



# Stabilizing For Success

Creating the Team that Supports Your Vision

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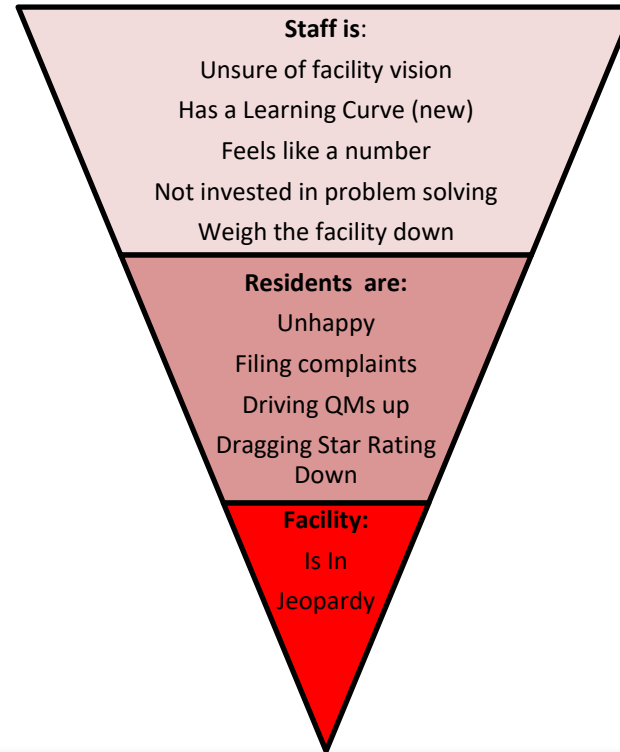


Quality  
Insights

# What is below the surface?



# Stability vs. Instability



# QAPI FORMAT



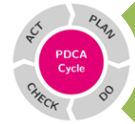
Assess your facility



Create a Performance Improvement Project



Find the root cause of instability



Implement strategies to target cause of instability



Evaluate and share your results

# Information = Data = Roadmap

## Where Data Comes From

Staffing Records  
Call off Logs  
Human  
Resource Record  
PPD Records

Exit Interviews  
Staff Satisfaction  
Surveys  
Resident  
Satisfaction  
Surveys

MDS Data  
Facility  
Assessment  
Quality  
Measures



# Define Your Data

## Measure/Indicator Collection and Monitoring Plan



*Directions:* For each measure/indicator that you choose to collect and monitor for QAPI, answer the following questions. The information gleaned from these questions will help you determine how best to track, display and assess or evaluate the results of the various measures you have chosen for QAPI. If you have a relatively small number of measures or indicators that you are tracking, you may wish to include all measures in one table and use this as an overview tool that could be completed by the person coordinating QAPI in your organization. Alternatively, you may choose to use this table for individual measures or groupings of measures that address similar topics.

What are we measuring (measure/indicator)?	When are we measuring this (frequency)?	How do we measure this (where do we get our data)?	Who is responsible for tracking on this measure?	What is our performance goal or aim?	How will data findings be tracked and displayed?
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Satisfaction Survey	Monthly	Monthly Survey	Human Resources	75% rate at least satisfied	Progress to goal, PIP chart
Exit Interviews					
Nursing Vacancies					
PPD					
Call Offs					
Quality Measures					



# Prioritize and Set Goals

Prioritization Worksheet for Performance Improvement Projects

**Directions:** This tool will assist in choosing which potential areas for improvement are the highest priority based on the needs of the residents and the organization. Follow this systematic assessment process below to identify potential areas for PIPs. This process will consider such factors as high-risk, high-volume, or problem-prone areas that affect health outcomes and quality of care. This tool is intended to be completed and used by the QAPI team that determines which areas to select for PIPs. Begin by listing potential areas for improvement in the left-hand column. Then score each area in the following columns based on a rating system of 1 to 5 as defined below:

1 = very low	2 = low	3 = medium	4 = high	5 = very high
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Rating is subjective and is meant to be a guide and to stimulate discussion. Finally, add the scores across the row and tally in the final column. Potential improvement areas with a higher score indicate a higher priority.

POTENTIAL AREAS FOR IMPROVEMENT (to list/record areas identified through Dashboard(s) Feedback from staff, families, residents, other incidents, near misses, unsafe conditions Survey observations)	PREVALENCE The frequency at which this issue arises in our organization.	RISK The level to which this issue poses a risk to the well-being of our residents.	COST The cost incurred by our organization each time this issue occurs.	RELEVANCE The extent to which addressing this issue would affect resident quality of life and/or quality of care.	RESPONSIVENESS The likelihood an initiative on this issue would address a need expressed by residents, family and/or staff.	FEASIBILITY The ability of our organization to implement a PIP on this issue, given current resources.	CONTINUITY The level to which an initiative on this issue would support our organizational goals and priorities.	TOTAL SCORE TALLY

## Goal Setting Worksheet



**Directions:** Goal setting is important for any measurement related to performance improvement. This worksheet is intended to help QAPI teams establish appropriate goals for individual measures and also for performance improvement projects. Goals should be clearly stated and describe what the organization or team intends to accomplish. Use this worksheet to establish a goal by following the SMART formula outlined below. Note that setting a goal does **not** involve describing what steps will be taken to achieve the goal.

