Crucial Conversations
Coaching and Taking Corrective Action

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Speaker Disclosure

Jon Albrecht has no financial or other conflict of interest to disclose.

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Educational Objectives

- Identify the characteristics of High, Middle, and Low performers
- Outline the Crucial Conversations methodology for sharing tough or difficult messages
- Outline the steps of a corrective action session
The Continuum of Correction

- Mentoring
- Coaching
- Managing
- Disciplining
Benefits of an Effective Coaching & Corrective Action Program

- It’s fair---communicates to others that you are consistent and you hold everyone accountable.
- It leads to breakthroughs in team performance.
- It allows the preceptor and student to “plan for improvement.”
- It creates a basis for future action, if warranted.
- Students know and understand what is expected.
- It takes the “personality conflicts” out of the process.
- It assumes students are willing and able to change their behavior.
- Communicates to student: “I want to help.”
- You want and need each team member to succeed.
Why is it so difficult to correct students?

- We want to be “liked,” and we may view “discipline” as an unpleasant task with negative connotations
- We may be more concerned with being liked than being respected
- We want to avoid the “hassles” of counseling and discipline
- We believe it reflects poorly on us if we admit to having to deal with performance/conduct problems
- We may lack the knowledge of proper procedures, or we’re uncomfortable with organization policies
- We have observed other preceptors “letting things slide”
- We do not want to be responsible for “messing up” a student’s career
- We may not see the benefits of a fairly enforced correction program
- Some of the students we must address are friends, children of friends, future employees
- We lack documentation/specs to effectively correct
- We are afraid of being accused of prejudice if student is a female, minority, or in a protected class
- “Halo effect”: employee does some things very well, so (s)he doesn’t really need to be addressed
What is “Coaching”

- A supportive/developmental approach primarily used with medium and high performers
“You have to get out more. Meet people. Make new enemies.”
What is “Corrective Action?”

- A management tool for low performers that uses increasing degrees of firmness to help correct and change behavior.

- Sets stage for “therapeutic extraction” if necessary.
“No wonder you’re always sick. You make me sick.”
# High, Middle, Low Performers

<table>
<thead>
<tr>
<th></th>
<th>High</th>
<th>Middle</th>
<th>Low</th>
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</thead>
<tbody>
<tr>
<td><strong>Definition</strong></td>
<td>Comes to work on time</td>
<td>Good attendance</td>
<td>Points out problems in a negative way</td>
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<td></td>
<td>Good attitude</td>
<td>Loyal most of the time</td>
<td>Positions leadership poorly</td>
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<td></td>
<td>Problem solves</td>
<td>Influenced by high and low performers</td>
<td>Master of We/They</td>
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<td></td>
<td>You relax when you know they are scheduled</td>
<td>Want to do a good job</td>
<td>Passive aggressive</td>
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<td></td>
<td>Good influence</td>
<td>Could just need more experience</td>
<td>Thinks they will outlast the leader</td>
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<td></td>
<td>Use for peer interviews</td>
<td>Helps manager be aware of problems</td>
<td>Says manager is the problem</td>
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<td>Five pillar ownership</td>
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<td></td>
<td>Brings solutions</td>
<td></td>
<td></td>
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<tr>
<td><strong>Results</strong></td>
<td>Exceeds goals</td>
<td>Achieves goals</td>
<td>Does not achieve goals</td>
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<tr>
<td><strong>Professionalism</strong></td>
<td>Adheres to unit policies concerning breaks, personal phone calls, leaving the work area, and other absences from work</td>
<td>Usually adheres to unit policies concerning breaks, personal phone calls, leaving the work area, and other absences from work.</td>
<td>Does not communicate effectively about absences from work areas. Handles personal phone calls in a manner that interferes with work. Breaks last longer than allowed.</td>
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<td></td>
<td>Teamwork</td>
<td>Knowledge &amp; Competence</td>
<td>Communication</td>
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<tr>
<td>Demonstrates</td>
<td>Demonstrates high commitment to making things better for the work unit</td>
<td>Eager to change for the good of the organization. Strives for</td>
<td>Usually comes to work with a positive attitude. Occasionally gets caught up</td>
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<td></td>
<td>and organization as a whole.</td>
<td>continuous professional development.</td>
<td>in the negative attitude of others.</td>
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<td></td>
<td>Committed to improving performance of the work unit and organization.</td>
<td>Invested in own professional development. May require some</td>
<td>Performs work with little regard to the behaviors of safety awareness.</td>
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<tr>
<td></td>
<td>May require coaching to fully execute</td>
<td>coaching to fully execute.</td>
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<tr>
<td></td>
<td>Demonstrates little commitment to the work unit and the organization.</td>
<td>Shows little interest in improving own performance or the</td>
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<tr>
<td></td>
<td></td>
<td>performance of the organization. Develops professional skills</td>
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<td></td>
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<td>only when asked.</td>
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<tr>
<td>The Studer Group</td>
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<tr>
<td>High (H)</td>
<td>Re-recruit and retain</td>
<td></td>
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<td></td>
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<tr>
<td>Middle (M)</td>
<td>Support and coach for development</td>
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<tr>
<td>Low (L)</td>
<td>Move up or out</td>
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The Studer Group Found....

- 34% of people will improve and sustain high performance
- 58% will do so *if* their behavior is properly reinforced
- 8% will flat out refuse to budge
So What, Now What.....

