Learning to Coach and Coaching to Improve

Karen Baldoza, Lauren Macy, and Phyllis Virgil

December 11, 2017
8:30AM- 4:00 PM
Session objectives

- Describe the critical role of improvement coaches within an organization
- Understand that coaches need to build skills not only in improvement methods and tools but, more importantly, in managing the human side of change
- Identify and practice key coaching skills, such as facilitating effective meetings, using team decision-making tools, and building effective measurement systems
IHI faculty

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Agenda

- Setting the context for coaching improvement
- Improvement coach skills and behaviors
- Coaching teams to set aims and develop change ideas
- Using the seven-step meeting process and team tools for effective team meetings and decisions
- Coaching teams on measurement for improvement over time
- Improvement team meeting facilitation
- Coaching teams on testing change ideas through PDSA cycles
- One-on-one coaching
How and where do Improvement Coaches fit into an organization?
Where are you and your organization in the Quality Improvement Journey?
The discipline of coaching

The discipline of coaching focuses on how to help other people develop insights, skills and capabilities to assess and improve their current health care experiences.

Coaching is not about “telling” health care professional groups what to do, but to engage in conversations and develop relationships to support self-reflection to explore new possibilities, innovations and actions to result in desired improvements in health care.

The Dartmouth Institute: http://www.tdiprofessionaleducation.org/leading--coaching-quality-improvement.html
## Comparing different roles

<table>
<thead>
<tr>
<th>Characteristic</th>
<th>Consultant</th>
<th>Mentor</th>
<th>Coach</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Style</strong></td>
<td><em>Gives answers; tells people what to do</em></td>
<td><em>Shows the “student” the way</em></td>
<td><em>Asks questions (Socratic method)</em></td>
</tr>
<tr>
<td><strong>Timing</strong></td>
<td><em>Looks back and then forward</em></td>
<td><em>In the now</em></td>
<td><em>Looking at the present then looking forward</em></td>
</tr>
<tr>
<td><strong>Orientation to Action</strong></td>
<td><em>Client does the work; consultant lets them know if they are on track</em></td>
<td><em>Learning, development and information</em></td>
<td><em>Action, reflection and change oriented</em></td>
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</tbody>
</table>
Early in the life of a team, the coach or facilitator may lead team meetings, conduct just-in-time training, and give the team feedback on group process issues. As the team matures, however, the coach’s involvement with the team decreases.
Remember... A Coach is **not** the Delphi Oracle!
Exercise: Coaching skills and behaviors

Use Nominal Group Technique to generate your table’s ideas about the **skills** and **behaviors** that you expect in a coach.

- Using two different colored sticky-notes, generate ideas on **coaching skills** (on one color) and **coaching behaviors** (on the other color) – one idea per sticky note (4 minutes)

- On the flipchart, organize your ideas with skills on one side and behaviors on the other (10 minutes)
## Generating ideas

<table>
<thead>
<tr>
<th><strong>Brainingstorming</strong></th>
<th><strong>Nominal Group Technique (NGT)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structured</strong></td>
<td></td>
</tr>
<tr>
<td>1. Agree on the topic.</td>
<td>Brainstorming and NGT are similar in that they both are designed to creatively and efficiently generate a list of ideas in a safe environment.</td>
</tr>
<tr>
<td>2. Each team member, in turn, gives an idea (this rotation procedure is key to brainstorming).</td>
<td>NGT follows the basic steps for brainstorming with the following exceptions:</td>
</tr>
<tr>
<td>3. Write each idea on a flipchart.</td>
<td>1. Each member of the team is given a pile of sticky notes.</td>
</tr>
<tr>
<td>4. Keep going around until all ideas are presented.</td>
<td>2. Each person is asked to generate ideas silently, writing one idea per sticky note.</td>
</tr>
<tr>
<td>5. When everyone is passing, the idea generating part is over.</td>
<td>• Usually about 5-10 minutes is sufficient to get ideas down on the sticky notes.</td>
</tr>
<tr>
<td>6. Review the written list for clarity and eliminate duplicate ideas.</td>
<td>3. The sticky notes are placed on a flipchart.</td>
</tr>
<tr>
<td>7. Individuals can clarify what their idea is but there is no rationalizing why they offered the idea.</td>
<td>4. Review the ideas, clarify, and eliminate duplicate ideas as is done in brainstorming.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Unstructured</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>This is the same process as the <strong>Structured</strong> Brainstorming but ideas are given by all team members at any time. There is no need to pass because ideas are not recorded in any order.</td>
<td>The major advantage to NGT is that the rotation procedure is not used. Each person can generate ideas on their own without feeling pressured to offer an idea or embarrassed if they don’t have one and, therefore, must pass on each rotation.</td>
</tr>
</tbody>
</table>
Coaching characteristics

“Coaching is a special kind of relationship and one must therefore be mindful of its special characteristics.”


Coaches need to be:

- Approachable
- Open-minded
- Fair and equitable
- Patient
Coaching skills

- Excellent analytic skills
- Excellent group dynamic skills
- Excellent planning and project management skills
- A sense of urgency and a focus on results
- Protected time to serve as a coach
- Customer focus (it’s not about the coach!)
- Excellent listening skills
- Ability to synthesize qualitative and quantitative information
- Ability to ask clarifying questions
- Ability to give constructive feedback
- Active listening
- Facilitation skills
- Interviewing skills
- Strong knowledge base
- Organizational skills
- System-level thinking and analysis

Which skills do you feel you already have?
• Uses questioning techniques to facilitate client’s thought processes to identify solutions and actions rather than taking a directive approach
• Supports the team by setting appropriate goals and methods of assessing progress in relation to these goals
• Observes, listens, and asks questions to understand issues that may be influencing quality of patient/customer care
• Maintains positive attitude and at all times, is supportive and non-judgmental
• Manages the relationship to ensure the individual/organization receives the appropriate level of coaching at the right time
• Discourages the team building an over-reliance on the coach
• Encourages independence and builds capability
• Identifies facility-specific training and support needs
• Models effective listening (eliciting and synthesizing information)
• Models effective communication (verbal/nonverbal)
• Makes effective presentation of relevant information (oral and written)
• Establishes empathic relationship building with rapport and trust
• Creates respect for diversity and flexibility in communication
• Builds self-awareness

Which behaviors do you practice regularly?
When working as an Improvement Coach, however, remember that …

You do not get commitment out of fear. All you get is compliance.

Anonymous
The secret to getting ahead is getting started. So ...
Model for Improvement: Coaching teams to develop aims and change ideas

Karen

9:00-10:00 AM
A model for learning and change

Sustaining improvements and spreading changes to other locations.

Developing a change.

Implementing a change.

Testing a change.

Test under a variety of conditions.

Make part of routine operations.

Theory and Prediction.

Data are used throughout the sequence.

The sequence of improvement.
Model for Improvement

Aim

Aim: What are we trying to accomplish?

- Aims describe what is to be improved, how much, by when, and for whom.
- Aims are a commitment to achieve measured improvement in a specific system, with a definite timeline, and specific numeric goals for outcomes (ambitious but achievable).

An organization will not improve without a clear and firm intention to do so.
This Photo by Unknown Author is licensed under CC BY-NC-SA
Two similar but different aims

Lose Weight

Be Healthy
Why aims matter

“Quiet at Night”

Sleep
Why aims matter

From…
• Improve percent of patients reporting their room is always quiet at night
• Be quieter
• Make management happy
• Get some new equipment

To…
Aim: Improve patients reporting they got 6+ hours of sleep per night from 30% to 60% by September 30, 2018.
Essential components of an aim statement

- **What?** State the focus of your improvement effort (make sure it relates to the fundamental customer need)

- **How good?** Declare a numerical goal for outcomes, ambitious but achievable

- **By when?** Specify the timeframe

- **For whom?** Name the customers or population of focus, primary persons to receive benefit

- **Where?** Define the process or system you want to improve. What is the scope? Boundaries? Starts/Stops?
Example: Aim statement

Reduce the number of families with children who are facing eviction from 15% to 5% in the Springfield community by June 2018.


Aim statement cautions!

1. The Pet Project
2. The From on High
3. The Bamboozler
4. The Wildly Ambitious
5. The Lack Luster

Source: Phyllis M. Virgil, PMV Consulting, LLC
Aim statement: Tips from the trade

- You will sink or swim based on the clarity and commitment to your aim; however, do not get stuck in perfection(ism) – plan to iterate and update
- Involve team (sponsors, team, subject matter experts)
- Aim for clarity: Could 5 members of the team describe what you were trying to achieve?
- Focus on issues that are important to your organization:
  - Provide a compelling reason for why now, link to strategic plan – pull on the heart as well as the head
  - Build on the work of others (steal shamelessly!)
Aim statement: Tips from the trade

- Focus on outcome versus process measure
- Stretch versus realistic goal (overwhelmed or energized)
- Ensure you understand the current state:
  - System or process
  - Current performance
- Beware of MBF (Management By Fear), numerical goals can backfire in a fear driven culture
- Prevent scope creep and focus energies > identify clear boundaries (Start? End?)
Let’s try it…Email management

- Create a team (table) aim for email management – 10 minutes
  - Remember to include: What? How much? By when? For whom? Where?

