Human Resource Management:
The Good, The Bad and The Awkward

AMMI Fellows Day

April 15, 2015

Charlottetown, PEI

Objectives

* articulate strategies for giving positive and negative feedback

* outline approaches to interpersonal conflict in the workplace

* determine which strategies to use when recruiting to new positions

Feedback

* Have you ever received feedback?
* What percentage of the feedback you receive, is helpful to your performance?
* Have you ever given feedback to others?

What is feedback?

* One of the more powerful and least understood features in instructional design
* A means to fill the gap between expected level of performance and the actual performance displayed
* "the delicate art of letting people know the score"
* All about providing information to students with the intention of narrowing the gap between actual and desired performance
* Aims to provide learners with insights into their performance

Is feedback important for learning?

Assessing the impact of feedback on 2 handed surgical knot-tying skill

* 2 groups – compliments/ feedback
* Both groups given identical instruction
* Observed performing skill and given feedback
* After intervention, a final performance was videotaped and evaluated
* Subjects were asked to rate their satisfaction

Boehler et al. Med Ed. 2006

Outcomes

* The compliment group had significantly lower average performance (21.98 vs 17 $p<0.008$)

* The global satisfaction was significantly higher in the compliment group (6.5 vs 5.0 $p<0.005$)

Boehler et al. Med Ed. 2006

Barriers to giving feedback

* Finding the time
* Teachers often have had no instruction on how to do it
* Negative feedback is pointless due to a lack of resources available for remediation
* Fear damaging their relationship with the learner
* Don't want to appear to be critical
* Learners don't ask for feedback

Cantillon and Sargeant. BMJ. 2008.

What happens if no feedback is given?

* Good performance is not reinforced
* Poor performance is not corrected
* If nothing is said learner may erroneously assume that all is well
* Learners may seek feedback from other sources
* Trainees forced to guess at their level of competence
* Trainees may have to learn by trial and error
* Poor delivery of negative feedback may result in demotivation and deteriorating performance

Cantillon and Sargeant. BMJ. 2008.

Top 10 recommendations about giving feedback

#1 Make it timely

* Does timely, specific feedback improve effort directed to a task?
  * 55 undergraduate students
  * Computer scheduling class
  * 35 min to create as many valid schedules as possible
  * Feedback around number of valid schedules presented at top of screen
  * Outcome was resource allocation (ie time and effort)
    * Tasks receiving higher quality feedback received more time and effort

Ashford. J Applied Psychol. 2011.

#2 Make it as specific as possible

* Without details, feedback may be seen as invalid
* Base feedback on what was directly observed
* Less formative impact if non-specific feedback given

#3 Give formative feedback

* information communicated to the learner that is intended to modify the learner's thinking or behavior for the purpose of improving learning
* Can effectively reduce the cognitive load of a learner
* Correcting inappropriate tasks/answers
* Addressing misconceptions
* Correcting procedural errors

#4 Think before you speak

* Constructive criticism can be motivating or demotivating depending on how it is delivered
* Think through strategies to give negative feedback
* Consider possible impact of information
* Bring something to the table

#5 Choose an appropriate setting

* The goal is not to embarrass or intimidate
* Avoid public areas or giving feedback in front of peers or patients
* Setting can influence how forthcoming trainees are with sharing their own perception of the learning experience

