

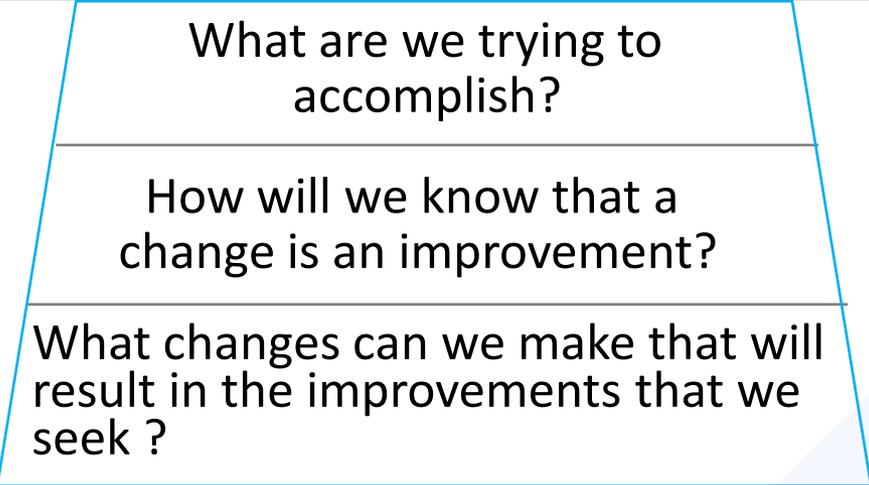
Developing the coaching role

Understanding different improvement methodologies

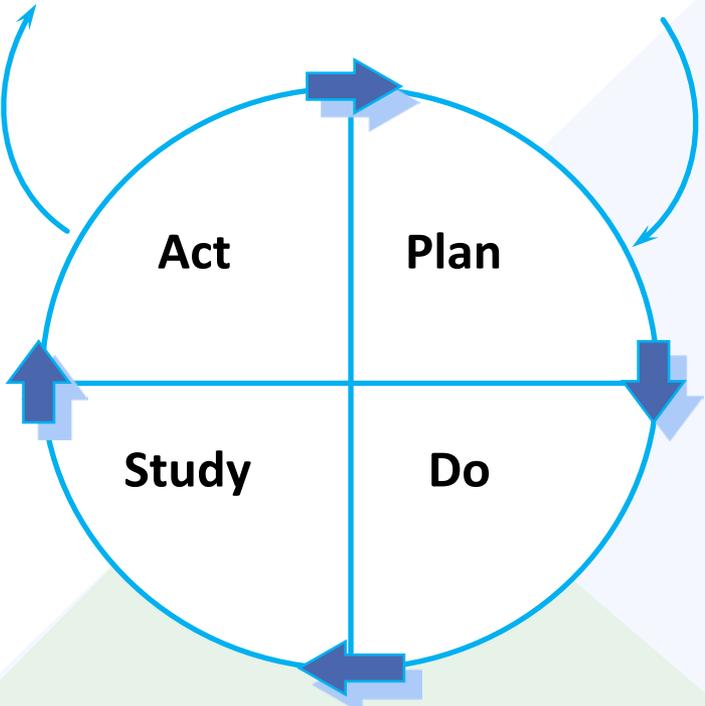




