

HOW TO HAVE MORE EFFECTIVE

CONVERSATIONS

OUR TRAINEE'S LEARN THROUGH CONVERSATION

- conversations with their patients.
- conversations with fellow trainees.
- conversations with the extended practice team.
- conversations with us. (We perhaps feel a greater responsibility to make the conversations with us matter).

WHAT TAKES TIME?

- unmotivated trainees

“Clearing your head of distractions in order to notice and understand the people you are with can feel inefficient - there are so many people and issues to think about. But being present makes you effective”

—MARGARET HEFFERNAN

OUR WORKING ENVIRONMENT IS ANYTHING BUT

SERENE AND PEACEFUL



KEY POINTS FROM TED TALK

- Don't multitask
- Don't pontificate, enter every conversation assuming that you have something to learn.
- Use questions starting with who when what why how?
- Let great ideas that pop into your head go, keep listening.
- If you don't know say you don't know.
- Don't say you know how they feel — it is not about you.
- Try not to repeat yourself
- Stay out of the weeds - stick to the learning point.
- Be prepared to give up the control of the conversation.
- Listen. Don't get distracted.
- Be brief when talking.
- BE INTERESTED IN YOUR TRAINEE - be prepared to be amazed.

- WHAT ARE THE CHALLENGES OF LISTENING INTENTLY?

Remember - it is not about you!
avoid conversational narcissism.

SOME TIPS TO GET BETTER AT LISTENING (HOW NOT TO BE BORED)

- Listen with the intent to understand, not with the intent to reply
- When they are talking; listen for ideas, what are they really trying to say? What are the subtle cues?
- Try to think ahead about what they might say next (the act of guessing can keep you engaged)
- Be curious about the why? (Ask the five why questions)
- Don't assume you know what they mean, get them to clarify.
- Summarise but perhaps do so in your head and then it may lead you to ask a really relevant question.
- Hear what they are really saying and then they may hear it too.

BEFORE YOU START

- Invest in your own resilience (especially sleep) (Why we sleep by Matthew Walker)
- Be clear about the agenda at the start of each round up/ tutorial so that you can plan the time and stay on track.
- If there are some “weeds” to get out of the way use a session to plan when to fit it all in.
- If there is a reason you are not on top form signpost it so they know it is you not them. Recognise when your “chimp” is upset. The words you use do matter!

EFFECTIVE CONVERSATIONS WITH
OUR TRAINEES BUILDS TRUST.

Trust =credibility x reliability x intimacy

self interest

SOME TRAINEE CONVERSATIONS ARE MORE EFFECTIVE THAN OTHERS.

- Discuss how you manage your time during round ups with your trainees
- Consider When? Where? Why? What if?
- How can we motivate our trainees?
- Have a good conversation.

FEEDBACK

- Content feedback - what factors did you discuss?
- Top tips?

EFFECTIVE CONVERSATIONS

- Be curious
- Show respect (Focus on their positive intentions - we are all fallible)
- Don't change the subject when uncomfortable, stick it out.
- End well.
- You can't change them but you can change yourself. (The path by Christine Gross-Loh and Michael Puett)

TOP TIPS FOR MOTIVATING TRAINEES

- Celebrate progress - are they coding more? Seeing more patients? Asking less basic questions? (increases inner work life)
- Try not to micromanage (this requires trust - the equation mentioned before works both ways)
- Have effective conversations....

What indicators have I seen that they are making progress?

Are there any indicators of setbacks or crisis?

Catalysts Does my trainee understand their short term goals (and long term)

Do they have the time they need and the resources and the help they need to make it happen?

Inhibitors, Did I fail to give them the help they needed?

Are they confused about their short term goals? Do they feel constrained (micromanaged)?

Did I punish failure rather than get them to reflect meaningfully?

Nourishers, Have I shown them respect and treated them like trusted professionals?

Do they feel part of the practice team? Have I encouraged? supported?

Toxins Have I discouraged them? Did I ignore their personal problems? Did

I fail to respect their own ideas and have I made them think they are not to be trusted?

Is there tension or antagonism within the team?

Have I seen any indication of the quality of their inner work life?

What are their perceptions of the practice? What are their emotions? How is their motivation?

What specific event might have affected their inner work life today?

Action plan: What can I do to strengthen the catalysts and nourishers?

What can I do to start eliminating the inhibitors and toxins identified?

WHAT NOW?

WE NEED TO TALK

HOW TO HAVE CONVERSATIONS THAT MATTER

CELESTE HEADLEE

THE PROGRESS PRINCIPLE TERESA AMABILE AND STEVEN KRAMER

THE CHIMP PARADOX BY STEVE PETERS

The path by Christine Gross-Loh and Michael Puett