

# 2015 Achievement Awards Virginia Association of Counties

## APPLICATION FORM

All applications must include the following information. Separate applications must be submitted for each eligible program. **Deadline: June 1, 2015.** Please include this application form with electronic entry.

### PROGRAM INFORMATION

Locality: Henrico County

Program Title: Field Training Medic Program (FTM)

Program Category: Organizational Development

### CONTACT INFORMATION

Name: Benjamin Martin

Title: Lieutenant

Department: Fire

Complete Mailing Address: 7721 E. Parham Rd., Henrico, VA 23228

Telephone # 804-678-8123 Fax # 804-501-7200

E-mail: mar91@henrico.us

### SIGNATURE OF COUNTY ADMINISTRATOR OR CHIEF ADMINISTRATIVE OFFICER

Name: John A. Vithoukas

Title: County Manager

Signature: 

## **Field Training Medic Program (FTM)**

### **Division of Fire and Department of Human Resources**

#### **1. Overview/Summary**

The Field Training Medic (FTM) Program is a joint effort between the Henrico County Division of Fire (DOF) and Department of Human Resources (HR). The goal of the program is to create a pool of highly skilled Field Training Medics who are assigned to train and mentor future Advanced Life Support (ALS) providers. The FTM program trains selected candidates in leadership development topics such as conflict resolution, feedback, coaching, and mentoring in addition to advanced emergency medical services (EMS) skills and assessment. After orientation and training, FTMs are tasked with the supervision and training of employees participating in an ALS internship in order to practice medicine as ALS providers within the DOF.

To date, the program has successfully trained 34 FTMs who have in turn assisted 12 new ALS providers in successful completion of their ALS internship. The class evaluations of the FTM leadership training received a 97% overall approval rating from participants. Three FTMs also have received promotion to the rank of lieutenant since participating in the FTM process. The Fire Chief noted how the leadership training provided in the FTM program assisted in their successful preparation as formal supervisors.

#### **2. Problem or Challenge**

In 2014, the DOF applied for reaccreditation through the Commission on Fire Accreditation International (CPSE). During the preparation and discovery phase in 2013, the DOF realized that both the current ALS provider internship process and manual – the training and orientation – were

significantly outdated. The internship manual failed to incorporate available technology, streamlining, data processing, and recording. It also reflected protocols (standing medical orders) from 1999 and failed to include recent major updates from recognized governing bodies such as the American Heart Association (AHA) and the Old Dominion Emergency Medical Services Association (ODEMSA). In addition, the internship process failed to provide a mechanism to allow for an objective determination of the *effectiveness of the DOF's EMS program*, thereby jeopardizing the agency's bid for CPSE accreditation (Criterion 5G.10).

The DOF did not have a formal method to select ALS trainers or train them in practical skills needed to guide employees during their ALS internship. Additionally, there was not an emphasis on leadership development or competency improvement. Finally, there was no means to track the progress and evaluations of ALS interns.

***We set about overcoming these challenges in the following manner:***

In March 2013, a steering committee met to conduct a comprehensive examination of the ALS internship process. The steering committee formed an additional workgroup of over thirty-five members who overwhelmingly supported a complete overhaul of the internship process due to the outdated nature of the manual and process. A failure to at least update the manual and process jeopardized the DOF's bid for CPSE accreditation under criterion 5.G.10 (effectiveness of EMS program). The ALS internship program serves as the primary means for the DOF to effectively orient new and previously certified ALS providers to the culture of practicing medicine within Henrico County. This process includes an emphasis on pre-hospital based treatment modalities, crew resource leadership, and excelling as a nationally recognized pre-hospital based system. From a cultural perspective, the program missed an

excellent opportunity to train employees in the practices and values of the DOF, as well as in the leadership competencies of Henrico County.

In recommending the overhaul of the program and manual to include the FTM designation, the steering committee solicited feedback from the DOF's incumbent ALS providers, in addition to consulting with peer agencies from across the state of Virginia. The final FTM program was therefore the result of collaboration across localities, within the DOF, and included the input of both internal and external stakeholders including the Henrico County Police Division, Virginia Commonwealth University, and Chesterfield County Fire and EMS.

Fifteen months later in June 2014, the first class of FTMs was selected and received training. Selections of the FTMs were based on the following criteria:

- Peer reviews demonstrating ability of applicant to possess above average competency in job knowledge and ability.
- Direct supervisor recommendation demonstrating ability of the applicant to provide for leadership, mentoring/coaching, conflict resolution, technical proficiency, and be free from discipline issues.
- Appropriate EMS supervisor recommendation, demonstrating applicant was free from discipline issues, and possessed above average competency in job knowledge, skills, documentation, and scene management.
- Evaluation of applicant's EMS call documentation.

- Previous experience with the DOF's ALS internship program also received weight in selections.

The steering committee developed the FTM training program from scratch, and it includes 24 hours – delivered over three eight-hour days – of advanced EMS skills and assessment. The DOF also recognized a unique opportunity to increase each FTM's personal leadership competence while training them in the technical skills they would need for the FTM role, so the training includes a customized eight-hour training module titled “Feedback, Coaching, and Conflict Management for FTMs” in which FTMs are trained on how to constructively give feedback, coach employees, listen effectively, and manage conflict. The other 16 hours of training includes the Fire Chief and Medical Director sharing their expectations, an explanation of the FTM position and program, documentation review as identified by quality assurance, and ALS skills.

After receiving the initial training, FTMs are then required to supervise ALS interns through a comprehensive ALS internship lasting either four months (full) or two months (expedited) based on the person's prior experience – all of which culminates in a board review testing process. This model provides additional opportunities and training to strengthen and develop the leadership both of the FTM and the ALS intern. The FTM position is also instrumental in the prescribed remediation of incumbent ALS providers related to customer complaints or any medical errors either self-reported or identified in the quality assurance process. FTMs also receive additional training to assist in future DOF EMS equipment and protocol rollouts.

A key element of the FTM Program is that FTMs qualify for access to Henrico County's Leadership Development Program (LDP) as recognition of the core leadership role they serve in the Division of Fire. In summer 2014, HR changed LDP eligibility requirements to include Fire FTMs because of their unique informal leadership role, whereas the program had previously only admitted formal supervisors

and Police Field Training Officers as participants. The LDP involves five distinct levels of leadership development opportunities over the span of five to fifteen years, including:

- Assignment of a leadership advisor for one-on-one leadership coaching
- Access to leadership and personality assessments
- Networking opportunities with other Henrico County leaders
- Classes in leadership, communication, and County culture
- Projects in which participants apply classroom learning on the job
- Discussion groups with other County leaders for networking and knowledge sharing

The LDP process begins with a four hour “Myers-Briggs Type Indicator® for Leaders” training, and 17 Fire FTM candidates participated in this training in 2014, with the remaining 17 eligible to sign up for upcoming MBTI sessions in 2015. This tremendous investment in leadership development reflects our County Manager’s vision of empowering all levels of employees to step up and take on leadership roles, while providing the support, training, and opportunity for the FTMs to excel in this regard.

### **3. Use of Technology**

One of the largest recognized shortcomings of the previous ALS internship program was its lack of available technology utilization. All documentation, including patient call sheets, program outlines, quizzes, objectives, and evaluations, were either hand written or typed and printed. This resulted in bulky notebooks that were difficult to store and transport, introducing potential problems maintaining patient information confidentially. The committee recommended the use of the DOF’s newly acquired

online training management system, *Target Solutions*. All of the previously mentioned items now exist online and the process can be completed electronically.

The FTM project incorporates the use of Target Solutions, Adobe Acrobat PDF reader, and Microsoft Office including Excel, Word, Outlook, and Access. Overwhelmingly, the increased use of technology has generated positive feedback and the ability for stakeholders to access material in a time sensitive manner. This has increased our ability to provide critical feedback promptly, in addition to securely storing sensitive patient information and maintaining program documentation in a format that is easily queried.

#### **4. Cost of the Program**

Minimum cost was incurred to draft and complete the orientation program of the FTMs. Steering committee members are salaried and the use of minimal overtime is approved for committee meetings on a minimum quarterly or as needed basis. Facility costs were nonexistent due to program development being handled internally, while external consultants weighed in at no cost to the DOF. The DOF and HR departments own their respective classroom spaces and there is no charge to utilize them. Material costs, such as printing and the provision of handouts to include notebooks, totaled \$104.00 (\$24 for HR handouts and the balance from the DOF). The process is created to support the use of online documentation limiting such printing cost expenditures. The maintenance costs of the ongoing program administration are minimal as well, utilizing existing salaried employees.

#### **5. The Results/Success of the Program**

Twenty-seven candidates completed the initial offering of the FTM program in July 2014, and since that time, 12 ALS providers have completed their ALS internship program under the supervision and

mentoring of these FTMs. In addition, three FTMs have since received promotion to lieutenant with the Fire Chief specifically noting their FTM experience as integral to their qualification and promotion to these supervisory positions.

The class response for “Feedback, Coaching, and Conflict Management for FTMs” received a 97% overall course approval from participants – an unprecedentedly high level of approval given the mandatory nature of the program. Seventeen FTMs have successfully enrolled and completed the LDP orientation and “Myers-Briggs Type Indicator® for Leaders” training, and were assigned an individual advisor for one-on-one leadership mentoring for the duration of the LDP (five to fifteen years). In addition, LDP program access now demonstrates an increased parity between the Police and Fire Divisions, since HR revised LDP eligibility to include both Fire FTMs and Police FTOs (Field Training Officers). Finally, seven candidates received FTM training in February 2015, furthering the program’s impact and footprint.

The creation of the FTM position not only satisfies several intradepartmental goals, but also subscribes to our County Manager’s vision of realizing leadership at the lowest levels in the organization and the breaking down of silos between functional areas. These include:

- Promoting collaboration amongst departments, specifically Police, Fire, and Human Resources.
- Providing leadership training and opportunity to employees who previously did not have access to such programs.
- Improved the administration of an existing county government program – the ALS provider internship.



