

BETTER TOGETHER

coaching

Month 2 Workbook

ADVANCED PRACTICE PROVIDER

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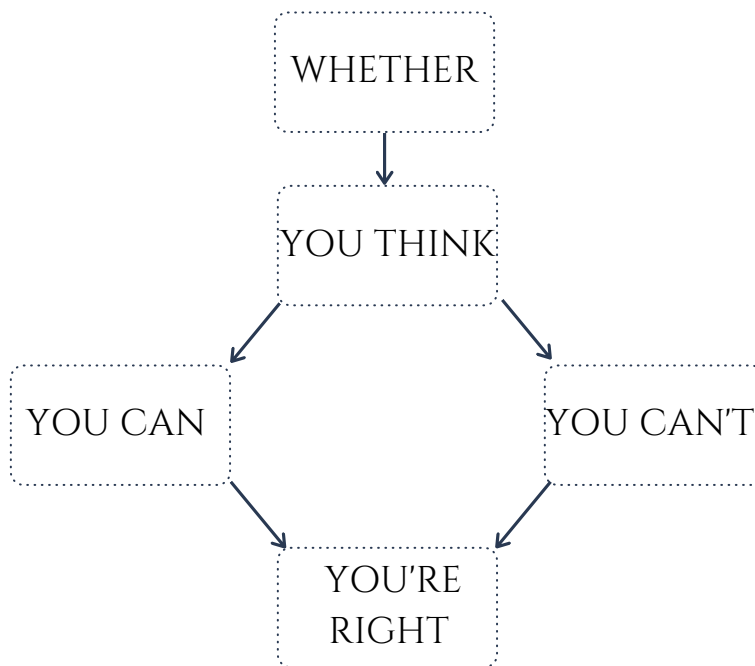
BEING YOUR BEST AT WORK

- Approaching Expectations as an
Emotional Adult

WELCOME

HELLO FRIEND,

This month's work is all about the discomfort that is required for us to grow, improve, and thrive. We will be talking about how to shift from a "fixed" to a "growth" mindset, how to accept and even seek out uncomfortable feedback that will help you improve, how we want to think about other people's assessments of us, and how to become the best human you can be.



Let's get to work!

- ADRIENNE, TYRA, AND THE BT TEAM

THE GROWTH MINDSET

DO YOU EVER...

- hold back from speaking up because you're afraid to "look dumb"?
- let fear of rejection stop you from asking for something you want (scholarships, publications, grants, awards)?
- do everything you can to avoid failing?
- believe that if something is hard for you, it's better not to try?
- hear constructive feedback and use it to confirm harmful beliefs about yourself?
- feel threatened by the success of others?
- believe you're either naturally good at something or you're not?
- believe that your worth is based on what others think of you?

IF YOU DO, YOU'RE NOT ALONE.

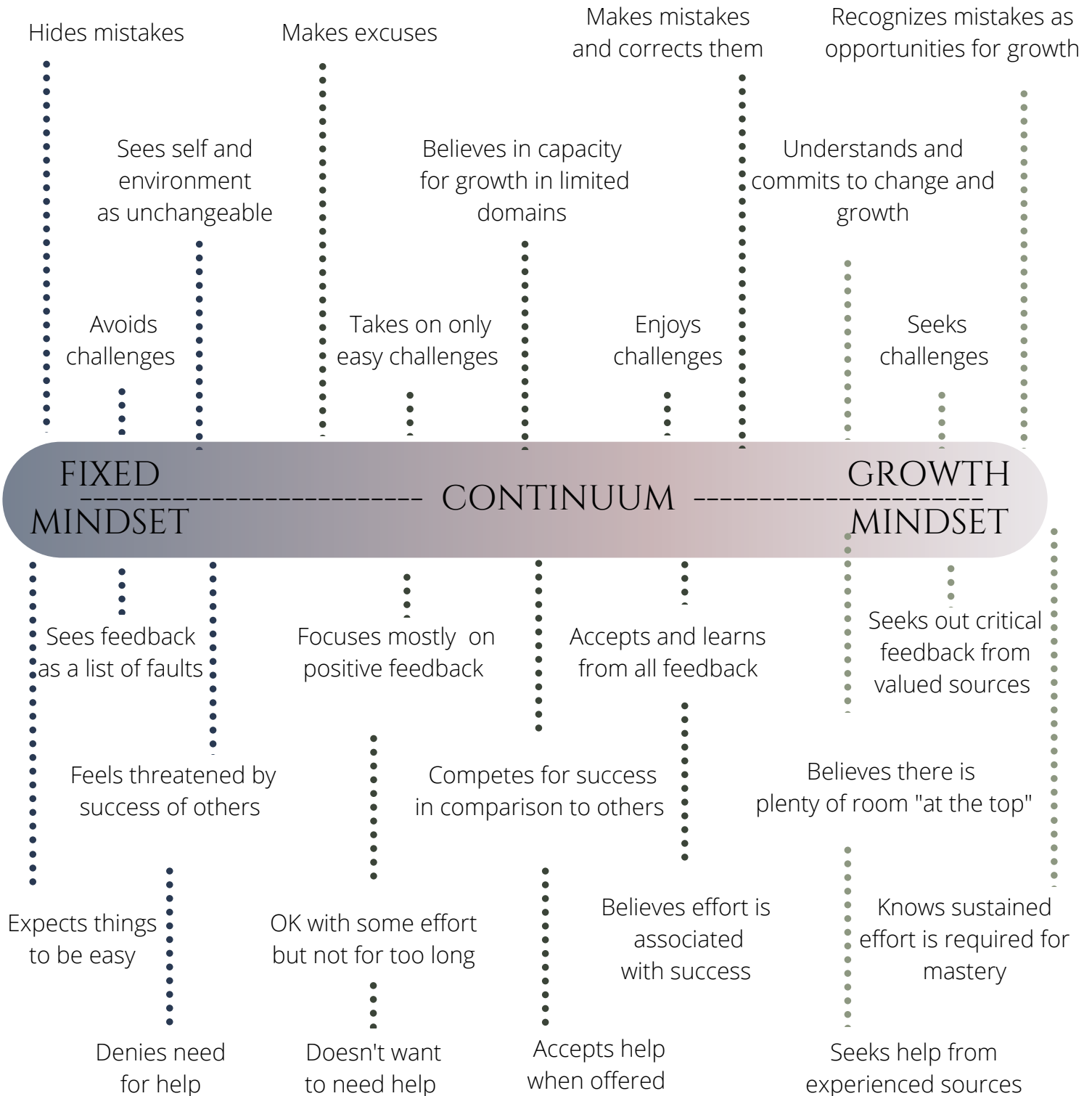
Dr. Carol Dweck describes a continuum according to their implicit beliefs of where **ability** comes from. Some believe success is based on innate ability while others believe it's based on hard work and that failure is a requirement for growth. Dr. Dweck defined these beliefs as a "**Fixed**" or "**Growth**" mindset.