Model for Improvement



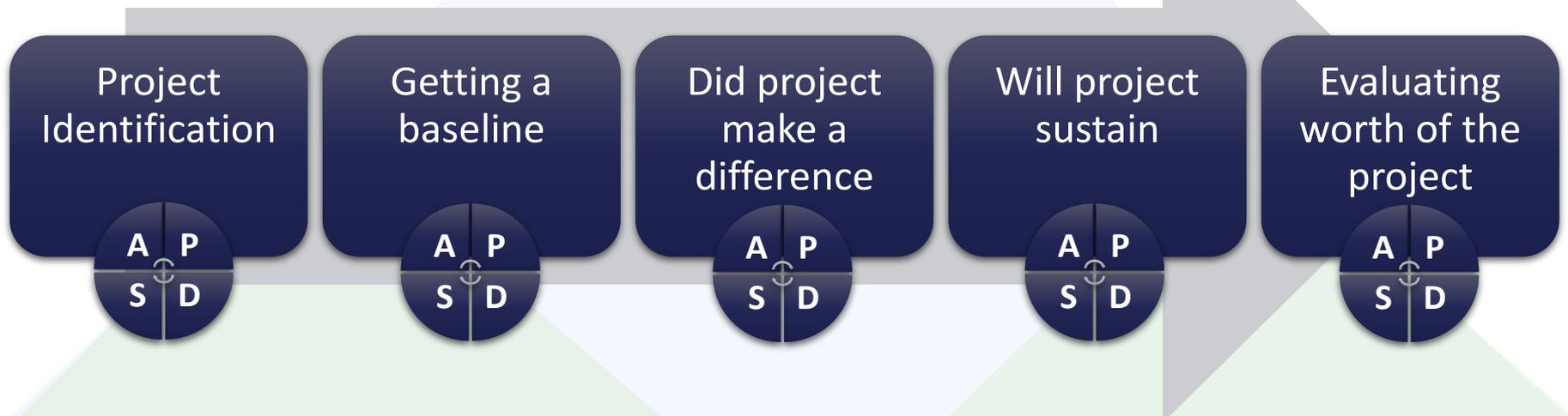
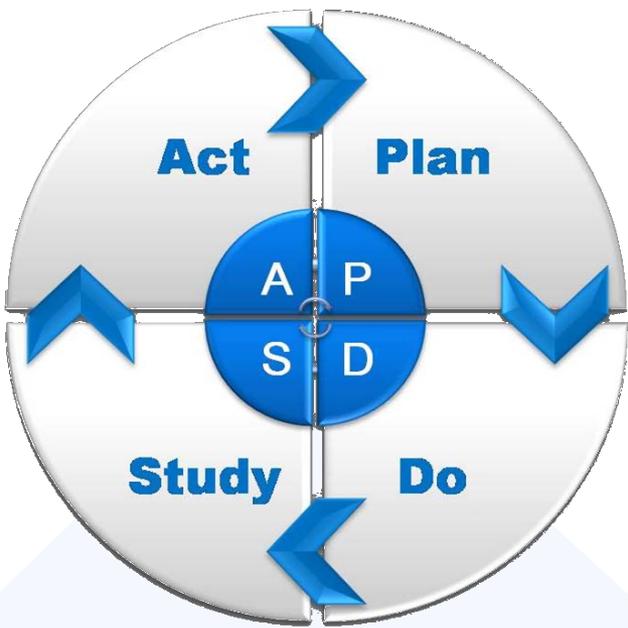
- ← Aims
- ← measurements
- ← change ideas

