PERFORMANCE IMPROVEMENT METHODOLOGY- PART 1

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Palmetto Health- Corp Quality
OBJECTIVES

- Describe the necessary components for successful change
- Apply techniques for working with improvement teams
- Utilize tools and diagrams to help organize information and the project

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BASICS OF CHANGE MANAGEMENT

Studies have shown:
100% of all changes evaluated as “successful” had a good technical solution or approach
98% of all changes evaluated as “unsuccessful” had a good technical solution or approach

WHY?
THE CHANGE ADOPTION EQUATION

Q: Quality of Technical Solution
A: Acceptance of Stakeholders
E: Effectiveness of Results
CHANGE MANAGEMENT - GETTING STARTED

- Get the right people at the table
- Introductions
- Ground Rules
- Parking Lot
- Expectations
- Facilitation
GETTING THE RIGHT PEOPLE AT THE TABLE

- **Project Sponsor**
  - Sets expectations and direction
  - Provides resources and removes barriers
  - Supportive and interacts with team

- **Facilitator-Project Leader**
  - Not a part of the process
  - Leads the team towards meeting objectives

- **Team Members**
  - Key stakeholders & front line staff
  - Integral part of the process
  - Empowered to make decisions
  - Responsible to implement recommendations
INTRODUCTIONS

- Team member roles
  - In organization
  - In process
- Icebreakers
  - Why to do them
  - Time wasted?
GROUND RULES AND PARKING LOT

KEEP CALM and FOLLOW THE RULES
CHANGE 5 THINGS
EXPECTATIONS

- Defining the project
  - Process maps
  - Fishbone diagram
  - Affinity diagrams
  - In and out of frame tool
  - 15 words tool

- Chartering the team
  - Begun by sponsor and facilitator
  - Completed by team
  - Is a living document that is updated as needed
  - Serves as a contract with the team
CLASSIC FISHBONE DIAGRAM
(CAUSE & EFFECT, ISHIKAWA DIAGRAM)

Source: Institute for Healthcare Improvement
**FISHBONE DIAGRAM- PROCESS TYPE**

--- OR terminal cleaning
-- Pre Op Anemia treatment

--- Pre Op Class
-- Cleared by PCP- comorbidities
-- Smoking Cessation
-- Cleared by dentist
-- Labs and xray if needed
-- Nutritional consult, if needed
-- MRSA screening, treat if needed

--- Blood Mgmt Program
-- Surgeon practice- day of week, # cases, TAT, scrub
-- Surgical team makeup
-- Laminar airflow room?
-- Surgical scrub- same every case?
-- Abx timing
-- Traffic control
-- Anesthesia type
-- Pt, prep- agent, area, timed, personnel
-- Draping- how, who does it
-- Abx in wound/bone cement?
-- Hemostasis product used? Which one?
-- Close product? Abx impregnated?
-- Type of irrigation

--- Blood Mgmt Program

--- Pre Op DOS
-- Blood glucose testing if diabetic--
-- OR between case cleaning--
--- Shower with CHG at home--
--- Clipping of incision site if needed--
--- Pre-op warming--
--- Labs/testing if needed--
--- Pre-op abx--
--- CHG wipes--

--- Pre Op DOS
-- Drain placed?
-- Acticoat dressing used?
-- Incision open TAT--

--- Intra Op
-- Cold therapy postop? Type?--
-- Post op hematoma?--
-- SCDs/stockings/foot pump? What VTE method?--
-- Unit admitted to?--
-- Nursing assignment guidelines on unit--
-- Post op rooms on unit specified?--
-- Post Op teaching? Wound care ed?--
-- TAT end of surgery to ambulating--

--- Post OP
-- Drain removal POD--
-- Blood Mgmt Program
A tool that gathers large amounts of qualitative or language data (ideas, opinions, issues) and organizes them into groupings based on their natural relationships.

Source: Six Sigma Material
IN AND OUT OF FRAME TOOL
15 Words Tool

- **Individual Project Definition**
- **Individual Project Definition**
- **Individual Project Definition**
- **Team Project Definition**

___

circled: needs to be clarified

underlined: common words/phrases
# Project Charter - Example

<table>
<thead>
<tr>
<th>Project Charter</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Project:</strong></td>
</tr>
<tr>
<td>Problem Statement:</td>
</tr>
<tr>
<td><em>Big Y</em></td>
</tr>
<tr>
<td>Key Result Areas:</td>
</tr>
<tr>
<td><strong>Costs</strong></td>
</tr>
<tr>
<td>One time:</td>
</tr>
<tr>
<td>Team roles and responsibilities:</td>
</tr>
<tr>
<td>Team operating agreements:</td>
</tr>
</tbody>
</table>
ESTABLISHING THE NEED FOR CHANGE