- Pretend someone just handed you your aim statement for review. Review it as if you were providing coaching to this team. – 5 minutes
  - Use the Coaching Guide to do a self-assessment of the aim statement – what’s good, what could use improvement, what feedback or coaching would you provide

- Revise as needed
Coaching guide: Aim statement

- Is the problem or opportunity clearly stated?
- Do you know what are they going to do about it – **what** do they plan to improve?
- Do they state the intended result or outcome and how good they want it to be – **how much** do they plan to improve?
- **By when** do they plan to achieve this improvement?
- **For whom** will it happen? Who will benefit from the improvement?
- Is it clear **where** the team will be working? Scope, boundaries, start/stop?
- **Why** did they pick this process – why is it important to improve?
Elements of an expanded aim statement (a.k.a. team charter)

Core aspects:
- Aim of effort (what)
- Goals (how much)
- Time (by when)
- Scope / boundaries (where)
- Customers (for whom)
- Importance (why)
- Basic strategy (how)
- Team (by whom)
- Stakeholders (with whom)
- Guidelines, resources

Source: Adapted from John S. Dowd, Courses in Continual Improvement.
The definition of insanity is doing the same thing over and over and expecting a different result.
## Reactive vs. fundamental change

<table>
<thead>
<tr>
<th>Reactive Change</th>
<th>Fundamental Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>(First order change)</td>
<td>(Second order change)</td>
</tr>
<tr>
<td>• Keep the system running</td>
<td>• Create a new system of performance</td>
</tr>
<tr>
<td>• Solve problems or react</td>
<td>• Design or redesign some aspect of the system</td>
</tr>
<tr>
<td>• Return the system to prior condition</td>
<td>• Necessary for improvement beyond problems</td>
</tr>
<tr>
<td>• Tradeoff among measures</td>
<td>• Alters the system in a visible, measureable way</td>
</tr>
<tr>
<td>• Short-term impact</td>
<td>• Impacts several measures</td>
</tr>
<tr>
<td></td>
<td>• Creates long-term impact</td>
</tr>
<tr>
<td></td>
<td>• e.g., Standardization, hardwiring changes, changing boundaries of the system</td>
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</tbody>
</table>
First order change

MORE:

- Of the same ideas/changes already tried/implemented
- OR
- More resources:
  - Time, money, staff, effort, inspections, alerts, screens, posters, warnings, stickers, education, in-services, “talking tos,” data reviews, meetings, advice, mailings, reminders, beds, paperwork, policy and procedures, blips and bleeps, lights, signage, rooms…

- Now consider your car is not running well

All improvement requires change, yet not all change leads to improvement

Source: Bill Peters
Second order change

MORE: NOT MORE!
- Change that is fundamentally different
- Think of a flow chart
- Human behavior/movement is changed
- Hard to come up with because of the power of the human mind, “perceptual ruts”
- Is responsible for 90-95% of improvement
- (but sometimes MORE is needed!)

And is a great thing to tease each other about!

(“I don’t know, sounds like more to me?!”)
Changes: What changes can we make that will result in improvement?

Five methods to develop fundamental change:

- Logical thinking about the current system
- Benchmarking or learning from others
- Using technology
- Using change concepts
- Creative thinking
Logical thinking

- Talk to subject matter experts – i.e., those who supply, work in, or use the current process
- Collect data and look for variation
- Study in detail a “sample of one” or a case study approach
  - Follow one person or case through the whole process to uncover issues and opportunities in the current system. This learning often encourages logical thinking about high-leverage changes that could have an impact on the whole.
- Tools to investigate the current state
  - Cause and effect / fishbone / Ishikawa diagram
  - 5 whys
  - Flowcharting
  - And many others…
Using change concepts

Change concept = A general notion or approach found to be helpful in developing specific change ideas that result in improvement

See:
- *The Improvement Guide*, page 132, for a list of 72 change concepts; Appendix A provides detail on each
- IHI Improvement App
Using change concepts

Change concept = A general notion or approach found to be helpful in developing specific change ideas that result in improvement

See:
- *The Improvement Guide*, page 132, for a list of 72 change concepts; Appendix A provides detail on each
- IHI Improvement App
### Complete list of change concepts

#### Eliminate Waste
1. Eliminate things that are not used
2. Eliminate multiple entry
3. Reduce or eliminate overkill
4. Reduce controls on the system
5. Recycle or reuse
6. Use substitution
7. Reduce classifications
8. Remove intermediaries
9. Match the amount to the need
10. Use Sampling
11. Change targets or set points

#### Change the Work Environment
27. Give people access to information
28. Use Proper Measurements
29. Take Care of basics
30. Reduce de-motivating aspects of pay system
31. Conduct training
32. Implement cross-training
33. Invest more resources in improvement
34. Focus on core process and purpose
35. Share risks
36. Emphasize natural and logical consequences
37. Develop alliances/cooperative relationships

#### Improve Work Flow
12. Synchronize
13. Schedule into multiple processes
14. Minimize handoffs
15. Move steps in the process close together
16. Find and remove bottlenecks
17. Us automation
18. Smooth workflow
19. Do tasks in parallel
20. Consider people as in the same system
21. Use multiple processing units
22. Adjust to peak demand

#### Manage Variation
51. Standardization (Create a Formal Process)
52. Stop tampering
53. Develop operation definitions
54. Improve predictions
55. Develop contingency plans
56. Sort product into grades
57. Desensitize
58. Exploit variation

#### Design Systems to avoid mistakes
59. Use reminders
60. Use differentiation
61. Use constraints
62. Use affordances

#### Enhance the Producer/customer relationship
38. Listen to customers
39. Coach customer to use product/service
40. Focus on the outcome to a customer
41. Use a coordinator
42. Reach agreement on expectations
43. Outsource for “Free”
44. Optimize level of inspection
45. Work with suppliers

#### Optimize Inventory
23. Match inventory to predicted demand
24. Use pull systems
25. Reduce choice of features
26. Reduce multiple brands of the same item

#### Focus on the product or service
63. Mass customize
64. Offer product/service anytime
65. Offer product/service anyplace
66. Emphasize intangibles
67. Influence or take advantage of fashion trends
68. Reduce the number of components
69. Disguise defects or problems
70. Differentiate product using quality dimensions

#### Manage Time
46. Reduce setup or startup time
47. Set up timing to use discounts
48. Optimize maintenance
49. Extend specialist’s time
50. Reduce wait time
IHI Improvement App

The Improvement App
Institute for Healthcare Improvement  Education

Everyone

This app is compatible with all of your devices.
Improvement App – Home Screen

- Concept of the Day
  - Standardization

- Browse Change Concepts
  - Explore the catalog of ideas

- Inspire Me
  - Need a place to start?

- My Favorites
  - Change concepts you have saved

- Model for Improvement
  - Information about the MFI
Change concepts tips

- Concepts themselves are not ready to be directly applied to making improvements
  - Considered within a specific context and turned into a change idea

- Alternatively, you can:
  - Observe a specific idea in another context (e.g., when benchmarking)
  - Extract the concept behind the idea, and then
  - Apply the concept to your context and create a new idea that is potentially useful for improvement of your process or system

- You can use change concepts (purposefully or randomly chosen) to provoke new thinking – creative thinking!
Change concepts and benchmarking

What I saw? | Theme, Concept, or Core Question | How might I…?
---|---|---
![Image 1] | Reward & recognize staff | • Keep boxes of Umbrellas ready for rainy days
| ![Image 2] | Support staff wellness & resilience | • Work on a staff discount at the local grocery store
| ![Image 3] | | • Provide a gym stipend
| | | • Offer meditation spaces
| | | • “Thank you” stickers
| | | • Offer dry cleaning service through a vendor
| | | • Ask the CEO to send notes of appreciation
| | | • Start an “employee of the month” club
| | | • Start each meeting with a five minute stretch
Creative thinking

- Creativity implies having thoughts that are outside the normal pattern.
- What can you do to have “new” thoughts?
- How do we “provoke” new thinking?
A practical need often drives creativity!
Not all creative ideas work out!
At the heart of Edward de Bono

We are born without pre-conceived ideas about the world. With experience, we come to recognize patterns and categorize the things and situations we see. With experience, we become able to find a category or pigeonhole into which to put many situations. This is great because it allows us to react rapidly to these situations. The disadvantage is that our thinking becomes limited. If we do not have a pigeonhole into which to put something we are looking at, sometimes [we] just don’t see it. We carry many assumptions around in our minds, and these assumptions make us blind to new possibilities.
The World

Conceptual view of “perceptual ruts”

Your perceptual ruts can work against you
Lateral thinking (literally, sideways thinking) uses various acts of “provocation” to escape perceptual ruts and free us from previously locked assumptions and come up with fresh new ideas.
Lateral thinking (literally, sideways thinking) uses various acts of “provocation” to escape perceptual ruts and free us from previously locked assumptions and come up with fresh new ideas.
Falls prevention viewed through this model

Falls in hospital

Provocation!

We could use all these non-clinical staff as our extra set of eyes, ears, and hands!

Lateral thinking

We do an assessment

Short staffed

Can’t be everywhere

Clinical problem

Use a no-pass policy for all employees

Lateral thinking (literally, sideways thinking) uses various acts of “provocation” to escape perceptual ruts and free us from previously locked assumptions and come up with fresh new ideas.
Methods for generating new ideas

- Lens of profound knowledge (Improvement Guide, Chapter 4)
- Developing a change (Improvement Guide, Chapter 6), for example:
  - Challenge the boundaries: Eliminate, expand
  - Use unrealistic goals
- Change concepts (Improvement Guide, Appendix A; app)
- Edward de Bono’s Lateral Thinking (next)
- IHI Idealized Design (on IHI.org)
- IDEO’s “deep dive” (or TCAB’s Snorkel) (see Appendix)
- Others that you know of?
de Bono’s Lateral Thinking methods

- Provocation
  - Escape
  - Reversal
  - Exaggeration
  - Distortion
  - Wishful thinking
- Movement (e.g., moment-to-moment)
- Random entry (e.g., random word)
- Concept triangle
- Six Thinking Hats

Source: The Improvement handbook, API, 2007, Chapter 16, Creativity Methods.
Let’s try it…Generate change ideas

- Using your team’s aim, generate change ideas using one of the following creativity exercises (pick one as a team to try) – 1 minute
  - Random word
  - Exaggeration
- Silently do the exercise for yourself – 5 minutes
- Then share your ideas round robin with your team – 5 minutes
- Write ideas on the flipchart
  - As many as you can come up with! Be creative!
Creativity exercise 1

- Random word: (Insert here, Karen can provide)
- Silently, list all the words you associate with that word:
  - (Here)
  - (Here)
  - (Here)
- Then generate as many ideas as you can about how this word could spark an idea for improvement
  - (Idea)
  - (Idea)
  - (Idea)
- Share your ideas with your team
Creativity exercise 2

- Use exaggeration (or wishful thinking!): *We only receive 3 emails a day*
- Silently, write down as many ideas about how this could spark an idea for improvement
  - (Idea)
  - (Idea)
  - (Idea)
  - (Idea)
- Share your ideas with your team
Example: Creativity exercise 3

1. Choose a **change concept** at random (*Improvement Guide* page 132 or Appendix A, change concept slide, “inspire me” function on the app)

2. Discuss ways that change concept might be applied; come up with one or more specific changes that could be tested related to that concept
Improvement App – Home Screen

- CONCEPT OF THE DAY
  standardization

- BROWSE CHANGE CONCEPTS
  explore the catalog of ideas

- INSPIRE ME
  need a place to start?

