

Communicating with Colleagues

Feedback- Worth Doing Right

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The speaker has no conflicts to disclose.

Feedback is different from an Evaluation

Feedback

- Advises how to improve.
- "Better double check on your alignment, or grip before you tee off."
- Timely, and frequent
- Intent should be friendly, and helpful.

Evaluation

- Your score, your grade
- "Gee Mike that was a terrible shot" .
- Usually at scheduled intervals.
- Usually provided in a neutral manner.

Positive Feedback

- do it as soon as possible after observing a desired behavior
- public feedback is often recommended
- be very specific about what was done right
- focus on the **behavior** rather than on the person
- describe how you feel
- be silent and let the student| Resident| colleague savor the moment
- put the behavior into a larger context

Example of Positive Feedback

I really liked your presentation at the P&T Committee today. You kept it short, and to the point, yet you covered all the important issues, and most importantly framed the issue for the members. I know this is not easy to do, and I often have trouble getting this part right. It is so important to represent pharmacy in a positive way at Committee meetings, and I certainly do appreciate all of the extra time and effort put into your presentation.

Negative Feedback

Remember students/ residents are also colleagues, and your intent is to be friendly and helpful.

Negative Feedback

- Do it right away but wait to collect your thoughts
- One issue at a time- do not save up and unload
- **Always** in private
- Maintain **confidentiality** – the whole world does not need to know about this event
- Be serious right from the start
- Be very specific about what was done wrong
- Focus exclusively on the **behavior** not on the person
- Describe how you feel
- Be silent for a moment
- Use context
- Provide as a feedback sandwich if possible- sincere positive comments/ negative feedback/ positive feedback

Example of Negative Feedback

Fred I want to talk about getting to work on time. When you are here your work is always thorough and complete. But it is also important for you to be here on time. When people are late everyone on the team has to change their plans. This is unfair to your colleagues, and reflects poorly on our department to the physicians and nurses on our team. On occasion everyone faces unexpected events and they end up getting to work late. That is why it is important to be on time the rest of the days. I realize you do excellent work on everything else and I am confident you will figure out a way to get to your assignment on time.

Strategies for negative feedback:

- Feedback sandwich
- Apples to Apples
- Up to the employee to solve this problem

Why is this a bad example?

“When are you going to be careful about your work? I am sick and tired of your careless mistakes. I spoke to all of your colleagues and I am not the only one who thinks you are a bad pharmacist. ”

- a) This is perfect
- b) Personal
- c) Violates trust
- d) All negative
- e) B, C, and D

Yes, but feedback

- “yes, but....” style of feedback, sometimes referred to as an open face feedback sandwich
- “you did a nice job, but....”

Yes, but example

- “I liked your presentation but one of your slides was too busy.”
- Neutralizes any effect of the positive part of your feedback.
- Positive or Negative Feedback?
- Do we have to be hard core pharmacists all the time? Are there some minor glitches that of course the person plans to fix? Do we have to tell them about these minor glitches?

Feed Forward

- The preceptor/leader asks the colleague/ student/ resident “what can I help you to improve?”
- This technique sets the process up as friendly and helpful.

Receiving Feedback

- Fair play
- Opportunity for you to model behavior for your residents and students
- Why not think about areas that you did well, why this is a strength for you, and what can you do to keep this a strength. All of us have areas that we could do better. We all appreciate when the residents follow our advice. It is fair to expect preceptors to do the same.

Trust and Behaviors

Stephen Covey
Why is Trust so Valuable?

Character behaviors

- talk straight
- demonstrate respect
- create transparency
- right wrongs
- show loyalty (cover their back)
- deliver results
- get better
- confront reality
- clarify expectations
- practice accountability

Opposite behavior

- spin
- withhold information
- don't admit mistakes
- take credit
- sell out colleagues (stab their back)
- deliver activities not results
- don't try to improve
- bury your head in the sand
- assume or don't disclose
- don't take responsibility

Character and competence behaviors

Character Behavior

- listen first
- keep commitments (when inconvenient)
- trust others

Opposite

- pretend to listen
- violate promises (when convenient)
- withhold trust

Power is a strong goal in this column.

