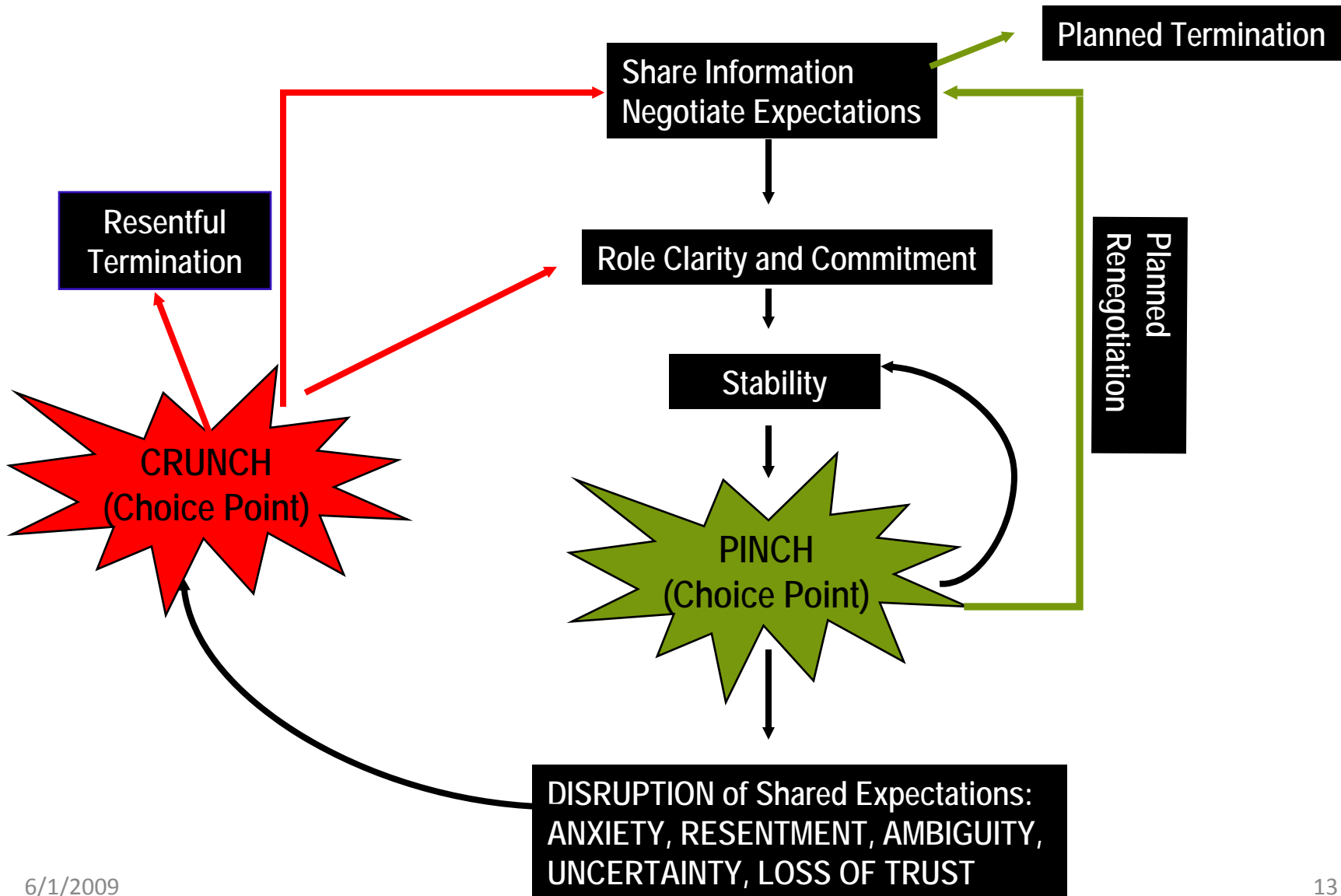
**Nurse Elderby:** *No need to get snippy with me. I’ve been taking care of patients much longer than you have.*

***After the patient is intubated, Nurse Elderby goes to her supervisor and files an incident report. The supervisor then contacts the program director who calls the Resident in to be reprimanded.***