The reason to change, whether motivated by threat or opportunity, is instilled within the organization and widely shared through data, demonstration, or demand. The need for change must exceed its resistance.
“Proving” There’s A Need for Change

Threat/Opportunity Matrix
- Includes short-term and long-term threats and opportunities
- Can include a 3rd Devils Advocate column
- Very simple to produce and complete

Three D’s Matrix
- Includes 3 types of evidence
  - Data
  - Demonstrated examples
  - Demand source
- Has space for what information we already have and what we need/desire
## Threat Opportunity Matrix

<table>
<thead>
<tr>
<th></th>
<th>Threat, if we do nothing</th>
<th>Opportunity, if we change</th>
<th>Threat, if we change</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Short-Term</strong> (&lt; 6 mos)</td>
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<tr>
<td><strong>Long-Term</strong> (&gt;6 mos)</td>
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</tbody>
</table>
# Three D’s Matrix

<table>
<thead>
<tr>
<th>Data</th>
<th>What information do we have?</th>
<th>What information do we need?</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Numbers</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Statistics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Trends</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demonstrate</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Best practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Visit other orgs</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Pilots</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Demand</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Internal</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• External</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Regulatory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Accreditation</td>
<td></td>
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</tbody>
</table>
How Much Change is Needed?

- First Order Change:
  - Small things
  - Minimal effort
  - “Low hanging fruit”

- Second Order Change:
  - Complex
  - Requires significant change in behavior
  - Is linked with how people view work
  - Will possibly cause distress
DEFINING THE GOAL(S)

The desired outcome of the change. It should be clear, legitimate, widely understood and shared. It is shaped in behavioral terms.

- Should be a SMART goal
  - S-specific
  - M-measurable
  - A-achievable
  - R-relevant/realistic
  - T-time limited
Defining the Goal(s)

- Behaviors: More of/Less of tool
  - Helps clarify the expectations of the future state in behavioral terms
  - Not productivity or outcomes!

- Elevator speech
  - Helps team members communicate specific messages in a unified, consistent and compelling way
  - 90 sec or less in length
  - Tailored to intended audience
  - Answers following questions:
    - What’s changing?
    - Why is it important?
    - What does success look like?
    - What do you need from me?
# More of/ Less of Tool

<table>
<thead>
<tr>
<th>What will you do more of?</th>
<th>What will you do less of?</th>
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</thead>
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</table>
LEADERSHIP IN CHANGE MANAGEMENT

For change to successfully take place leadership must mobilize commitment to the change. Stakeholders must invest in the change and agree to change their own actions and behaviors to support the change.

It is also the responsibility of leadership to ensure that the systems and structures of the organization are used to complement and reinforce the change.
<table>
<thead>
<tr>
<th>Question</th>
<th>Compliance</th>
<th>Commitment</th>
</tr>
</thead>
<tbody>
<tr>
<td>What does it look like?</td>
<td></td>
<td></td>
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<tr>
<td>What happens when confronted with conflict?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How long does it last? Sustainability?</td>
<td></td>
<td></td>
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<tr>
<td>When is it most appropriate? (what situations)</td>
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</tbody>
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PERSONAL TRANSITIONS MODEL

The Neutral Zone

Ending, Losing, Letting Go

The New Beginning

productivity

Look to the past

Look to the future
Leadership Communication During Change

Communication is the process that takes information and transforms it into understanding.

Employees Want to Know

70%
How will the change affect / impact me and “my job”?  

20%
Business-specific messages

10%
Company messages

Role of Leader/Communicator

Pitching
Facilitating Understanding
OVERCOMING RESISTANCE TO CHANGE

What is resistance?

- “a mental, emotional, or physical opposition to changing your world as you know it?
- “the action of opposing something that you disapprove or disagree with.”
- “the force that tends to oppose forward action.”
REASONS FOR RESISTING CHANGE

Employees:
- Unaware change is needed
- Comfortable with status quo
- History with past changes
- Fear

Management:
- Loss of power and control
- Overload
- Pressures and limited resources
- Lack of experience managing change
- Disagreement with new way or need for change
- Fear
OVERCOMING RESISTANCE TO CHANGE

- TPC Analysis
- Stakeholder Analysis
- Influence Strategy
TPC Analysis - Used to help a team discover how to frame the need for change more broadly

Technical
- Most common
- People fear they lack skills or resources to change
- Habit, fear of the unknown, prior investment/sunk costs in old way
- Outward expressions of personal fears or doubts

Political
- Loss of power, control, decision making ability, status or self-perception
- Struggles of turf, relationships,

Cultural
- Most challenging
- Different than “how we do things here”
- Old cultural mindsets, the good old days, blinders, afraid to let go

<table>
<thead>
<tr>
<th>Sources of resistance</th>
<th>Examples from our project</th>
<th>Strategies for mitigating</th>
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</thead>
<tbody>
<tr>
<td>Technical</td>
<td></td>
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<td></td>
<td></td>
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<tr>
<td>Political</td>
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<tr>
<td>Cultural</td>
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**Stakeholder Analysis** - used to develop a detailed sense of who the key stakeholders are, how they currently feel about the change initiative, and the level of support they need to exhibit for the change initiative to have a good chance for success.