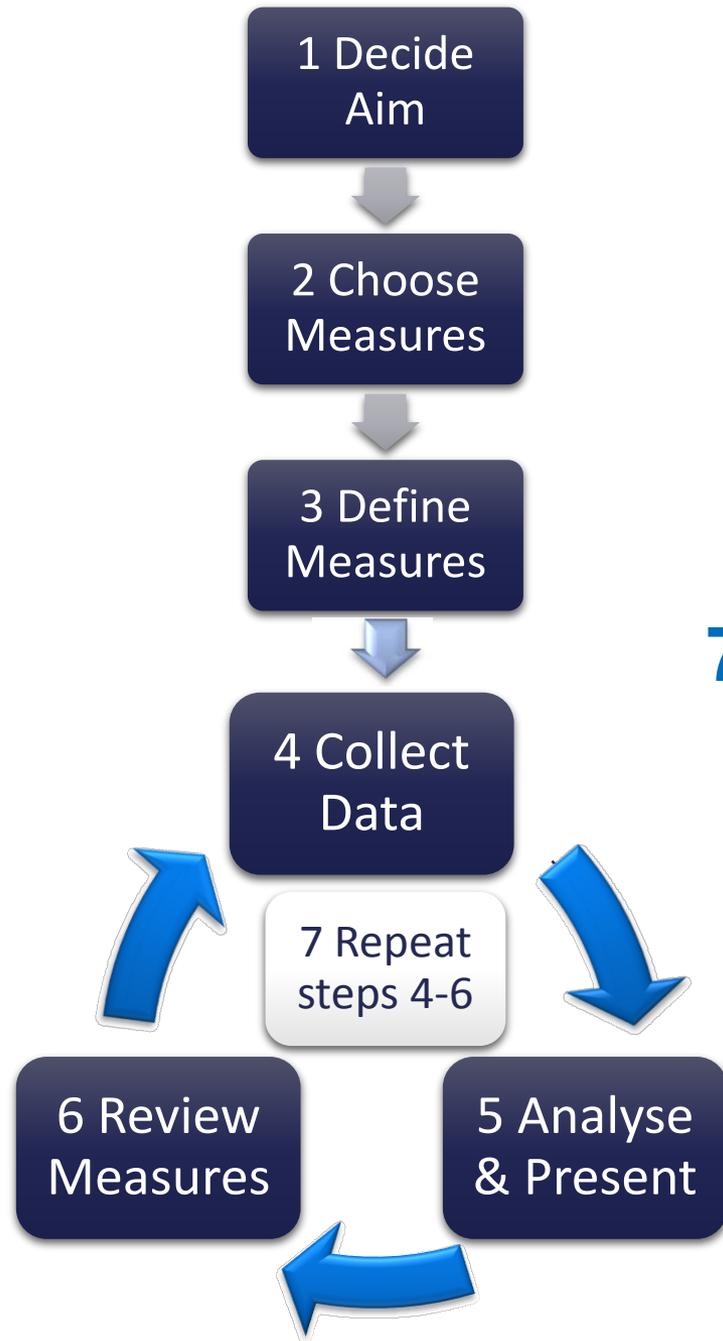


← testing ideas before implementing changes



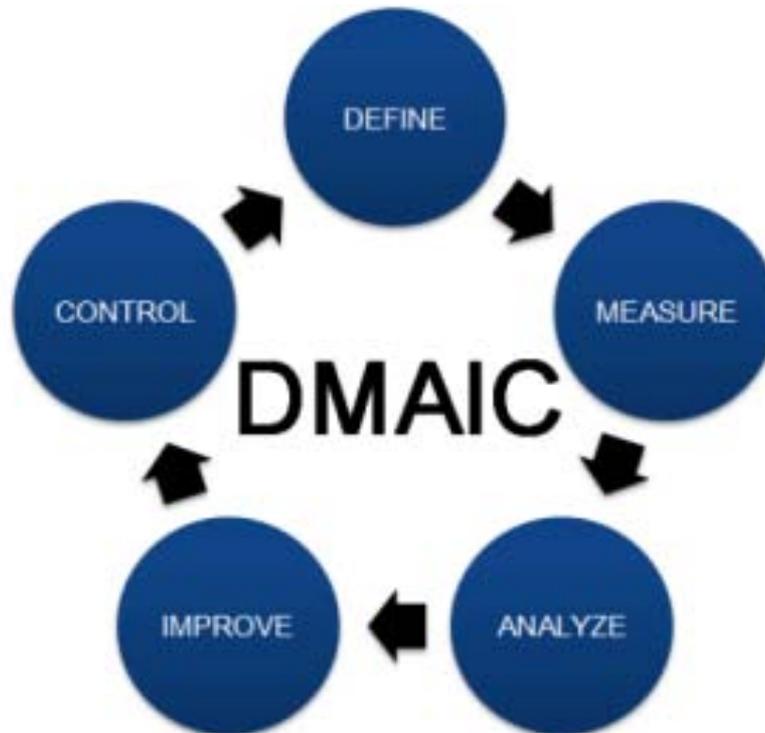
Measurement throughout the project cycle





