
CONFRONTING INDIVIDUALS ABOUT PERFORMANCE PROBLEMS
(Serious Problems That Have Not Responded to Feedback, Have Not Been Acknowledged)

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I. PREPARE INDIVIDUAL FOR A PROCESS OF ONGOING FEEDBACK

1. Establish agreed upon goals and objectives in advance
2. Establish rapport
3. Provide ongoing feedback (that reinforces desirable performance as well as addresses performance problems)
4. Promote recipient's elicitation of feedback

II. PREPARE FOR ANY MEETING ABOUT A PERFORMANCE PROBLEM

1. Collect and Interpret Relevant Information.
 - a. Review records and results of past meetings.
 - b. Review data on performance.
 - c. Obtain input from others.
 - d. Interpret the information, cognizant of bias, reliability, or validity problems in the data and of potential biases in data interpretation.
2. Decide upon reason/goals for the meeting and the specific points you want to get across.
3. Anticipate the individual's reactions.
4. Assess your own biases and anticipate your likely reactions to the individual.
5. Evaluate/decide upon your options if individual fails to respond.
6. Practice saying what you want to say (how you say something makes a difference).
7. Inform individual of reason for meeting and encourage him/her to prepare.
8. Set up conducive time and physical atmosphere for meeting.

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III. CONDUCTING A MEETING TO ADDRESS PERFORMANCE PROBLEMS

STEP-WISE APPROACH

1. Open meeting effectively.
individual.
 - a. Assess individual's readiness,
promote rapport.solutions.
 - b. State purpose of meeting.
2. Acknowledge awkwardness/discomfort.
3. State performance issue.

4. Elicit/listen to individual's
self-assessment/reactions.

Individual Acknowledges Problem

5. Define and analyze problem.
reactions.
6. Problem-solve together.
perspective.

10. Support individual and state expectations.
11. Decide upon future actions and follow-up.
12. Assess individual's understanding/acceptance.
13. Summarize.
14. Document.

THROUGHOUT MEETING

- Demonstrate positive regard for
- Focus on specifics, not generalizations.
- Use descriptive, non-evaluative language.
- Label subjective data as such.
- Focus on remedial behaviors, feasible
- Limit amount of material covered.

No Acknowledgement of Problem

7. Recognize/control your own emotional
8. Acknowledge individual's emotions and
9. State your perspective.