<table>
<thead>
<tr>
<th>Key Stakeholders Groups, Individuals:</th>
<th>Strongly Against _</th>
<th>Moderately Against _</th>
<th>Neutral 0</th>
<th>Moderately Supportive +</th>
<th>Strongly Supportive ++</th>
<th>Reasons for Rating (Observations)</th>
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</thead>
<tbody>
<tr>
<td>Jenny</td>
<td></td>
<td>X</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lauren</td>
<td></td>
<td></td>
<td>XO</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Iain</td>
<td></td>
<td></td>
<td>O↔X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Javier</td>
<td></td>
<td>X</td>
<td>O</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shivam</td>
<td></td>
<td></td>
<td>X↔O</td>
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X=where they are now
O=where they need to be
↔=the gap we need to close
**INFLUENCE STRATEGY** - Used to help the team assess the issues and concerns of each stakeholder.

<table>
<thead>
<tr>
<th>Key Stakeholder</th>
<th>Desired New Behaviors (More of/Less of)</th>
<th>Their Issues/Concerns</th>
<th>Potential “Win/Win”</th>
<th>What</th>
<th>Who</th>
<th>By When</th>
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<tbody>
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SUSTAINING IMPROVEMENT

Once the change is started, it endures and is spread through the organization. Change is integrated with other key initiatives. Early wins are encouraged to build momentum.
SUSTAINING IMPROVEMENT

Making Change Last

Early Successes
Commitment
Excitement
Integration
Learn From Experience
Resources
SUSTAINING IMPROVEMENT

Conscious Competence
“Okay, I’m thinking this through and am successful”

Conscious Incompetence
“Wow, I don’t know what I’m doing”

Unconscious Competence
“Look at me now…”

Unconscious Incompetence
“Don’t know what I don’t know”
A new idea is delicate. It can be killed by a sneer or a yawn. It can be stabbed to death by a joke or worried to death by a frown on the wrong person’s brow.

Charles Browder
GROUP DYNAMICS

The term "group dynamics" describes the way in which people in a group interact with one another. When dynamics are positive, the group works well together. When dynamics are poor, the group's effectiveness is reduced.

Problems can come from

- Weak leadership
- Too much deference to authority
- Disruptive behavior
- Groupthink
- Free riding
GROUP DYNAMICS- FACILITATION SKILLS

- Role of the facilitator
  - Impartial leader
- Team member roles
  - Assign roles
  - Accountability for role
- Know when to intervene
  - Pause prior to ensure this is done appropriately
  - Do not want to alienate, everyone is there for a reason
- Clarify
  - Paraphrase
  - Build on ideas

- Actively listen
  - Encourage participation for all team members
  - Look for non-verbal communication
- Facilitate action
  - Summarize
  - Confirm consensus
  - Build resolution
- End with an Action Plan
  - Who
  - What
  - When
GROUP DYNAMICS - FACILITATION CHALLENGES

- Overly talkative
- Highly argumentative
- Overly helpful
- Rambling
- Personality clash
- Obstinate
- Side conversations
- Inarticulate
- Definitely wrong comment
- Asks for facilitators opinion
- Refuses to participate
- Tells war stories
- Beats the “dead horse”
- Group silence
- Absent from meeting
- Late for meeting
- Hidden agendas
TEAM DEVELOPMENT- 4 STAGES OF A TEAM

- **Forming**
  - Team is getting to know each other
  - Test behaviors for appropriateness
  - Discussion of tasks
  - May be overly polite

- **Storming**
  - Individuality is expressed
  - Group pressures and influence may be resisted
  - There may be emotional responses to group demands
  - Conflicts could occur
Team Development- 4 Stages of a Team

- Norming
  - Develop close ties
  - Identify with the team, move from “I” to “We”
  - Feelings of mutual respect, harmony and trust
  - There is a risk of too much conformity

- Performing
  - Work harmoniously
  - Are very productive
  - Have resolved interpersonal conflicts
  - Work with a flexible structure and interrelated roles
**Effective Meetings**

- Let go of the “tyranny” of the 1 hour meeting
- Put time into the agenda, it’s the roadmap
  - Goal for the meeting
  - Goal for each topic discussion
  - Time per topic
  - Facilitator for each topic
  - Tools/supplies to be used
- Start and end the meeting on time, no catching up latecomers
- End with a summary of the action plan that includes who, what, and when
END OF PART 1

Questions? Discussion?