7 Steps to measurement

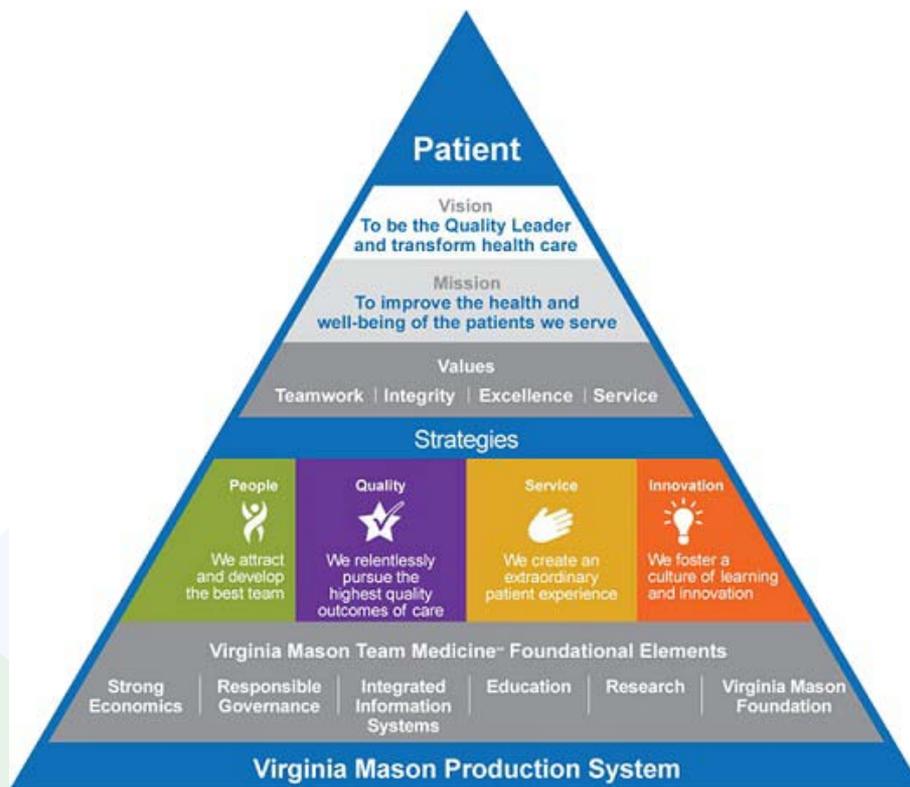
6 Sigma



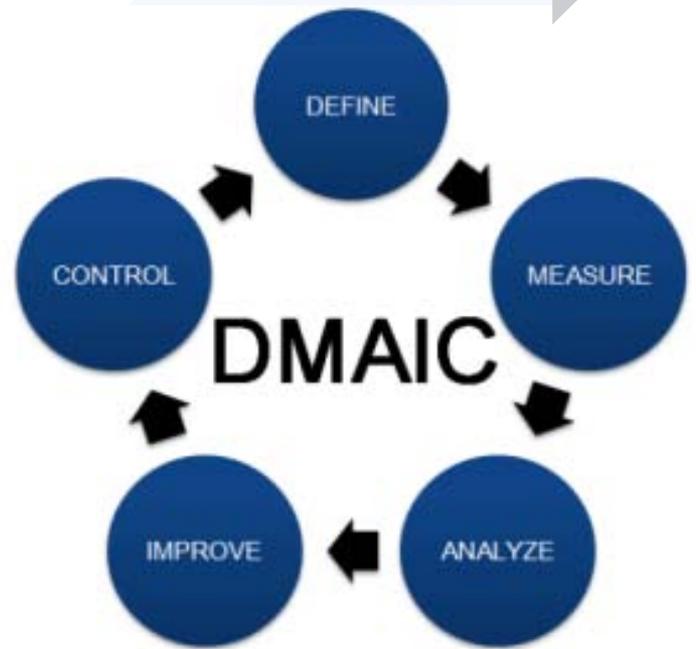
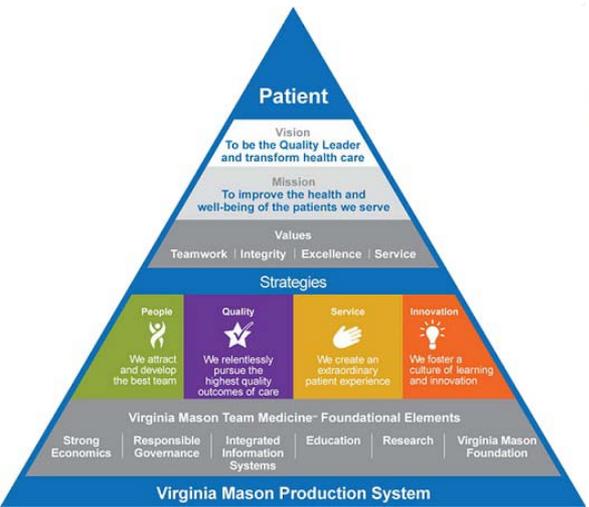
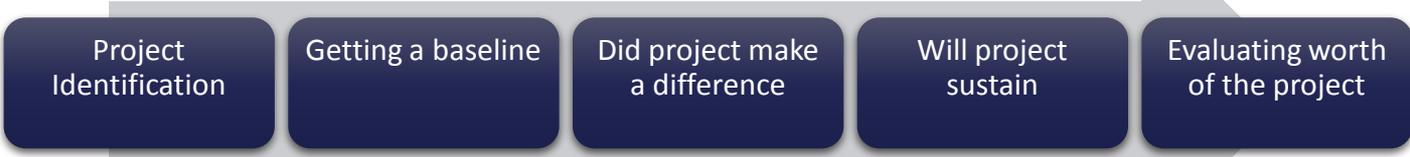
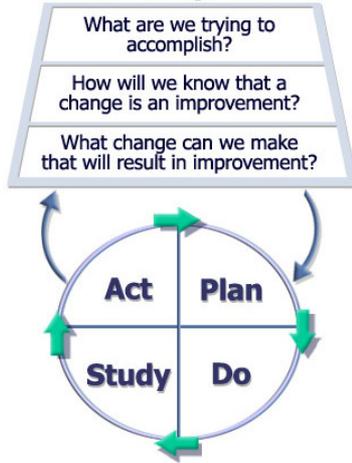
Lean Thinking