- Three of the selected candidates were promoted to a formal leadership position of lieutenant, demonstrating that the program effectively increases leadership competency.
- Finally, the FTM program ensures well-trained ALS providers while simultaneously utilizing available technology within a structured program in which non-supervisors can develop the skills they need to lead the department into the future (strategic investment).

## **6. Supplemental Materials**

- Field Training Medic manual
- “Feedback, Coaching, and Conflict Management for Fire FTMs” workbook
- “Feedback, Coaching, and Conflict Management for Fire FTMs” course evaluation

# HENRICO COUNTY DIVISION OF FIRE

## *Field Training Medic*



## *Program*

June 2014



Commission on  
Fire Accreditation  
International



## *Mission Statement*

The Henrico County Division of Fire is a professional, community-oriented public safety organization that pledges to exemplify stewardship and innovation while maintaining the public trust.

## *Values*

Henrico County Division of Fire takes PRIDE in our unique commitment to fulfilling the needs of our customers in the community we share.

- **Professionalism**—We will provide service in an accountable, competent and innovative manner.
- **Respect**—We will hold in high regard, the diversity within our organization and community.
- **Integrity**—We will uphold public and organizational trust by committing ourselves to the highest ethical and moral codes.
- **Dedication**—We will remain loyal to our oath and mission statement.
- **Empathy**—We will support, understand and meet the needs of our organization and the community in a compassionate manner.





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## *Introduction*

In 1999 the Division of Fire (DOF) released its current Advanced Life Support (ALS) Provider certification program (precepting). In 2002, it received its first and only overhaul. Since then the Division of Fire has seen two additional medical directors and the launch of the updated regional pre-hospital patient care protocols (ODEMSA). In 2013, during the successful reaccreditation bid for International Fire Accreditation (CPSE), the need to update the Division of Fire's ALS provider precepting program became evident. A steering committee comprising members from DOF operations, administration, training, and non-sworn personnel worked for over 16 months to complete the revision. The result was the creation of a Field Training Medic position (formally preceptor) and a comprehensive training program--the ALS Internship.

The creation of the Field Training Medic (FTM) position offers an opportunity for the DOF's current ALS providers to apply through a competitive process to receive additional training which empowers them to serve as mentors and teach new ALS providers. Field Training Medics are trained and qualified to assist in both the rollout of future DOF EMS training initiatives and ALS remediation efforts while simultaneously gaining invaluable leadership and supervisory experience. FTMs are also now eligible to participate in Henrico County's award winning Leadership Development Program\*. This program was previously limited to only supervisors and includes training in areas such as conflict de-escalation and resolution, providing feedback and coaching, and leadership branding.

The ALS Internship program is designed not only to promote and provide for the training of ALS interns (formally preceptees) but to also encourage the collateral learning and involvement of its incumbent ALS providers. Both the FTM and ALS Internship will serve as a powerful exhibit of program evaluation emphasizing the values of *Learning, Advocacy, and Communication*.

On behalf of the Division of Fire, we would like to thank the Division of Police for their assistance in providing their Field Training Officer (FTO) as a guide in the creation of this program. It is our pleasure to announce the creation of the Field Training Medic position and ALS Internship. The Division of Fire is proud to lead the Commonwealth of Virginia in its efforts to provide training to develop both future leaders and ALS providers.

\*At the time of this writing the Leadership Development Program request is pending final approval.





# Section 1

## Qualifications

Field Training Medic (FTM) positions will be announced through the Division of Fire Training Section. When posted, the opening announcement will be emailed from the Division of Fire Personnel Officer. No less than 14 days will be allotted to complete the FTM application and secure the necessary recommendations.

All Division of Fire members requesting consideration for the position of Field Training Medic (FTM) must have the following current:

1. National Registry Emergency Medical Technician –Paramedic or Intermediate Certification
2. CPR, PALS, & ACLS certifications
3. Division of Fire Lieutenant or Acting Officer Status as outlined in the Career Development Manual (CDP Level-Senior FF or higher)
4. Four years experience as released ALS provider (Can include experience previous to hire with DOF but must include letter from previous agency stating so)
5. Free from disciplinary action for a period not less than 12 months (This includes demerit through CDP, restriction or removal of ALS Skills Practice, or any other as seen as conflicting with the character and spirit of the FTM program)
6. It is preferred, but not required, that a FTM applicant have either Department of Fire Programs Instructor I (or equivalent) or Virginia OEMS Educational Coordinator

Once the FTM position is advertised, Division of Fire members meeting qualifications and requesting consideration should submit an application to include the following:

1. **Letter of intent explaining why he/she desires to be an FTM and how eligibility requirements are met\***
2. **Professional Resume\***
3. **(2) Two ALS provider Peer Reviews\*\***
4. **Direct supervisor Recommendation\*\***
5. **Appropriate EMS Supervisor Recommendation\*\***

\*These two items should be scanned and sent to [FireFTMSteering@henrico.us](mailto:FireFTMSteering@henrico.us).

\*\*Recommendation and peer review forms may be downloaded from the Henrico Fire Intranet and when completed may be sent directly to [FireFTMSteering@henrico.us](mailto:FireFTMSteering@henrico.us).





## **Selection**

Once the FTM application process closes, all forms will be turned over to the FTM Steering Committee who shall review each application for completeness. Applications will be scored by a panel comprised of members of the FTM Steering Committee. Scores will be forwarded to Chief 7 for final selection. Selections will be based on the following criteria:

1. Peer reviews demonstrating ability of applicant to possess above average competency in job knowledge and ability.
2. Direct supervisor recommendation demonstrating ability of applicant to provide for leadership, mentoring/coaching, conflict resolution, free from discipline issues, and technical proficiency.
3. Appropriate EMS Supervisor recommendation demonstrating applicant is free from discipline issues, and possess above average competency in job knowledge, skills, documentation, and scene management.
4. Previous experience with the DOF Precepting program will also receive weight in selections.
5. Evaluation of applicant's EMS call documentation.
6. In all instances the needs of the Division of Fire will guide selection. This is to say that an applicant meeting the prerequisites may receive precedence if assigned to a core company or shift that has current needs to mentor ALS interns.

The Battalion Chief of EMS and Homeland Security (Chief 7) will announce selections. If an applicant is not selected, he or she may request specific feedback with an email request to Chief 7. A current list of FTMs will be maintained and updated by the FTM Steering Committee.

## **Certification**

In order to receive initial certification as a Field Training Medic (FTM) the selected applicant must attend the FTM Orientation program-- an initial 24 hour block of leadership, EMS, and human resources training. This training will be offered in lieu of one ALS Continuing Education Series (C.E.S) to limit the hiring of overtime. Hours obtained will count towards continuing education hours. Currently the Division of Fire supports 45 Field Training Medic positions.

## **Recertification**

Once selected, an 8 hour FTM refresher course will be announced annually. This training may be delivered through a variety of mediums such as attendance of CEU's, completion of on-line modules, and participation in the Leadership Development Program.





## **Transfers**

All Field Training Medics who have completed the 24 hour FTM Orientation program, but who laterally transfer to an administrative or forty hour work-week position, will receive deactivation as FTMs. However, access to the LDP (Leadership Development Program) will continue to be offered as long as the FTM continues to meet qualifications and is free from discipline. Upon transfer back to a field operations position, as long as they continue to meet the qualifications of the FTM program and obtain the FTM annual refresher hours they may request reinstatement from Chief 7.

## **Recognition**

1. All certified FTMs will receive:
  - a. A FTM Orientation School attendance certificate.
  - b. Continuing education hours that will count towards National Registry Recertification hours.
2. The Field Training Medic Program seeks to recognize the leadership qualities and additional time requirements in order to mentor ALS interns. Therefore, all FTMs regardless of rank, completing the FTM Orientation program will be eligible to participate in the County's Leadership Development Program (LDP) which is otherwise only open to supervisors.

**-Mentors who resign from the FTM Program (rather than deactivation subsequent a lateral transfer or promotion) will not be allowed to continue in the Leadership Development Program beyond the level for which they are currently enrolled.**

## **Positions**

There currently is a self-imposed cap of 45 FTM positions. We have selected and will train 32 men and women (June 30th-July 2<sup>nd</sup>, 2014). The remaining slots will stay vacant until a second application process and orientation is held (TBD Calendar year late 2014-2015).







## Removal

It will be the responsibility of the EMS Supervisors to monitor the quality and level of performance of the FTM conducting training within their purview. Daily evaluations will be filled out by FTMs regarding the performance of the ALS intern, and a comment field is available for the student to make remarks in response to any of the FTM's comments. Additionally, evaluation forms of both the ALS Intern and FTM will be collected at the end of each phase for review. These forms will be monitored by the appropriate EMS Supervisor.

Removal from the FTM program will be on a case by case basis. If it is determined as a result of a quality assessment review or internal investigation as outlined in SOG HR-14 that an FTM has grossly misled, performed deficiently in his/her duties as a mentor, or jeopardized patient or provider safety and/or wellbeing—Chief 7 will recommend appropriate remediation up to dismissal from the FTM program. In the event that a FTM is subject to an informal counseling or discipline process not related to the FTM program the incident shall be referred to Chief 7 for recommendation regarding removal or remediation from the FTM Program.

While an investigation is pending, Chief 7 may at his/her discretion elect to remove the FTM from active mentoring until the investigation has concluded. If dismissed, the ALS provider cannot reapply for the FTM program for a period not less than 12 months. The steering committee in coordination with Chief 7 will evaluate on a case by case basis the impact such a suspension will have on the ALS Intern and adjust the timeline for completion as appropriate.





## Section 2

### Phases of ALS Internship

To apply for ALS internship, students will need to submit a formal request to the ALS Training Coordinator **and copied to their chain of command through Battalion and EMS supervisor.** The request should include and meet the following criteria for eligibility:

- 1) Be at least six months removed from their DOF Recruit School graduation date (Students may apply no more than 30 days in advance of this career mark if meeting all other requirements).
- 2) Provide copy of Virginia State certified at the Intermediate or Paramedic level to training
- 3) Be a Division of Fire cleared BLS attendant-in-charge.
- 4) Attend 3 day "DOF Orientation" class (DOF Sponsored ALS class satisfies this requirement)
- 5) The request should include current assignment, shift, preferred start date, type of internship-full or expedited, and Primary Field Training Medic (if known).