Highly intelligent people (like Healthcare Providers!) often become more fixed as they progress in training and careers. This means we may shy away from challenges if we aren't 100% sure we will succeed or avoid revealing deficits out of fear of being judged, ironically restricting our capacity for growth.

It is normal to have a varying mindset depending on the area of life. There is a growing body of evidence showing that the brain is adaptable. Contrary to what our primitive brain believes, when we introduce opportunities for growth, our performance skyrockets.

It's important to decide how to think about challenges, failure, difficulty, and effort. If something is hard for you, does that mean you're not smart or capable? Or can it mean that you are stronger BECAUSE of the effort, failure, difficulty or challenge?

THE GROWTH MINDSET



Adapted from the work of Dr. Carol Dewck

MINDSET WORKSHEET

This worksheet is a tool to help you identify where you might hold a fixed mindset. Review the items on the mindset continuum. In each row, circle where you think you lie in that row. Do you tend towards a fixed or growth mindset? Let's explore.

Bring anything that comes up to *Ask for Coaching*.

In what areas of your life do you hold a fixed mindset? Write down as many beliefs about yourself as you can (ex: "I am not good at sports", "I'm not competitive enough for that specialty").

In what areas of your life do you hold a growth mindset? Write down as many examples as you can think of ("I seek constructive feedback to improve my soccer performance", "It takes effort and time to learn new things at work, and I know I won't do it perfectly the first time").

MINDSET WORKSHEET

Take one of your fixed thoughts and run it through a model. Get really specific on the "A" line. What is the result of this thought for you?

Ex:

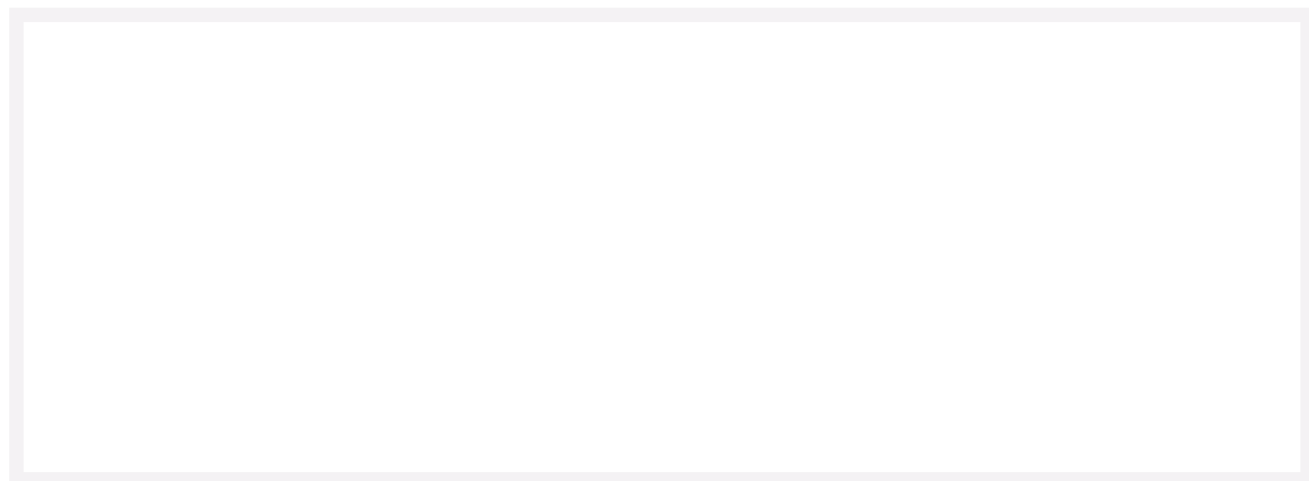
C- Central Lines

T- I am awful at procedures.

