LABOR MANAGEMENT PARTNERSHIP

Unit-Based Team Toolkit

Tools, information and resources for labor, management and physician co-leads

Introducing the UBT Toolkit

Purpose of This Toolkit

- The foundation of the learning strategy for the unit-based team deployment is continuous learning, with the co-lead filling a key role as coach for the team. The purpose of the *Unit-Based Team (UBT) Toolkit* is to supply job aids, tools and templates for unit-based team co-leads to use in leading their teams as they engage in performance improvement and learning.
- The toolkit is organized into nine sections introduced in steps a co-lead would follow to ensure performance improvement. Each section presents tools and job aids to help co-leads progress in their own development and the development of their UBT.
- Each job aid/tool is presented with brief statements of purpose, desired outcomes for use and instructions.

"Growing is the reward of learning."

Malcolm X, political and religious leader

Target Audience for the Toolkit

- The target audience for the toolkit is the co-leads/tri-leads who will be launching a unit-based team.

Deployment Plan Checklist for the Toolkit	
[ ]	Attendees of a *Co-Lead Workshop* will receive a copy of the toolkit. During the workshop, participants will become familiar with the contents of the kit and will practice using some of the job aids.
[ ]	The *Leading in Partnership Workshop* will imbed certain job aids into the training content but participants will not receive a copy of the toolkit nor will the focus be on toolkit orientation.
[ ]	For those who do not attend a *Co-Lead Workshop*, an overview presentation will be available online, and individuals will be able to download the toolkit in its entirety or by section(s) from the OLMP website at **LMPartnership.org**.

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Toolkit Organization

The toolkit is divided into nine sections based on necessary co-lead competencies as described below. Each section has job aids, tools and templates to assist the co-leads to achieve the key competencies.

SECTION 1

- Introduction and Context Setting

SECTION 2

- Competency: Successfully Starting a UBT

SECTION 3

- Competency: Leading Meetings

SECTION 4

- Competency: Improving Performance

SECTION 5

- Competency: Communication

SECTION 6

Competency: Coaching

SECTION 7

- Competency: Rewards and Recognition

SECTION 8

- Competency: Working with Your Sponsor

SECTION 9

- Appendix/Additional Resources

Contents

Introduction of Unit-Based Teams and Setting Context

As a co-lead, you will need to set the context for why there is a need for unit-based teams. This means communicating clearly that performance improvement through employees working in unit-based teams is critical to the success of Kaiser Permanente.

To ease their minds and set a strong foundation for unit-based team members to begin working together, it's important to begin with an organized approach, clearly setting the context of why the work of unit-based teams is so important. A key tool to help you set the context is the *Case for Change* video.

Early in the formation of a UBT, the sponsors and/or co-leads will introduce the concept of the Case for Change as a national message around the need to focus on performance improvement.

The following job aids, tools and templates are included in this section of the toolkit to help you:

- *Case for Change* video
- Case for Change activity

ACTIVITY: Case For Change—Elevator Speech

Purpose

UBTs are key to transforming Kaiser Permanente to be the future of health care. The Case for Change activity provides team members with an opportunity to identify why this transformation is important and helps them make meaning out of Kaiser Permanente's key message regarding the Case for Change.

Outcomes

After watching the video and completing the message mapping tool, UBT members will be able to state in their own words what Kaiser Permanente's key message on the Case for Change means to them in their workplace and identify how they might improve in these areas.

Instructions: Have a discussion regarding Kaiser Permanente's Case for Change.	
[ ]	Play the *Case for Change* video for your team.
[ ]	After the video, debrief by asking and discussing the following questions: • What stood out for you in this video? • What is different about this message that you think is important to share with your team?
[ ]	Distribute a copy of the message mapping tool to the team.
[ ]	Read through the key message in the first column of the tool.
[ ]	Ask team members to fill in the three columns on the tool. In the first blank column, they are to write in their own words what the message means to them. In the second blank column, they should describe some examples of what the message might look like in their workplace. In the third blank column, they are to write suggestions for how they might improve in these areas.
[ ]	Allow team members 15 minutes to complete the message mapping tool.
[ ]	After the team members complete the tool, review their answers with the entire group.

ACTIVITY: Message Map—Elevator Speech

This guide will help you use everyday workplace opportunities to communicate about transformation.