- MY FAVORITES
  change concepts you have saved

- MODEL FOR IMPROVEMENT
  information about the mfi
Example: Creativity exercise 4

- Ask “why”
  - For example: Why do coffee cups have handles? They are too hot to hold. How else could we achieve this?
    - Insulated cups
    - Sleeves
    - Coffee “coozi”

- Ask yourself “why” about something you do. Generate as many ideas for improvement
  - (Idea)
  - (Idea)
  - (Idea)
Selecting change ideas: Matrix diagram

- A tool used to arrange and display information to help understand important relationships and make decisions.
- Can be used in many ways, but particularly helpful in selecting change ideas to test (because we only have so much time and so many resources and want to be thoughtful!)
- It displays the relationship between two groupings (e.g., steps in a process and departments that conduct that step, vendors and section criteria).

See also The Memory Jogger 2, page 136
Impact-effort matrix

- IMPACT of the solution
- EFFORT required to implement solution

Low

High

Low

High
Impact-effort matrix – Quiet at Night

The impact/effort matrix

High Impact

Reduce unnecessary interruptions
Develop individualized sleep goals as part of care plans
Develop medication workflow that aligns with sleep goals
Limit the amount of light in patients room
Keep patients awake during day
Respond to call lights during day
Change location of nurses station
Reduce noises from equipment and facilities
Provide access to real time information

Address all patient/family worries and concerns
Understand patient/family preferences for nighttime routine
Talk to patients/families about sleep goals
Access to mindfulness tools, e.g. meditation, journals, etc.
Use a standard protocol for nighttime (with individualized exceptions based on preferences)
Explain realistic expectations to patients/families

Low Impact

Easy

HARD
What makes something high or low?

- **Impact:**
  - **Evidence**: Is there global or local evidence this change makes a difference?
  - **Contribution**: How much does this change contribute to our overall aim?

- **Effort:**
  - **Speed**: How quickly can we do this?
  - **Resources**: How many resources does it take to implement?
  - **Acceptability**: Is this change likely to be adopted by the users of the system?
Working in parallel on multiple change ideas

- Risk assessments
- Clinical management meetings for those with PUs
- Caseload cleansing and management
- Staffing levels
Another option: Multiple change concepts for a single aim

Aim: To reduce pressure ulcers acquired within the extended primary care service

- Risk Assessments
- Caseload
- Clinical meetings
- Staffing

Change concepts, theories, ideas
Reflection

Take two minutes of quiet to reflect on:

- What are your key take-aways or insights?
- What ideas or concepts do you want to apply to your work?
- What questions are you still grappling with or does this raise for you?
15 Minute Break
Running Effective Meetings

Phyllis Virgil

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The following presentation was developed by Phyllis M. Virgil, using *The Seven Step Meeting Process and Team Decision Making Tools* originally created by Executive Learning Inc., Nashville TN, and used with their permission.

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Session Objectives

Through interactive learning and a simulated team meeting participants will be able to:

- Describe the components of designing and leading successful team meetings.
- Conduct a successful meeting using the seven step meeting process.
- Use team decision-making tools to achieve consensus efficiently, effectively and collaboratively.
# Session Agenda

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
</tr>
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<tbody>
<tr>
<td>Introduction and Warm-up</td>
<td>10 minutes</td>
</tr>
<tr>
<td>7 Step Meeting Process and Roles</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Decision Making Process &amp; Tools</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Team Meeting Simulation</td>
<td>45 minutes</td>
</tr>
<tr>
<td>Wrap-up</td>
<td>5 minutes</td>
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Let's **warm up** with a gripe session...

What drives you crazy about meetings?
Part Two: Let’s take a closer look

Are these barriers related to **content**? Or **process**?

The **content** of a meeting is what the meeting is about. For example a meeting about improving Accounts Receivable.

The **process** of the meeting is the way the meeting is set up and run. For example was there an agenda, were ground rules set, were different roles assigned...
## Poor Meetings -- A Process Problem

### Causes of Meeting Ineffectiveness

<table>
<thead>
<tr>
<th>Issue</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of Effective Meeting Controls</td>
<td>49%</td>
</tr>
<tr>
<td>Incorrect or Inadequate Attendance</td>
<td>32%</td>
</tr>
<tr>
<td>Poor Preparation</td>
<td>14%</td>
</tr>
<tr>
<td>Other</td>
<td>5%</td>
</tr>
</tbody>
</table>

95% problems are related to **meeting process not content**

A meeting is a process which produce results

To improve meeting results, we must move upstream and improve the meeting process.
Apply PDSA thinking to your meetings...

- **Plan** – your meeting agenda: what do we want to accomplish, how will we get there, how long will it take?

- **Do** – Hold the meeting and follow the agenda. Make Just-In-Time (JIT) adjustments as necessary.

- **Study** – Evaluate how the meeting went – did we accomplish our objectives and follow our agenda?

- **Act** – to improve our team work by incorporating learnings into plan for next agenda.
Seven-Step Process and Tools Transforms Meetings
Seven Step Framework

Set up for Success and Create a Collaborative Culture
1.
2.
3.

Manage the Highways and Byways
4.

Conclude with Clarity & Commitment
5.
6.
7.

Three Phases
7 Steps

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Photo Credit: MS Office
Set-Up for Success &
Create a Collaborative Culture

1. Clarify meeting objective
   Understanding and Agreement

2. Review roles
   Leader, Facilitator, Recorder, Timekeeper...

3. Review agenda
   Topic>Method>Person>Time

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Photos Credits: youstartmonday.com, namsdl.org, oshatrain.org
Manage the Highways and Byways

4. Work through agenda

Step 4 is the content of the meeting, including a plan for:

- How teams will accomplish overall meeting objectives (Agenda Topics)
- A map of how to get there (Methods)
- Who will lead each item (Person)
- An understanding of how long will it take (Time)

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Photo from: richardrbecker.com
Conclude with Clarity & Commitment, and Continuous Improvement

5. Review meeting record
   Decide what to keep
   Make changes and additions

6. Plan next steps and next agenda
   What>How>Who>When/Time

7. Evaluate the meeting
   Went Well
   Could Improve
Seven-Step Agenda

1. Review Objective of Meeting:

2. Review Roles: Leader ______ Recorder______
   Timekeeper_______ Facilitator_____

3. Review Agenda

4. Work through Agenda (Item/Method/Person/Time)
   A.
   B.
   C.

5. Review Meeting Record

6. Plan Next Steps and Next Agenda

7. Evaluate Meeting

Date: ______  Time: ______  Place: ______  Team: ____
TEAM MEETING ROLES
LEADER, FACILITATOR, RECORDER, TIME KEEPER, MEMBER

Leader
Facilitator
Member
Timekeeper
Recorder

Concept Source: The Seven-Step Meeting Process and Team Tools by Executive Learning Inc. as presented by Phyllis M. Virgil

Photo Credits: Leader = MS Office
Facilitator = http://www.freestockphotos.biz/stockphoto/16404 from CDC in public domain
Member https://www.flickr.com/photos/highwaysagency/5998133376/sizes/l (creative commons)
Recorder = https://www.flickr.com/photos/miller_center/10806723256 (creative commons)
Seven Step Agenda & Planning Form

1. Clarify Objective:
3. Review Agenda
4. Work through agenda

<table>
<thead>
<tr>
<th>Topic (What/Why)</th>
<th>Tool or Method (How/Who)</th>
<th>Time (min.)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Review Meeting Record
6. Plan Next Steps
7. Evaluate

5 Min.

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Running Effective Meetings: Two Essential Parts

Meeting Structure & Team Roles

Decision Making Process & Tools
Traditional Process for Team Decision Making

➢ Typically Open Discussion

➢ Often Strongest/Most Persuasive Wins
Uncertainty and Decision Making

Effective decision making is a process which requires increasing uncertainty through generating ideas, before reducing uncertainty and selecting ideas...

Source: The Seven Step Meeting Process and Tools, Executive Learning, Inc. Nashville TN, used with permission © 2017 Phyllis M. Virgil, PMV Consulting, LLC
Basic consensus decision-making tools

Source: The Seven Step Meeting Process and Tools, Executive Learning, Inc. Nashville TN, used with permission
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Consensus decision-making: Two additional team tools

- Brainstorming
- Nominal Group
- Structured Input
- Affinity Diagram
- Multi-vote 11+
- Rank Order 5-10
- Structured 2-4 Discussion
- Decision

Uncertainty & Number of Ideas

Many

Few

Time

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SEVEN STEP MEETING PROCESS

Steps 0-3 prepare the team for the meeting. Typically takes 5-10 minutes.

0. **Call to Order**  (To create a climate of collaboration consider using brief openers such as ice-breakers, warm-ups, check-ins or invocations.)

1. **Clarify Objective**  (Ensure that all understand and are in agreement with the aim of the meeting)

2. **Review Roles**  (Review who will be leader, facilitator, timekeeper and recorder. Decide how feedback on time will be given.)

3. **Review Agenda**  (Steps 4-7)

Step 4 is the content of the meeting. The time devoted will vary on the nature of the agenda items.

4. **Work through Agenda**  Topic-Method-Time
   - **Topic:** What will be addressed and why (inform, discuss, decide).
   - **Method:** How and person who will lead processing of each agenda item.
   - **Time:** How long will it take to process each agenda item.

Steps 5-7 help the team close the meeting and plan future work. These steps generally take 5 - 15 minutes.

5. **Review Meeting Record**  (Review the visible record. Call out changes and additions to what has been recorded. Decide which content to keep and which to discard. Decide who will send out record after the meeting)

6. **Plan Next Steps and Next Agenda**  (Decide what will be done before the next meeting. Decide and record the objective and agenda for the next meeting. For each agenda item identify the topic, method, person, and time.)

6. **Evaluate**  (In a round robin fashion identify: What did the team do well that it should continue doing? What could the team do differently to improve future team meetings and group processes?)