F- Inadequate

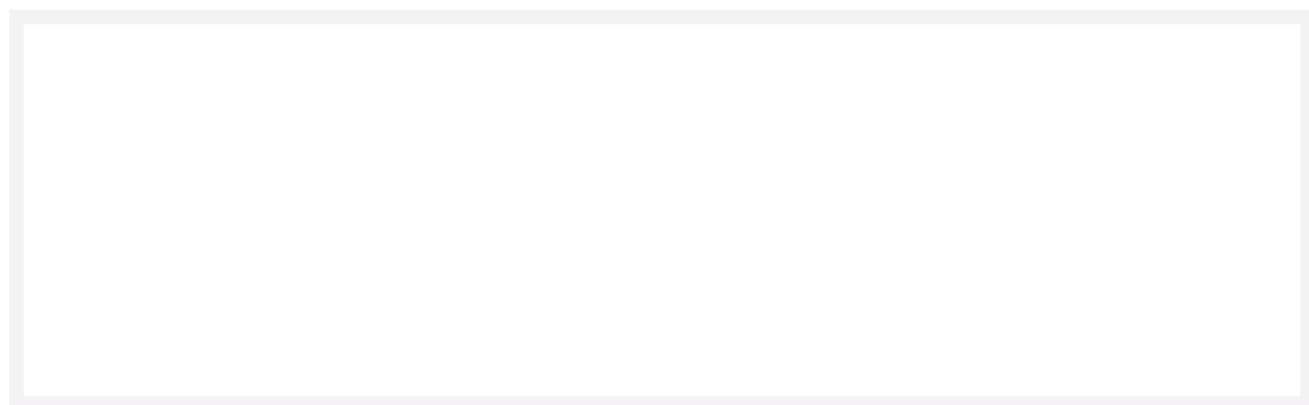
A- Avoid them, give all procedures to the other teammates, rule out fields of medicine that I would otherwise have an interest in, judge myself.

R- I hold myself back from learning and prove my own belief



Now recreate that model with a different perspective. You don't have to take it all the way to being excited about lines, but what are some thoughts that could move you towards a growth mindset? Write at least three down here.

Ex: "It's possible that with practice I could become proficient at this procedure.", "I'm willing to try again.", "I'm becoming someone who is good at procedures."



MINDSET WORKSHEET

TAKE ONE OF THOSE INTENTIONAL THOUGHTS AND PLUG IT INTO A MODEL BELOW.

Ex:

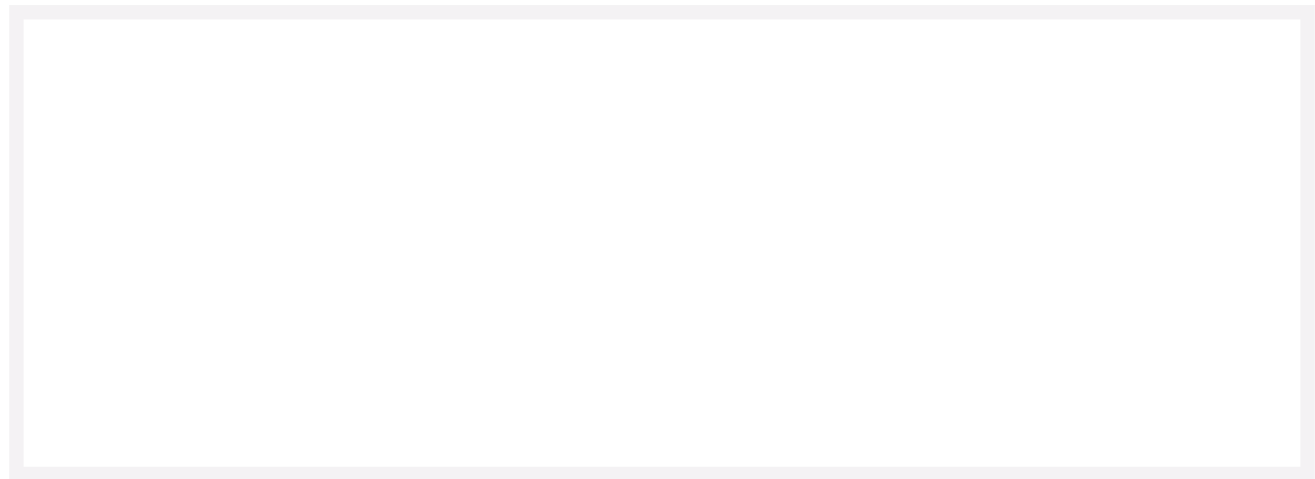
C- Central Line

T- I'm willing to try again.