- We need to spend 92% of our time with the 92% of employees who want to be on board

- No more than 8% of our time with the 8% who do not want to be on board
Crucial Conversation Scenario

You are meeting with a group of people, the student says something which contradicts something you just said.

You tell the student, “what you said was not appropriate”.....
Crucial Conversations occur when there are.....

- Strong emotions
- Opposing opinions
- High stakes

.....Potentially resulting in silence or violence
Crucial Conversations Methodology

- Start with Heart
  - What do you really want for yourself?
  - What do you really want for others?
  - What do you really want for the relationship?

*How would you behave if you really wanted these results?*
Crucial Conversations Methodology

Learn to Look

Content and Conditions

- For when things become crucial
- For safety problems
  - Silence (masking, avoiding, withdrawing)
  - Violence (controlling, labeling, attacking)
- For your Style Under Stress
Crucial Conversations Methodology

- **Make It Safe**
  - Which condition of safety is at risk?
    - Mutual Purpose
    - Mutual Respect
  - Apologize When Appropriate
  - Contrast to Fix Misunderstanding
  - CRIB to Get to Mutual Purpose
    - Commit to seek Mutual Purpose
    - Recognize the purpose behind the strategy
    - Invent a Mutual Purpose
    - Brainstorm new strategies
Crucial Conversations Methodology

- Master My Stories
  - Retrace Your Path to Action
    - Act – notice your behavior
    - Feel – get in touch with your feelings
    - Tell Story – analyze your stories
    - See/Hear – get back to the facts
  - Tell the Rest of the Story
Crucial Conversations Methodology

- **STATE My Path**
  - Share your facts
  - Tell your story
  - Ask for others’ paths
  - Talk tentatively
  - Encourage testing
**Crucial Conversations Methodology**

- **Explore Others’ Paths**
  - Ask – express interest in others’ views
  - Mirror – acknowledge others’ emotions
  - Paraphrase – restate what you’ve heard
  - Prime – encourage others to contribute

- **As others share…. Agree, Build, Compare**
Crucial Conversations Methodology

- Move to Action
  - Command
  - Consult
  - Vote
  - Consensus
- Who does What by When
- Follow up
- Hold Accountable
Coaching the High Performer

- “Re-recruiting”
- Tell them *where* we are going
- Thank them *specifically* for their superb work
- *Specifically outline* why they are so important
- Ask if there is anything you can do for them
Coaching the Middle Performer

- Describe good qualities
- Cover developmental opportunities
- Reaffirm good qualities
- Specifically ask for improvement
Deal with Low Performers

- Not coaching-------CORRECTIVE ACTION is needed
Prepare for the Low Performer Meeting

- Clarify what exactly has the employee done wrong
- Keep open mind
- Review previous record
- Gather any pertinent evidence/facts
- Determine if you need another preceptor or regional staff to sit in
- Determine time and place—set the stage
Conducting the Low Performer Session

- **DO NOT** start meeting on positive note
- Goal of the meeting: very directly show student their fault
- Push for them to recognize/verbalize the problem
- Be direct & honest in a supportive & respectful manner
- Express your disappointment
- Deal directly with defensiveness, denial, externalization of blame, & excuse making
- Be critical of the conduct, not the person (preserve/promote self-esteem)
What to Expect from the Low Performer

- Excuses
  - Blaming others
  - Pointing finger at the leader
  - Unloading with some personal problem with manipulative aim of playing on your sympathies

Source: Studer Group
Dealing with Excuses

First, when given a valid reason (rare):
- Acknowledge the special circumstances
- Ask for a plan to deal with similar incidents in future
- Inform student that this is a “re-training” session
When given excuse intended to externalize blame (most of the time):

Focus on the “yes” or “no” before the but.”

Example:

- Preceptor: “are you meeting the standard for being prepared for patient care rounds?”

- Low Performer: “no, but, Dr. Smith never asks me any questions.”

- Preceptor: “Thank you for acknowledging that you did not meet the standard, how can you make sure this does not happen again?”
Use Force-Choice Questioning

Would the pharmacy be more successful if you (inappropriate behavior) or (appropriate behavior)?

Would you be meeting your responsibility better if you ________ or ________?

Do the Standards of Performance indicate you should ________ or ________?

In the future will you ________ or ________?

Which will assure that you have a more favorable performance appraisal ________ or ________?

Will it project a more positive image with your team if you ________ or ________?

Should I document that you will follow the (policy, procedure, standard, etc.) or break it?
Conducting the Low Performer Session Cont.

- **Step 1:** Ask the student in his or her own words what happened.
- **Step 2:** Ask the student to state what should have happened (required performance/behavior).
- **Step 3:** Ask student to state if he/she is meeting their responsibility (actual vs. required performance/behavior).
- **Step 4:** Ask the student to talk through a proposed plan for improvement (subject to the preceptor’s approval/modification).
- **Step 5:** Summarize the student’s comments elicited in steps 1 through 3, & the plan for improvement.

Close the meeting by stating that you will review the discussion with UT personnel.
Follow-Up

- Follow up and inspect to see if the improvement plan is being followed
- Determine if there have been further occurrences of inappropriate behavior
- Immediately address any further instances of low performance
Role Play Exercises
Coaching the Middle Performer

- Describe good qualities
- Cover *developmental* opportunities
- **Reaffirm** good qualities
- **Specifically ask** for improvement

Source: Studer Group
Okay, okay, lighten up already! We all have our little horror stories!!

CALLAHAN