TEAM MEETING ROLES

All team **members** contribute share responsibility for team effectiveness, in and outside of meetings. They are chosen because they work in, own, supply, have knowledge, or receive benefit from the work under study. Some will have the added roles below.

The **leader** is typically recognized as the owner of the meeting and the work under study. They coordinate and direct the team’s work and run team meetings.

The **facilitator** provides a set of “sharp eyes” during meetings, intervening to help teams stay on track and on time. They work with the leader in planning agendas. Often they are not a member of the team but an advisor or coach to the team.

The **recorder** posts, in real time, significant meeting content on flipcharts or whiteboards in front of the team.

The **timekeeper** calls out the time remaining on particular agenda item. Generally they give half way and two minute warnings, and let team know when time is up.

THE PROCESS OF CONSENSUS DECISION MAKING

Effective consensus decision-making requires increasing uncertainty (generating ideas) before reducing uncertainty (eliminating ideas) in a structured manner. A consensus is one that all members can live with.

CONSENSUS DECISION MAKING TOOLS

- Multi-vote 11+
- Brainstorming
- Rank Order 5-10
- Nominal Group
- Affinity Diagram
- Structured input
- Discussion

CHARTS FOR DECISION MAKING

<table>
<thead>
<tr>
<th>MULTI VOTE</th>
<th>OBJECTIVE (of the idea generation session)</th>
<th>RANK ORDER (list initials of voters)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Creating the Chart:</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Divide chart into three sections</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Write objective of decision process at the top</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Record Brainstorm or Nominal Group responses in the center section of the flipchart (here).</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Leave room to place an identifying letter (A-Z) next to each response.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. On the Multi-Vote side leave enough room (6-7 inches) to tally individual votes.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. On the Rank Order side, draw enough columns for each member who will vote, plus 1 for totaling.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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TEAM TOOL BOX -- Decision Making Tools

**STRUCTURED INPUT** is a group decision-making technique designed to gather one idea per team member. 1. Craft question for input. 2. In turn, members offer one key idea without interruption. 3. Ideas are recorded in front of the group. 4. If needed, clarifications are made after all ideas have been recorded.

**BRAINSTORMING** is a group decision-making technique designed to generate a large number of alternative ideas through an interactive team process. To conduct a Brainstorming Session:

1. Clarify the objective of the brainstorming session.
2. Members take turns calling out ideas in a round robin fashion, one by one, without interruption. Ideas should be stated briefly. Do not criticize or compliment ideas as they are presented.
3. Each idea is recorded exactly as presented and is visible to the team.
4. Members can build on and expand the ideas of others. Creative and far-out ideas are encouraged.
5. Members pass when an idea does not come to mind quickly. Avoid stopping when the ideas slow down, rather try to generate as long of a list as possible. When everyone is passing the idea generation is complete.
6. After all ideas have been presented, the team clarifies the list by discussion the ideas to assure that all members have the same understanding of each idea. Rather than combining, similar ideas are differentiated to distinguish them apart. Only exact duplicates are eliminated.

**NOMINAL GROUP TECHNIQUE (NGT)** is a group decision-making technique designed to generate a large number of alternative ideas through contributions from members who first work individually. To conduct a session using Nominal Group:

1. Clarify the objective of the NGT session.
2. Without discussion, members write down as many ideas as possible.*
3. In a round robin fashion, members take turns calling out ideas from their lists.
   - Ideas should be stated briefly. No discussion. No judgment.
   - Each idea is recorded exactly as presented, and is visible to the team.
   - Members pass when all their ideas have been called out.
4. After all ideas have been presented, clarify each idea. Differentiate similar ideas to distinguish them apart. Eliminate only exact duplicates.

*NOTE: When not moving on to idea reduction tools, sticky notes can also be used. One sticky note per idea. Either post and tell by turn, or post all ideas at once and review as a group.

**AFFINITY DIAGRAM** is a tool used to group a large number of ideas into clusters such that patterns or natural groupings of the ideas emerge. It is used after ideas are gathered from focus groups, surveys, brainstorming, nominal group technique or other idea generating methods. To create an Affinity Diagram:

1. Write each idea on a sticky note. One idea per note. As many as possible.
2. Place the post-it notes on a flipchart, whiteboard or clear wall.
3. Working in silence, group like or related ideas together.
4. Ideas can be shifted or added to any group, duplicates are okay.
5. Create and record a descriptive title for each group of ideas.

A talking alternative is to tell, post and sort as ideas are offered.

**MULTIPLE VOTING** is a group decision-making technique designed to reduce a long list of ideas (11 and up) to a manageable number (5-10) to move forward with. To conduct Multiple Voting:

1. Agree on the criteria (1-3 guidelines) against which ideas are tested. Identify each idea on the list with a letter of the alphabet.
2. The team agrees on the number of ideas for which each member will vote. A general guideline for the number of votes is 20-25% of the ideas listed or 10 votes, whichever is fewer.
3. Without debate or discussion, members vote on ideas:
   - Dot Method: Give the participants sticky dots. Members place dots on top ideas. Only one dot per idea. No double dotting. All dots must be used.
   - Hash Mark Method: Alternatively, hash marks can be placed next to ideas by the recorder as members identify votes in alphabetical order. Only one vote per item, members must use all votes.
4. The team decides which (5-10) ideas should receive further consideration based on the voting pattern.
5. If a relative long list of ideas remains, a second multiple vote may be taken after discussion of which ideas to move forward with.

**RANK ORDER** is a group decision-making tool designed to provide a visual display of the individual and team rankings of ideas on a relatively short list (5-10) and to prioritize this list to show the top ranked ideas 1st, 2nd, 3rd, etc. To conduct Rank Ordering:

1. Agree on the criteria (1-3 guidelines) against which ideas are tested. Identify each idea on the list with a letter of the alphabet.
2. Lay out a rank order table and a letter to each idea (see side A).
3. Members individually list the identifying letters on paper and indicate the rank of each idea next to the letter, with “1” being the first choice, “2” the second choice. Members must rank all of the ideas on the list.
4. In a round robin fashion, members take turns calling out their ranking of each idea in alphabetical order A-Z. Rankings are recorded on chart.
5. Add item rankings across rows and record total sum in last column.
6. The team reviews results, selects and marks the few ideas which should receive further consideration, looking at the total, as well as individual votes.
7. If rank ordering reveals considerable disagreement among members, a second ranking may be carried out after discussion and debate.

**STRUCTURED DISCUSSION** is a group decision-making technique designed to lead a group in the discussion of a few vital options in order to reach a final decision that all members can live with. It is also useful to gather positions and rational on any issue.

1. Agree on the criteria (1-3 guidelines) against which ideas are tested.
3. The recorder notes (or posts) positions and key points on the flipchart. This is not a debate so each person presents their views without rebuttal or debate.
4. When everyone has had a chance to present their views, the notes are reviewed and questions or added thoughts are aired. Open discussion and debate is held. Agreements are summarized, and a consensus is reached.
5. If consensus cannot be reached, close open discussion and repeat steps 2-4.
Review Running Team Meetings

✓ Seven Meeting Steps
✓ Five Meeting Roles
✓ Seven Decision Making Tools

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Let's give it a try!
Managing the Maze…

- Lee Leverage, CEO of Service Pro International, has pulled together the company’s best from across the globe to be part of an elite group of blue ribbon improvement teams.

- Each team is charged with coming up with **one high impact, low effort, no cost idea** to manage the ever burgeoning maze of e-mails.

- Lee is optimistic that with some new creativity and decision-making tools and something called the Seven-Step Meeting Process today’s group of avid improvers will be able find concrete solutions to a seemingly intractable problem.

- Phyllis Virgil, a seasoned Seven Stepper, has been asked to lead the effort.

- You are eager to participate and look forward to contributing your great ideas.
Team simulation: Email management

- Tables will simulate a team meeting
- Be yourself during simulation
- Warning, noise level loud, do your best
- If your team gets stuck, call over faculty to assist
# Team Meeting Agenda

1. **Clarify objective:** Identify one email management idea to test
2. **Review roles:** 
   - **Leader:** Faculty
   - **Facilitator:** TBD
   - **Recorder:** TBD
   - **Timekeeper:** TBD
   
   (Call time halfway, time out)
3. **Review agenda**
4. **Work through agenda**

<table>
<thead>
<tr>
<th>Topic (What/Why)</th>
<th>Tool or Method (How/Who)</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Generate 7-10 different ideas for managing email</td>
<td>Structured Input by team (pull from changes and creativity session). Generate 7-10 ideas.</td>
<td>10 min.</td>
</tr>
<tr>
<td>C. Reduce ideas to top two-three</td>
<td>Rank Order by team: Criteria for selection = high impact, low effort, no cost</td>
<td>10 min.</td>
</tr>
<tr>
<td>D. Select one idea to test</td>
<td>Structured Discussion by team using same criteria</td>
<td>10 min.</td>
</tr>
</tbody>
</table>

5. **Review meeting record** (decide what to keep) Review flipcharts, identify changes, assign responsibility – 1 minute
6. **Plan next steps and next agenda** (what/how/who/time) – 2 minutes
7. **Evaluate** (provide feedback) What went well? What could we improve? – 7 minutes

Source: Phyllis M. Virgil, PMV Consulting LLC.
Team Tools Handout Side B

✓ Structured Input  (read through instructions)
✓ Rank Order
✓ Structured Discussion
Select your meeting roles:

- Facilitator (keep on task)
- Recorder (write ideas)
- Timekeeper (call at ½ way & time out)

Work through Structured Input steps 2-4:

2. After a minute of silent reflection, members offer one idea each without interruption (consider ideas from creativity session)

3. Ideas are recorded in front of the group (list 7-10 ideas, go two rounds if necessary)

4. If needed, clarify ideas for understanding

Complete entire task in 10 minutes

When done, move to next agenda item (B) using Rank Order to narrow list.
Team Tools Handout Side B

✓ Structured Input
✓ Rank Order (read through instructions)
✓ Structured Discussion
Criteria for Decision Making

- Criteria are the few guidelines against which ideas are tested
- Best to simply call out a few that make sense
- Used by team members to choose the ideas they think fit the best

Criteria for email management idea selection are:

High Impact, Low Effort, No Cost
Recording votes using Rank Order

Tip: Record all votes of one member at a time, then move to next team member.
Selecting top 2-3 using Rank Order

Tip: Sum across, discuss results (total and individual votes). Identify and mark which few the team will move forward with...
Reduce ideas to top 2-3 using Rank Order (10”)

- Work through Rank Order steps 3-6 (see Team Tools for full details)

3. Use criteria <High Impact, Low Effort, No Cost > to silently rank selected ideas, 1\textsuperscript{st} choice, 2\textsuperscript{nd}, 3\textsuperscript{rd},...