Key Message	Supporting Messages	In My Own Words	What's an example of this in my workplace?	How might we improve in this area?
Our historic mission is to provide accessible, high-quality health care to working families.	KP is unique in this country—a nonprofit with a strong social mission and a commitment to total health, providing care under one roof.			
But our mission and model of care are threatened by the changing health care market and new political and economic forces.	A few giant insurance companies with deep pockets are competing fiercely for our members. The cost of health care in the United States is rising much faster than family incomes and people just can't afford it anymore.			
The best way to strengthen KP and ensure its growth is to put our members and patients at the center of our work, and offer them the best service and quality and the most affordable health care.	One way we are doing that is through our LMP, which offers us a model for patient-centered care through unit-based teams. UBTs support performance and innovation. All of us, regardless of our role in the organization, are looking at how we need to work differently to provide the best quality, the best service and the most affordable care in the best place to work.			
This means we have two jobs: doing our work well, and figuring out how to do it better. And this is something we take seriously and are acting on.	For example, UBTs are using PDSA rapid improvement tools to make improvements in service, quality and cost.			
We're changing to meet our challenges, and if we can get it right, we'll be a model for others and can transform health care in the United States.	Forty-seven million people are uninsured, and millions more are underinsured—creating unnecessary suffering and premature illness and death. If we fail, the best hope for American health care will be extinguished and we will face a long decline in our living standards. If we succeed, our outcomes will establish us as the health care solution that can provide the greatest good, for the most people, at the most affordable cost. No one can top our ability to provide affordable, quality care to large groups of people.			

Notes

Introduction

As a co-lead, you've been given the role of leading the unit-based team to achieve important goals. This is an exciting opportunity—individuals with different backgrounds and ideas are forming a team to improve performance and patient satisfaction—and your role is to facilitate the process.

As you begin your initial meetings, team members learn about each other and begin to get comfortable with the group. During this stage, members will naturally try to understand their own roles, the roles of the other team members and their purpose within the group. Team members may be unsure, nervous and even skeptical. This is entirely natural and expected in the beginning stage of team development.

> "When you start dealing with real change, you are talking about interfering with those who are in possession of something."
>
> Kwame Nkrumah,
> African political leader

Steps to Complete

To ease their minds and set a strong foundation for unit-based team members to begin working together, it's important to begin with an organized approach. At this stage in the process, completing the following steps will help your team begin with a strong start:

1. Hold a Successful Kick-off Meeting
2. Create the Team Vision, Working Agreements and Charter
3. Complete a Training Assessment

1. Hold a Successful Kick-off Meeting

Early in the formation of a UBT, the sponsors will identify the area(s) of focus for the team. This information should be translated to the team during your initial kick-off meeting. A kick-off meeting should be held to define the team's purpose and two or three meetings thereafter should be held to determine how the team will work together and improve its skills to become a high-performing team.

Holding a Successful Kick-off Meeting
• UBT Roles Chart
• Checklist for Starting a UBT
• Co-Lead Action Planning Worksheet
• Agenda for UBT Kick-off Meeting
Creating the Team Vision, Working Agreements and Charter
• Value Compass Activity
• Team Vision Worksheet Activity
• UBT Team Charter Activity
Completing a Training Assessment
• Training Assessment Tool Checklist
• UBT Training Courses

First impressions are lasting impressions—a kick-off meeting that is structured and well organized will help your team trust that future work will be successful.

2. Create the Team Vision, Working Agreements and Charter

To ensure all members are on the same path as you move forward, a team vision should be created to identify the team's key values, goals and guiding beliefs. Through this process, the team as a whole commits itself to one or more initiatives and the team's purpose is defined.

Defining the team's purpose provides an opportunity for UBT members to understand why their work is important and helps create buy-in by answering the *"why am I here?"* and *"what's in it for me?"* questions UBT members may be asking themselves during this stage.

Working agreements (ground rules, norms, expectations, etc.) are to be established to guide how the team will work together to achieve results; then, a team charter is created. A charter is simply a written outline of the team's working agreements.

3. Complete a Training Assessment

Each team member offers his or her unique experience from different levels within the work unit. In some cases, training may need to be completed to build skills or competencies to help the team complete a particular task or project. Completing a training assessment at this stage will ensure your team members are well prepared to effectively manage the tasks and goals that lie ahead.

Job Aids, Tools and Templates

The job aids, tools and templates listed in the box at left are included in this section of the toolkit to help you.

Using the UBT Roles Document

Purpose

This chart provides information regarding the different UBT roles and their responsibilities.

How to Use

Use this chart with your co-lead to help you understand your roles and to communicate and give clarity to other team members regarding what their roles and responsibilities are.

When to Use

When preparing for your first UBT co-lead meeting and your first UBT meeting.