Virginia Mason

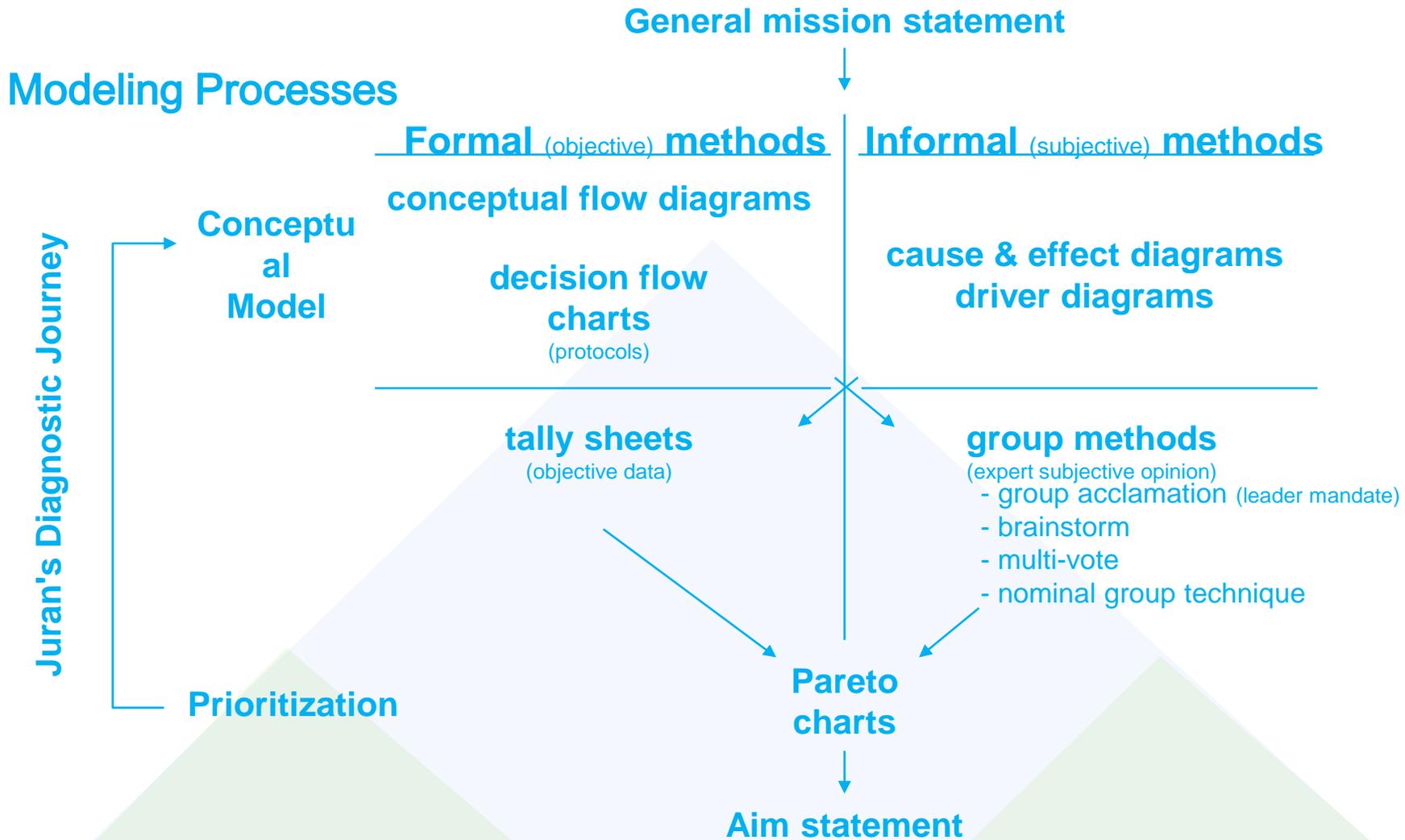


Model for Improvement



Moving from a mission statement to an Aims statement

Moving towards a good aim



Questions I often get asked in measurement for improvement sessions...

1. What is the difference between clinical audit and service improvement?
2. What is the difference between measurement for improvement vs research
3. When we teach people about variation, are there some easy to grasp examples that help to get across the concepts of common cause and special cause variation?
4. What do we mean when we talk about 'how capable is a process' and how do we measure capability?
5. In SPC we talk a lot about reducing variation but we don't talk about shifting the mean – why all the focus on variation?
6. What is the difference between a run chart and a control chart?
7. How do we work out the upper and lower control limits?
8. There are 'rules' for identifying special causes – what are they and where do they come from?
9. How does sigma differ from standard deviation – and could we use standard deviation instead?
10. Why can't we just use standard statistical tests to look for changes in the data?
11. People keep talking about 'p-values' so how do they relate to SPC?
12. When we find out the reason for a special cause point in our data, should we remove it and re-calculate the control limits?
13. Should I use different sorts of control charts for different types of data?
14. How come we can do a PDSA cycle on just one case but we need lots of data points for a control chart?
15. In the rules for special causes, what do we mean by an unusual pattern?
16. Our data has seasonal trends in it which might hide special causes – can we take account of this in any way?
17. What are funnel plots?
