

The Difficult Faculty Member: Temperamental, Tyrant or Transformable?

Tom Kincer, MD – Chairman/Program Director
Vikas Gupta, MD – Associate Program Director
Montgomery Family Medicine Residency Program



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Disclosures

- None

Objectives

At the completion of this workshop:

1. The learners will be able to identify the specific characteristics and issues of a difficulty faculty member.
2. The learners will be able to improve their knowledge about the different techniques on how to approach a difficult faculty member.
3. The learners will learn appropriate documentation of encounters with faculty.

To Thine Ownself Be True

- What motivates you?
- On what psychopathologic spectrum do you operate?
- What is your level of Emotional Intelligence?

Common Pitfalls of a PD

- We believe that everyone has potential.
- We think that we can improve everyone.
- We are overly empathetic.
- We give people too long to improve.
- We are afraid of destroying people's dreams.

Truths We Must Learn

- Deficits in knowledge and experience can (usually) be overcome.
- Psychopathology can not be overcome.
 - Temporary (exception)
 - Tolerable
 - Toxic
- Know the Difference

Knowing Your T's

- Teachable
- Troublesome (tolerable)
- Toxic

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Why is it important?

- PD burnout is extremely high with an average PD lasting 6-7 years.
- Knowing where to invest time and energy is **EXTREMELY** important.
- Know when it's time to move on.

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Hiring the Right Person

- How do you find good faculty members?
 - New graduates: your program or another?
 - Private Practice: retiring or relocating?
 - From another program: running or reliable?
 - Employed prior: hospitalist, urgent care, office based, Emergency Medicine?

Non-Residency Experience

PROS

- Real world experience
- Decision Making
- Maturity
- Dealing with bureaucracy

CONS

- Set in their ways
- Looking for something easier
- Dogmatic
- Narrow minded
- Unidirectional
- Self-serving
- May not have worked in a team approach

Hiring from Another Program

PROS

- Prior Experience
- Understands how Programs function
- Has done most all faculty requirements
- Knows ACGME rules
- Worked in a group

CONS

- May be running from something.
- May be pushed away from the former program.
- Can be critical about your program.
- Fixed belief that there is only one way to do something.

Hiring a New Graduate

PROS

- More likely teachable
- Usually willing to learn
- Enthusiastic
- Well rounded
- Understands residency
- Understands residents

CONS

- Lacking in knowledge and skills
- Residents may not view them as “a real faculty”
- Immature conflict resolution skills
- Lacking leadership skills
- May not want to work hard (residents under-appreciate what is required of faculty)

The Applicant

- Directly or Indirectly Known
- Experience
- Personality traits during the Interview
- Communication skills throughout
- Negotiation skills
- Phone calls to references/PD/faculty

Red Flags (hopefully prior to hire)

- Poor Communication Skills
 - Written: email content, timeliness, follow-through
 - Verbal: language, politeness, eye contact
 - Quick to criticize others/your processes or program
- Odd Behaviors: haughty, stiff, restricted, flight of ideas, grandiose, distractible, rigid
- Glibness, Excessively charismatic, Too casual

Red Flags (hopefully prior to hire)

- Excessive time talking about self
- Long-term unidirectional experience
- Motivating factors: spouse needs residency spot, get out of the rat race, needs to slow down, just want to give back
- Difficult negotiations, unrealistic expectations

Deficits in Knowledge and Experience

- Assume all new faculty need education in all aspects of faculty work. Have a good faculty development program.
- Receptivity and Willingness to Learn
- Admits lack of knowledge
- Asks for help
- Approachable

STFM: Emerging Leaders Fellowship

- <http://www.stfm.org/CareerDevelopment/FellowshipsandCertificatePrograms/EmergingLeadersFellowship>
- One year course: on-site plus online: cost \$3,000 plus travel.

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STFM: Residency Faculty Fundamentals Certificate Program

- <http://www.stfm.org/CareerDevelopment/FellowshipsandCertificatePrograms/ResidencyFacultyFundamentalsCertificateProgram>
- On-line 12 month course: Cost roughly \$1000.

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Myers-Briggs Type Indicator

- <https://www.16personalities.com/free-personality-test>
- <https://www.16personalities.com/personality-types>

Myers-Briggs Type Indicator

- Extroversion (E)
- Sensing (S)
- Thinking (T)
- Judgement (J)
- Introversion (I)
- Intuition (N)
- Feeling (F)
- Perception (P)

Analyst

- INTJ: imaginative and strategic thinkers
- INTP: innovative inventors
- ENTJ: imaginative and strong-willed
- ENTP: smart and curious thinkers

Diplomats

- INFJ: quiet and tireless idealists
- INFP: altruistic, eager to help
- ENFJ: charismatic and inspiring
- ENFP: enthusiastic, creative and social

Sentinels

- ISTJ: practical and fact-minded
- ISFJ: dedicated and warm protectors
- ESTJ: administrators, manages things well
- ESFJ: caring, social and popular

Explorers

- ISTP: bold, practical experimenters
- ISFP: flexible, charming, explores ideas
- ESTP: energetic, likes living on the edge
- ESFP: spontaneous, energetic, not boring

Lay Classifications

- Underperformer
- Bear
- Bully
- Naysayer
- Negator
- The Baby
- Aggressor
- Non-player
- Tank
- Sniper
- Know-It-All
- Think-They-Know-It-All
- Grenade Person
- Yes Person
- Nothing Person
- No Person
- Whiner

