

**IPRO** Improving Healthcare for the Common Good®

**IPRO Learning and Action Network**  
Learning Session Three

**A QAPI Approach:**  
**A Positive Chain of Leadership**

**July 16, 17, 18, 2013**  
Faculty:  
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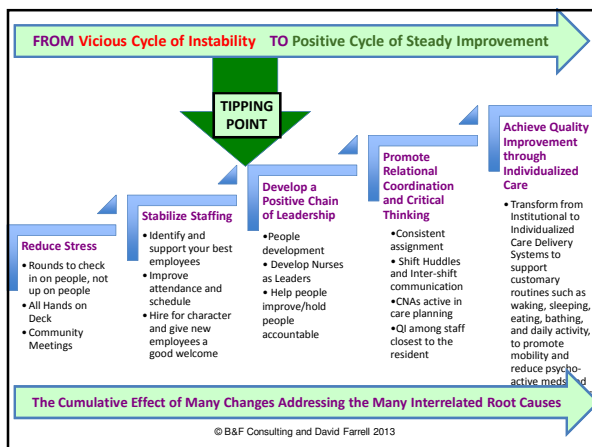
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**LS 1 Content**  
Operationalizing and Maximizing QAPI  
People Development  
Promoting Good Sleep

**LS 2 Content**  
Staff stability  
Counting what matters— using data  
Hiring, welcoming, attendance

Please share with your tablemates  
any work you are doing in these areas

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**Two Goals for today**

- Explore the relevance of leadership, ways to strengthen our own leadership skills, and ways to develop “a positive chain of leadership”
- Use QAPI methods (as a good tool, and as practice)

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**QAPI Review**

A new way of doing business

- All inclusive
- Looks at root causes
- Proactive
- Uses measurement
- Sets not only target goals but minimum thresholds
- Small scale pilot tests

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**Today**

- Leadership that really makes a difference
- What you do really does matter...
- It’s not just what you do, but how you do it
- The second element of QAPI

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**Staff Memo**

- What's going on for the person who wrote it?
- How would you react if you were on staff?
- Is this memo likely to solve the issues?
- What's the effect of a memo like?

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**What would be more effective?**

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**How could a QAPI approach be helpful here?**

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**Your table is your team**

**Identify Priorities for Action**  
Where would you start?

- What is the first area to take on so that you will get lift?
  - easy and realistic to accomplish
  - a building block to other issues

**More benefit than burden...**

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**Use a QAPI Approach for Your Chosen Area:**

- **Highly inclusive**
  - Who are the right people to be involved?
  - How do you establish a *culture of engagement* and open discussion?
  - What are the people development opportunities?
- **Root cause**
  - How would you determine the root causes?
- **Data**
  - What data and information would you collect?
  - How would you collect it? How would you share it?
- **Systematic Feedback**
  - How will you get, and give, systemic feedback on whether interventions are working?

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**PROCESS MEASURES**  
*We will do this:*

**OUTCOME MEASURES**  
*We will get this as a result of what we do:*

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**Charter your PIP:  
SCOPE**  
Which work areas and which areas of focus

**EXPECTATIONS**  
What you aim to accomplish:

1. Current outcomes and practices
2. Best outcomes and practices
3. Goal and minimum threshold

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**Goal Setting Worksheet**

Describe the problem to be solved

**S – Specific**  
**M – Measurable**  
**A – Attainable**  
**R – Relevant**  
**T – Timebound**

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Take a Break



15 Minutes

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**A Positive Chain of Leadership**

*Building leadership abilities throughout our organizations*

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**What a difference management makes!**  
Five Management Practices Associated with Low-Turnover, High Attendance and High Performance:

<b>High quality leadership at all levels of the organization</b>	Valuing staff day-to-day in policy and practice, word and deed	High performance, high commitment HR policies	Work systems aligned with and serving organizational goals	Sufficiency of staff and resources to care humanely
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**My InnerView Priority Items**

CNAs	NURSES
1 Help with job stress and burnout	1 Help with job stress and burnout
2 Management listens	2 Management listens
3 Management cares	2 Management cares
4 Supervisor appreciates	4 Training to deal with difficult residents
4 Adequate equipment/supplies	4 Training to deal with difficult family members

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**Choose the top 4 Characteristics of  
A Leader *You Would Willingly Follow***

- Ambitious
- Caring
- Cooperative
- Dependable
- Fair-minded
- Honest
- Independent
- Intelligent
- Mature
- Straightforward
- Broad-minded
- Competent
- Courageous
- Determined
- Forward-looking
- Imaginative
- Inspiring
- Loyal
- Self-controlled
- Supportive

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**WE KNOW THIS!**

**"Every organization is perfectly designed to  
get the results that it gets."**

***"We can't solve problems by using the same  
kind of thinking we used when we created  
them."***

*Albert Einstein*

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**Level Five Leaders**

Builds enduring greatness through a paradoxical blend of personal humility and professional will.