Trust Others

- What is the story you have in mind about your colleagues? (Patterson, Grenny et al: Crucial Conversations 2002)
- A story is only one possible explanation of the events you have witnessed and is missing the events you don't know about.
- If your story includes statements like: "You don't, you always, you never, its people like you" your story is nonsense.

Stories

I hate to work with Fred. He always leaves the hardest work for me. People from his residency are like that. I am going to leave his work undone and let everyone (but him) know that he is a slacker, that will teach him.

Communicating With Colleagues

The Listening Pearl

Huzefa Master, PharmD, BCPS
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The speaker has no conflicts to disclose.

Learning Objectives

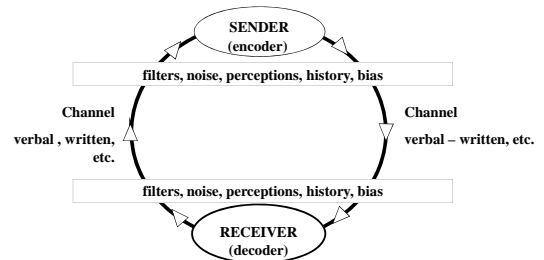
- Describe the communication loop
- Distinguish between hearing and listening
- Describe the listening process
- Demonstrate effective listening when communicating with colleagues*

*Performed through the role playing activity

Questions to Consider About Communication and Listening

- What is communication?
- How do I communicate with myself and others?
- How do I listen to myself and others?
- Am I listening or hearing others?
- How does my listening affect my communication with others?
- How can I improve my listening skills?

The Communication Loop



*Source: Alpha Phi Omega: LAUNCH Presentation

What is Listening?



Important Definitions about Listening

<u>Term</u>	<u>Definition</u>
Hearing	Perceiving sound by the ear
Listening	To hear something with thoughtful attention
Active Listening	Listening and responding that focuses on the speaker and improves mutual understanding

*Sources: Merriam Webster Dictionary; University of Minnesota Duluth Student Handbook; International Online Training Program on Intractable Conflict, Conflict Research Consortium, University of Colorado

Hearing vs. Listening

Hearing	Listening
Passive Process	Active Process
Reception of sound	Attaching meaning to a sound
Naturally occurs for a person	A person chooses to do this
No concentration required	Focus and concentration is necessary
Impairments can be present	Barriers can be present
May not lead to learning	Leads to learning

*Sources: Berger: Communication Skills for Pharmacists, 3rd edition; Kline: Listening Effectively; University of Minnesota Duluth Student Handbook

Types of Listening

- Informative
- Relationship
- Appreciative
- Critical
- Discriminative



*http://cockingdomin.files.wordpress.com/2011/02/ear1.jpg

The Listening Process



- Receiving
- Attending
- Understanding

*http://www.managementtrainingschool.com/wp-content/uploads/2010/10/Communication.jpg

Using the Listening Process

- Recognize that listening is an act of will
- Give another person your complete and undivided attention
- Recognize barriers to the listening process
- Recognize the other person's perspective

How to Become an Effective Listener

What you think about listening	What you feel about listening	What you do about listening
Understand the complexities of listening	Want to listen	Establish eye contact with the speaker
Prepare to listen	Delay judgment	Take notes effectively
Adjust to the situation	Admit your biases	Be a physically involved listener
Focus on ideas or key points	Do not tune out on "dry subjects"	Avoid negative mannerisms
Capitalize on the speed differential	Accept responsibility for understanding	Exercise your listening muscles
Organize material for learning	Encourage others to talk	Follow the Golden Rule

*Source: Listening Effectively by John A. Kline

Summary

- The communication loop can illustrate how communication works
- Hearing is considered to be a natural, passive process, whereas listening is a more active process
- Several types of listening are present
- It is important to use the listening process to promote effective communication with others
- How a person thinks, feels, and does about listening can help him/her to become a more effective listener

ICHP 2011 Annual Meeting
Communicating with Colleagues: The Listening Pearl
Huzefa Master, PharmD

Post Test Questions:

1. Which of the following is/are part of the communication loop?
 - a. Sender
 - b. Receiver
 - c. Encoder
 - d. Decoder
 - e. All of the above

2. Which of the following is listening?
 - a. Sound perceived by the ear
 - b. Hear someone with attention
 - c. Receive information

3. Which of the following is NOT part of the *listening* process?
 - a. Receiving
 - b. Attending
 - c. Hearing
 - d. Understanding

Communicating with Colleagues

Difficult People

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Disclosures

- Consultant/ Clinical Investigator:
 - Takeda, Lifescan
- Speaker’s Bureau / Governing Board:
 - Novo-Nordisk, Johnson & Johnson Diabetes Care, Merck, Abbott Diabetes Care, Takeda, Eli Lilly, Amylin

Any conflicts were resolved through peer review of the presentation.