#6 Use caution with "Sandwiches"
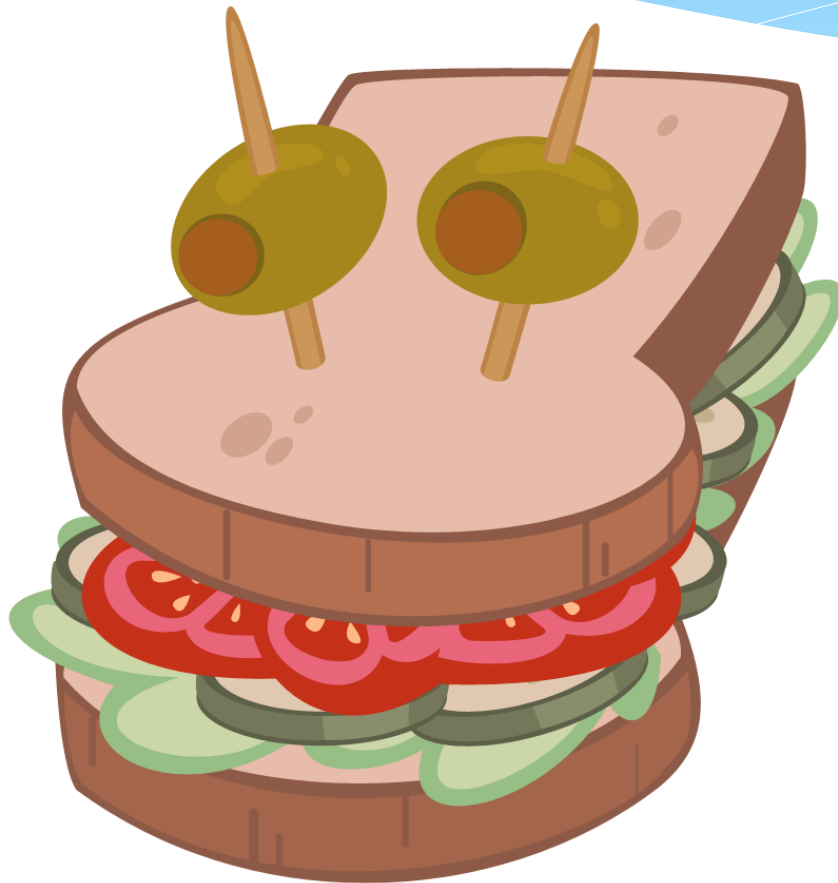
#6 Feedback Sandwiches

* Initially introduced to preserve learner's self-esteem
* Criticized for hiding the learning points within compliments
* Common errors
    * Often presented with a "but"
    * Concentrate too much on the positives, leaving little time to discuss the "meat"
* Ideally should be a conversation about performance, rather than a one way transmission of information

#6 Feedback Sandwiches

* Study to look at patient notes using CPR
* Full sandwiches
    * Generated more positive comments
    * More highly endorsed by students
    * Students believed sandwiches positively impacted subsequent performance when they did not
    * Sandwiches with more positive comments might deter students' ability to critically self-assess

Parkes et al. Adv Health Sci Educ. 2013.

Pendleton Model

* Modified feedback sandwich
* Step 1: Learner states what was good about performance
* Step 2: Teacher agrees/elaborates
* Step 3: Learner discussed areas for Improvement
* Step 4: Teacher discusses areas for improvement

Cantillon and Sargeant. BMJ. 2008.

#7 Incorporate reflection

#7 Reflection

* Seek learner's own perception of performance first
  * Avoids distraction
  * Helps learners to develop lifelong learning skills
* Surveys of learner' preferences show that they want feedback that stimulates them to reflect on what they are doing

#8 It must be perceived as Fair

* Base on expectations established in curriculum, objectives of training, best practice standards or guidelines
* Feedback that is not considered "valid" does not impact learning

#9 Limit feedback to 1 or 2 items

* A torrent of corrective feedback is likely to overwhelm or demoralize learners
* Likely only the first 1-2 items will be heard and remembered
* Set up alternative times to discuss other issues

#10 Get training

* Survey from Harvard sent to anaesthesia PDs
* 90% of Program Directors reported that faculty needed help with feedback
* 48% of PDs had resources to help faculty
* 61% expressed frustration with existing processes or challenged to implementing reliable systems

" some faculty are innately able to give constructive criticism. Others seem only able to be insulting if they are unhappy with a resident's performance. It would be helpful to show them how to criticize without being rude"

Mitchell et al. J Clin Anesthesia. 2013.

#10 Get Training

* While electronic modalities are being used to collect feedback for residents, no institution reported electronic resources for faculty training
* How to give feedback has been the top-ranked faculty development need cited by chairs and PDs in other programs
* Faculty surveys describe fear of retaliation from residents after giving negative feedback

Mitchell et al. J Clin Anesthesia. 2013.

Questions??