4. Members call out their rankings, they are recorded in their RO column

5. For each item add votes across row & record total sum in last column

6. Review ranking results, discuss, select an mark top 2-3 ideas

- Complete task in 10 minutes

- When done move to next agenda item (D) using Structured Discussion to select one idea to submit to contest
Team Tools Handout Side B

✓ Structured Input
✓ Rank Order
✓ Structured Discussion (read through)

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Structured Discussion Flow Chart

Each person states: Position (what) Rational (why)

Conduct discussion to identify similarities in positions

Can team make a decision?

Yes

Identify consensus position and rational

No

Data
Experience
Interests

Source: The Seven Step Meeting Process and Tools, Executive Learning, Inc. Nashville TN, used with permission
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Structured Discussion (Questions or Tips?)

Keeping this forum GREAT!

1. Structuring (Novice-expert)
2. Structuring by Tracks
3. Use virtual chat rooms
4. More healthcare sectors
5. More on data structuring
6. Suggestion of topics from participants
7. Better module descriptions
8. Converse with course sites
9. Assign forum partner
10. More P/C customer experience
11. Better training level descriptors
12. Market to orgs missing
13. Send course info earlier
14. Bring QI Plan to apply methods
15. Different month (6 December)
16. Different location of country
17. Small discounts to returners
18. Group rates
19. "Ask the Expert" Session
20. Outdoor session
Select one idea using Structured Discussion (10”)

- Continue with meeting roles
- Work through Structured Discussion steps 2-4 (see Team Tools for full detail)

2. Based on criteria <High Impact, Low Effort, No Cost > members silently identify their position and rational on a large sticky note

3. Each member verbally states and posts their position and rational without interruption

4. Team openly discusses results, and comes to a consensus position.

- Complete task in 10 minutes
- Mark winning idea on your flip chart
- When done complete steps 5/6/7
Step 5 - Review Meeting Record

Review the flip chart record. Make any needed edits. Decide which charts should be kept and which should be discarded.

For simulation assume record will be distributed, complete in 3 min. Tip: photos work well

Source: The Seven Step Meeting Process and Tools, Executive Learning, Inc. Nashville TN, used with permission © 2017 Phyllis M. Virgil, PMV Consulting, LLC
Step 6 - Plan Next Steps and Next Meeting Agenda

Decide who will do what before the next meeting. Decide what the objectives and agenda items will be for the next meeting.

Next Steps?

Next Agenda?

For simulation, assume there is a next meeting, complete in 5 minutes.
Step 7- Evaluate the Meeting

What did the team do well that it should continue doing? What could the team do differently to improve the meeting, group, and continual improvement process?

<table>
<thead>
<tr>
<th>Went Well?</th>
<th>Could Improve?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For simulation, evaluate the team meeting itself, complete in 7 min.

Source: The Seven Step Meeting Process and Tools, Executive Learning, Inc. Nashville TN, used with permission © 2017 Phyllis M. Virgil, PMV Consulting, LLC
Conclude team meeting using steps 5, 6 & 7 (10”)

- Work through concluding steps of Seven-Step Meeting Process (assume there will be another Team Meeting):
  5. Review record, decide what to keep and assign responsibility
  6. Plan next steps and next agenda
  7. Evaluate team meeting: record on your flip chart what WW & CI
- Complete all three tasks in 10 minutes.
- If done early take a break and be back by: _________
Tips from the trade: When running meetings...

- Use what works for you
- Select the tools that fit the task
- If no tool fits, make one up
- Adopt and adapt to your audience, situation, & yourself
- Look for opportunities to practice
- Gain support of team leader and members
- Be patient, new skills are awkward at first
- Mastery occurs over time
Running effective meetings...

What do I want to remember?
What do I want to try?
Appendix

For Running Effective Meetings
History Seven-Step Meeting Process & Tools

A powerful framework for running efficient, effective meetings:

- Created by Executive Learning, Inc.
- Uses PDSA thinking to plan and manage meetings
- Designed for improvement teams (applicable to any meeting)
- Grounded in team development research
- Based on theories of Dr. Deming
- Taught extensively across the country in the 1990s
- Revolutionized how meetings were run...
Model for Improvement: Developing and coaching teams on measurement

Lauren Macy

11:30-12:30 AM
Session Objectives

- Learn the critical nature of the second question of the Model for Improvement
- Learn to develop the three categories/types of measures for improvement
- Learn to create and analyze run charts for improvement
- Practice coaching on run charts
# Session Agenda

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Review MFI Second Question</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Developing a Family of Measures for Improvement &amp; Operational Definitions</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Exercise: Develop your measures for email management</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Understanding Variation</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Plotting and Analyzing Data with Run Charts</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Exercise: Analyzing and Coaching on Run Charts</td>
<td>15 minutes</td>
</tr>
</tbody>
</table>
“In God we trust. All others must bring data”.

W. Edwards Deming

The most basic understanding of the 2nd question is this: **MEASUREMENT** —a team needs measures!
How Do We Know That a Change is an Improvement?

“You can’t fatten a cow by weighing it”

- Proverb

Improvement is **NOT** just about measurement!

However, without measurement you won’t know …

“**have we made a difference?**”

“**is this change making a positive impact?**”

“**have we met the aim of our project?**”

“**what is the best next action to take?**”

Source: Dr. Robert Lloyd, IHI
How will we know?

“Although improvement is about making changes to processes and systems, measurement plays a key role in all improvement efforts. The purpose of measuring here is for learning and not for judgment or comparison. Project teams need measures to give them feedback that the changes they are making are having the desired impact.”

## Three Types of Measures

<table>
<thead>
<tr>
<th>Measure Type</th>
<th>Characteristics</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Outcome</strong></td>
<td>• Voice of the customer or patient</td>
</tr>
<tr>
<td></td>
<td>• How is the system performing?</td>
</tr>
<tr>
<td></td>
<td>• What is the result?</td>
</tr>
<tr>
<td></td>
<td>• Always links back to your aim</td>
</tr>
<tr>
<td><strong>Process</strong></td>
<td>• Voice of the workings of the system</td>
</tr>
<tr>
<td></td>
<td>• Are the parts/steps in the system performing as planned?</td>
</tr>
<tr>
<td></td>
<td>○ Can be an early indication of improvement in the outcome</td>
</tr>
<tr>
<td></td>
<td>○ Careful not to over do the number</td>
</tr>
<tr>
<td><strong>Balancing</strong></td>
<td>• Looking at a system from different directions/dimensions</td>
</tr>
<tr>
<td></td>
<td>• Looks at the impact a change may have on other parts of the system</td>
</tr>
<tr>
<td></td>
<td>○ Unintended consequences</td>
</tr>
<tr>
<td></td>
<td>○ Upstream/downstream</td>
</tr>
<tr>
<td></td>
<td>• Optional, but wise</td>
</tr>
</tbody>
</table>
A “family of measures”

- Outcome measures (1-2)
- Process measures (3-5)
- Balancing measures (1-2)
# Potential Family of Measures for Improvement in a Hospital

<table>
<thead>
<tr>
<th>Topic</th>
<th>Outcome Measures</th>
<th>Process Measures</th>
<th>Balancing Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Improve support to moms and infants to increase the chances they will have a successful breastfeeding experience</td>
<td>% of moms doing any breastfeeding</td>
<td>% of infants rooming in with mom 23-24 hours a day</td>
<td>Patient satisfaction</td>
</tr>
<tr>
<td></td>
<td>% of moms exclusively breastfeeding</td>
<td>% of infants skin to skin with mom immediately after birth</td>
<td>Staff satisfaction</td>
</tr>
<tr>
<td></td>
<td></td>
<td>% of moms with prenatal education about benefits and management of breastfeeding</td>
<td>Safety</td>
</tr>
</tbody>
</table>

Source: Butts-Dion Consulting, Inc.
Examples of Measures for Improvement Project

Project: Primary Care Practice Collaborative to Reduce Readmissions

- **Outcome**
  - % of patients with same cause readmissions to the hospital w/in 30 days.

- **Process**
  - % of patients seen by clinician w/in 48 hours of d/c.
  - % of patients informed of how to access emergency care services (other than hospital admission) if need be.
  - % of patients who can teach back signs and symptoms and how to contact their provider.

- **Balancing**
  - Staff capacity/burn out.
  - Length of office visits.
How, When, Where & Who??
An Operational Definition...

... is a description, in quantifiable terms, of what to measure and the steps to follow to measure it consistently.

- It gives communicable meaning to a concept
- Is clear and unambiguous
- Specifies measurement methods and equipment

How big is a “baby cone”? 
For your project on improving email management, develop the following at your tables:

1. A family of measures that include:
   - 1-2 outcome measures
   - 3-5 process measures
   - 1-2 balancing measures

2. Include any necessary operational definitions

3. Be prepared to report out
## Organizing Your Measures Worksheet

### Topic for Improvement:

<table>
<thead>
<tr>
<th>Concept</th>
<th>Potential Measure(s)</th>
<th>Outcome</th>
<th>Process</th>
<th>Balancing</th>
</tr>
</thead>
<tbody>
<tr>
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</tbody>
</table>

How much data do I need to collect?

- **Just enough**, it’s the condition of the experiment that matters the most. (Paul Batalden, MD)
- A simple rule, “as much as you can and as little as you dare”
- Don’t delay, **start today**!
Note on Coaching:

As an improvement coach, you will spend a significant portion of your time helping teams:

A. Understand measuring for improvement (vs. for research or judgement)
B. Select a useful set of measures to guide their work
Tips from the Trade: Measurement

- The purpose of QI measurement work is for learning not judgment!
- All measures have limitations, but the limitations do not negate their value for learning.
- You need a balanced set of measures reported daily, weekly or monthly to determine if the process has improved, stayed the same or become worse.
- Measures should be linked to the team’s aim.
- Measures should be used to guide improvement and test changes.
- Measures should be integrated into the team’s daily routine.
- Focus on the Vital Few!
- Keep it Simple!
You have data!