As applications are received they will be turned over to the student's respective Battalion 4 for approval. The Battalions and EMS Supervisors will assign a FTM and notify all parties involved. The student and their immediate supervisor should contact the assigned FTM, coordinate schedules, and submit at least 3 days/cycle dedicated to the ALS internship. The ALS Internship may occur at the student's primary assignment or may require temporary transfer. **The ALS internship requires staffing requests entered according with the leave policy (0800 on the 20<sup>th</sup> of each month)-- T/T L82 (Training). Phase II and III will not require additional staffing therefore no leave entry is required.**

It is important that the student realize the needs of the Division of Fire will be considered in prioritizing requests for an ALS Internship. A set number of ALS internships does not exist and every effort will be made to balance the need for Battalions to provide overall fire district staffing with the assignment of a third provider during Phase I of the ALS Internship. Start dates may be staggered to limit the number of concurrent ALS Interns in Clinical Phase 1 at any time; thereby, reducing the possible need to hire overtime to accommodate 3 person staffing.

The EMS Supervisors in coordination with Battalion 4 for each shift will assign ALS interns (formally preceptees) with Field Training Medics based on the following criteria:

- Type of Internship requested: new ALS provider or expedited internship
- Current ALS vacancies
- Availability of FTMs
- Existing DOF initiatives and company level training





Stations receiving priority to conduct ALS internships include:



**North** 1, 5, 7, 11



**East** 2, 3, 6



**West** 9, 12, 13, 22

ALS Interns have at most 8 months to complete phases 1-3 and ALS Field Training Panel from receiving assignment of a Primary FTM. Extensions past this deadline for any extenuating circumstance are granted at the sole discretion of the ALS Steering Committee and on a case by case basis. If the ALS Intern is unsuccessful in meeting this deadline or any approved extension then the ALS Internship shall be terminated. The ALS Intern at his or her request will receive a detailed learning and/or performance improvement plan with input from Chief 7, appropriate EMS Supervisor, all assigned FTMs, and ALS Coordinator. Recommendation to re-enter the ALS Internship is issued on a case by case basis.

### **Application to Expedited Program**

There are two proposed pathways by which a student may request to enter the ALS Internship program (16 or 8 weeks with descriptions below). To apply for the expedited program, students will need to submit a formal request to the ALS Training Coordinator **and copied to their chain of command through Battalion and EMS supervisor**. The request should include and meet the following criteria for eligibility:

1. All criteria for Full Internship in addition to:
  - a. Letter of intent explaining desire to become an ALS provider for the Division of Fire
  - b. Professional resume demonstrating experience providing exceptional competency in the provision of BLS & ALS Patient Care.

Once an application is received the ALS Coordinator will contact the appropriate Battalion 4 and EMS supervisor to schedule an evaluation of the candidate for the expedited process. This process will involve **the assignment of a Primary FTM for no less than two (24) hour shifts with the candidate**. Once complete, the ALS Steering Committee will consider the daily evaluations from the FTM and input from the shift's Command Staff. Final recommendation to enter the expedited process will come from the ALS Steering Committee. If not recommended for the expedited process, the ALS provider should apply for the full ALS internship.





## New ALS Provider Internship

### Target Audience:

-Newly certified ALS provider; Certified ALS provider with either less than 12 months experience or who has not practiced at current certification level in the last 12 months.

### Clinical Phases:

- I. **Clinical Phase 1:** (Weeks 1-8)
  - a. Assignment of Primary FTM (of equal certification or greater)
    - i. **Primary FTM must ride with the student weeks 1-4**
    - ii. Weeks 5-8 can involve additional released ALS providers of equal certification.
  - b. Three person staffing on the fire medic with the goal of at least (3) 24 hour shifts per cycle.
    - i. The intent of the ALS Internship is not to disrupt ongoing company level training or DOF initiatives. It is at the discretion of the FTM with the support and approval of his/her immediate supervisor to conduct mentoring.
    - ii. It is a priority and emphasis that three person staffing is maintained for 24 hour periods to allow for continuous evaluation consistent with industry best practices.
- II. **Clinical Phase 2:** (Weeks 9-12)
  - a. Student shall ride with only the **Primary FTM for weeks 9-12** with staffing reduced to two personnel.
  - b. It is the intent during these four weeks that significant ALS calls such as multi-system trauma, cardiac events, or respiratory failure involve the acquisition of at least a third provider to drive while the FTM monitors the student in delivery of care.
    - i. Other routine ALS calls such as IV access or cardiac monitoring with no suspicion of an acute cardiac event may allow for the student to ride in with the patient, while the Primary FTM drives. **Patient care is ultimately the responsibility of the Primary FTM at all times.**
- III. **Clinical Phase 3:** (Weeks 13-16)
  - a. Student shall be assigned a **Secondary FTM and ride at least three (24) hour shifts.**
  - b. The Secondary FTM should be assigned to a station ideally in a different fire district to increase the diversity and exposure of the ALS student to Henrico County (including hospitals transported to).
  - c. The Secondary FTM may request a 3<sup>rd</sup> provider as needed.
- IV. **Upon successful completion, the student shall apply for Field Training Panel review (details contained on Page 15).**





## Expedited ALS Provider Internship

### Target Audience:

-ALS provider with greater than 1 year experience and practicing at current certified level within last 12 months.

-Voluntary Deactivation as outline in SOG EM-17 (Deactivation in good standing for greater than 12 months)

### Clinical Phases:

- I. **Clinical Phase 1:** (Weeks 1-4)
  - a. Assignment of Primary FTM (of equal certification or greater)
    - i. **Primary FTM must ride with the student weeks 1-4**
  - b. Three person staffing on the fire medic with the goal of at least (3) 24 hour shifts per cycle.
    - i. The intent of the ALS Internship is not to disrupt ongoing company level training or DOF initiatives. It is at the discretion of the FTM with the support and approval of his/her immediate supervisor to conduct mentoring.
    - ii. It is a priority and emphasis that three person staffing is maintained for 24 hour periods to allow for continuous evaluation consistent with industry best practices.
- II. **Clinical Phase 2:** (Weeks 5-6)
  - a. Student shall ride with the **Primary FTM for weeks 5-6** with staffing reduced to two personnel **at least three (24) shifts.**
  - b. It is the intent during these two weeks that significant ALS calls such as multi-system trauma, cardiac events, or respiratory failure involve the acquisition of at least a third provider to drive while the FTM monitors the student in delivery of care.
    - i. Other routine ALS calls such as IV access or cardiac monitoring with no suspicion of an acute cardiac event may allow for the student to ride in with the patient, while the Primary FTM drives. **Patient care is ultimately the responsibility of the Primary FTM at all times.**
- III. **Clinical Phase 3:** (Weeks 7-8)
  - a. Student shall be assigned **and ride with only a Secondary FTM at least three (24) hour shifts** (extensions as requested).
  - b. The Secondary FTM should be assigned to a station ideally in a different fire district to increase the diversity and exposure of the ALS student to Henrico County (including hospitals transported to).
  - c. The Secondary FTM may request a 3<sup>rd</sup> provider as needed.
- IV. **Upon successful completion, the student shall apply for Field Training Panel review (details in Section 3).**





## Record Keeping

Documentation for each ALS Internship is kept under the public folder—ALS Internships. Each student has a separate folder and permissions to view, add, or delete are restricted. At the end of each shift, the student should log into State Bridge and save a copy of each call sheet into their folder that meets the following criteria:

1. Mandatory QA Reportable Incidents (see appendix)
  2. Any patient care report at the request of the FTM or discretion of the ALS Intern
  3. Patient refusals
- Redaction of Patient demographics is not necessary due to restricted access of folders.
  - It is the expectation that the FTM will provide an in-depth documentation review for all patient care reports maintained in this folder.
  - At any time, the ALS Field Training Panel and supervisors may review these calls to monitor the progress of the ALS Intern.
  - At any time the ALS intern may request a review of existing documentation for feedback.
  - All evaluations should be scanned daily with a copy saved to the ALS Intern's folder and emailed to the appropriate EMS Supervisor and Battalion 4.
  - **\*\*By the completion of phase 3, 5-10 patient care reports of the ALS Intern's choosing should be placed in the OMD Review Folder.**





## *Section 3*

### **ALS Field Training Panel**

Upon completion of Phase 3, the student shall notify their respective EMS supervisor of the completed prerequisites. The EMS supervisor will contact the ALS Training Coordinator to confirm scheduling for the ALS Field Training Panel.

This ALS Field Training Panel serves to provide for an objective and consistent evaluation of the ALS student and is comprised of the following members with respective competency assessments responsibility:

1. Student's primary FTM (Role: Student advocate & provide information of past performance during mentorship)
2. ALS Training Coordinator (Role: Evaluation of protocol knowledge)
3. Training Coordinator (Role: Evaluation of BLS and ALS skills)
4. EMS Supervisor (Role: Evaluation of scene control/crew resources and management)
5. QA Coordinator (Role: Evaluation of documentation)

### **Competencies**

Prior to the ALS Field Training Panel: The ALS Intern must successfully complete (minimum passing score 80%) nine quizzes. The ALS Intern must request each quiz from the ALS Training Coordinator. If not successful, the ALS Intern will be notified and a retest scheduled. Quizzes must be passed in sequential order before proceeding.

The ALS Field Training Panel will administer three patient care simulations (1) medical, (1) trauma, (1) random in which the student will be evaluated on measurable performance based goals. The simulations will be sampled from the ALS Internship Curriculum and the ALS Intern must successfully pass all three. The ALS Field Training Panel will refer successful students to the Operational Medical Director (OMD) for release. If released the student will enter a period of 6 months of probation during which documentation and patient care review will be conducted with the Quality Assurance (QA) coordinator at 1 and 6 month intervals. Additional meetings may be requested by the Quality Assurance Coordinator as needed.