18. What do we do when our 'events' are quite rare (like deaths)?
19. If we do a control chart, does the data need to meet any conditions – like coming from a normal distribution?
20. Our Board uses RAG reporting to monitor performance against reaching our targets – should they be using SPC instead?
21. If we can't collect data on outcomes for every patient, how do we use sampling with SPC?
22. If we collect some patient data and suspect the care process might be different for some known patients – what should we do?
23. Are there any other improvement techniques that we should use alongside SPC?

A sponsors role

Listening – How to listen



Active Listening

This is where you make a conscious effort to hear not only the words that another person is saying but, more importantly, try to understand the complete message being sent.

In order to do this you must pay attention to the other person very carefully.

You cannot allow yourself to become distracted by whatever else may be going on around you, or by forming counter arguments that you'll make when the other person stops speaking. Nor can you allow yourself to get bored, and lose focus on what the other person is saying. All of these contribute to a lack of listening and understanding.



1 (of 5) steps to active listening

Pay Attention

Give the speaker your undivided attention, and acknowledge the message. Recognize that non-verbal communication also "speaks" loudly.

Look at the speaker directly.

Put aside distracting thoughts.

Don't mentally prepare a rebuttal!

Avoid being distracted by environmental factors. For example, side conversations.

"Listen" to the speaker's body language .

2 Show That You're Listening

Use your own body language and gestures to convey your attention.