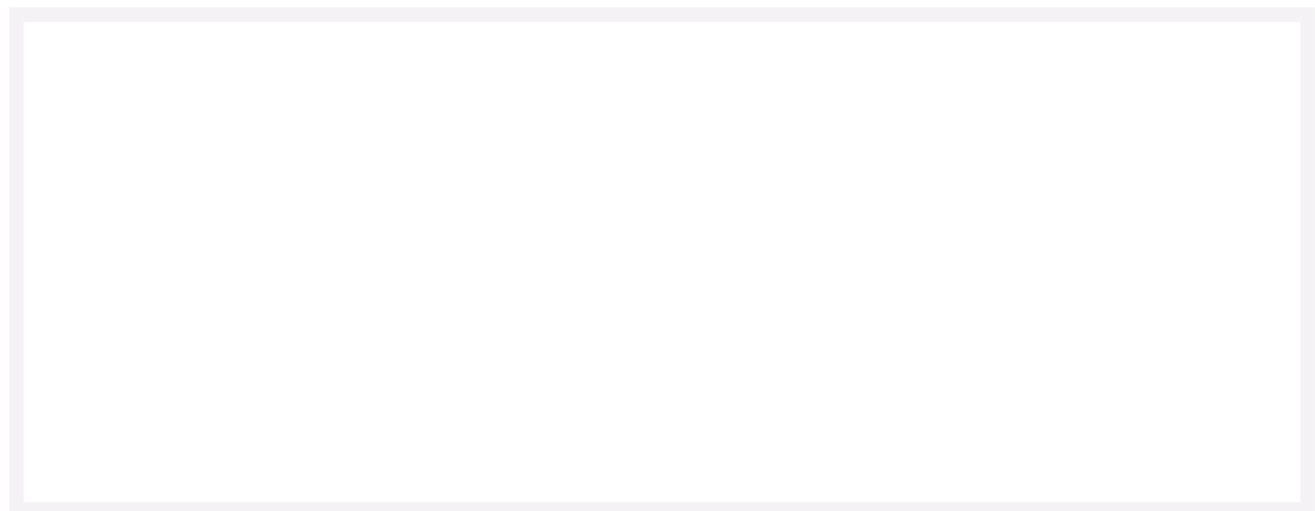
F- Capable

A- Prepare (read, try simulator, etc.), volunteer to do the next one. Seek feedback on performance. Reflect. Try again.

R- I show myself how to grow and have my own back.



Finally, choose one of your *natural* beliefs about yourself that is on the "growth" side of the spectrum. Complete a model on that T. How can you apply that thought/feeling to an area where your thoughts are more fixed?



WELCOMING FEEDBACK

What makes feedback "positive" or "negative"? Your thoughts about it!

An evidence-based hack to shift into a growth mindset is to ask for critical feedback. Dr. Dweck calls this "engaging with your errors." It is absolutely against our nature to do this. Are you kidding? Let someone see and then point out all the ways I am doing everything wrong? No. But, Yes. 100% YES.

By asking a trusted person for critical feedback, you are practicing (even welcoming) discomfort. This is the best possible tactic.

Sometimes, we don't have the option to choose who we ask for feedback from. In fact, it may be an anonymous troll on the internet. The key here is that you have control over your thoughts about and response to the feedback, no matter what the words are.

A common human reaction to critical feedback is defensiveness: "That's not fair", "They don't know me", or "That's not what I meant". Another common response is shame: the desire to crawl into a cave and never come out. Shame says: "I'm an idiot", "I'll never get it right" etc.

Great news! All of these thoughts are optional. But before we can change them, we need to recognize what our unsupervised brain's response is and then can decide if it's serving us.

FEEDBACK AND CRITICISM WORKSHEET

Many, many times in your life you will be on the receiving end of someone else's opinion of you. It might be in the form of a critical evaluation from an attending, your toddler throwing her dinner on the floor every night "yuck!", or an anonymous patient review online.

Think of a time you received constructive/critical/negative feedback.

Who provided this feedback and in what setting?

What exactly did they say (not your interpretation, but the actual words)?

What thoughts went through your head when you heard their words?



FEEDBACK AND CRITICISM WORKSHEET

Take 3 of these thoughts and plug them in. Remember, use only one T and one F per model.