UBT ROLES	
Team Members:	• Attend and participate in meetings • Complete UBT training • Represent interests and perspectives of others—not just your own • Use UBT processes collaboratively and with an open mind toward mutually acceptable results • Maintain open, direct and respectful communication • Support partnership principles • Communicate regularly with staff • Honor confidentiality agreements • Actively support all team decisions
Co-Leads:	• Advocate for partnership success • Communicate early and often • Prepare for meetings and huddles • Use appropriate meeting management tools • Troubleshoot where appropriate • Act as point person for information • Keep team records • Ensure team is following charter and charter is relevant • Communicate with others (including sponsors and stakeholders) • Make off-line decisions when needed • Build relationships and share expectations with co-lead partner(s)
Sponsors:	• Support the Partnership • Keep UBT visible and aim for success • Authorize, legitimize and demonstrate ownership for change • Allocate resources for success • Know who is doing what • Walk the talk
All UBT Staff:	• DO select/elect team members you know will be willing and able to represent the various interests of you and your co-workers • DO share ideas, suggestions and opinions related to issues being addressed by the team • DON'T expect the team to work on issues inappropriate to UBT work • DO ask what the team is working on and stay involved with its progress • DON'T ask the team to share confidential info or *"who said what"*

ACTIVITY: Checklist for Starting a UBT

Purpose

This checklist is a guide for you to chart your UBT startup progress. It highlights the important components that must be identified and in place for a UBT to be successful.

After completion of all items on the checklist, the UBT will be ready to work as a team to improve performance. Review this checklist before you begin working with your team. Check off items as you begin working together to ensure the team is ready to begin.

Team Type: (select the applicable choice)

Project Team (select one below)

[ ] work unit [ ] department

[ ] facility [ ] medical center

Governance Team (select one below)

[ ] work unit [ ] department

[ ] facility [ ] medical center

Team Sponsorship:

[ ] Sponsorship obtained from management and labor at appropriate levels

[ ] Team readiness assessed, including adequate functional relationships

[ ] Goals and scope of work clarified

[ ] Adequate resources available

Team Membership:

[ ] Size of team determined

[ ] Co-leads selected

[ ] Composition of team determined

Team Charter:

[ ] Team purpose

[ ] Roles: recorder, timekeeper, facilitator

[ ] Scope of work

[ ] Decision-making process(s) agreed to

[ ] Goals, targets, metrics

[ ] Quorum established for:

- [ ] Working agreements—holding a meeting—decision making
- [ ] Communication plan established to: all staff—stakeholders—sponsors

Team Member UBT Training:

[ ] Training needs assessed

[ ] Appropriate training completed

Facilitation: (select one below)

[ ] Internal—by team members, for meeting management in regular situations

[ ] External—neutral facilitator, for difficult issues (e.g., formal issue resolution) and/or when relationships are strained

Using the Co-Lead Action Planning Worksheet for Creating Working Agreements

Purpose

Co-leads use this action planning worksheet to get agreements on how they will work together.

How to Use

Use the template to discuss working styles, communication styles and to plan how to effectively facilitate meetings together. For more information, go to Section 9: Appendix/Additional Resources.

When to Use

Co-leads can use this template when they first begin to work together and to plan UBT meetings.

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ACTIVITY: Co-Lead Action Planning Worksheet

UBT Name:

Management Co-Lead:

Labor Co-Lead:

Use this worksheet to capture working agreements between co-leads in the following areas:

Co-Lead Working Styles:

1. Communication preferences (in person, email, phone, etc.)

2. What agreements do we have about handling conflict?

ACTIVITY: Co-Lead Action Planning Worksheet (continued)

3. Where would you appreciate support?

Team Charter and Other Working Agreements:

1. Do we want to use a charter?

2. What might be in the charter? Do we want to use the standard charter template tool for our charter?

3. If we have a charter, are there gaps in it?

ACTIVITY: Co-Lead Action Planning Worksheet (continued)

Planning for Meetings:

When do we need to meet to plan, who is creating the agenda, etc.?

Opening Meetings:

Who will facilitate the opening, what will we need to say?

Running Meetings:

Who facilitates which topics, what do we want?

ACTIVITY: Co-Lead Action Planning Worksheet (continued)

Closing Meetings:

What actions do we take to close our meetings?

Other Issues or Concerns for Sponsors to Address:

Agenda for UBT Kick-off Meeting

Purpose

The UBT kick-off meeting sets the stage for future outcomes and working agreements for the UBT. A kick-off meeting that is well organized, with a clearly defined agenda and outcomes, will help your team members feel confident that future meetings will be efficient. The sample agenda provides you with an idea of what might be covered for the best outcomes.

"Everything will change. The only question is growing up or decaying."

Nikki Giovanni, poet

How to Use

Use the sample agenda on the following page as a tool to ensure you are covering the necessary steps for a successful kick-off meeting.