Nod occasionally.

Smile and use other facial expressions.

Note your posture and make sure it is open and inviting.

Encourage the speaker to continue with small verbal comments like yes, and uh huh.



3 Provide Feedback

Our personal filters, assumptions, judgments, and beliefs can distort what we hear. As a listener, your role is to understand what is being said. This may require you to reflect what is being said and ask questions.

Reflect what has been said by paraphrasing. "What I'm hearing is," and "Sounds like you are saying," are great ways to reflect back.

Ask questions to clarify certain points. "What do you mean when you say." "Is this what you mean?"

Summarize the speaker's comments periodically.

4 Defer Judgment

Interrupting is a waste of time. It frustrates the speaker and limits full understanding of the message.

Allow the speaker to finish each point before asking questions.

Don't interrupt with counter arguments.



5 Respond Appropriately

Active listening is a model for respect and understanding. You are gaining information and perspective.

You add nothing by attacking the speaker or otherwise putting him or her down.

Be candid, open, and honest in your response.

Assert your opinions respectfully.

Treat the other person in a way that you think he or she would want to be treated.

Listening Activity (In Pairs)

Role 1: Talk about something you are interested in or passionate about

Role 2: Actively Listen (using 5 principles)

Role 1: Give feedback to role 2 about how well they felt listened too and where they can improve

5 Steps to active listening

1 Pay Attention

2 Show That You're Listening

3 Provide Feedback

4 Defer Judgment

5 Respond Appropriately

Video Activity

Dealing with 3 types of people

Dealing with Frank Video

Top tips

Dealing with Frank

- *Acknowledge him and his expertise*
- *Assert yourself at the right time – early on*
- *Reinforce that we need to hear others' views – to get the perspective from those with less experience*

Dealing with the situation itself

- *Clarify the question*
- *If possible, change the question*

Top tips

Dealing with a dominator

- *Thank you for your contribution*
- *When someone dominates a discussion, the other participants hold back their ideas. Team members get bored.*
- *Refer back to the question*
- *Your preparation – being very clear about the question and the way it is stated – non ambiguous*
- *Instead of coming up with solutions that incorporate a wealth of diverse opinions, the team ends up with a mediocre decision.*

Dealing with silent people



Top tips

Silence buster

“Have you ever asked a question during your session only to be confronted with deafening silence?”

If there is no response to your question, simply say,
“Turn to the person next to you and discuss this.”

What's nice about this method is that there isn't any need for props or preparation. You can use it in any class, with any topic. Participants usually think you planned the group discussion and don't have a clue that it was a spontaneous decision to promote interaction.

Dealing with talks too much

Top tips

Talks too much

- When someone dominates a discussion, the other participants hold back their ideas. Team members get bored.
- Instead of coming up with solutions that incorporate a wealth of diverse opinions, the team ends up with a mediocre decision.
- Here are some suggestions for dealing with participants who talk too much:

Top tips

Talks too much

1. Avoid discouraging the excessive talker.

Instead, encourage others to participate more. Go around the group, giving each participant a turn to talk.

2. Divide group into pairs for preliminary idea sharing.

Then ask each pair to give a summary of their discussion.

3. Impose *air-time* limits on participants.

Give the participants equal number of poker chips, each worth 30 seconds of talking time.

4. Interrupt the person with a question directed elsewhere



Top tips

Talks too much

5. Acknowledge the comment and involve others:

“Joe, that was an interesting insight....Barbara, what are your views on this issue?”

6. Before the meeting or during a break,

enlist the help of the excessive talker in encouraging the silent participants to open up.

7. At the start of the meeting, establish equal participation

by all members as a team goal. Encourage the participants to help monitor and manage personal participation.

A framework for thinking about difficult behaviour in groups

1. What the **behaviour** was
2. What **led up to** the behaviour
3. How it made you **feel**
4. What you **did**
5. What you **would like to have** done

From “Difficult behaviour in groups”, Mark Doel, 1995

Group activity (3 people in a group)

Role 1: The role of the delegate

Role 2: Is the Coach

Role 3: Observer (who gives the feedback to role 2)

5 minutes of coaching

5 minutes of feed back

Each person does each role