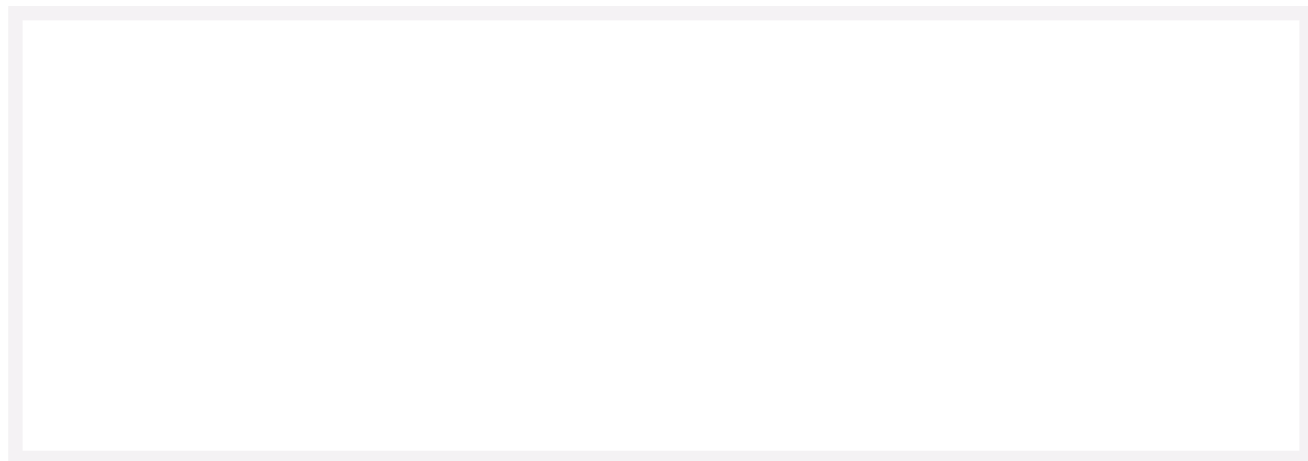
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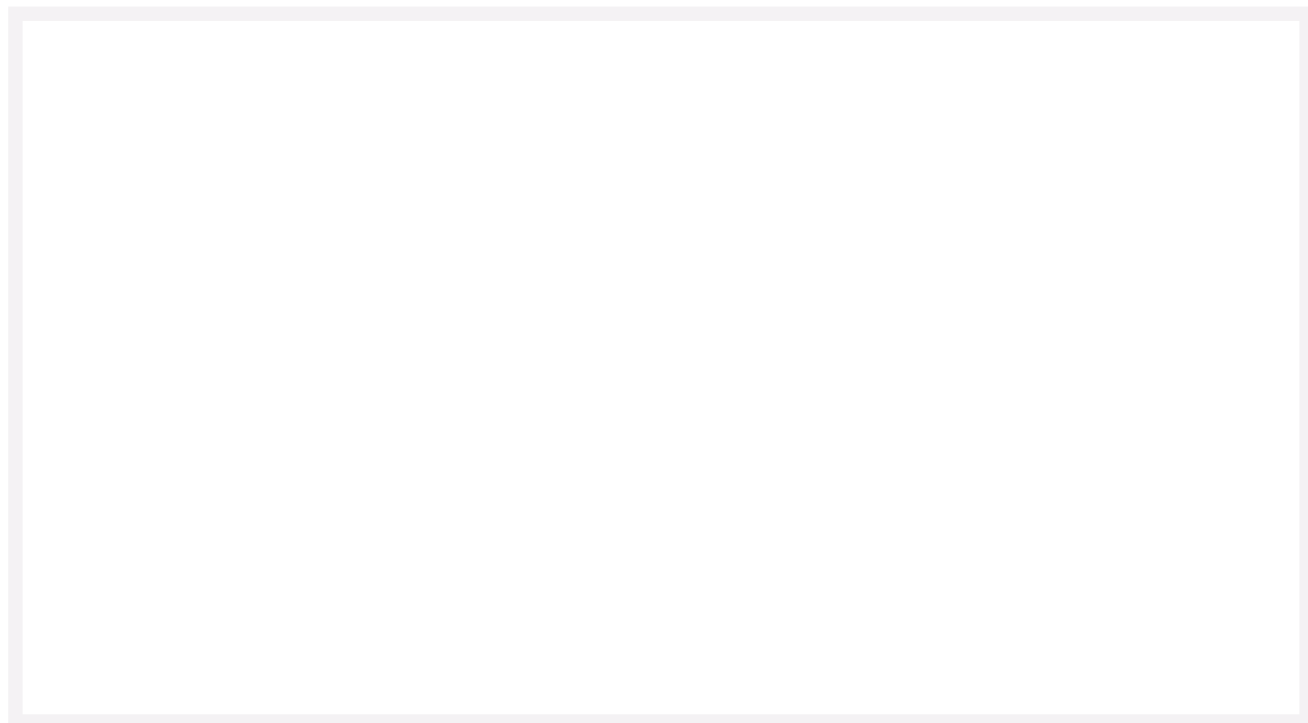
C
T
F
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R

FEEDBACK AND CRITICISM WORKSHEET

What is true about this criticism? Let your defenses down, and write the facts. Try to do this with compassion and without judgment. Do you sometimes think the same thing about yourself? Do you sometimes judge yourself similarly? Do you judge others similarly? Write about it here.



Recognizing the truth in the feedback (if there is any). How do you want to think about it now? How can you change your thought about this feedback?





FEEDBACK AND CRITICISM WORKSHEET

Now retell the story of the feedback in a way that has an upside for you. This is the version you will tell from now on.



ASKING FOR CRITICAL FEEDBACK

What is one area you'd like feedback on this month? It doesn't have to be your biggest "flaw" or fear, just something on your mind that you'd like to improve.

Who can you ask to provide observations and honest feedback?

Practice asking for feedback. Write what you would like feedback on, specifically:

Mini thought download on your fears when you picture getting this feedback:

Pick one thought and run it through a model:

Remember, your primitive brain easily goes to defense or shame with constructive feedback. It's totally normal. Expect it. Plan on it. Process it. Only once you've allowed that discomfort, can you begin to move into a new model.