At six months of residency, if no discipline or patient care concerns exist, the QA Coordinator will recommend to conclude the ALS Internship. A letter generated from QA coordinator verifying completion of the ALS Internship shall be placed in the training folder of the ALS provider.





## **Unsuccessful Field Training Panel Attempt**

**Post First attempt:** If the student is not successful through the Field Training Panel, a learning plan will be provided including a remediation period of no less than (3) 24 hours shifts (typically one cycle).

- The EMS Supervisor, Battalion 4, ALS Coordinator, and Assigned FTM will meet to review and create a learning plan.
- A completed learning plan and scheduling request for the next attempt from the appropriate EMS Supervisor must be received by the FTM Field Training Panel.

**Post Second Attempt:** If the student is not successful through the Field Training Panel, a learning plan will be provided including a remediation period of no less than (3) 24 hours shifts (typically one cycle).

- The EMS Supervisor, Battalion 4, ALS Coordinator, and Assigned FTM will meet to review and create a learning plan.
- A completed learning plan and scheduling request for the next attempt from the appropriate EMS Supervisor must be received by the FTM Field Training Panel.

**Post Third Attempt: If a third documented failure of Boards occurs the ALS Intern will be suspended from the program for no less than six months.**

- The ALS Intern shall meet with Chief 7, appropriate EMS Supervisor, Battalion 4, and ALS Training Coordinator to review a Performance Improvement Plan. Recommendation to re-enter the ALS Internship will be on a case by case basis.

### **Remediation**

- Either the ALS intern or FTM may request the extension of a phase as needed to coach or correct performance. A FTM may request through the appropriate EMS Supervisor or Battalion 4 a 3<sup>rd</sup> person as needed. Extensions granted shall be for a period no less than 3 (24) hour shifts (typically one cycle).
- At any time during probation an EMS Supervisor or Battalion 4 may request the assignment of a FTM to an ALS Intern.
- FTM's are available for assignment by EMS Supervisors and Battalion 4 to incumbent ALS providers as part of a remediation/discipline process as resolved by the OMD and quality assurance section. Each instance is on a case by case basis.







## *Section 4*

### **Duties and Responsibilities**

**Field Training Medic (FTM) [FireFTM@Henrico.us](mailto:FireFTM@Henrico.us):** Should promote collateral learning and create/recognize learning opportunities for the ALS Intern/Student. A Field Training Medic serves as the front line supervision on matters related to the ALS Internship Program. This supervision should be provided in concert with the student's actual immediate supervisor. The appropriate EMS supervisor will oversee the FTM's delivery and leadership.

**ALS Steering Committee [FireFTMSteering@Henrico.us](mailto:FireFTMSteering@Henrico.us):** The purpose of the FTM Steering Committee is to evaluate feedback solicited from the ALS Intern/Student, Field Training Medics, EMS Supervisors, and Battalions. Also, this group will evaluate and recommend applications for the expedited internship process. This committee will work diligently to continue to conduct needs assessments in conjunction with measuring of impact to Division of Fire operations. Updates to the program will consist of improvements highlighted by these evaluations. The FTM Steering Committee shall meet as needed and at least annually.

**ALS Field Training Panel [FireFTMPanel@Henrico.us](mailto:FireFTMPanel@Henrico.us):** Evaluate students as described in EM-17. Also, receive confidential evaluations of FTM at end of each phase. This ALS Field Training Panel shall be comprised of the following members with respective competency assessments responsibility:

1. Student's primary FTM (Role: Student advocate & provide information of past performance during mentorship)
2. ALS Training Coordinator (Role: Evaluation of protocol knowledge)
3. Training Coordinator (Role: Evaluation of BLS and ALS skills)
4. EMS Supervisor (Role: Evaluation of scene control, crew resources and management)
5. QA Coordinator (Role: Evaluation of documentation)

**Division of Fire Medical Director:** Grants final release to provider

**EMS Supervisor & Battalion 4:** Serves as initial point of contact for FTM and assists with scheduling; training opportunities

**ALS Intern/Student:** Current Division of Fire employees are eligible as previously described to apply for their ALS internship. The student is responsible for successfully completing either the 8 or 16 week program to include the ALS Field Training Panel and a probationary period.





## *Section 5*

### **Program Annual Review and Assessment**

It will be the responsibility of the EMS Supervisors to monitor the quality and level of performance of the FTM conducting training within their purview. Daily evaluations will be filled out by FTMs regarding the performance of the ALS intern, and a comment field is available for the student to make remarks in response to any of the FTM's comments. Additionally, evaluation forms of both the ALS Intern and FTM will be collected at the end of each phase for review. These forms will be monitored by the appropriate EMS Supervisor and available to the FTM Steering Committee for review. Updates to the program will consist of improvements highlighted by these evaluations. The FTM Steering Committee shall meet as needed and at least annually.





# Appendix



EM-17: ALS Internship Guidelines



Evaluation Forms



FTM Application (Scoring)



FTM Recommendation form



FTM Program Overview (Handout)



Ambulance AIC (BLS) Training Guideline



ALS Internship Curriculum Documentation (Checksheet)



Interoffice Memorandum: ALS Internship (Precepting)-Dated June 11, 2014



Information on Entering Precepting Process - Email: Dated June 11, 2014



Fire QA: Mandatory Reportable incidents



Henrico County Advanced Life Support Skills Authorization



Henrico County Human Resources Learning Plan



# *Feedback, Coaching, and Conflict Management for Fire FTMs*



*Shari Bennett Speer  
County of Henrico  
Department of Human Resources*

## ***Top Challenges for Leaders***

The Ken Blanchard Companies surveyed more than 1400 leaders, managers, and executives, and found that although most are proud of their knowledge and expertise, they often struggle with interpersonal communication.

When asked to identify the five things that leaders most often FAIL to do when working with others, they identified the following issues:

**82%:** Failing to provide appropriate feedback, praise, or redirection

**81%:** The inability to listen to or involve others

**76%:** Not using a leadership style appropriate to the person, task, or situation

**76%:** Failing to set clear and objective goals for others

**59%:** Neglecting to train and develop their people

*Source: Inside Training, June 7, 2006 Electronic Newsletter*

## What is Feedback?

Workplace feedback is objective information we provide to others about their behavior or actions in order to help them meet individual, team, or organizational goals. It is designed to help a person to start, continue, or stop a behavior to foster positive change and increased self-awareness. Feedback, given effectively, is a gift that will help the other person develop and succeed.

Providing effective feedback is a skill that can be developed and practiced, and is a critical part of managing people, interacting with colleagues, and listening to one another. It is a leader's job to ensure that feedback is effective and constructive.

### Feedback can address:

- **WHAT** someone is doing or not doing on the job
- **HOW** someone is acting; the way in which that person goes about work.

### Two forms of feedback:

**Corrective feedback** – The goal of **corrective feedback** is to change or improve unsatisfactory job-related behaviors or performance and introduce more productive work patterns.

**Reinforcement** – The goal of **reinforcement** is to encourage someone to repeat positive job-related behaviors. This can take the form of recognition of a job well done or suggestions for future development.

Corrective feedback and reinforcement work together to provide people with the information they need to improve their job performance, prepare for the future, and work towards their full potential by guiding them to the actions they need to succeed.

## Feedback Fears

All too often, feedback is perceived as difficult, and is avoided or postponed until the opportunity to give feedback has passed. Difficulties of giving and receiving feedback often stem from lack of skill or practice giving feedback, and also from the following fears:

### ***You might find it difficult to give feedback because you:***

- Are concerned that the other person will not like you
- Believe that the other person will get defensive or emotional
- Are reluctant to hurt the other person's feelings
- Have had previous experiences in which nothing changed after the feedback
- Are concerned that the benefits you gain from giving feedback are not worth the risks to the relationship

### ***You may avoid receiving corrective feedback because you:***

- Associate feedback with criticism and judgment
- Don't want your work criticized
- Tend to get defensive and rationalize your behavior
- Feel threatened by suggestions that you need to change
- Have had previous experiences in which the feedback was not helpful or was unfounded

***“Feedback is not only worth the risk of straining relationships,  
it is essential for the health of the organization.”***

*Giving Feedback: Expert Solutions to Everyday Challenges, Harvard Business School Press, Page 39*

## **Feedback Needs To Be:**

### **Focused on actions and behaviors**

Feedback needs to be descriptive rather than evaluative or judgmental. Attacking someone's talent and abilities, educational background, or physical attributes is not only harmful, but can lead to legal action.

### **Directed toward the future**

Feedback should not dwell on the past, but rather plan for the future. It begins with the past and current behaviors or performance and then moves to developing effective plans for future action.

### **Multidirectional**

Feedback can flow in different directions: up, down, and laterally. Many of us think of feedback hierarchically, but for a high functioning organization, it's important that people give feedback upwards to managers at times. Employees also need to provide feedback laterally to coworkers instead of waiting for those above them to respond. Each person has a unique vantage point and personal insight into the situation.

### **Supportive**

The reason for giving feedback is to help others improve the quality of their work in order to meet goals, not to tear people down. It should always be given with helpfulness and supportiveness in mind. Feedback should never be given in a way that belittles others or makes some people look good at the expense of others. Effective feedback is a relationship builder.



## Make Your Feedback FAST:

### **F**requent and Continual

In order to excel, people need continual and regular information about their performance. They need to know immediately when they need to redirect their actions, and they need reinforcement when they are successful.

### **A**ccurate

Be sure you have an accurate understanding of the situation before you approach people to give them feedback. Try to document dates, times, and locations. Learn all you can about a complicated situation before giving feedback, and continue to ask questions during the feedback process itself.

### **S**pecific

Feedback needs to be specific, based on observed behavior or performance. The more specific the information you provide, the better others can understand it and make changes.