- 1. What are the possible underlying causes of the tensions in this scenario?***
- 2. If you were a professional coach, what feedback would you give the Nurse? What feedback would you give the Resident?***

# The Planned Renegotiation Model

Gratefully Adapted with permission of John J. Sherwood



# TRUST

The willingness to rely on others under conditions of risk, and the expectation that others' behavior will be marked by:

- **COMPETENCE** (I think you know what you're doing).
- **INTEGRITY** (I think your word is good).
- **GOODWILL** (I think you have my/our best interests at heart).
- **TRANSPARENCY** (I think you are open and honest in your communications).

# Feedback

**A crucial component of professional interactions**



# Team sport

Dan Raemer, Jenny Rudolph, Robert Simon

Ed Krupat

Liz Peet, Emily Rickards, Janet Hafler

Mark Volk

Gary Mullen



# Feedback: defined

**“When a learner is offered insight into what he or she actually did as well as the consequences of his or her actions.”**

Ende, J.

**“Without feedback, mistakes go uncorrected, good performance is not reinforced, and clinical competence is achieved empirically or not at all.”**

Jack Ende, M.D.

JAMA 1983; 250:771-781.

# Caveat: egregiously unprofessional behavior

- **Lying**
- **Cheating**
- **Patient abandonment**
- **Substance abuse**
- **Sexual harassment**

Why saying *Just Do It* doesn't  
work

What is your biggest personal barrier to giving feedback?

# Challenges

- **Demoralizing**
- **Culturally unacceptable**
- **Safe environment?**
- **Perception of time commitment**

# And more challenges...

- **Underestimation of importance**
- **Want to retain “good guy” status**
- **The angry or clueless recipient**
- **Knowledge and skills deficit**
- **Liability concerns**

# **Feedback vs. Evaluation**



# Tower of Babel

## **Feedback:**

Formative - integral part of learning process  
Presents information, not judgment\*

## **Evaluation:**

summative – comes after the fact  
judgment re how well learner met goals

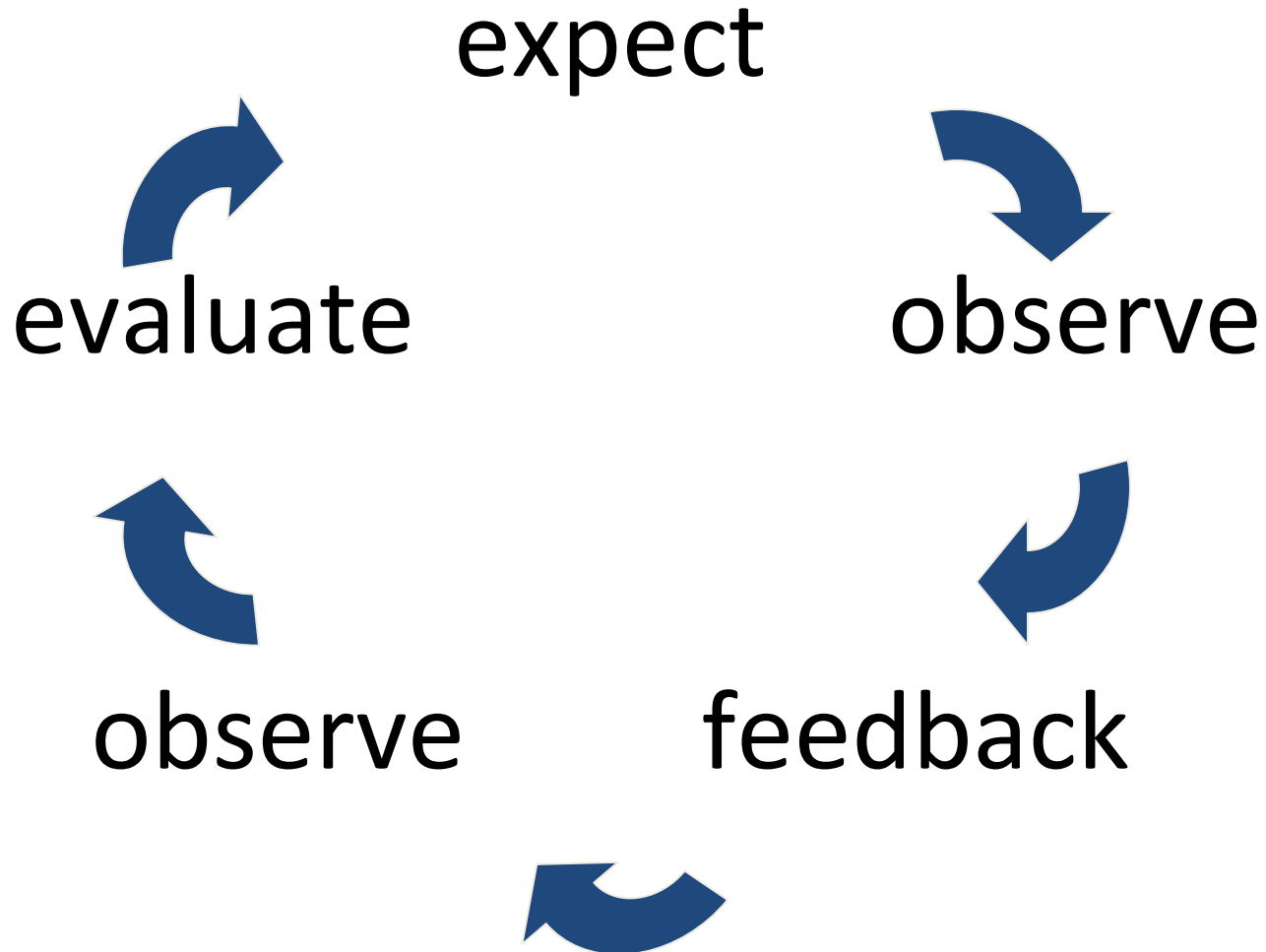
Ende,J.