ASSESSMENT BIAS

ASSESSMENT BIAS IS A THING...

OK, here's the deal. NO ONE (not peers, patients, or your "all-knowing" attendings) knows what your actual ability is. All they know is their subjective experience of you which is filtered by a lot of cognitive bias.

Cognitive biases (there are 200+ of them) are patterns of systematic thinking errors. Our brains evolved to provide shortcuts allowing for quick reactions. The downside is they don't allow us to consider the bigger or truer picture.

There has never been an assessment tool that has any redeemable validity or reliability (Tyra knows, she literally wrote a paper on this! Fainstad T, et al. Bias in assessment: name, reframe, and check-in. Clin Teach. March 2021).

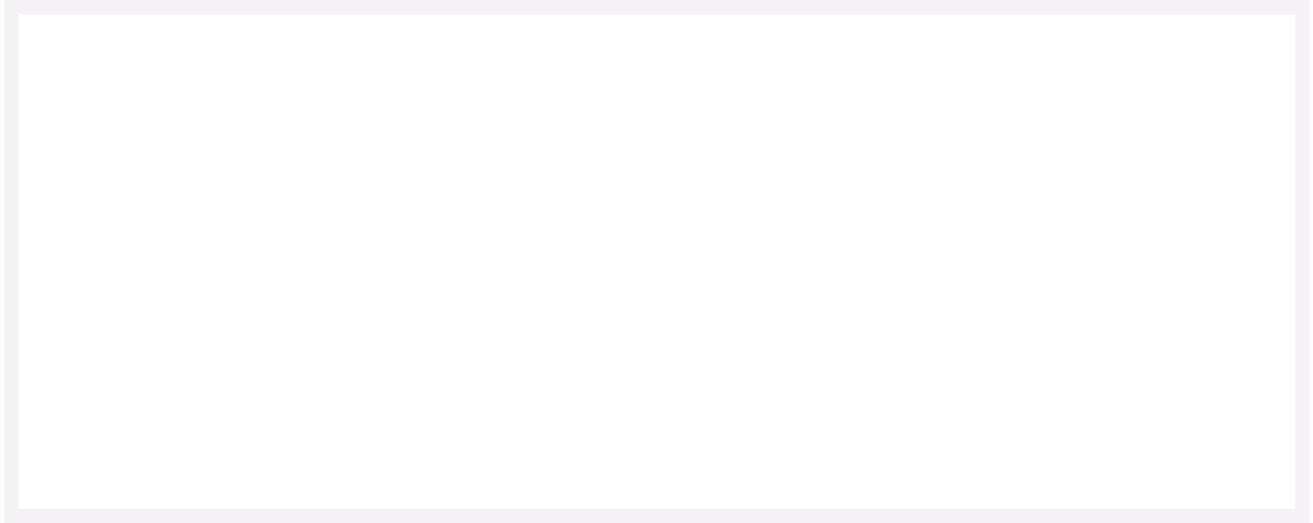
When we internalize other people's biases, it erodes our sense of value and meaning in our work.

This is important because we set ourselves up for disappointment and burnout when we base our thoughts about ourselves on other people's thoughts about us.

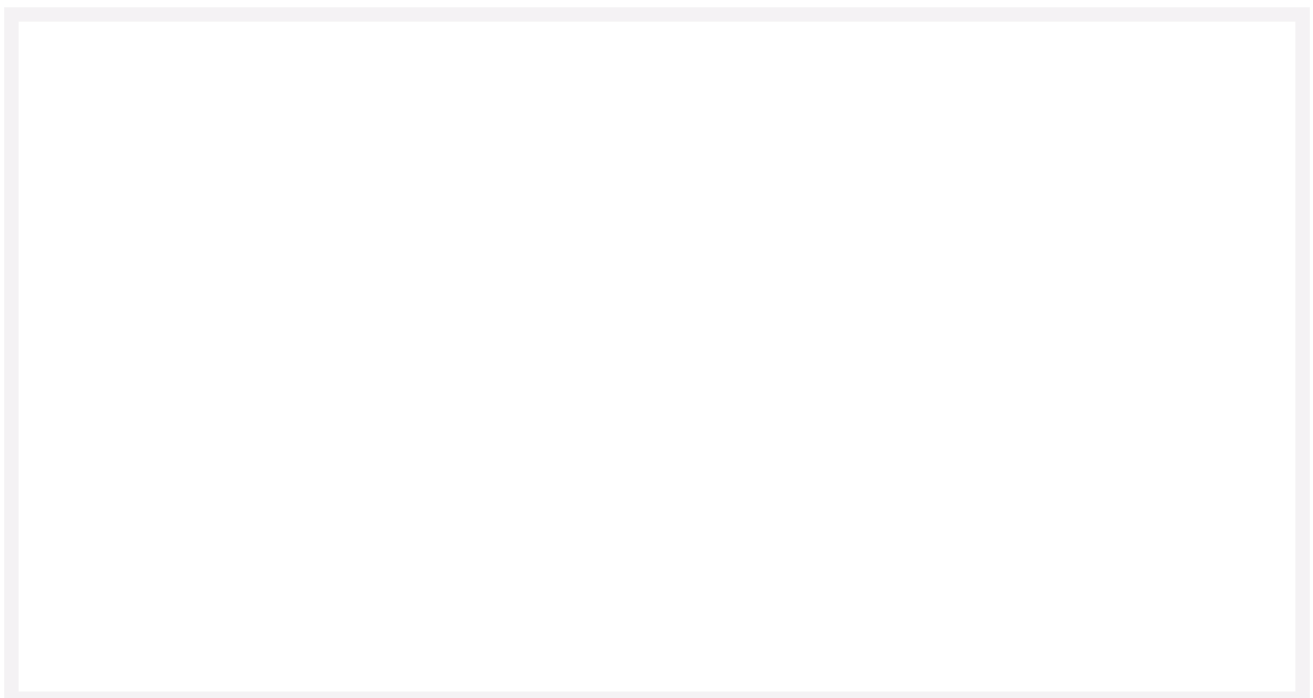
Our goal is to give you the tools to handle and process those assessments through self-coaching and to show you that it's possible to build self-worth intrinsically rather than relying on approval and praise. Trust us, it's worth it.