Now, what do you do with it?
“If I had to reduce my message for management to just a few words, I’d say it all had to do with reducing variation.”

W. Edwards Deming

(while many think solely about moving the average)
Variation

What is variation?
- The act, process or result of varying
- The extent or degree to which something varies

synonyms:
- difference
- disparity
- dissimilarity
5 Stick People!

This Photo by Unknown Author is licensed under CC BY-SA
Change Hands!!
Variation Exists!!!

- In data and in people!
- Simply recognizing and accepting that no two things (data points, people, processes, systems) are a like will help you with your change efforts!
If you don’t understand the variation that lives in your data, you will be tempted to ...

- Deny the data (It doesn’t fit my view of reality!)
- See trends where there are no trends
- Try to explain natural variation as special events
- Blame and give credit to people for things over which they have no control
- Distort the process that produced the data
- Kill the messenger!
### Types of Variation

<table>
<thead>
<tr>
<th><strong>Common Cause Variation</strong></th>
<th><strong>Special Cause Variation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>- Is inherent in the design of the process</td>
<td>- Is due to irregular or unnatural causes that are not inherent in the design of the process</td>
</tr>
<tr>
<td>- Is due to regular, natural or ordinary causes</td>
<td>- Affect some, but not necessarily all aspects of the process</td>
</tr>
<tr>
<td>- Affects all the outcomes of a process</td>
<td>- Results in an “unstable” process that is not predictable</td>
</tr>
<tr>
<td>- Results in a “stable” process that is predictable</td>
<td>- Also known as non-random or assignable variation</td>
</tr>
<tr>
<td>- Also known as random or unassignable variation</td>
<td></td>
</tr>
</tbody>
</table>
Find examples that work for your discipline!

**Random Variation**

**Normal Sinus Rhythm** (a.k.a. Random Variation)

**Non-Random Variation**

**Ventricular Fibrillation** (a.k.a. Non-Random Variation)

---

Appreciation is extended to Dr. Douglas Brosnan, JD, MD, Vice Chair, Department of Emergency Medicine, Sutter Roseville Inpatient EHR Physician Champion for providing the example of normal sinus rhythm versus ventricular fibrillation.
Run Charts

Run Charts are a running record of performance behavior over time:

- Can be used on any type of process for virtually any type of data.
- No calculations are required.
- They show performance behavior (process/outcome/balancing) at a glance and are easily understood by all.
- Can detect some signals of non-random variation.
- Sequence of outputs is always plotted on the horizontal axis in time order.
- Measure of interest is plotted on the vertical axis.

Source: John S. Dowd, Courses in Continual Improvement, used with permission.
Finding the Median

For any set of numbers, the median is the point which divides the set in half when it is in numerical order.

For example: Data: 5,6,9,7,4,10,11,3  N=8 (even #)
Reorder: 1. 3
2. 4
3. 5
4. 6
5. 7
Median is between the 4th and 5th number of the set:  
Median = 6.5

Source: John S. Dowd, Courses in Continual Improvement, used with permission.
Finding the Median

For any set of numbers, the median is the point which divides the set in half when it is in numerical order.

For example: Data: 11, 19, 20, 14, 17, 12, 16  N=7 (odd #)
Reorder: 1. 11
2. 12
3. 14
4. 16
5. 17
6. 19
7. 20

Median = 16

Source: John S. Dowd, Courses in Continual Improvement, used with permission.
A ... Run Chart!

The centerline (CL) on a Run Chart is the Median

One measure at a time, could be a percent, count, time, length, weight, etc.

so ... half of the data points are above/below the median

The Y Axis is the unit of measure

The measure is plotted over time displayed on the X Axis

Pounds Red Bag Waste

William Peters

median: 4.47

goal: 2
Apply the Rules: Simple Way to Understand Non-Random Rules for Run Charts

Rule 1: A Shift 6+

Rule 2: A Trend 5+

Rule 3: Too many or too few runs

Rule 4: An astronomical data point

Source: The Health Care Data Guide by L. Provost and S. Murray, Austin, Texas, February, 2011: p...
Rule 1: Shift

- Six or more consecutive POINTS either all above or all below the median. Skip values on the median and continue counting points. Values on the median DO NOT make or break a shift.

Source of all run chart material (used with permission):
Rule 2: Trend

Five points all going up or all going down. If the value of two or more successive points is the same, ignore one of the points when counting; like values do not make or break a trend.

Source of all run chart material (used with permission):
Rule 4: Astro

➢ For detecting unusually large or small numbers:
  - Data that is **Blatantly Obvious** different value
  - Everyone studying the chart agrees that it is unusual
  - Note: Every data set will have a high and a low - this does not mean the high or low are astronomical

Source of all run chart material (used with permission):
In the Improvement world, we are trying to introduce favorable special cause (change) and then make it common cause (sustainable) over time – a new process.
Run Chart Coaching: Exercise

Assume a team just brought you a run chart and wanted help. Select a table facilitator and do the following for your assigned chart:

1. Apply run chart rules (see handout) to your measure, mark up, analyze and note your findings on your flip charts (5 min)

2. Based on your analysis how would you help this team? Discuss and list any coaching insights or questions you might have for the team. (5 min)

3. Be prepared to report out. (5 min)

If done early try another!

Run chart and Analysis
2 shifts found
No trends
No Astro Pts.
# Runs ok

Insights and questions?
06–08 wide variation
08–09 testing?
Work to hold ‘10–‘11 gain!
What led to the dramatic improvement?
How were gains maintained?

Source: Phyllis M. Virgil
Median = 42 Minutes
Table 2

<table>
<thead>
<tr>
<th>Date / Observation</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>6/6/2017</td>
<td>$39.00</td>
</tr>
<tr>
<td>6/7/2017</td>
<td>$49.00</td>
</tr>
<tr>
<td>6/8/2017</td>
<td>$37.00</td>
</tr>
<tr>
<td>6/9/2017</td>
<td>$34.00</td>
</tr>
<tr>
<td>6/10/2017</td>
<td>$24.00</td>
</tr>
<tr>
<td>6/13/2017</td>
<td>$24.00</td>
</tr>
<tr>
<td>7/14/2017</td>
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<td>6/15/2017</td>
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<td>6/16/2017</td>
<td>$43.00</td>
</tr>
<tr>
<td>6/17/2017</td>
<td>$30.00</td>
</tr>
<tr>
<td>6/20/2017</td>
<td>$37.00</td>
</tr>
<tr>
<td>6/21/2017</td>
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<tr>
<td>6/22/2017</td>
<td>$37.00</td>
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<tr>
<td>6/23/2017</td>
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<tr>
<td>6/24/2017</td>
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<td>6/27/2017</td>
<td>$24.00</td>
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<td>6/28/2017</td>
<td>$34.00</td>
</tr>
<tr>
<td>6/29/2017</td>
<td>$20.00</td>
</tr>
<tr>
<td>6/30/2017</td>
<td>$34.00</td>
</tr>
<tr>
<td>7/1/2017</td>
<td>$30.00</td>
</tr>
</tbody>
</table>

Source: Phyllis M. Virgil
Table 3

Appointment No Shows
(Out of 162 Appointments/Week)

<table>
<thead>
<tr>
<th>Date / Observation</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Week 1</td>
<td>54</td>
</tr>
<tr>
<td>Week 2</td>
<td>53</td>
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<tr>
<td>Week 3</td>
<td>42</td>
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<td>Week 4</td>
<td>42</td>
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<tr>
<td>Week 5</td>
<td>25</td>
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<td>Week 6</td>
<td>29</td>
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<td>Week 7</td>
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<td>Week 8</td>
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<tr>
<td>Week 9</td>
<td>58</td>
</tr>
<tr>
<td>Week 10</td>
<td>43</td>
</tr>
<tr>
<td>Week 11</td>
<td>26</td>
</tr>
<tr>
<td>Week 12</td>
<td>48</td>
</tr>
<tr>
<td>Week 13</td>
<td>61</td>
</tr>
<tr>
<td>Week 14</td>
<td>70</td>
</tr>
<tr>
<td>Week 15</td>
<td>48</td>
</tr>
<tr>
<td>Week 16</td>
<td>56</td>
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<tr>
<td>Week 17</td>
<td>70</td>
</tr>
<tr>
<td>Week 18</td>
<td>68</td>
</tr>
<tr>
<td>Week 19</td>
<td>47</td>
</tr>
<tr>
<td>Week 20</td>
<td>50</td>
</tr>
</tbody>
</table>

Median = 48

Source: Phyllis M. Virgil
Table 4

Physician A Patient Satisfaction

<table>
<thead>
<tr>
<th>Month</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan-16</td>
<td>66.7</td>
</tr>
<tr>
<td>Feb-16</td>
<td>85.7</td>
</tr>
<tr>
<td>Mar-16</td>
<td>86.9</td>
</tr>
<tr>
<td>Apr-16</td>
<td>85</td>
</tr>
<tr>
<td>May-16</td>
<td>95</td>
</tr>
<tr>
<td>Jun-16</td>
<td>93.6</td>
</tr>
<tr>
<td>Jul-16</td>
<td>98.7</td>
</tr>
<tr>
<td>Aug-16</td>
<td>94.4</td>
</tr>
<tr>
<td>Sep-16</td>
<td>92.7</td>
</tr>
<tr>
<td>Oct-16</td>
<td>90.5</td>
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<tr>
<td>Nov-16</td>
<td>90.5</td>
</tr>
<tr>
<td>Dec-16</td>
<td>87.5</td>
</tr>
<tr>
<td>Jan-17</td>
<td>100</td>
</tr>
<tr>
<td>Feb-17</td>
<td>100</td>
</tr>
<tr>
<td>Mar-17</td>
<td>94.6</td>
</tr>
<tr>
<td>Apr-17</td>
<td>87.5</td>
</tr>
<tr>
<td>May-17</td>
<td>91.7</td>
</tr>
</tbody>
</table>

Source: Phyllis M. Virgil
Reflection

How has what we have talked about influenced your thinking about variation and response to variation?
Lunch

Please return by 1:15
Facilitating Team Meetings

**Faculty**

Phyllis M. Virgil
Phyllis.V@icloud.com
www.pmvconnect.info
Session Objectives

- List key team facilitator skills
- Describe four questions to decide when to intervene
- Identify tools and tips for how to intervene
- Discuss strategies to handle difficult behaviors
# Session Agenda

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Definitions and descriptions</td>
<td>10 minutes</td>
</tr>
<tr>
<td>When to intervene &amp; what to say</td>
<td>20 minutes</td>
</tr>
<tr>
<td>Handling Difficult Behaviors</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>
Aim of group facilitation:

To help establish and maintain an environment within learning is created and common goals are achieved.
The End Goal of Good Meeting Facilitation

- Transfer of knowledge and skill
- Team self facilitation
Let’s start thinking...