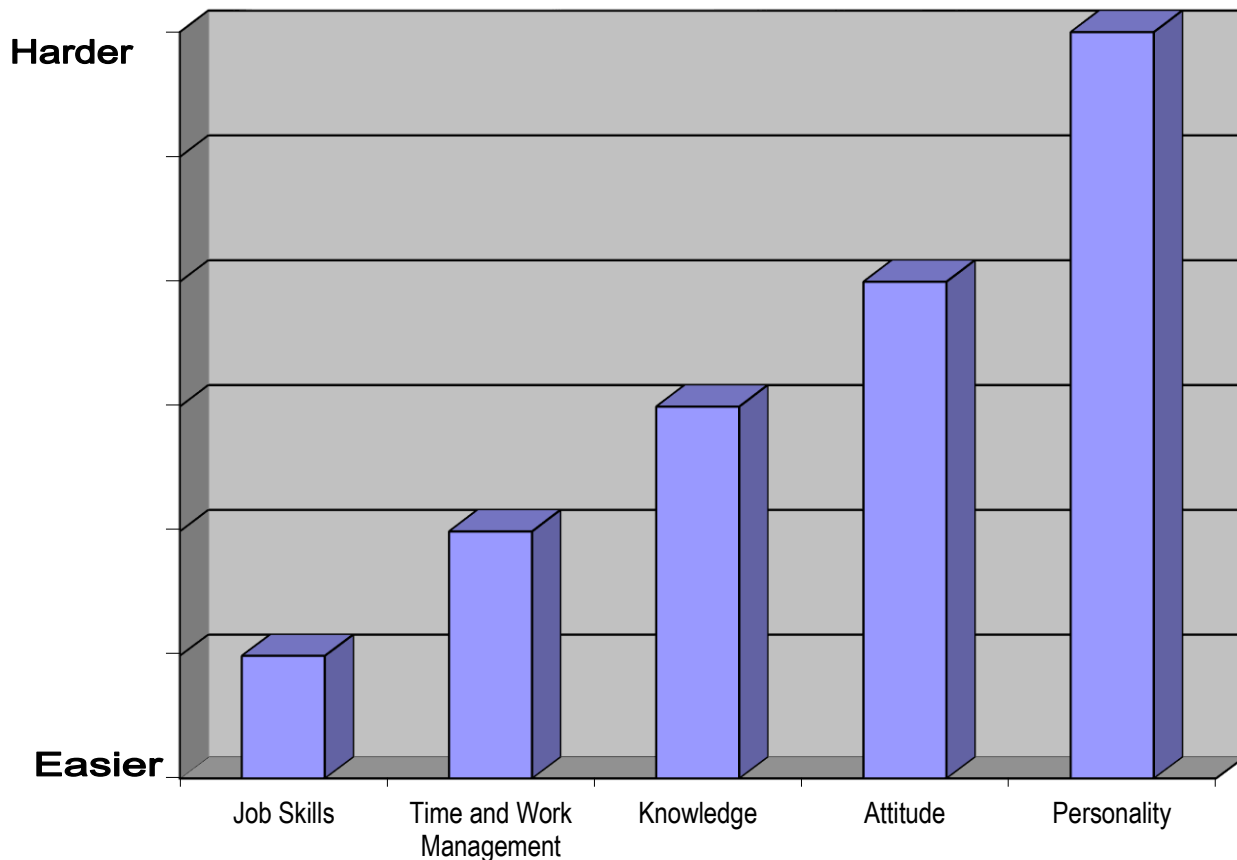
### **T**imely

Timing is critical. You should give feedback at the moment it is needed, when development opportunities arise, and when it is necessary for someone to modify behavior to improve performance. If someone's actions threaten the success of a task, you need to address it immediately.

## Know When to Step In

### Offer feedback when...

- You want to recognize good work, successful projects, and resourceful behavior.
- The probability of improving the person's skills is high. Skills that can be learned are more easily changed than a person's habits or personality.
- A problem cannot be ignored.
- The person's behavior has a negative impact on the team, the task, or the organization



Adapted from:

*Giving Feedback: Expert Solutions to Everyday Challenges, Harvard Business School Press*

# The Terrible Twelve

## ***Judging the person instead of the behavior***

Feedback in the form of criticizing someone's personal qualities is ineffective and demoralizing. Being too judgmental is probably the number one mistake people make. This kind of feedback puts receivers on the defensive so that they then spend their energy defending themselves instead of having a productive conversation.

## ***Vague or Sugarcoated Feedback***

Examples: "You need to improve your customer service," or "I see a teeny little mistake over here, and it's probably nothing." Receivers won't have any idea of what exactly they did to provoke the feedback or what they need to do to correct it.

## ***Passing along Vague Hearsay and Speaking for Others***

"Everyone says that you're rude with customers" is ineffective. At best the person will wonder where others got that idea, and at worst they will resent that people are talking behind their backs and that you have believed them. Either way they are likely to get defensive and reject the feedback. If you haven't witnessed an incident, take time to find out what specifically happened before acting.

## ***The Sandwich or Oreo Cookie Method***

Beginning with a compliment, slipping in the real message with words like "but," and then ending with a compliment makes the positive feedback seem insincere and teaches people to be paranoid when they are given compliments. Instead of feeling better about the positive, the person will filter it out and focus on the negative message in the middle. Praise is essential when deserved, and that conversation should be separate, focused, and clear.

## ***Using accusations, absolutes, exaggerations, generalities, and assumptions***

Using absolutes such as *Always*, *Worst*, and *Never* are usually inaccurate and create defensiveness. Others can usually remember plenty of times when they did not do what you are saying they "always" do. When you make exaggerated statements about the impact of the behavior, assume the person played a role without checking your facts, or generalize the impact as being due to the person's behavior when it is not, you lose credibility.

## ***Interpreting Motives or Analyzing Personalities***

Telling someone you understand their behavior is caused by the stress of their divorce or their feelings of burnout is insulting. Assigning a motive is not helpful, and you could be dead wrong. Being psychoanalyzed is likely to cause resentment and derail the conversation.

### ***Long-Winded Feedback***

Sometimes we give unsolicited advice, describe our personal experiences, or try to solve the other person's problem. This is ineffective because people receiving feedback need time to digest it and figure out for themselves how to incorporate it, and a long-winded message just adds to the receiver's discomfort and confusion.

### ***The Feedback Contains an Implied (or Actual) Unfounded Threat***

Saying something like "If you expect to stick around here..." or "You DO want to advance, don't you?" implies that the person's job is in jeopardy. It doesn't reinforce good behavior or illustrate bad behavior. It only creates animosity.

### ***Using Inappropriate Humor***

Saying, "Welcome! I'm glad you could join me this afternoon!" to someone who is 10 minutes late is using sarcasm as a substitute for feedback. Besides generating defensiveness, it doesn't tell receivers the impact of their behavior or provide reasons to change the behavior.

### ***Using a Question instead of a Statement***

"Do you think you can pay closer attention next time I show you this?" is indirect and can be interpreted as sarcasm – which will prompt defensiveness – or as rhetorical – which might result in indifference.

### ***Firing the Feedback like a Gun and Scripting the Person's Response***

Sometimes we are so terrified by the notion of confrontation that we get the adrenaline flowing, run into the room, and hurl the message with vengeance. We script the other person's negative responses so we head directly to the offensive. This damages the relationship and the chance of productive resolution.

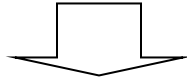
### ***Pretending to be Neutral when your Goal is to Give Corrective Feedback***

If your goal is to tell the person that you are unhappy with performance, the following openings are disrespectful and dishonest: "So, John, how do you feel you're doing on this task?" or "How would you rate your performance?" Those statements would have a place only if your goal was honestly to ask those things, instead of to let the person know you are NOT happy with their performance.

## Facts versus Interpretations

What happens objectively are the **FACTS** or the **Behavior**.

- \* Facts are the WHO, WHAT, WHEN, WHERE of an event.
- \* They are the data that enter through your eyes and ears and other senses.
- \* This is objective information: a video camera could have picked it up.



The meaning we make out of the facts are our **INTERPRETATIONS** or **Impressions**.

- \* The meaning we add to what we observed is subjective.
- \* We might add a motive.
- \* We might add judgment – why did they do that? Is it good or bad?

*“I’ve been worried about a project I have been working on so I know I haven’t been as friendly with my coworkers and supervisor as I usually am. So yesterday, I stepped out of my office to say Hi to my boss Jerome, but he walked straight by me without making eye contact and without saying hello, and closed the door with a loud bang! I know I haven’t been very communicative lately, but I wonder why he’s so mad?”*

*“Mary always comes into work and goes directly to her office and closes the door. She stays in there behind the closed door all morning – even when no one’s meeting with her. She doesn’t come out and ask how our weekends were or how our kids are doing or really anything at all. She’s definitely not a team player.”*

## Speaking Respectfully Means Starting with the FACTS

### First, share your FACTS.

- ✓ FACTS are the least controversial and least insulting elements, and so are much safer.

### Second, share your INTERPRETATIONS and your FEELINGS.

- ✓ Only after you have described the facts should you discuss interpretations, as they are more likely to move the other person to defensiveness.
- ✓ Don't pile it on – sometimes we let loose with a long tirade of unflattering conclusions, and this moves the other person to defensiveness.

### ***Talk Tentatively when Sharing Interpretations***

When discussing Interpretations, share them as possible explanations and not as concrete facts.

- ✓ If you're too forceful, it's likely that the other person will block you out and the feedback will be lost.
- ✓ Using tentative language helps reduce defensiveness and makes it safe for others to offer differing opinions.
- ✓ If you are presenting Interpretations, remember that they might not be accurate so softening the message helps us to save face.

*"This (FACT) caused me to wonder if you are angry with me."*

*"This (FACT) makes me think that perhaps you are avoiding me."*

*"When you (FACT) it gives citizens the impression that you feel superior to them."*

- ✓ Be careful not to soften your message to the point of undermining it entirely:

*"I know this is probably not true..."*

*"Call me crazy but..."*

### **Example of Talking Tentatively to Share Interpretations:**

*Barry, two of your direct reports have resigned. Both of them said during their exit interviews that they were intimidated by your style of management. The fact that two people have left indicates to me that perhaps you're not aware of the effect that your behavior is having on your employees.*

## Situation and Behavior

### **S**ITUATION: *WHEN* did it occur? *WHERE* was it? *WHO* was involved?

Describe the specific situation in which the behavior occurred. Specify the time and place so that you can set the scene for your listener. The more specific details you can use to help the recipient recall the situation, the clearer your message will be.