THE WAY FORWARD

Do a Thought Download on any assessment you've received. This could be a written evaluation, feedback, or anything to which you've attached meaning to about yourself. Identify and allow any emotion that comes up.

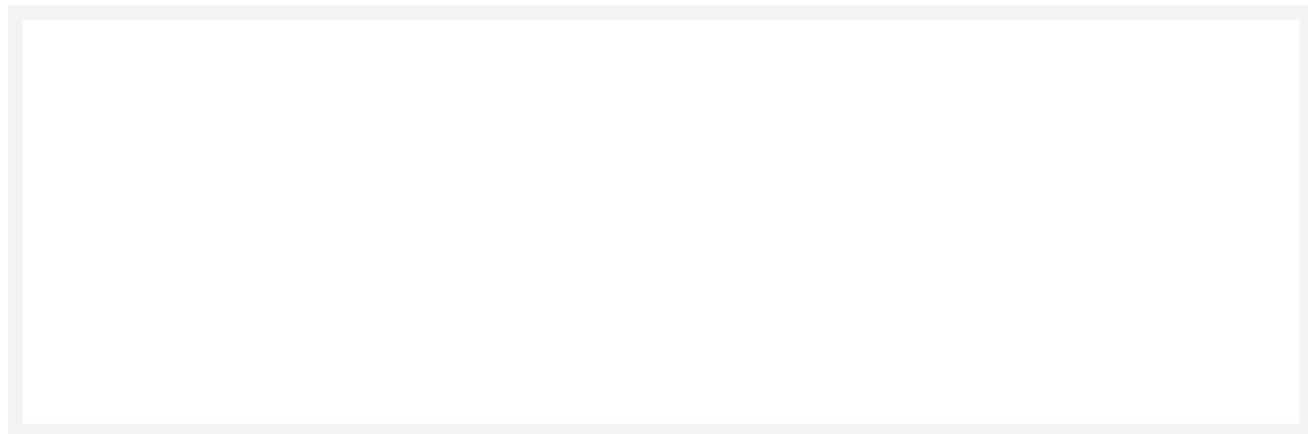


Now, complete a model based on that TD. The assessment words, exactly, are your C. What was your thought about it? What feeling did it bring up? Describe the feeling in your body. How long did it last? Then fill in the rest of the model.



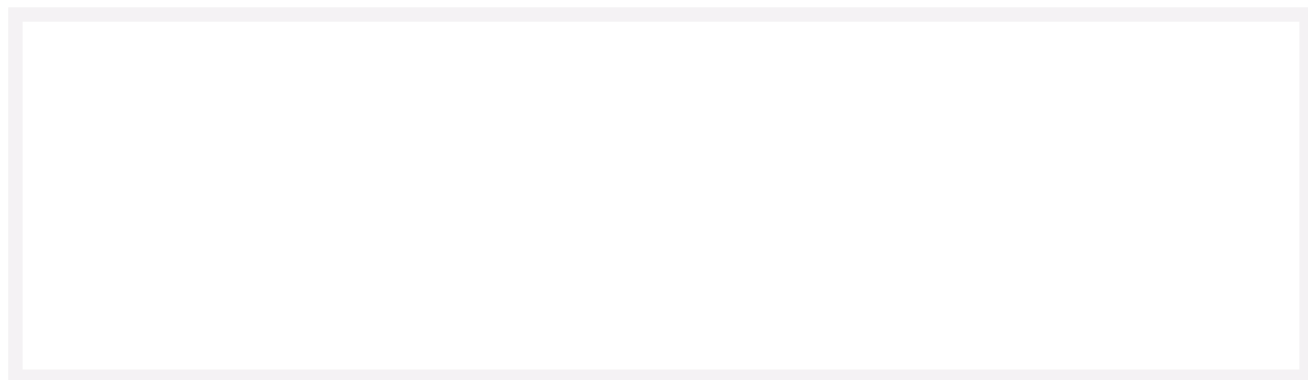
THE WAY FORWARD

Name and acknowledge the bias in this assessment. Remind yourself that the assessment is not the truth about you. It is simply the A line of the other person's model. Remind yourself of the different biases that have shaped that assessment. Can you take the power away from those words and reclaim it?