What are the behaviors (or skills) of successful facilitators that you have experienced?
Key Facilitator Skills

- **Planning Skills** - plan ahead and anticipate challenges

- **Diagnostic Skills** – ‘read’ verbal/non-verbal clues of the group, understand team dynamics and recognize barriers to team effectiveness

- **Intervention Skills** – understand when (or when not) to ask questions, offer feedback, provide problem solving methods, push for outcomes, ensure involvement or wrap up

- **Goal-getting Skills** – keep the outcome of the group in mind

- **Evaluative Skills** – formally assess group outcomes
Use PDSA to Plan and Manage your Meetings

Plan – plan the meeting process (topic>tool>time)
Do – run the meeting (processes)
Study – observe, provide feedback, intervene as needed
Act – incorporate improvements into next round

Tip: Remember the Seven Step Meeting Process and Team Decision Making Tools

“An ounce of prevention is worth a pound of cure”
Benjamin Franklin on fire safety
Design Effective, Engaging Agendas

Based on the meeting objective(s), how will the team undertake its work?

- Identify agenda items (**what**)
- Decide the intent for each (**why**)
- Provide a map to get there (**how**)
- Assign the lead for each item (**who**)
- Determine the time (minutes) each item will take (**when**)
  - To use the tools or methods
  - To allow for open discussion
  - To make room for known & unknown challenges
Should I Intervene?

- Potential harm or rework?
- Does harm outweigh learning?
- Does team self-facilitate?
- Is issue manageable for team?
The Role of “Traffic Directing”

Specific words and phrases useful in directing traffic:

➢ Observing
➢ Clarifying
➢ Focusing
➢ Stimulating
➢ Balancing
➢ Summarizing

Developed by the New York State Department of Health AIDS Institute National Quality Center. Funded through a cooperative agreement with the Health Resources and Services Administration HIV/AIDS Bureau, used with permission.
Tips for Directing Traffic

Observing:
• “There seems to be concern about…”
• “Perhaps it’s time to move on…”
• “Is this something we should continue next week, when…?”
• What else might be occurring right now?

Clarifying:
• “What I hear you saying is…”
• “Let’s see if we can clear up the confusion…”
• “If I understand correctly…”
• “Is there anything about this that is still unclear?”

Focusing:
• “Getting back to the agenda…”
• “Can we park this issue for now and get back to the topic we’ve been discussing?”
• “Let’s get back to our flip chart…”
• “The point currently under discussion is…”

Stimulating:
• “What ideas can we come up with…?”
• “How could we approach this question from a different angle?”
• “What might be other reasons for this situation?”
• “Is this a good place to do some idea generation?”
• “What do you think about…?”

Balancing:
• “Does anyone else have another viewpoint?”
• “Any other ideas?”
• “Beth, what else do you think might work?”
• “Have we missed any important cultural considerations here?”

Summarizing:
• “To review the key points we’ve heard today…”
• “Let’s look again at the decisions we’ve made…”
• “Before we move to the next item let’s record the key points from the discussion…”
• “In summary, we are going to…”

Developed by the New York State Department of Health AIDS Institute National Quality Center. Funded through a cooperative agreement with the Health Resources and Services Administration HIV/AIDS Bureau, used with permission.
Interventions Not Detentions
A Facilitators Tool Box

Ground Rules
1) No interruptions.
2) Speak one at a time.
3) Cell phones on off.
4) Listen.
5) ................
6) ................

Confusion

Identify

Clarify Aim

Team Decision Making Tools
- Brain Storm
- Multi-vote
- Rank Order
- Structured Discussion

Align Topic, Tool, Time

Number of Ideas

Provide Feedback

Ask for clarification

Parking Lot

Use Your

Direct to Agenda

Toss it Back

Structured Discussion

Each individual states: Position (What?)
Rationale (Why?)

Conduct discussion to identify similarities in positions.

Can team make a decision?

Yes

Identify consensus position and rationale.

No

4 STEP INTERVENTION
D-E-S-Cribe
1) Describe behavior(s)
2) ID Possible Effect
   P-A-U-S-E
   &
   L-I-S-T-E-N
3) Solicit input
4) Choose what to do

Beliefs, Assumptions
Where?

Position
What?

Rationale
Why?

Dig Under

Phyllis Virgil, Team Skills Training
Interventions Not Detentions
A Facilitators Tool Box

Identify
Confusion

Clarify Aim

Direct to Agenda

Team Decision Making Tools
- Brainstorm
- NGT

Number of ideas
- Multi-vote
- Rank Order
- Structured Discussion

Align Topic, Tool, Time
Interventions Not Detentions
A Facilitators Tool Box

Ground Rules
1) No interruptions.
2) Speak one at a time.
3) Cell phones on off.
4) Listen.
5) ………………….
6) ……………….

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Providing Feedback Without Fallout

- Describe, specific, behaviors...
- In a timely, respectful manner, in a manageable amount

4 STEP INTERVENTION
D-E-S-Cribe
1) Describe behavior(s)
2) ID Possible Effect
   P-A-U-S-E
   &
   L-I-S-T-E-N
3) Solicit input
4) Choose what to do
Getting to Yes by Fisher and Ury

Dig Under

Position
What?

Rationale
Data? Interests? Why?

Beliefs, Assumptions
Where?

Position
What?

Rationale
Data? Interests? Why?

Beliefs, Assumptions
Where?
Diffusing Conflict and Confusion

Structured Discussion

1. What is your position?

2. Why? (data, experience, rationale)
Meetings are a Team Sport

Toss it Back
Handling Difficult Behaviors
Exercise: Handling Difficult Behaviors

1. Select a table facilitator
2. Develop at least one intervention for your assigned difficult behaviors
3. Record these on your flipchart
4. Be prepared to report to larger group
<table>
<thead>
<tr>
<th>Difficult Behavior</th>
<th>Difficult Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>Overly Talkative/Dominates T1</td>
<td>Sniping T7</td>
</tr>
<tr>
<td>Plop or Discounting T2</td>
<td>Side Conversations T8</td>
</tr>
<tr>
<td>Blaming T3</td>
<td>Frequently Negative T9</td>
</tr>
<tr>
<td>Opinion as Fact T4</td>
<td>Rambles T10</td>
</tr>
<tr>
<td>Leaps to Decisions T5</td>
<td>Off track T11</td>
</tr>
<tr>
<td>Withdrawn or Shy T6</td>
<td>Broken Record T12</td>
</tr>
</tbody>
</table>

Adapted from: Peter Scholtes, The Team Handbook
Tips from the Trade

- Remember meetings are team sport
- Resist being the savior.
- Summarize positions, and throw decisions back to the team.
- Ask what does the team want to do?
- Follow structured discussion with open discussion.
- Go two rounds if necessary.
Facilitating Teams

What do I want to remember?
What do I want to try?
PDSA- Game Time!

Lauren Macy

2:00-2:40PM
Session objectives

- Apply rapid-cycle PDSA testing
- Understand how theory and prediction help your learning
- Demonstrate how to collect real-time measurement
- Appreciate the opportunity for learning together
# Session agenda

<table>
<thead>
<tr>
<th>Topic</th>
<th>Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Set-up</td>
<td>5 minutes</td>
</tr>
<tr>
<td>Play (Run 15 Spin Tests)</td>
<td>15 minutes</td>
</tr>
<tr>
<td>Results Analysis and Learnings</td>
<td>10 minutes</td>
</tr>
<tr>
<td>Large Group Debrief</td>
<td>10</td>
</tr>
</tbody>
</table>
A model for learning and change

Preparation

- Get into groups of 3-5 people (1 or 2 teams per table)
- Designate a leader, spinner, timekeeper, and recorder
- Request:
  - Listen to instructions all the way through
  - Allow coaches to ask clarifying questions
  - I promise you’ll get to play shortly!
Let’s Play!

1. Aim: Spin a US coin for the longest amount of time
2. Measure: Spin time
3. Changes: Up to you!

Materials:
- US coins - quarter, dime, nickel, penny
- PDSA tracker
- Run chart template
- Timer (e.g., on Smartphone)
## PDSA Tracker with Run Chart

<table>
<thead>
<tr>
<th>#</th>
<th>Plan</th>
<th>Do</th>
<th>Study</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
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### Data Collection on a Run Chart

<table>
<thead>
<tr>
<th>Seconds</th>
<th>1</th>
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**PDSA Test Cycle**
PDSA Tracker

<table>
<thead>
<tr>
<th>#</th>
<th>Plan</th>
<th>Do</th>
<th>Study</th>
<th>Act</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Large coins last longer</td>
<td>Nickle = 10 seconds</td>
<td>Started to wobble. Time = 7</td>
<td>No, Three seconds short. Large Size/weight</td>
</tr>
<tr>
<td>2</td>
<td>Bigger quarter will spin longer</td>
<td>Quarter = 10 seconds</td>
<td>Started to lose spin fast. Time = 8</td>
<td>Two seconds short. Size may be more important</td>
</tr>
</tbody>
</table>

Data Collection on a Run Chart

Seconds

PDSA Test Cycle
What else?

- **Operational definition!**
  - Spin time = Start of spin until coin is completely motionless on surface in seconds

- **Run as many cycles as possible – aim for about 15 spin cycles**

- **Use PDSA tracker to help design, test, assess, and document each cycle**

- **Use run chart template to collect and plot data**
  - Remember: Find your median and apply the run chart rules
Let’s Play!