*“Yesterday morning when we were responding to the call on Parham Road...”*

*“Last Tuesday, when we were driving out to the meeting...”*

*“This morning when you were describing your goals...”*



### **B**EHAVIOR: *WHAT* did the person do?

Describe the behavior that you wish to discuss. This is the most crucial step, and also the one most often left out of the feedback statement – possibly because it is difficult to clearly identify and describe behavior.

Use **FACTS**, and use non-judgmental language to simply describe what you saw. By focusing on the actions, not the impressions, you communicate **FACTS** that the other person can understand and act on.

When describing behavior, it is important to use verbs and describe action instead of using adjectives that are vague and not descriptive, such as “you were rude.” The focus needs to be on the specific actions, not on making conclusions about what the behavior might mean (**INTERPRETATIONS**.)

It is important to capture not just **WHAT** someone did, but **HOW** they did it. Describe the body language you saw, the tone of voice used, the choice of words a person used that together gave you the impression you are concerned about.

***Beware of giving feedback about someone’s “ATTITUDE!!!”***

## Behavior (FACT) or Impression (INTERPRETATION)?

***You...***

*...were rude*

*...seemed bored*

*...were aggressive with citizens*

*...seemed happy to see us return*

You acted impatient and restless.

This report is not clear.

You shifted your feet, rolled your eyes, and looked out the window.

You were inconsiderate, and messed up my whole afternoon.

You arrived late for four meetings in a row.

Your presentation seemed to drag.

You talked loudly, using your voice to overpower theirs, and told them what to do.

Your shift seems to be getting along very well.



## I – IMPACT: *HOW did it affect you? Others? The task?*

Describe the impact that the person's behavior had on you or on others. This includes explaining the emotional impact on you, such as feeling frustrated or undermined or confused by their behavior. Your own reaction is a powerful impact to share since you know it first-hand and can show the other person how the behavior looked from your point of view. You can also explain the impact their behavior had on others – the team, customers, their career path – if you do so factually.

### Examples of SBI Feedback:

*This morning on the elevator when you called Stan stupid, he seemed to get upset because he stopped talking the whole way down, and walked quickly away from us when the doors opened.*

---

*When you were late to work 3 times in the past week, Suzanne had to work late and people on the same shift were frustrated.*

---

**Situation:** *Bob, I'd like to talk to you about the meeting we had this morning with our vendors.*

**Behavior:** *I noticed that during the discussion, you cut Doug short two or three times when he was trying to ask for more information. You were also paging through your files when Bill and Jody were trying to engage you in discussion about payment plans, and at one point you didn't respond to a direct question Jody asked you.*

**Impact:** *About half-way through the meeting, I saw the three of them roll their eyes and show signs of exasperation, and none of them agreed to get together again when I approached them after the meeting.*

---

**Situation:** *Jerry, I saw that presentation you made to the Board.*

**Behavior:** *I liked how you responded to their questions. I noticed you were able to move out of your prepared presentation to address their concerns without missing a beat, and that you'd prepared well for the kinds of questions you anticipated they'd ask.*

**Impact:** *They were all nodding their heads in agreement when you answered that question about time frame and project costs. It made me confident that you were in control of the material and information. Two people told me afterwards that they have a better understanding of the complexities of this situation after your presentation.*



## Give feedback using the “SBI” Model:

You are currently working with Jim, a new student who consistently talks over you and interrupts you, especially when you are trying to train him. At first you figured that he was just talkative and anxious to demonstrate how much he knew so you gained confidence in him, but yesterday you attempted to give him feedback about something that needed improvement and he immediately jumped in with excuses and didn't let you finish your sentence or express your thoughts. He then quickly changed the subject and talked fast so it was difficult to steer the conversation back to what you had originally been trying to express. The same thing happened last week when you tried to show him how to do a complicated procedure. You have decided to give him feedback about how his communication style is impacting your ability to train him appropriately.

### ***SITUATION:***

### ***BEHAVIOR:***

### ***IMPACT:***

***Don't bother with trivialities.  
If the person's behavior isn't affecting anything, let it slide.***

## Three Steps for Reinforcement

### Step One: Describe the Situation and Behavior

### Step Two: Help the person take credit for success by describing the Impact.

- \* Providing strong examples of the positive impact of people's actions is a good way to help modest people realize the significance of their efforts and help them take responsibility for the full importance of their roles.
- \* Explaining the impact also allows people see how their actions fit into the big picture. This helps them see the value of their contributions and creates extra incentive to repeat and develop those behaviors.

*"I was very impressed with how you calmed the family down, George. The way you spoke to them reassured them that we were doing everything that we could for their daughter, and that we understood about the medication she'd been taking. Because of you how you talked to them, they backed off and gave us the space we needed administer care and get her transported as quickly as possible."*

*"I really appreciate the extra time and effort you put into proofreading the report, Joanne. I noticed all the time you took double checking the figures against the raw data – you caught several errors, and that made a big difference in the success of our report."*

*"I appreciate all you did to pull together these statistics in such a short time, John. I know with so many folks out sick this month it took extra effort to get it done on time. Thanks to your efforts, management had the information they needed to act on our recommendations."*

*"You did a wonderful job coordinating the conference last weekend and keeping track of all the details, Rebecca. Thanks to you, all of the conference presenters arrived in plenty of time to check the equipment and make their presentations."*

### Step Three: Thank the person for his or her contribution.

- \* Be sure to include the words, "thank you."
- \* Encourage the person to keep up the good work.

# **Five Steps for Corrective Feedback**

## **Step One: State the problem backed by facts**

- \* Describe the Situation and the Behavior, providing specific examples to paint a picture of your concerns.
- \* If the behavior is ongoing, cite more than one example of it so your recipient can get an idea of the extent of the problem.
- \* Describe the behavior's Impact, and explain why it is a concern OR defer this item to Step Three.

## **Step Two: Ask questions and listen to discover the reason for the problem**

- \* Give the person a chance to respond. Ask open-ended questions such as, "why do you think this is happening?" and listen openly to the response.
- \* Keep asking questions and listening until you get to the root cause of the behavior, because until the real reasons are identified it will be difficult to address the behavior.
- \* Paraphrase and summarize to make sure both parties are hearing the same thing.

## **Step Three: Get agreement on the problem and help the person take responsibility**

- \* Show understanding for the reasons for the poor performance while reiterating that the performance must improve.
- \* If the person is especially defensive, explain the IMPACT: why is this important and what is at stake? If the behavior continues, what are the consequences for the person, you, the team, the customers, or the relationship? Specific examples of the impact can help the person take responsibility.
- \* Stay focused on the issue; the person might try to side-track the conversation and derail the feedback by bringing up irrelevant issues or excuses.

#### **Step Four: Indicate that you want to resolve the issue and discuss solutions**

- \* Saying something like, “I want to resolve this issue” shows that your intent is not to dwell on the past but rather to focus on the future and solve the problem.
- \* Involve the person in the planning process. Start with an open-ended question such as, “what could happen differently in the future?”
- \* Discuss specific solutions.

#### **Step Five: Summarize and thank the person**

- \* Summarize the conversation, focusing on the solutions developed.
- \* Close the conversation with “thank you.”

*“We can have the conversations needed to create the results we say we want in our lives, or we can have all of our reasons why we can’t have those conversations. But we can’t have both. **Reasons or results.** We get to choose.”*

*Fierce Conversations, Susan Scott, page 155*

## Corrective Feedback Worksheet

- \* **Step One: State the problem backed by facts.** \*Note: be succinct; people struggle with long-winded feedback!\*

What is the **Behavior** that concerns you?

What are some specific examples of when this occurred: The **Situation**?

Describe the **Impact** on you or others. Why does it concern you? What is at stake if the person doesn't correct the problem? (Note: this can be deferred to Step Three)

- \* **Step Two: Ask questions to discover the reasons and root cause of the problem. Acknowledge other factors that might have contributed to this issue and any role you may have played.**
- \* **Step Three: Get agreement and restate the issue itself, explaining its Impact and what's at stake.**
- \* **Step Four: Indicate that you want to resolve the issue and involve the other person in coming up with solutions and evaluating their feasibility. Get commitment to those solutions if possible.**
- \* **Step Five: Summarize and thank the person.**

## Difficult Feedback Situations

- 1. Deflections:** “Kenny is worse than I am at that and no one says anything when he does this” or “The ALS provider I was just working with does it like this, and he taught me that this is the correct way to do it.”
- 2. Uncommunicative or Passive Aggressive:** Answers “yes” or no,” mumbles, or only uses non-verbal communication such as shoulder shrugs. Student doesn't understand approach to treatment or situation; passively agrees to feedback without actual buy-in or learning. Says “Sure, whatever you say,” while thinking “that’s not the way to do it; I’m going to keep doing it my way.”
- 3. Personal or work problems affecting performance:** Personal problems at home, or professional obligations at own station or related to own regular duties causing student to become distracted and decrease performance. When you talk to him, he says “what am I supposed to do? I need to maintain proficiency on the Engine.”
- 4. Blaming:** “I would know how to do this if you were better at explaining things!” “You don’t understand my learning style; I can’t learn from you.” Or, “that’s not what you told me before!”
- 5. Sarcasm and underhand communication/gossip:** “Yeah, because you’re so great at everything.” Or “Are we done? I get it” – but you can tell he doesn’t buy in and that no learning has occurred. Then gossiping to others in subversive comments about your bad training and starting the rumor mill instead of approaching you directly.

## Destructive Responses to Conflict

### Winning at All Costs

**Winning at All Costs** means digging in and holding out against opposition. In attempting to Win at All Costs, we are likely to argue for our own positions to such an extent that we miss opportunities for constructive solutions that would satisfy both parties. The “I” is emphasized so much that the “we” is overlooked.