Interpersonal Conflict

CONFLICT

- Normal, understandable, unavoidable and inevitable

- Arises from differences in individual needs, interests or values

- Poorly handled conflict can be destructive

- Sometimes the most challenging aspect of our job is not the work itself, but dealing with the people involved Mallidi. J. Am Coll. Cardiol. 2015

CMPA Good Practices Guide

OUR AIM SHOULD NOT BE TO ELIMINATE CONFLICT, BUT INSTEAD TO EMBRACE IT AND SKILLFULLY MOVE THE CONFLICT DYNAMIC TOWARD A POSITIVE OUTCOME FOR ALL INVOLVED

Porter-O'Grady. Health care Manage Rev. 2004

REASONS FOR CONFLICT

- Stressful environment
- Team comprised of individuals with wide range beliefs, education, strategies
- Power differential
- Emotions

CONFLICT LITERATURE

- Interprofessional Education literature review
- 2191 articles published 1954-2013
- 6 articles made substantial reference to power
- 3 addressed power/conflict concerns

- Discussions of power and conflict are almost absent from published research on IPE

Paradis and Whitehead. Med Ed. 2015

STYLES FOR HANDLING CONFLICT

- Competition
- Avoidance
- Accommodation
- Collaboration

Saltman et al. Postgrad Med J. 2006

STRATEGIES

- Use a common goal to negotiate
- Do not be an escalator
- Choose words carefully ("we" instead of "I")
- Self-reflect
- Solicit Feedback – know all the facts first
- Mutual respect is important
- Be consistent

Porter-O'Grady.   Health care Manage Rev. 2004

HANDLING CONFLICT

- Best Practices
  - Address it early
  - Respect the people but address the problem
  - Be self-aware
  - Communicate clearly
  - Ensure both sides have equal opportunity to present their case

CMPA Good Practices Guide

PROFESSIONALISM

- Honesty
- Responsibility
- Respect
- Competence
- Compassion
- Empathy
- Altruism
- Integrity

PROFESSIONALISM

- Use professionalism as the "Guideline" to give feedback around conflict
- CPSO "Guidebook for managing disruptive physician behaviour"
- "each physician should carefully assess the impact of his or her conduct on the ability to deliver quality health care to patients"
- It is professional misconduct to fail to maintain the standards of practice or engage in conduct unbecoming of a physician

CPSO Physician Behaviour in the Professional Environment

PROFESSIONALISM P & P

Subdomain	Inconsistent with Professional Practice	Consistent with Professional Practice	Exemplary Professional Practice	CanMEDS
Task Completion	Fails to complete tasks	Completes tasks as expected	Demonstrates leadership, anticipates needs	Expert Manager Advocate Professional
Honesty	Dishonest/falsifies information	Truthful and honest	Transparency/ discloses proactively	Collaborator Professional
Responsibility	Blames others	Takes responsibility	Utilized resources to address challenges	Collaborator Manager Professional
Balance of interest: Self and others	Chooses personal interests to detriment of others	Balance personal interests with those of others	Is a role model for balancing needs of self and others	Communicator Manager Advocate Professional

Questions???

RECRUITMENT

Recruitment

- To hire the perfect employee for the job and then retain them
- Different perspectives of employer and employee

Hiring – The employer

- Implement a screening process to "weed out" as many inappropriate applicants as possible
- First impressions are critical
- Most want to meet a real person
- Can see through lies
- Look for substance
- Communication skills are key
- Employer's success is closely tied to the types of individuals it employs

The challenge for employers

- Identify the types of individuals to target for recruitment

- Get the recruitment message to these individuals

- Develop a recruit strategy
  - Target key audience
  - Develop appropriate messaging
  - Determine optimal type of recruiters

Having your message heard

- Hovland's model of persuasion
  - Source and audience of the message
- Persuasion processing model
  - 6 stages – presentation, attention, comprehension, agreement, retention and behaviour change
- Elaboration Likelihood Model
  - Is message deliberately processed or superficially processed
  - If deliberate and reflected upon, more likely to have impact
  - Superficial messaged may be processed "if others believe it then it must be true"

Selective Attention

- A necessity for survival due to limited cognitive resources

- Goal directed

- Greatest impact is for recruiting individuals who are not actively job hunting

Breuagh. Ann Rev Psychol. 2013

Attitude

- Can make or break a recruitment opportunity
- Individual's initial attitude leads them to process new information in a biased manner to avoid cognitive inconsistency
- Direct experience has significant impact on both employer and employee
- Second-hand information
- Attitudes can change:
  - Increased exposure
  - Positive exposure
  - Discordant information
  - Expectations

Who to target for recruitment?