Prep:
- Groups of 3-5 people
- Designate: leader, spinner, timekeeper, recorder

1. Aim: Spin a US coin for the longest amount of time
2. Measure: Spin time
3. Changes: Up to you!
4. PDSA cycles: Try for 15 within 15 minutes

Materials:
- US coins - quarter, dime, nickel, penny
- PDSA tracker
- Run chart template
- Timer (e.g., on Smartphone)
Reflection

- Find your median and apply the run chart rules
- What did you learn about:
  - Testing?
  - Data collection and measurement?
  - Variation? What did your run chart analysis find?
  - Creativity?
  - Teamwork?
- Any surprises?
- How might you apply these lessons and insights back home?
15 Minute Break
please return by 2:55PM
Coaching Leaders

**Faculty**

*Phyllis M. Virgil*

Phyllis.V@icloud.com

[www.pmvconnect.info](http://www.pmvconnect.info)

Q3 2:55-3:55
Session Objectives

- Review the basic building blocks of connecting and coaching to learn.
- Practice key skills associated with the art of coaching questioning, exploration, understanding, and the ability to elicit insight (3 rounds of paired coaching)
- Obtain insight on one key issue or problem you are currently working on.
# Session agenda

<table>
<thead>
<tr>
<th>Topic</th>
<th>Min</th>
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<tbody>
<tr>
<td>Introduction</td>
<td>5</td>
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<tr>
<td>Meet, Greet and Gathering Skills (5, 5/5)</td>
<td>15</td>
</tr>
<tr>
<td>Questioning, Exploration and Inquiry Skills (10, 5/5)</td>
<td>20</td>
</tr>
<tr>
<td>Skills for Understanding and Insight (10, 5/5)</td>
<td>15</td>
</tr>
<tr>
<td>Reflection and Wrap-up</td>
<td>5</td>
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</tbody>
</table>
Coaching to Learn

Requires:
Choosing the right attitude, and sending the right signals. In order to get people to talk, and keep them talking. So we can gather the story, to elicit their insights and offer our own.

Adapted from Boothman, Levine and Gladwell
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Photo Credit: MS Word
First Things…

Write down one key problem or difficult situation that is complex in nature, currently unresolved and weighing on your mind.

Can be any issue (project related or not, professional or personal), which you are willing to openly share and to work on…
When Coaching Others:

First Attend to the Person
Then to the Problem
Recognize the Importance of Trust

People must trust you, before they will hear you.

Adapted from How to Connect in Healthcare in 90 Seconds or Less by Nicolas Boothman
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Clip Art Credit: MS Office
The Coaching Kick Off...

When connecting as a coach we need to:

- Choose the right attitude
- Send the right signals
- Get people talking
Choose the Right Attitude

- Attitudes are infectious.
- Drive behavior.
- Open not closed.
- Can make or break a coaching session.
- Be genuine.
- Charming not alarming.
- Mend moodiness before meeting.

Adapted from How to Connect in Healthcare in 90 Seconds or Less by Nicolas Boothman
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Clip Art Credit:: MS Office
Send the Right Signals

- Recognize the importance of nonverbal communication
- The three must’s of body language:
  1. Look them in the eye
  2. Warm smile
  3. Point your heart towards them
- Coordinate (synchronize) posture and tone

Adapted from How to Connect in Healthcare in 90 Seconds or Less by Nicolas Boothman
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Get People Talking

Begin with an open statement:
• Comment on location or occasion

Follow by an open ended question
• What / Why / How

Avoid closed questions:
• Are You? / Have You / Do You?
• (can soften with respect or a smile)
Round One Coaching Exercise (5 minutes)

Choose a partner -- someone close by, like to get to know better

Decide who will be coach and who will be client

Work on problem/issue you wrote down...

Meet and greet your client remembering to:
- Choose the right attitude
- Send the right signals
- Get them talking

Coach works to connect to person and their problem, do not provide solutions only questions and understanding

5 minute round (I will call time)
Keep them Talking

➢ By providing feedback:
  • Eye contact
  • Open body language
  • An occasional nod of the head
  • Short words of encouragement

➢ By throwing the ball back in their court:
  • Follow-up questions – tell, explain, describe
  • Appeal to senses – how does that sound, what do you see, how did you feel....
  • Active listening paired with reflective feedback

Adapted from How to Connect in Healthcare in 90 Seconds or Less by Nicolas Boothman
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Clip Art Credit:: MS Office
Gather the Story

- Recognize the importance of story
- Contains seeds of insight
- Treat it as a treasure
- Have a genuine concern
- Feedback to reflect back
- Take a spirit of inquiry
- Probe to discover meaning
- Practice the art of listening

Adapted From: Getting to Resolution: Turning Conflict into Collaboration by Stewart Levine
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Clip Art Credit:: MS Office
Be an Effective Listener...

Open
Perceptive
Unpresuming

Remember Project Aristotle: Be Known, Be Heard, Be Understood, Be Safe
Practice the Art of Questioning

To help your client:

- Find Clarity
- Explore Emotions
- Develop Strategies
- Take Action

Source: Coaching with a Full Deck by Dr. Anne Power, apower@drannepower.com
The card questions are organized as follows:

- **Finding Clarity** – Diamonds
- **Exploring Emotions** – Hearts
- **Developing Strategy** – Clubs
- **Taking Action** – Spades

Start by seeing if there is a suit that captures the problem or issue.

Stay within that suit.

Organized in terms of complexity # low to high

If the problem or issues cuts across all suits then shuffle the deck and pick at random.

Source: Coaching with a Full Deck by Dr. Anne Power, apower@drannepower.com
Round Two Coaching Exercise (10 minutes)

Continue your coaching conversation:
- Keep your client talking
- Gather their story

Use coaching cards to stimulate questions

Coach ONLY asks questions

Do not make judgments, provide advice or direction

10 minute round (I will call time)
Continue the Exploration & Elicit Insights

➢ Be present
➢ In the moment
➢ Forget your preconceptions
➢ Be a blank slate
➢ Feel way to findings
➢ Ask for permission
➢ Trust and test your intuition
➢ Maintain detachment
➢ Elicit their insight and offer your own

Adapted from Blink - The Power of Thinking Without Thinking by Malcolm Gladwell
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Clip Art Credit:: MS Office
Use The Power of Blink

Blink: The Power of Thinking Without Thinking, by Malcolm Gladwell

➢ Rapid cognition operates very effectively:
  1. First meet a person/situation
  2. Times of crisis and quick decisions making
  3. Complex situations…
➢ Silent mental valet
➢ Occurs in an instant
➢ Skill that can be developed
Round Three Coaching Exercise (5 minutes)

Continue your coaching conversation:
- To elicit their insights
- And offer your own

5 minute coaching round (I will call time)
Coaching to learn requires a shift...

From: “How do I get this person, this team to do xyz?”

To: “How do I help this person or team discover their own way and their own solutions”

Source: Jane Taylor
A Final Thought

There is nothing as rewarding as watching your client (team/leader) wake up to their own insights and answers...

Conversation with John S. Dowd on the art of coaching
Reflections

➢ What insights did you get from this exercise?

➢ What hit you most powerfully about your coaching or your being coached?

➢ What might you take home or do differently now?
Appreciate, Adjourn

✓ What words of gratitude would you like to share with your coach or with your client?

Beach Inspirations-Gratitude © Suzie Cheel
In Closing…

Please share one word that reflects how you are feeling at this moment about being an improvement coach after today….
Faculty Bios:
Karen Baldoza, MSW, Executive Director, Institute for Healthcare Improvement (IHI), is co-lead of IHI’s Improvement Science and Methods Portfolio and teaches in IHI’s programs aimed at building individual and organizational capability for improvement. As a trained Improvement Advisor (IA) and Lean Facilitator, she also leads and coaches staff in improvement within IHI, and serves as an IA in IHI’s results-oriented initiatives such as The John A. Hartford Foundation-funded Creating Age-Friendly Health Systems. Previously, Ms. Baldoza was the Continuum of Care Portfolio Operations Director, overseeing IHI’s work in addressing the patient journey in health and chronic disease care outside of acute care settings. She also managed relationships with strategic partners and several large strategic initiatives, such as The Robert Wood Johnson Foundation-funded Pursuing Perfection initiative. Prior to joining IHI in 2000, Ms. Baldoza worked for the Commonwealth of Massachusetts as an assistant director in the Executive Office of Elder Affairs, and in public health prevention and policy efforts. She received her Master of Social Work degree from Boston College, focusing on community organizing, social policy and planning, and not-for-profit administration. She is a mother of two young boys, Ryan, 7, and Jackson, 4.
Lauren H. Macy, an Improvement Advisor at the Institute for Healthcare Improvement (IHI), serves on IHI’s Improvement Science and Methods Portfolio and teaches in IHI programs across a variety of settings and topic areas. Ms. Macy first started practicing improvement science with IHI in Ghana as a part of the Project Fives Alive! initiative, a seven-year project funded by the Bill & Melinda Gates Foundation striving to accelerate the reduction of mortality in children under five years old in Ghana using QI methods. After seeing the impact of improvement science on strengthening a health system at a high level and all the way down to the daily lives of mothers and children, she grew inspired to teach and coach others to improve. Ms. Macy currently serves as faculty for IHI’s Improvement Coach Professional Development Program, leads the curriculum development and teaching of the Health Research & Educational Trust (HRET) Hospital Improvement Innovation Network’s (HIIN) nine-month Accelerating Improvement QI Fellowship, serves as Improvement Advisor for The Conversation Ready Massachusetts Collaborative, and supports IHI’s internal improvement efforts on Joy in Work and Equity.
Phyllis M. Virgil, MHA, Principal of PMV Consulting, specializes in helping individuals, teams, and organizations achieve higher levels of success, satisfaction, and savings. Her areas of expertise range from strategic quality planning, performance improvement, and organizational change to leadership development, conflict resolution, and team facilitation. Frustrated by unproductive meetings, she became a leading expert in creating “meeting magic” by using a time-tested Deming framework that transforms team meetings into times of synergy and success. Ms. Virgil trained with Dr. W. Edwards Deming, co-founded two of the nation’s first quality improvement consulting groups dedicated to improvement in health care, and she serves as an Improvement Advisor for the Institute of Healthcare Improvement. She is professionally certified as a Lean Six Sigma Black Belt by the American Society of Quality (ASQ) and serves as a judge for ASQ’s International Team Excellence Award.