### Displaying Anger

**Displaying Anger** occurs when a person shows anger through words, or through threatening gestures and facial expressions. It is distinguished from the constructive behavior of Expressing Emotions by both its harshness and its typical focus on the other person. When Displaying Anger, we are unable to control the impulse to lash out and blame the other person for the problem. The angry display may feel good at the moment, but it usually evokes negative responses and escalates the conflict.

### Demeaning Others

**Demeaning Others is among the most toxic behaviors in working relationships, and may be the most destructive of all the responses to conflict.** It includes using sarcasm and indicating disrespect through words and actions. Even if this is intended only as a joke, often what is claimed to be “just kidding” or “just joking around” by the speaker is received as a put-down or criticism by the recipient. When the recipient feels slighted, embarrassed, or hurt by a comment, the impact can be enormously damaging. And when it comes to managing conflict, demeaning behaviors are certain to enflame the situation.

### Avoiding or Yielding

When **Avoiding**, people choose to ignore the person or the problem, hoping that it will go away. In addition to hindering a successful resolution, a person who frequently avoids and ignores conflicts can earn a reputation as someone who is not much of a team player or leader.

**It is only through avoidance that there is a guarantee that the conflict will go unresolved.**

**Yielding** involves giving in to the other person in order to avoid further conflict. Like Avoiding, it fails to engage others directly in an effort to resolve conflict. Although the immediate conflict will indeed be dealt with, the underlying causes will not be addressed and are likely to re-occur. In addition, a person who repeatedly Yields will lose effectiveness on those occasions when it is necessary to work hard to defend one’s position.



# Constructive Responses to Conflict

## Empathy: Dynamic Listening and Perspective Taking

**Empathy**,  
defined as **Dynamic Listening** combined with **Perspective Taking**,  
is the most powerful behavior associated with leadership conflict competence.

**Dynamic Listening** is not merely hearing but understanding. By genuinely listening to the other person, we learn more about the full nature of the problem. This requires time and energy.

**Perspective Taking** means trying to put yourself in the other person's position to understand his or her point of view. It requires a lot of energy and can be hard work, and it can be frustrating to try to understand someone with whom we are in conflict.

- **Content:** Place yourself in the other person's position and see the conflict from that person's viewpoint.
- **Emotions:** Accurately understand and describe how the other person feels.

## Expressing Emotions

**Expressing Emotions** means responding to conflict by openly and honestly expressing thoughts and feelings. *Not expressing emotions* involves keeping feelings bottled up inside. *Inappropriately expressing emotions* involves directing our feelings against our conflict partner. Rather than openly discussing it, we instead act out or in some way retaliate, further escalating the conflict. The result is that problems persist and conflicts perpetuate.

## Reaching Out

**Reaching Out** means taking the first steps to break the deadlock or attempt to make amends. A conflict has no chance at resolution if the conflict partners do not communicate or interact. The act of Reaching Out is intended to address the emotional harm caused during conflict, reduce tension between the parties, and enable them to fully engage in conflict resolution.

## Delay Responding

**Delay Responding** means waiting things out, letting matters settle down, or taking a "time out" when emotions are running high. The primary advantage of Delaying Responding is that we become less likely to respond in rash and emotional ways. Delaying a response "buys time" in which you can let emotional responses dissipate and refocus your attention on resolution.

## Winning at All Costs – Developmental Suggestions

Early in the conflict, identify your fundamental goals—what you really want or need. Don't fight over things that are not really essential for you. Organize the issues into categories based upon your willingness to compromise:

- Disposable issues: wants or desires that you can use as conciliatory gestures.
- Non-essential issues: these would be nice to have, but are not critical.
- Essential issues: these are the points that are most important to you.

During the conflict:

- Don't "lock in" your position. Express your flexibility and open-mindedness by avoiding hard bargaining and phrases like "take it or leave it."
- Restate your understanding of the concerns and problems raised.
- Make your points in a non-threatening way by asking questions.
- Preface your opinions with "I think" or "One possible approach is..."
- Give others time to digest new and unfamiliar ideas and facts.
- Express your flexibility and open-mindedness.
- Agree to disagree. Balance your position with an acknowledgement of common ground and establish where disagreements can co-exist.
- Brainstorm to create solutions that are advantageous to everyone concerned.
- Select solutions that best meet all parties' needs.

Remind yourself:

- I will be flexible, reasonable, and open-minded.
- We can make it a "win one for everyone."
- What I *want* and what I *need* are two different things.
- It's not "me against you" but "us against the problem."
- If I "win," will the "losers" cooperate with me in the future?
- How do I want to be viewed when the conflict is over?

## Displaying Anger – Developmental Suggestions

Begin by working to understand your anger.

- What situations or people provoke me?
- In what situations have I felt angry but controlled it, and why?
- What have been the personal and professional consequences of my displays of anger?

Before a conflict ever arises, practice some specific thoughts and statements that you can use to express your anger in an acceptable manner, by explaining clearly and calmly why you are angry.

- “I am angry because...”
- “I am disappointed at what has occurred.”
- “Although I am angry, I want to discuss this calmly.”
- “I’m angry right now and want to take a break before proceeding.”

If you feel yourself about to erupt, STOP! Remind yourself that “angry” is not the image you want to present. Your goal is control. Ask yourself how you want to be viewed when the conflict is over.

- Mentally schedule a private appointment with yourself during which time you will rant, rave, scream, or otherwise express how you’re feeling.
- Keep your appointment with yourself. Let it all out; you’ll feel better.

Avoid hasty judgments about the value and worth of the person. Re-focus your emotional energy on the problem instead of the person.

Do not raise your voice, slam the table, shake your fist, or engage in other actions that could be interpreted as aggressive or threatening. **Remind yourself:** *Feeling angry is okay but expressing anger in a hostile and aggressive manner is not. Your goal is to control the anger you feel and express it in a more acceptable manner.*

Count down before you blast off:

- Slow your anger with controlled deep breathing. Delay Responding until you are calm.
- Remind yourself: “I am in control and the anger I feel will pass.”
- Reframe “You make me angry” to “I will deal with my anger constructively.”
- Remind yourself: “I control my anger; it doesn’t control me.”

Follow up with the person with who you were in conflict.

- Cool down, then personally apologize to all concerned.
- Take responsibility for your statements and tone. Don’t put the blame elsewhere.
- Ensure that the relationship is back on track.

Cope with the strain of pent-up anger through:

- Relaxation techniques such as massage, deep breathing, meditation, or yoga.
- Vigorous physical exercise.
- Involvement in outside hobbies or interests.

*Motto:*  
If I lose it,  
I lose.

## **Demeaning Others – Developmental Suggestions**

Ask yourself these questions:

- When I deliver critical comments, am I aware of my facial expressions and body language?
- Are my standards concerning quality of work reasonable and attainable?
- Am I critical in front of other people? Do I provide enough praise for good work?
- Are my attempts at humor being seen as sarcastic?
- When delivering feedback, do I focus on the person's work performance rather than his or her personality?

Depersonalize the conflict. View it as a conflict of ideas or approaches, rather than of people.

Express sincere appreciation for differing opinions and approaches. Refrain from sarcasm or cynical remarks.

## Avoiding or Yielding – Developmental Suggestions

First, spend some time reflecting on the causes and consequences of avoiding conflict situations:

- Why do I avoid conflict and/or act distant to the other party?
- What have been the personal and professional consequences of such avoidance?
- What advantages exist for me or the organization of dealing with conflicts more directly?

Develop and practice some thoughts that will keep you actively engaged during conflict:

- Remember that taking the initiative to solve the problem will reflect well on you.
- Reframe “I won’t” and “It can’t be done,” to “I believe we can,” or “Let’s explore that suggestion.”

Begin by making contact with the other person. Engage the other person in a conversation not related to the conflict. Once you feel comfortable with your interaction, then deal with the conflict constructively:

- Communicate frankly and openly with the other person.
- Show your sincere desire to resolve the conflict.
- Address the problem. Be direct but not aggressive.
- Tackle the more easily-resolved issues first, and then work up to more complicated ones.

View obstacles as challenges:

- Envision what you want; remember why taking action is necessary.
- Tell yourself that a forceful style is sometimes necessary.
- Focus on the things you have control over and can change. Push yourself to create solutions.
- Anticipate what others will question or resist, and prepare your response.

If you meet with resistance, don’t concede immediately. Remind yourself that you will need to be persistent:

- Replace “I can’t do this,” with “This may be difficult, but I will try to do it.”
- “If I can’t agree to a proposal, I will say no clearly and explain my position.”
- “When I don’t understand, I will get clarification.”
- “During negotiations, I will not be swayed by extreme offers.”
- “Should the situation become difficult or others become forceful, I will stand my ground and show my integrity.”

## Empathy – Developmental Suggestions

- Do not assume that you know how the other person thinks or feels.
- Signal that you're listening by nodding your head or saying "I see." This does not mean you agree.
- Even if receiving negative information or feedback, remain open-minded.
- Let the speaker finish. *Never interrupt.*
- Maintain good eye contact.
- Mentally put yourself in your conflict partner's place and work to understand his/her point of view, motivation, reaction to the conflict, and approach to conflict resolution.
- Practice taking other perspectives by trying to
  - Identify the weaknesses in your own position or approach.
  - Imagine how and why the other person came to hold his or her position.
  - Imagine what the other person is trying to accomplish.
  - Imagine what the other person thinks *you* are trying to accomplish.
- Give the other person your full and undivided attention when he or she is speaking. Observe the eyes and face.
- Focus on his or her words and behavior, rather than your assumptions.
- Reframe "That's a ridiculous point of view" to "I wonder why s/he thinks that."
- Instead of offering your opinion, ask questions that invite the other person to explain the reasons behind his or her position.
- Ask questions to clarify the issues. If you don't understand, admit it and ask for further explanation.
- Let the other person know when you understand and when you don't.
- Acknowledge the other person's position without agreeing with it by saying "That's an interesting point of view" or "Many people have that same position."
- Rephrase, restate, or summarize what you think has been said.

## Expressing Emotions – Developmental Suggestions

Be sure you *know* the thoughts and feelings that you want to communicate to the other party. This sounds simple, but conflicts often produce an avalanche of emotions, and you should think clearly about what you want to express.