They are a study in duality:

- modest and willful
- humble and fearless

Jim Collins  
Good to Great

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### Words describing the Good to Great leaders:

- Quiet
  - Humble
  - Modest
  - Reserved
  - Shy
- Gracious
  - Mild mannered
  - Self-effacing
  - Understated

*But they also are fanatically driven, infected with an incurable need to produce results*

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Level 5 leaders channel their ego needs *from* themselves and *into* the larger goal of building a great company.

It's not that Level 5 leaders have no ego or self interest. Indeed they are incredibly ambitious – ***but their ambition is first and foremost for the institution, not themselves.***

Jim Collins

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### In contrast, the comparison companies often had Level 4 leadership which is:

**“A genius with a thousand helpers”**

A leader who sets the vision and develops a road map for getting there.

Jim Collins

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The Good to Great Level 5 leaders never wanted to become larger than life heroes.

They were seemingly *ordinary people quietly producing extraordinary results.*

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**The Leadership Challenge**

*A field guide for Leadership*

By Jim Kouzes and Barry Posner

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**Myth:**  
Leader as “renegade” who magnetizes a band of followers with courageous acts

**Fact:**  
Leaders attract constituents not because of their willful defiance, but because the leader has a deep faith in the human capacity to adapt and grow

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**Myth:**  
Leaders have the special gift of Charisma!

**Fact:**  
Leaders' dynamism comes from a strong belief in a purpose and a willingness to express that conviction

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**Myth:**  
It's lonely at the top

**Fact:**  
The most effective leaders are involved and in touch with those they lead. They care deeply about them, and often refer to them *as family*.

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**Myth:**  
Leaders are born, not made.

**Fact:**  
Leadership is not in a gene; it is an observable, learnable set of practices.

*The belief that leadership can't be learned is a powerful deterrent to leadership development.*

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### FIVE FUNDAMENTAL PRACTICES OF EXEMPLARY LEADERS

- MODEL THE WAY
- INSPIRE A SHARED VISION
- CHALLENGE THE PROCESS
- ENABLE OTHERS TO ACT
- ENCOURAGE THE HEART

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### Leadership that Builds Trust

- Presence
- Asking and delivering
- Consistency
- Listening
- Speaking with conviction
- Let your staff know what you've done

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### Application

### Leadership on the floor

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**Leadership on the Floor**  
**How 2 charge nurses start their day**

<i>"I gather my staff in the morning and I tell them, 'we have to work together. We're like sticks. If we work apart, each of us can be broken. If we stick together, we can't be broken. We've got to stick together to get the work done. And let's have fun doing it.' Then I just pitch in and we get through the day."</i>	<i>"I am overwhelmed by what I have to do when we're working short. If I start doing the CNA's job, I'll never get all my meds passed and my charting done. It's just too much. I'm not going to do the personal care. I just keep my focus on my work and get as much done as I can."</i>
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**What is Nurse # 1 doing that works?**

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**How would you develop Nurse # 2, if she were a new nurse?**

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**How would you develop Nurse # 2,  
if she were a long-time nurse?**

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**How do you support  
*leadership development*  
among your charge nurses?**

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**We build self confidence  
when we have high expectations**

- Leaders give heart to others by recognizing their contributions
- Leaders belief in others creates a self – fulfilling prophecy.

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**Encouraging the Heart**

- Set clear standards – people need to know what’s expected of them
- Expect the best – self-fulfilling prophesy
- Pay attention – tune in
- Personalize recognition -- individualized
- Tell the story – share your successes
- Celebrate together – have fun
- Set the example – *leaders go first*

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**Leaders Make Things Happen**

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**Leaders are learners**

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### Connect Performance and Recognition

- ❖ Make certain people know what's expected of them
- ❖ Provide feedback about their performance
- ❖ Recognize when people meet the standard

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### Common feedback

- Silence
- Negative
- “Constructive” criticism
  - No child left behind

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### What is credibility?

