Professional Interactions that Work
Valuing Differences, Managing Self

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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

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

<table>
<thead>
<tr>
<th>LOW EMOTIONAL RESPONSIVENESS</th>
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<td>(Starts with the HEAD)</td>
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<tr>
<th>ANALYTIC</th>
<th>DRIVER</th>
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<tr>
<td>“Right Answer”</td>
<td>“Do it now”</td>
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<tr>
<th>AMIABLE</th>
<th>EXPRESSIVE</th>
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<tr>
<td>“People First”</td>
<td>“Be Unique”</td>
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<th>Asserts by</th>
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- UNDERDRAW
- CONTROL
- GIVE IN
- ATTACK

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.
“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

- Share Information
- Negotiate Expectations
- Role Clarity and Commitment
- Stability

Disruption of Shared Expectations: Anxiety, Resentment, Ambiguity, Uncertainty, Loss of Trust

CRUNCH (Choice Point)

Resentful Termination

Planned Termination

Planned Renegotiation

PINCH (Choice Point)

6/1/2009
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.

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)

- expect
- evaluate
- observe
- observe
- feedback
- observe
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

Jenny Rudolph, PhD
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.”

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


Ende J. Feedback in clinical medical education. JAMA 1983; 250:777-781


Bibliography


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