Objectives

- Identify difficult students, residents, and colleagues.
- Illustrate how to approach having conversations with difficult students, residents, and colleagues.
- Create a method for addressing the needs of a difficult student, resident, and colleague.
- Examine how to create an optimal work environment.

Tell me:

What are your experiences in dealing with difficult situations?

- with colleagues
- with residents
- with students

Conflict is Unavoidable

- To be human is to experience conflict
 - Divorce
 - Generation Gap
 - Workers on Strike
 - Politics



Bolton R. People Skills 1986

Conflict

- Result of differences in:
 - Opinions
 - Values
 - Desires
 - Needs
 - Habits



Bolton R. People Skills 1986

Conflict is Beneficial

- Prevents stagnation
 - Stimulates interest and curiosity
 - Fosters creativity
 - Progress
- Necessary ingredient of organizational renewal
- Beneficial when handled skillfully

Bolton R. People Skills 1986

Generations: The Way They See the World

	Veterans 1922-1943	Baby Boomers 1943-1960	Generation X 1960-1980	Millennials 1980-2000
Outlook	Practical	Optimistic	Skeptical	Hopeful
Work ethic	Dedicated	Driven	Balanced	Determined
View of authority	Respectful	Love/hate	Unimpressed	Polite
Leadership by	Hierarchy	Consensus	Competence	Pulling together
Change	Revolution	Managed	Expected	Fluid
Own work	Do it all	Do with help	Contract	Cut and Paste

Chambers, D.W. (2005). Generations. *Journal of the American College of Dentists*, 72(3), 27-36.
Zemke, R. Raines, C., & Filipczak, B. (2000). *Generations at work: Managing the clash of Veterans, Boomers, Xers, and Millennials in your workplace*.

Types of Conflict

- Realistic
 - Opposing needs, goals, value
 - Can be faced and resolved
- Non-realistic
 - Stems from ignorance, error, tradition, prejudice, hostility, or tension release
 - Preventable and controllable


Bolton R. People Skills 1986

Rules of Conflict

- Accept that conflict will happen
- Learn to address it, not avoid it
- Focus on the problem
- Stay calm
- Attitude is everything
- Know when to let it go

Difficult People

- Two types of difficult people
 - Perpetually difficult person
 - Adjusted to life-long misery
 - Situationally difficult person
 - Wants to get back to “normal” life



Bolton R. People Skills 1986


Difficult People

- How we communicate with people and how we deal with situations can make a difference.
- Emotions are key to vital communication
 - Must correctly identify the emotion before you continue.

Pharmacist-Patient Consultation Program 2001
Rollnick S. Health Behavioral Change 1999

FIRST: Identify the Emotion

- Conflict is usually triggered by an emotion:
 - MAD
 - SAD
 - GLAD
 - SCARED



Communication Skills for Difficult Situations

- Stay calm
- Use open ended inquiry
 - Avoid using leading or restrictive question
- Use active listening skills with reflective responses
 - Apply normalization statements when necessary
- Pay attention to the non-verbals
- Respond appropriately to the **PROBLEM**
 - Not the **PERSON**
- Avoid using “You” and “I”
 - Preferred are collaborative terms
 - “we” and “us”

Rollnick S. Health Behavioral Change 1999

Open ended inquiry

- Open-ended questions **encourage** disclosure of information and are **more interactive**
 - *How many pills do you take each day?*
 - *What do you think about this new policy?*
 - *What are the benefits and challenges of this new position?*
- Closed-ended questions may be appropriate when the responses to open-ended questions are vague or specific details are being sought


Pharmacist-Patient Consultation Program 2001
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Leading and Restrictive Questions