# Feedback Fundamentals

- Expectations

# Learning Cycle

(from Liz Peet, personal communication)



# Feedback Fundamentals

- Expectations
- Climate of trust

“The deepest principle in human nature is the craving to be appreciated.”

William James

# Basic Assumption

I assume that you are a dedicated person who shows up at work intending to do an excellent job.

# Trust and mutual respect are the key

- Do you care about me?
- Is it safe to admit when I don't know something?
- Do you want to help me succeed, or are you more interested in identifying my failures?
- Are you willing to build our working relationship?

High expectations with  
confidence in the recipient's  
being able to achieve them



# Feedback Fundamentals

- Expectations
- Climate of trust
- Observation-based

# Feedback Fundamentals

- Expectations
- Climate of trust
- Observation-based
- Frame-based

You know *what* happened, but not  
*why* it happened

Therefore, you may not know how to  
prevent it from happening in the  
future



# Frame-based feedback: algorithm overview

## **My Frame**

- First person observation of behavior
- Concern or appreciation

## **Their Frame**

- Short open-ended question (for starters)

**Match your conversation to their frame**

# Personal work underneath frame-based feedback

- Assumptions
  - Assume the person meant to do the right thing
    - I believe that this person is intelligent, well-trained, cares about doing their best and wants to improve
    - Entertain the 5% chance there is a good reason
- Feelings
  - Observe, “by-stand,” be informed by your emotions
- Courage
  - Tolerate your own anxiety

# Frame-based feedback

## My goals

- Establish a context for learning and change that...
- Provides the information and motivation to change if you choose

## My assumptions

- I have a take on this, and that is valuable, and you have a take on it too
- I hold the “Basic Assumption” so...
  - I want to solve the mystery of how this came about
  - Move from “I understand” to “help me understand”
  - I might have something to learn here, too, about the person or the system
- Personal responsibility matters

Resident seems to be mildly melting  
down in the middle of a case

# Feedback algorithm (details)

- Step 1: My frame
  - I observed... \_\_\_\_\_
  - I am concerned/pleased because \_\_\_\_\_
    - My assessment; why this matters
  
- Step 2: Discover their frame
  - I wonder what happened?
  - I'm curious how you see it?
  - What was on your mind at the time?
  