Not all assessment bias is negative. Positive feedback is often biased too! Our job is simply to become aware of this bias and to not automatically let other people's thoughts about us become our thoughts about ourselves. It's natural to love approval and praise. It gives us a little surge of dopamine. The downside comes when we don't get that hit next time, and we allow our confidence or self worth to go out the window.

Every assessment is a chance to move into a growth mindset. Rewrite an intentional model with the same C, but an R that helps you grow, not shrink.



BEING YOUR BEST

...AT WORK

Now, we learned that we choose the life we have, at work and at home. This work will dig deeper into expectations and how to exceed them. Be sure to bring anything that comes up to *Ask for Coaching*.

What are the expectations of you in your work? If you don't know, where could you find them? Do you have an accrediting body with milestones? A specialty board with targets? A job description or contract?

Have you reviewed these expectations with a mentor or supervisor in the last 6 months? If so, what goals did you set at that appointment? Did you identify areas for growth?

Here are some questions you can ask at your next meeting. Can you answer any now? How can I do better? What are expectations of me (daily weekly, monthly, annually)? How do you recognize success in my position? How will you know if I am successful?



BEING YOUR BEST

...AT WORK

If you aren't getting the answers you need, who else can you ask? Once you have a clear idea of your expectations, you can decide how to show up.

Think about one of the expectations you have of yourself or that a supervisor has for you. How could you blow this out of the water and overdeliver? Start by choosing one domain, and use the "Impossible Goal" worksheet from Month 1.

Remember, you aren't doing this to get praise, approval, or a grade. You do this work so you can honor YOURSELF. You do this work because you are choosing to show up as your best self. You do this work to strengthen your relationship with yourself.

APPROACHING EXPECTATIONS

...FROM EMOTIONAL ADULTHOOD.

Remember that *Emotional Adulthood* means taking full responsibility for your experience. This contrasts *Emotional Childhood* where we blame other people or things for the way we feel, the actions we take, and the results we get.

It's important to stay in emotional adulthood when evaluating your expectations and your job in general. This means taking full responsibility for how you feel and not blaming others or the job itself for your emotions.

It does not mean that the expectations of us are even reasonable and does NOT mean we should blindly accept all expectations of us. If something doesn't feel right, start by asking yourself why you are feeling that way. What thought is causing that feeling? Then ask yourself how you WANT to think and feel about that situation. Is there a way to think about it that would serve you better?

IN THIS WORKSHEET, WE WILL CONSIDER MULTIPLE WAYS OF THINKING ABOUT THE SAME CIRCUMSTANCE OR SITUATION. HERE IS AN EXAMPLE:

C: I'm required to work night shift during my orientation as a new APP in the ICU

T- That's BS- I don't like working night shift

F- Annoyed

A- Complain a lot, don't prepare, avoid work/try to hide while I'm there, criticize whoever made the schedule, gripe, lament, whine

R- I don't allow myself to like working night shift. I have a bad experience working night shift, don't learn, and consider switching departments

THINKING ABOUT THE SITUATION IN THIS WAY CREATED A BAD EXPERIENCE! SEE HOW THE RESULT IS PROOF OF THE INITIAL THOUGHT. THIS APP DIDN'T LIKE WORKING NIGHT SHIFT, NOTHING CHANGED, AND THEY DIDN'T ENJOY THEIR EXPERIENCE. WHAT A WASTE OF EVERYONE'S TIME!

APPROACHING EXPECTATIONS

...FROM EMOTIONAL ADULTHOOD.

What are some other ways you could think about the fact that working night shifts is required in a way that feels better and isn't focused on resisting or changing the circumstance?

C- All new APPs in the ICU have to orient on night shift.

T- This isn't my favorite but I'm curious why its required

F- Curious

A- Ask lead APP about rationale.

Asking other new APPs how it went.

Get curious about ways it could help advance my skills or progress towards other goals

R- I am open to getting something good out of working nights



C- All new APPs in the ICU have to orient on night shift

T- I want to be my best at all time, regardless of the shift

F- Committed

A- Prepare (read), step up and try new things, put myself out there. Stay present with the patients and the experience, look for proof that working nights is contributing to my growth

R- I am my best. I have a positive experience and learn new things.
Win/Win!

APPROACHING EXPECTATIONS

...FROM EMOTIONAL ADULTHOOD.

Think of a circumstance at work in which you see that your initial instinct is to respond in emotional childhood. Write about it here.

What is the result for you of believing this version of the story?

How might you move into emotional adulthood here? Write a new model:

*NOTE: This is **not** toxic positivity where you try to believe something you think is bad is actually good. No. This work is simply taking responsibility for your your F because of your T, rather than the thing itself. If a positive feeling doesn't fit, can you try a neutral one like acceptance, or move into empowered (to change the C)?*