- Credible leaders practice what they preach
- They walk the talk
- Their actions are consistent with their words
- They keep their promises
- They do what they say they will do

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by Kouzes and Posner

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***The only way people  
can learn is  
by doing things  
they've never done before***

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**From DWYSYWD  
to DWWSWWD**

From:

- DWYSYWD = Do what you say you will do

To:

- DWWSWWD = Do what **we** say **we** will do

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**Two Parts to Saying and Doing**

- **You have to know how to say it**
  - In a way people can hear it
  - In a way they can add to it, question it, express concerns, get clarification, help shape it
- **You have to be able to do it!!!!**
  - Implement it – if you say you're going to do it, do it
  - Need to get it done

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The “say we do” process

- Clarify your own and others’ beliefs and values – why are we doing this – to what end?
- Unify your staff around shared values – “We want this to be a good place to receive care”
- Intensify their commitment to shared values by living the values daily – as a leader you *have to* model it

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Encouraging the Heart  
by Kouzes and Posner

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Soldiers Story

From The Leadership Challenge  
by Kouzes and Posner

The Power of Feedback  
on Performance

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The first group of soldiers  
were told the exact distance  
they would march  
– 20 kilometers –  
and were regularly informed of  
their progress along the way.

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Group two soldiers were told only, "This is the long march you heard about."

No one knew exactly how far they would march, nor were they informed of their progress along the way.

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Group three soldiers were told they would march 15 kilometers.

After marching 14 kilometers, they were told they had 6 more to go.

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The fourth group of soldiers were told they would march 25 kilometers.

After marching 14, they were told they had only 6 more to go.

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So how did they do?  
Which group did the best,  
and suffered the least?

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No surprise –  
Group one performed the best.

Knowing how far they were  
going and getting regular reports  
were the keys to achieving the  
highest ratings.

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Group two performed the worst.

Not knowing  
how far they had to march and  
then getting no information  
along the way  
yielded poor results.

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Group three came in second.

When this group learned  
that they had farther to go  
they just pulled harder.

To some this was surprising.

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Group four finished third.  
Apparently, it's more of a letdown  
to think you have farther to go  
and then learn you have less,  
than to learn you have more.

It appears to take the spring out  
of your step.

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Blood tests for stress indicators  
were taken throughout the  
march and again twenty-four  
hours later.

The results corresponded with  
the finish times.

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### Information is powerful when shared

When you have pertinent information,  
you perform better.

Information on the destination and progress  
gives people a roadmap, a sense of direction,  
and feedback about where they are in their  
journey.

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### Praise and Recognition

**How many of you are praised too much?**

**How often do you praise co-workers?**

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### Praise and Recognition

How to Praise Effectively

- Praise should be:
  - Timely
  - Specific
  - Sincere
  - Proportional
  - Positive

Blanchard, "One Minute Manager."

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Encouragement Index

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**You're always communicating  
whether you realize it or not**

*When it comes to sending a message  
throughout the building ...*

***NOTHING communicates more clearly  
than what you DO***

Encouraging the Heart by  
Kouzes and Posner

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**You are the most important leader  
to the people you supervise**

At your table  
share effective practices  
in letting people know you appreciate them

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**Return to your co-workers to**

**Share ideas from your tables**

**Develop a**  
**Performance Improvement Project**

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**QAPI Self-Assessment - Element 3**  
**Feedback, Data Systems, and Monitoring**

**12. Sources of data and info**

**13. Set targets and minimums**

**14. Collect, analyze, display data**

**15. Develop staff skills analyzing data**

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**QAPI Self-Assessment – Element 4**  
**Performance Improvement Project**

**8. Small change and measure - pilot**

**9. Change systems, not individuals**

**18. Document progress, lessons**

**19. Process and outcome measures**

**20. Root Cause Analysis**

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**QAPI Self-Assessment – Element 5  
Systematic Action and Analysis**

**16. Prioritize**

**17. Charter a project – scope and objectives**

**21. Root Cause Analysis to investigate event**

**22. Link corrections to systems breakdown**

**23 - 24. Determine if change is working, and sustained**

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**Table discussion**

**Do a Mini-PIP**

*What* will you work on?

*Who* will you involve?  
– Who can you *develop* by involving them?

What are *data sources* to look at to see where you are now, what you need to work on, and how you are doing?

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**Your PIP Will**

**PLAN:**

- Analyze data
- Determine a course of action
- Set process and outcome goals and minimums

**DO:** Pilot test action

**STUDY:** Measure results

- Analyze data
- Determine a course of action
- Set process and outcome goals and minimums

**ACT:** Change, expand, spread

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