- Step 3: Teaching point
  - Tailored to what you learned about trainee's frame
  - Based on your expertise and experience
  - Designed to close performance/results gap



“Our fitness needs to get to the next level”

Tony DiCicco, Coach of the Boston Breakers, the Boston women's professional soccer team

Boston Globe magazine interview 01.25.09

# Feedback Fundamentals

- Expectations
- Climate of trust
- Observation-based
- Framework-based
- Specific remediable behaviors (not character)
- Suggestions for improvement
- Reinforcing feedback if appropriate

# More feedback fine points

- Expected
- Location
- Timing: relatively close to actual behavior

# Debriefing

# Caveat: egregiously unprofessional behavior

- Lying
- Cheating
- Patient abandonment
- Substance abuse
- Sexual harassment
- Disruptive

# Disruptive behavior

- Describe the problem behaviors
- Document the problem behaviors
- Describe the desired ones
- Apply the “developmental vice”:
  - **Hard side:** Describe the consequences if not fixed in X time period
  - **Soft side:** Describe the support and training you will offer
  - **Lock** down the “vice” with written, signed agreements

# Dangers of anonymous written feedback

Remember, there's a person at the other end of that form you're filling out

Course or rotation director needs to use discretion re sharing information in an evaluation session:

- reject outliers

- watch for hostile/gratuitous comments

# Suggested evaluation comments for today's workshop

- That was one of the best workshops I have ever attended
- They deserve pay raises *and* promotions



# This is not a Kumbyah process

Giving feedback is a discipline requiring:

- Rigor
- Technical skill
- Honesty
- Persistence
- **Courage**

# Skill Practice

## Work in trios.

- **Roles: Feedback Giver, Feedback Receiver, Observer.**
- **Feedback Giver: Identify a difficult feedback situation where you have avoided confronting a colleague to work through the situation by giving feedback.**
- **Feedback Receiver: Be as realistic in your response as possible.**
- **Observer: Practice giving feedback to the feedback giver.**
- **15 minutes total (5 minutes for each scenario)**

# Courage required

“The problem is not a lack of skill, it is a lack of courage.”

Moxley, R. It also takes courage to lead. In, *Living the Questions*.  
Ed, S Intrator, Josey-Bass, San Francisco, CA, 2005. P258.

# The “must remember” skills for effective feedback

- Set expectations
- Establish trust (hold Basic Assumption)
- Make feedback expected/routine
- Observe behaviors
- Frame-based
- Separate behaviors and character
- Get a handle on your own emotions



**One “start” OR one “stop”**



**Thank you for being here  
today.**

# Bibliography

- Ambrose, D. *Making Peace with Your Work: An Invitation to Find Meaning in the Madness*. Expert Publishing, Inc. Andover, MN, 2006.
- Ende J. Feedback in clinical medical education. *JAMA* 1983; 250:777-781
- Gil D, Heins M, Jones P. Perceptions of medical school faculty members and students on clinical clerkship feedback. *Jrl Med Ed* 1984; 59:856-864.
- Dudek N, Marks M, Regehr G. Failure to fail: The perspectives of clinical supervisors. *Acad Med*. 2005; 80:S84-S87.
- Burack JH, et al. Teaching compassion and respect: attending physicians' responses to problematic behaviors. *JGIM* 1999; 14:49-55.

# Bibliography

Mogel, W. *The Blessing of a Skinned Knee*. Penguin Books. New York, NY. 2001.

Palmer P. *The Courage to Teach - Exploring the Inner Landscape of a Teacher's Life*. Jossey-Bass, San Francisco, CA, 1998.

Hewson M, Little, M. Giving feedback in medical education. *JGIM* 1996; 13:111-116.

Schoen, DA. *Educating the Reflective Practitioner*. Josey-Bass, San Francisco, CA. 1987.



# Bibliography

Bransford J, Brown A, Cocking R. *How People Learn; Brain, Mind, Experience, and School*. National Academy Press, Washington, D.C. 2000.

Moxley, R. It also takes courage to lead. In, *Living the Questions*. Ed, S Intrator, Josey-Bass, San Francisco, CA, 2005. p258.