**Describe the business problem to be solved:**

**Use the SMART formula to develop a goal:**

### SPECIFIC

**Describe the goal in terms of 3 "W" questions:**

What do we want to accomplish?

Who will be involved/affected?

Where will it take place?

### MEASURABLE

**Describe how you will know if the goal is reached:**

What is the measure you will use?

What is the current data figure (i.e., count, percent, rate) for that measure?

What do you want to increase/decrease that number to?

### ATTAINABLE

**Defend the rationale for setting the goal measure above:**

Did you base the measure or figure you want to attain on a particular best practice/average score/benchmark?

Is the goal measure set too low that it is not challenging enough?

Does the goal measure require a stretch without being too unreasonable?

### RELEVANT

Briefly describe how the goal will address the business problem stated above.

### TIME-BOUND

**Define the timeline for achieving the goal:**

What is the target date for achieving this goal?

Write a goal statement, based on the SMART elements above. The goal should be descriptive, yet concise enough that it can be easily communicated and remembered.



## Five Whys Tool for Root Cause Analysis

Problem Statement:

(One Sentence Description of Event)

WHY?

WHY?

WHY?

WHY?

Root Cause(s)

- 1.
- 2.
- 3.

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**Problem:** Weekend Call offs are double that of week days. All weekend are an issue but every other weekend has higher call off rates. Most occurring on 2<sup>nd</sup> shift

1. Why is every other weekend more of an issue? **The staff, especially CNAs, are the same on this weekend and call off more.**
2. Why does this group of CNA's call off more on the weekends than the other? **They are all friends outside of work and socialize together, so when something's happening they all want to go.**
3. Why are the social needs of nursing assistants impacting call off rates, if they are all working the same weekend and off the same weekend? **Because they do not realize that the issue is known and that continued call offs could result in scheduling changes.**
4. Why do they not realize the issues are being investigated? **Call offs are handled with the individual and trending is not part of the conversation.**
5. Why is trending not included? **Human Resources has wanted to maintain confidentiality of all staff and not discuss disciplinary trends with others.**

#### **ROOT CAUSE:**

- **Trending of call offs not discussed with staff**
- **Social groups have formed outside of facility that impact facility staffing**



# Plan-Do-Study-Act (PDSA)



- **Plan**

- Hold staff meetings to discuss identified trend of increased call offs on alternating weekends.
- Complete RCA with staff during meeting to bring suspected issue to the forefront and potentially identify previously unknown areas to light
- Share PIP RCA with staff and request feedback/solutions

- **Do**

- Schedule Staff meetings with second shift, during their shift
- Ensure meetings are done at a time that will allow for pressure free discussion.
- Do RCA with staff as a group, and make forms available for private completion
- Review PIP RCA and record feedback
- Educate that multiple call offs for the same shift will be handled individually and as group



# Plan-Do-Study-Act (PDSA)



- **Study**

- Staff agree with PIP RCA
- Acknowledge that they would rather stay on same weekend as a group than be split
- Staff agree to attempt to self replace for know social events and arrange group activities on off weekends.

- **Act**

- Delay scheduling changes and assess compliance with plan
- Initiate new protocol for sharing trends with individuals and groups
- Continue to monitor Call Off trends



# Creating the Culture you want vs. Living with the Culture you have



*“One of the biggest mistakes organizations make is letting their workplace culture form naturally without first defining what they want it to be.”*



# The Road to Chaos is Paved with Good Intentions



- Implementing policies and workplace programs based on what other employers do versus whether they fit our work environment.
- Hiring employees who don't fit.
- Tolerating management styles that threaten employee engagement and retention.
- We don't create and communicate a clear and inspiring mission, vision, and set of values.
- Having lackluster work environments.
- We don't consider how our everyday actions (or inactions) as leaders are affecting the formation of our culture.