Remind yourself that how you feel is important to the conflict resolution process. Determine *why* you feel that way. What specific features of the conflict are making you feel angry, or frustrated, or ignored?

Before speaking, be sure the emotions are worth expressing.

- Will expressing my emotions be beneficial to the conflict resolution process?
- Am I providing the other person with useful information about how I feel and why?
- Once expressed, is there something that the other person can do about how I feel?

Choose specific, descriptive words, and keep them courteous and professional: “I feel bad” is not very informative. Instead say: “I am frustrated (or angry or disappointed, etc.) because . . .” The more explanation you can provide, the more informative it will be for the other party.

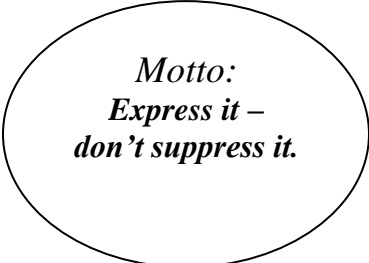
When explaining how you feel and why, be calm, not out-of-control. Ask yourself: How can I describe my feelings in words that are informative yet cast no blame? Calmly and non-defensively explain your emotional state and why you feel angry, frustrated, or hurt. Use “I” instead of “You.”

- “I am hurt by this situation,” rather than “You hurt my feelings.”
- “I am angry,” instead of “You make me so mad!”
- “I’m frustrated about this conversation” rather than “you are frustrating me.”
- “I am disappointed that the conflict has come to this point.”
- “I feel uncomfortable with that solution.”
- “I am frustrated (or angry or disappointed, etc.) because . . .”
- Clarify a statement that is hurtful or seems meant as insult. “I don’t think you meant this but it sounds as if what you said was...”

Check with the person for his or her level of understanding:

- Ask him or her to paraphrase what s/he believes you said.
- Reward understanding by saying “Exactly!” or “You’re right.”

If you feel you are about to inappropriately express your emotions, STOP! Remind yourself that this will not present the image you want to project.



*Motto:  
Express it –  
don't suppress it.*

## Reaching Out – Developmental Suggestions

Don't wait for your conflict partner to be the first to initiate contact. Even if you are certain that you are the more damaged or distressed party, consider the value of maintaining the relationship.

- When you have been hurt or embarrassed by someone and prefer not even to see that person from across the room, think about the price of ending that relationship.
- When you believe you are "owed" an apology, ponder the potential of working together on future endeavors.

If you can see, or even just imagine, the potential of working together in the future, Reaching Out might be the catalyst that not only helps resolve the current issue but leads to meaningful collaboration and a renewed relationship in the future.

In order to Reach Out, follow up with the person with whom you were in conflict:

- Check on the emotional status of the other person. Be supportive but not intrusive.
- Encourage your conflict partner to express his or her feelings, and be accepting and respectful toward those feelings.
- Listening will often be the first, best, and sometimes only thing you can do. Express your sincere desire to understand and work together.
- Directly acknowledge the person's emotions and his/her emotional needs, and never say that s/he is wrong to feel the way that s/he is feeling.
- If you are the cause of another's emotional distress, admit your responsibility and sincerely apologize. This may be the single most powerful technique for moving beyond the current problem.
- If appropriate, ask what you can do to make amends.



## Delay Responding – Developmental Suggestions

Practice recognizing when taking a time-out would be helpful. Think about past conflicts in which your emotions got the better of you. What were the first signs to you that you were getting too emotional? If you can recognize the early warning signs of becoming overly emotional, you are better able to make use of the Delay Responding technique.

Work on developing some effective techniques for calming yourself down:

- Try a deep breathing technique.
- Use mental techniques such as slowly counting to 10 or 20 (or higher if necessary), or take a “mental trip” by envisioning a peaceful setting such as the beach or mountain stream.
- Do something physical, like walking around the building or jogging in a secluded hallway.
- Listen to music or read from a favorite book.
- If appropriate, take yourself out of the environment entirely. Go someplace where you can calm down and collect your thoughts.

Try to identify each party’s ultimate goals in the matter under consideration. Are there any goals that are common to both of you? If so, then you may be able to build on those points of agreement to create a solution acceptable to both sides.

If possible, break down the conflict into smaller and more manageable pieces. Once some of the parts of the conflict are removed and dealt with, the remaining pieces may not be as difficult. And even if they are, the overall size of the problem is now smaller, and may be more solvable.

Think outside the box. Make a list of possible proposals, and don’t worry about how realistic they are—don’t evaluate, just write them down. Then go back and try to evaluate more carefully how feasible each one may be.

Silence can be golden. Strategic or tactical silence allows you to:

- Observe the other person in order to understand his or her perspective.
- Organize your thoughts and strategies.
- Contemplate what has been discussed.
- Detach yourself from emotions of the moment. Cool down before you speak up.

## Hot Buttons

**Hot Buttons** are sparks that can create conflict. These are situations or behaviors in others that tend to frustrate or irritate us enough to cause us to overreact in ways we might not in other circumstances. When pushed, Hot Buttons can provoke you into starting or escalating a conflict.

Understanding our own hot buttons can help us avoid getting thrown off balance.

Rate yourself on a scale of 1-10 for each hot button – 10 being “this is a very hot button for me” and 1 being “this is not a hot button for me.”

Rate 1-10	Hot Button	Definition
	Abrasive	You get especially irritated and upset when working with people who are arrogant, sarcastic, demeaning, and abrasive.
	Aloof	You get especially irritated and upset when working with people who isolate themselves, do not seek input from others, or are hard to approach.
	Hostile	You get especially irritated and upset when working with people who lose their tempers, become angry, or yell at others.
	Micro-Managing	You get especially irritated and upset when working with people who constantly monitor and check up on the work of others.
	Overly Analytical	You get especially irritated and upset when working with people who are perfectionists, overanalyze things, and focus too much on minor issues.
	Self-Centered	You get especially irritated and upset when working with people who are self-centered, care only about themselves, or believe they are always correct.
	Unappreciative	You get especially irritated and upset when working with people who fail to give credit to others or seldom praise good performance.
	Unreliable	You get especially irritated and upset when working with people who are unreliable, miss deadlines, and cannot be counted on.
	Untrustworthy or Dishonest	You get especially irritated and upset when working with people who exploit or manipulate others, taken undeserved credit, or cannot be trusted.

County of Henrico  
TRAINING EVALUATION

Course Name: Feedback, Coaching and Conflict Management for FTMs

Date: July 1, 2014

Instructions: Please check the statement that applies to you in each category.

The instructor demonstrated knowledge about the subject.

24 strongly agree  
1 agree  
0 somewhat agree  
0 hardly agree  
0 strongly disagree

There was adequate time allotted to each topic.

18 strongly agree  
7 agree  
0 somewhat agree  
0 hardly agree  
0 strongly disagree

The instructor created a good learning experience for me.

24 strongly agree  
1 agree  
0 somewhat agree  
0 hardly agree  
0 strongly disagree

The content of the workshop met the stated objectives

21 strongly agree  
4 agree  
0 somewhat agree  
0 hardly agree  
0 strongly disagree

The instructor communicated well with participants.

24 strongly agree  
1 agree  
0 somewhat agree  
0 hardly agree  
0 strongly disagree

The information in the workshop met my needs.

19 strongly agree  
6 agree  
0 somewhat agree  
0 hardly agree  
0 strongly disagree

The instructor presented the material at a pace that was right for me.

22 strongly agree  
3 agree  
0 somewhat agree  
0 hardly agree  
0 strongly disagree

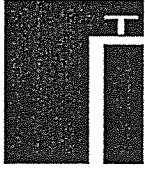
The information will benefit me professional and/or personally.

22 strongly agree  
3 agree  
0 somewhat agree  
0 hardly agree  
0 strongly disagree

99% Overall Instructor Rating

96% Overall Content Rating

97% Overall Course Rating



**EVALUATION OF WORKSHOP**  
**Employee Development & Training**

**Feedback, Coaching and Conflict Management for FTMs**  
*July 1, 2014*  
**Shari Bennett Speer**

**For any instructor ratings of 3 or less, please list suggested improvements.**

◆

**For any content-related ratings of 3 or less, please list suggested improvements.**

◆ Felt a little rushed

**What had the greatest impact for you in this training?**

- ◆ SBI – great tool to deal with conflict
- ◆ The SBI method for giving feedback
- ◆ Reinforcing conflict management tools
- ◆ Different ways to engage conflicts, ways for resolution
- ◆ Exposure to new concepts and ideas
- ◆ SBI
- ◆ The open discussion of subject matter
- ◆ SBI
- ◆ Eye opening
- ◆ SBI – good review of conflict helping and destroying
- ◆ New and very valuable information and skills
- ◆ SBI
- ◆ Breakout sessions
- ◆ Enthusiasm of the instructor
- ◆ Learning new tools for coaching
- ◆ Constructive and destructive habits as well as SBI
- ◆ I learned many great techniques to improve myself as a leader. The instructor was fantastic. Please continue this class!
- ◆ Excellent presenter...motivational and informative
- ◆ Conflict resolution with coworkers/family
- ◆ Presentation of the SBI model
- ◆ Better tools for conflict management and feedback. Instructor was good
- ◆ Interaction with others throughout the workshop
- ◆ Conflict resolution SBI

- ◆ Learning about things I can work on myself as a leader

**List the ways you will use the information you learned.**

- ◆ Coaching subordinates
- ◆ SBI, reduce pitfalls
- ◆ Conflict management
- ◆ Managing conflicts
- ◆ Managing and assisting others
- ◆ Use SBI to make students have a better experience
- ◆ I will definitely use these tools and I look forward to LDP
- ◆ I will apply this to all aspects of my leadership opportunities
- ◆ Will apply to professional and personal life
- ◆ SBI with students
- ◆ I will use SBI in my discussion with interns
- ◆ As an FTM, I will use all the information constantly
- ◆ Apply a systematic approach to giving feedback as needed
- ◆ Mentoring new FFs and ALS providers