- Similar to closed-ended questions, leading and restrictive questions narrow a person’s response options (or give them the “correct” answer”
 - *You’re taking 2 of these pills a day, right?*
 - *You’re feeling better, aren’t you?*
 - *This new policy hasn’t caused problems for you, has it?*
 - *You don’t mind covering 2 shifts, do you?*
 - *You don’t have questions for the pharmacist today, do you?*

Active & Reflective Listening

- Truly listen to what the other person is saying
 - Don’t focus on what you are going to say next
- Express interest and **understand** the meaning of what the speaker is saying
- Be on the “same page”



Rollnick S. Health Behavioral Change 1999

Active listening & reflective responding bridges the gap

<p>The words the speaker says</p>	<p>2 →</p>	<p>The words the listener hears</p>
<p>1 ↑</p>		<p>3 ↓</p>
<p>What the speaker means</p>	<p>← 4</p>	<p>What the listener thinks the speaker means</p>

(Thomas Gordon, 1970)

Reflecting Responses

- It sounds like you're unhappy with...
- What I hear you saying is...
- So, you believe...
- In other words....
- It seems like you would be happier...
- You appear to be feeling...

Normalization Statements

- "Many of my colleagues believe that..."
- "Most people believe that..."
- "Several of the staff members have said the same thing."
- "Frequently, new employees have difficulty..."
- "Numerous people have told me..."

Exercise: Open ended inquiry & reflective listening technique

Goal

- Obtain a **story** not an answer
- Search is for meaning, understanding and feeling; not facts
- Strive to understand the "other" at a deeper level: emotions, thoughts, values

Exercise instructions continued

Tasks

- Simple request - "Tell me..."
- "What" and "How" questions are effective
- "Why" questions aren't effective; provoke defenses
- If a person can answer in one word (yes, no, a number) the question was not open-ended
- To be a mirror reflecting the speaker:
 - repeat the words you have heard
 - short summaries
 - reflect meaning

EXERCISES

Interviewer: Practice using open-ended inquiry and reflective listening skills

Interviewee: Explore your own interests and your response to interviewer's use of skills

Observer: Observe and provide feedback

Non Verbals


- Our **attitude** can affect the delivery of our message to the other person.
- > 90% of communication is **Non-Verbal**
 - Voice ~ 38%
 - Body ~55%
 - Words ~ 7%

Do your Non-Verbals match the words coming out of your mouth???

Rollnick S. Health Behavioral Change 1999

Non-Verbal Communication


- Posture
 - Sitting
 - Standing
- Voice tones
 - Speed, tone
- Eye contact
- Mirrored gestures



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Adopt a Nonjudgmental Attitude

- A nonjudgmental attitude is helpful in creating the strong relationship necessary for people to discuss problems without fear of being criticized



Tell me:

What are your experiences in dealing with culture differences?

Cultural Communication Style Differences

- Eye contact
- Physical contact
- Personal space
- Hand gestures
- Verbal expressions
- Verbal responsiveness

Core concepts in cultural competency
The Manhattan Cross Cultural Group
28

General Considerations in Cultural Communication

- Honor & respect beliefs of others
- Value differences & similarities among all people
- Understand & effectively respond to cultural differences
- Examine your own attitudes & preconceptions about yourself and other people

Core concepts in cultural competency
The Manhattan Cross Cultural Group
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Exercise #2: Open ended inquiry, reflective listening & non verbal techniques

Goal

- Identify the emotion
- Identify the non-verbals

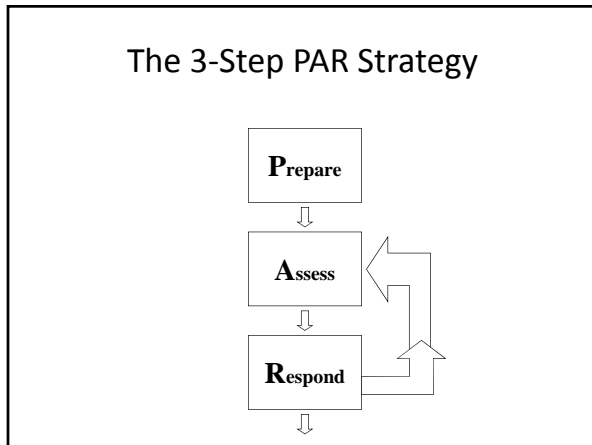
Exercise:
Open ended inquiry, reflective listening & non verbal techniques