- Types of individuals who will be attracted to the job
- Personal attributes of these individuals
- Likelihood of accepting job offer
- If hired will they be retained

Breuagh. Ann Rev Psychol. 2013

Recruitment methods

- Direct applicants
- Employee referrals
- Recent graduates
- Organization website
- Job boards

Organizational Website

Important for recruitment

- Testimonials
- Awards received
- Pictures of employees
- Stated organizational policies
- Ease of navigation
- Quality of content

Recruitment message

- Recruits often lack specific information about the position
- Lack of information correlates with lower likelihood of accepting job
- Include attributes looking for (job experience)
- Keep it real
- Stay positive

Breuagh. Ann Rev Psychol. 2013

Recruiters

- Highest success with upper management since seen as informative, credible and signal that position is important to company

- Face to face superior form of communication

- Most effective recruiters are:
  - Personable
  - Competent
  - Informative
 - trustworthy

Breuagh. Ann Rev Psychol. 2013

Timing of the job offer

- Delays in replying to application or interview result in position being perceived as less attractive
- May result in job being "taken off of the list"

Breuagh. Ann Rev Psychol. 2013

Recruitment – Getting Hired

- How to find potential jobs
  - Talk to people
  - Monitor AMMI website
  - Connect with Specialty/Subspecialty committee
  - Do electives in all potential sites of employment
  - Attend conferences
  - Make yourself available at all times
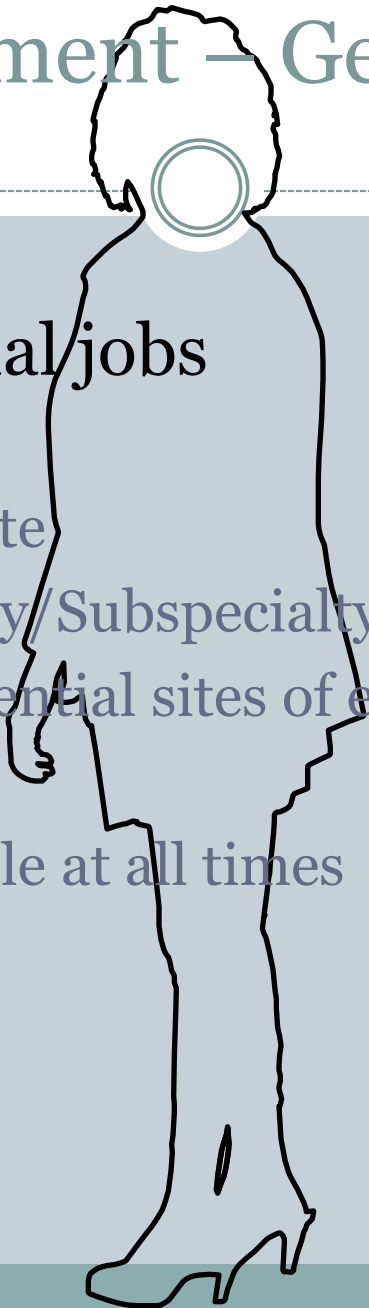
The CV

- "the first thing a prospective employer seeks in a CV is a reason to throw it away"
- NEVER include negative information on your CV
- Keep it updated
- Ensure that it easily scanned
- Formatting is important
- Have it reviewed
- SPELL CHECK!!

Harolds. Clin Nucl Med. 2013

The cover letter or email

- A very important tool to getting your CV looked at
- First sentence may be the most important
- Text at least 11 font
- SPELLING
- Capitals "i"
- Never use abbreviations "thks" "btw" "ps"
- No emojis or emoticons

Social Media – Friend or Foe??

- Everything you post on social media is a potential reflection of you

- May be permanent

- Chat discussions can be a reflection on you, even if you don't comment

- Can be a useful networking tool

- Check major search engines with your name, what comes up

Electives

- The best way to learn about somebody is to work with them
- Great value in putting a face to a name
- Allows you to check out job and employer to check out you
- Worth the time and effort in organizing them

- If offered an interview/meeting, make every attempt to do it face to face

Recruiters

- 2 types – external and internal
- Different strategies – cold calls vs/ investigate applicants
- Different financial arrangements – pay when position filled or per interview

Harolds. Clin Nucl Med. 2013

References

- Assume all of your references will be called
- Choose people who know you well
- Ask if they are able to provide a very positive reference
- Should be given AT LEAST 30 days if writing a letter
- They should be able to comment on
  - Character
  - Knowledge
  - Work ethic
  - Communicator/collaborator skills