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The Difficult Faculty

- Dogmatic/Authoritarian/Dictatorial
- Self-important/Demanding/Disregarding
- Dishonest/Misleading/Blame-shifting
- Rigid/Narrow-minded
- Passive/Passive-Aggressive
- Paranoid/Suspicious/Angry
- Disorganized/Delinquent/Deficient

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Difficult Personalities

- Narcissistic
- Anti-Social
- Avoidant
- Passive-aggressive
- Paranoid
- Obsessive-Compulsive
- Dependent

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Faculty A

- Friendly when approached
- Enjoys residents
- Gets mostly good evaluations from residents and staff
- Good teacher on rounds
- Thorough patient care
- Good mentor
- Honest/Trustworthy
- Dependable with basics
- No effort to go beyond the basics
- Rarely volunteers
- Last to arrive/First to leave
- Fails to lead projects
- Rarely shares personal life or have “friends” at the program
- Doesn't contribute to faculty meetings

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Faculty A's Personality Type?

AVOIDANT

- Easily hurt by criticism or disapproval
- No close friends
- Reluctance to become involved with people
- Avoidance of activities or occupations that involve contact with others
- Shyness in social situations out of fear of doing something wrong
- Exaggeration of potential difficulties
- Showing excessive restraint in intimate relationships
- Feeling socially inept, inferior, or unappealing to other people
- Unwilling to take risks or try new things because they may prove embarrassing

Is Faculty A

- Teachable
- Troublesome/Tolerable
- Toxic

Dealing with Faculty A

- Open discussion about expectations beyond the basics.
- Develop shared goals for the short/mid/long-term.
- Complement achievements publicly.
- Develop production incentive that rewards beyond the basics.
- Meet/Review goals achieved quarterly

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Faculty B

- Shows up on time
- Completes work on time
- Friendly in peer situations
- Attends meetings
- Shares thoughts in meetings
- Intelligent
- If most faculty show empathy in a discussion, then goes along with it.
- Demands respect from everyone
- Demeans weaker residents publically
- Wants to fire residents who stand up to him/her
- Wants to fire patients
- Leaves scathing evaluations if he/she believes someone doesn't show respect
- Says everyone lies on their evaluations of him/her just to "get back" at him/her

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Faculty B's Personality Type

Narcissistic

- Exaggerates own importance
- Is preoccupied with fantasies of success, power, beauty, intelligence or ideal romance
- Believes he or she is special and can only be understood by other special people or institutions
- Requires constant attention and admiration from others
- Has unreasonable expectations of favorable treatment
- Takes advantage of others to reach his or her own goals
- Disregards the feelings of others, lacks empathy
- Is often envious of others or believes other people are envious of him or her
- Shows arrogant behaviors and attitudes

Is Faculty B

- Teachable
- Troublesome/Tolerable
- Toxic

Dealing with Faculty B

- Get early legal advice from HR and keep them informed
- Meeting with clear expectations on behavior/communication.
- Develop “Action Plan”. Disclose failure to complete the action plan WILL result in dismissal from the program.
- Offer Leadership coaching. Document that it was offered.
- Meet frequently and document progress/failures
- Set deadline for dismissal if adequate progress fails
- Terminate if goals not met. (They will likely resign prior)

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Faculty C

- New Graduate from your program
- Motivated and Involved as a resident
- Well rounded and intelligent
- Attends faculty meetings and offers thoughts
- Volunteers for extra work
- Approachable
- Asks for help
- Residents complain rounds take too long
- Residents say he/she has trouble making a firm decision
- Has trouble holding others accountable
- Having trouble finishing charts on time. (clinic plus precepting)

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Faculty C's Personality Type

- No strong leanings either way
- Is inexperienced and new to leading others
- Consciously Competent
- Overwhelmed with new skill requirements

Is Faculty C

- Teachable
- Troublesome/Tolerable
- Toxic

Approach to Faculty C

- Be patient
- Provide opportunities to improve leadership such as STFM fellowship
- Coach/Mentor
- Continue to provide positive reinforcement
- Frequent meetings and point out areas to improve. Document progress or lack thereof

Documentation for HR Purposes

- Documentation should be factual, fair, legal, objective, complete, and consistent.
- Avoid opinions (Tom is lazy), editorializing (Mark has an attitude problem), and labeling (Mary is not a team player).
- Avoid trying to interpret behavior (John is drowning in work).
- Minimize your use of descriptive words such as adjectives and adverbs.

Documentation for HR Purposes

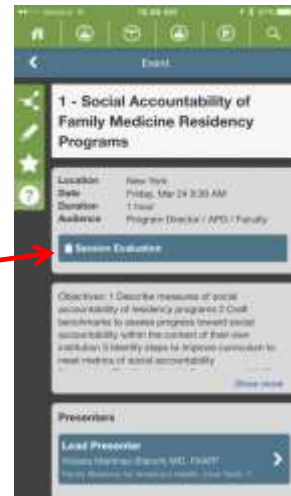
- Make sure that your documentation is unambiguous and that it gets the facts straight.
- Document any agreements, commitments, timelines, and improvements needed.
- Set a date and time for deadlines so that misunderstanding won't occur.
- Have the faculty review and sign agreements, Action Plans and initial due dates.

Summary

- Know yourself first
- Be a wise recruiter/interviewer
- Don't ignore red flags and intuition
- Identify trouble spots early and develop action plans and document
- Know who's teachable/tolerable/toxic
- Move toxic people out quickly

Please
complete the
session evaluation.

Thank you.



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