Tasks

- Same as before, with the addition of:
- Non-verbal:
 - Attentive, open
 - non-judgmental
 - Send a signal of understanding through nods, sounds, movement
 - Open, non-judgmental body posture and gestures


**Three Tactics for:
Dealing with Difficult People**

- Expose the behavior
 - People don't overtly realize they're being nasty
- Use Diplomacy
 - Benefit of doubt
 - Stay firm
 - Focus on the "problem" not the person
- Use your humor
 - Diffuse the situation
 - Shows you are not-bothered



Prepare: *Review Personal Knowledge*


- Personal familiarity with people enhances efficiency, greatly adds to your ability to recognize underlying feelings or problems.
- Evaluate personal feelings.



Pharmacist-Patient Consultation Program 2001

Dealing with the problem


- Once a problem has emerged, it is essential to assess it calmly and rationally
 - Observe; do not REACT
 - Look and listen
 - Is it something you can fix/help
 - Identify barrier(s)
 - Miscommunication
 - Misunderstanding



Pharmacist-Patient Consultation Program 2001

Assess: *Look for...*

- Expression
- Posture/body language
- General appearance



Assess: *Listen for...*

- Content
- Accent
- Volume
- Tone



Assess: *Identify Barriers*

- Emotional Barriers
 - MAD
 - SAD
 - GLAD
 - SCARED



Respond

- When a barrier has been identified, it must be dealt with and eliminated (or minimized) before moving forward.

Respond

- Avoid:
 - Judgmental responses
 - Advising responses
 - Quizzing responses
 - Placating or false reassurance
- Use:
 - Reflecting responses
 - Active listening or empathic responses

The 3-Step Conflict Resolution Method

Step1:

Treat the other person with respect

- Attitude conveyed by specific behaviors:
 - The way you listen
 - The way you look at the person
 - Facial expressions
 - Body language
 - Gestures
 - The tone of your voice
 - The words you use

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Step 2:
Listen until you “Experience the Other Side”

- Really listen and try to understand
 - Put yourself “in their shoes”
 - Convey your understanding and acceptance of their feelings
- Be able to restate the ideas and feelings of the other person
 - Be able to reflect back
 - Do not just say “I know how you feel”

Bolton R. People Skills 1986

Step 3:
State your views, needs and feelings.

- **State your view**
 - Be brief, clear and to the point
 - Avoid loaded words
 - Choose your words carefully
- **Say what you mean and mean what you say**
 - No time to “beat around the bush”
 - Be ready to follow up on what you say
 - Be consistent with the precedence you set
- **Disclose your feelings**
 - Professionally

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Take Home Message

- The only person you can change is yourself.
- How you respond to situations can make a difference.
- Use communication skills to prevent, minimize and deal with difficulty situations/people.
- Identifying and addressing emotions is crucial in conflict resolution.
- Focus on the problem NOT the person.
- Lead by example
(treat others as you want to be treated)

Pre/Post Assessment
Communicating with Colleagues
Susan Cornell, BS, PharmD, CDE, FAPhA, FAADE

1. You can change another person.
 - a. True
 - b. False

2. The first step in dealing with a difficult person is:
 - a. Imitate their behavior
 - b. Walk away from the situation
 - c. Identify the emotion
 - d. Demonstrate you know more than they do

3. Conflict can be beneficial.
 - a. True
 - b. False

4. Which of the following is NOT a reflective response?
 - a. It sounds like you are unhappy
 - b. So, you are saying you are unhappy
 - c. I don't care if you are unhappy
 - d. You appear to be feeling sad

5. Which of the following is not an open-ended question?
 - a. What did your physician tell you this medication was for?
 - b. Did your physician tell you how to take this medication?
 - c. What did your physician tell you to expect from this medication?
 - d. How are you going to take this medication when you get home?

6. When responding to people in a difficult situation it is best to avoid all of the following EXCEPT:
 - a. Advising responses
 - b. Judgmental responses
 - c. Quizzical responses
 - d. Reflective responses

7. What percentage of communication is non-verbal?
 - a. > 10
 - b. > 25
 - c. > 45
 - d. > 75