# Preparing for Change

- Learn from what others have done
- Strategic plan
- Sharing the vision

# IS

Proactive

Long range

A method to build consensus

A way to focus the culture and its customer base

# WILL

Assess the facility's current state

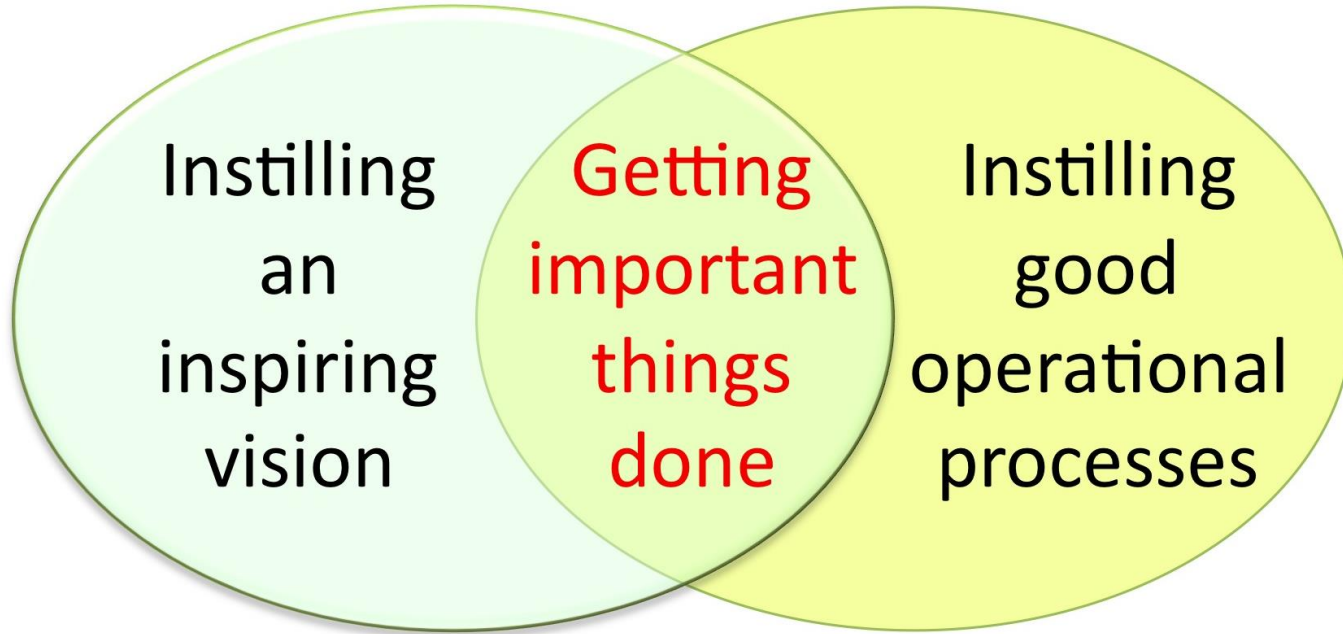
Develop a vision

Determine the gap between current state and vision

Set a direction, with goals, to close the gap



# Leadership and Management





# Just Culture and Communication

“The fastest way to get yourself killed on a manned space flight is to not follow standard operating procedure. The second quickest way to get yourself killed is to always follow standard operating procedure.”

- Karol Joseph “Bo” Bobko





# The Script for Change

- Generational differences in the workplace
- Communicating effectively
- Effective teams

# The Multi-generational Workforce

Demographic Group	Born: Age Range	Values, Traits, Characteristics	Learning Styles
Traditionalists	1928-1945 (73+ years old)	Hierarchical, loyal to institutions, motivated by financial reward and security	Traditional, instructor-led, reading, homework, “teach me”
Boomers	1946-1964 (54-72 years old)	Idealistic, competitive, striving to achieve	Traditional, group effort, expert driven, self driven, “lead me to information”
Generation X	1965-1980 (38-53 years old)	Self reliant, willing to change rules, tribal and community oriented	Team driven, collaborative, “wisdom of crowds” peer to peer, “connect me to people”
Millennial	1981-2000 (18-37 years old)	Confident, impatient, socially conscious, family centric, technology savvy	Give context and meaning, make it fun, search and explore, entertain me “connect me to everything”



# Generational Communication Styles

Generation	Communication Style
Pre-Boomers	In Person, Written Letter
Baby Boomers	Telephone with voice communication
Gen X	Email and Text
Gen Y - Millennial	Social Media, Skype, Learning Management Systems

The key to determining the appropriate communication method is to remember that birthdays and generational pigeon holes should be used as a guideline only. Some Pre-Boomers will prefer smart phone communication and some Millennials will be more comfortable with face to face interactions. Diversity among the generations must also be considered.



# Team Building: Effective Teams

## ACTION

- A team is effective if it achieves real outcomes for the people it serves.

## CAPACITY

- A team is effective if it builds capacity for future efforts and sustainability. A great team gets better, smarter and more capable over time.

## LEARNING

- A team is effective if individual leaders learn and grow as a result of working together.



# The Never Ending Story...



# Retention: Cornerstone to Positive Culture

- Tied to all areas previously covered
  - Data
  - Culture
  - Recruitment
- Retention Impact
  - For Residents
  - For Employees
  - For Community
  - For Financial Stability



# Roadblocks

- The interviews you do not hire
- The “Bad Apple vs. The Super Star”
- Managing the “Bad Apple”
  - Bruised Apple
  - Rotten Apple





# Series Content to Consider

- Data is the key to knowing where to start and when to end
- Culture must play a part in everything, including how you run a PIP
- Considering processes from pre-hire through end of employment will help define culture
- Vision and culture are daily choices
- Supportive cultures create stability, when they are supporting the right things



# Parting Thoughts

“If you can’t fly, then run, if you can’t run, then walk, if you can’t walk, then crawl, but by all means keep moving.”

– Martin Luther King Jr.



# Questions?

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