Checklist for a Successful Kick-off Meeting	
[ ]	Review the sample agenda. Create your own version making any necessary modifications.
[ ]	Distribute a copy of the agenda to your team prior to your meeting.
[ ]	Meet with your co-lead to get clarity on who has what role during the kick-off.
[ ]	Prepare any materials that need to be presented to UBT members.
[ ]	Determine whether the sponsor needs to be present at the kick-off meeting. If so, create space at the beginning of the agenda for the sponsor to set the context of the UBT work for the organization.

Sample Agenda 1

Meeting Name: Cascade Park Family Practice UBT
Meeting Purpose: Kick Off the Family Practice UBT

Date: Jan. 7, 2009
Time: 1:30–3 p.m.
Location: Conference Room 2

Desired Outcomes:

- Set the context of UBT work
- Understanding of UBT roles and initial business objectives of this unit-based team: Increasing service scores
- Create UBT meeting ground rules and review agenda
- Understanding of service scores (team members see the correlation between service delivery and patient satisfaction)
- A list of issues related to service in our unit
- Agreement on solutions that can be implemented immediately
- A list of action items and communication needs

Topic (What)	Process (How)	Who	Time
Opening: • Context • Desired Outcome • Agenda • Roles • Safety Tip	• Present • Check for understanding • Check for agreement	David—Labor co-lead/Rose—management co-lead	30 minutes
Service Performance Update	• Review and explain the data • Check for understanding or questions	Rose	15 minutes
Identify Service Issues	• Brainstorm	David	15 minutes
Possible Solutions	• Narrow the brainstorm list and agree on solutions that can be implemented immediately	All	10 minutes
Next Steps • Action Items • Communication Needs	• Agree on action plan • Agree on what needs to be communicated, to whom, by when and how	Rose	10 minutes
Meeting Evaluation	• Conduct plus/delta	David	5 minutes

ACTIVITY: Value Compass

Purpose

The Value Compass sets the direction for improving organizational performance by focusing on the health plan member and patient. This activity provides an opportunity for the UBT to analyze the Value Compass to determine why its work is important and to identify where the unit stands regarding the points on the compass in comparison with where it needs to be. As a co-lead, your job with this activity is to facilitate an open dialogue with the UBT regarding how well the work unit is performing on each of the points on the compass. This activity helps the UBT define its purpose as team members will identify areas in their work unit that require improvement.

Outcomes

After successful completion of this activity, participants will define the purpose of their work, determine why their work is important and identify key areas that require improvement.

Instructions

Before you meet with the team, pull score card indicators for your work unit and prepare copies to distribute to your team. Hand out copies to your team members along with the Value Compass and the questions shown on the following page.

Value Compass Activity Checklist	
[ ]	Review the Value Compass with your team and explain the key points on the compass and what they mean.
[ ]	Have the team take a few minutes to review the scorecard indicators.
[ ]	Ask team members to review the Value Compass and review the questions on the following page.
[ ]	After team members have had an opportunity to review the scorecard indicators, Value Compass and questions, debrief by asking the team to share responses to the questions.
[ ]	Flipchart or whiteboard their responses and ask for a scribe to take note of the information for future reference as your team creates its charter.

ACTIVITY: Value Compass (continued)

Review your scorecard indicators. Compare your scores against each of the points on the Value Compass.

1. What does it mean to be patient- and member-focused?

2. How is your work unit performing in each of the points on the compass?

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ACTIVITY: Value Compass (continued)

3. How can your work unit improve in these areas? Where do you need to be with your scores in each of these areas?

4. What can your UBT do to improve your scores and be more patient- and member-focused?

5. How will improvement in these areas make work life better for you?

"People create social conditions and people can change them."

Tess Onwueme, playwright

Team Vision Activity

Purpose

This activity provides team members an opportunity to look at their feelings about their own levels of commitment when preparing to establish their team's vision. It allows the opportunity for individuals to *tell a story* about great and often provocative moments in a team experience. In turn, these great moments can be translated into a foundation for the current team's vision.

Outcomes

After successful completion of this activity, you will:

- identify examples of components of great teams;
- facilitate thinking and visioning of ways to recreate those great moments of the past into the present team's experience; and
- achieve commitment to specific initiatives and smaller, often individual, tasks for building a great team.

Instructions

Divide your team into pairs and give each person approximately 10 minutes to ask all four questions of his/her partner. The person asking the questions should practice active listening and should take notes, capturing highlights of their partner's responses.

When all the pairs are finished, ask each person to describe his/her partner's responses, focusing on the highlights written in their notes. Record the highlights on wall charts and refer to them when developing the team's vision, values, purpose (or mission) and goals.

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ACTIVITY: Team Vision Worksheet

1. Have you ever been part of a really great team? (Criteria: You felt personally committed; you signed *body and soul;* the team achieved extraordinary results.)

2. What was different about this team? Specifically, what felt truly great about being on the "really great"team?

ACTIVITY: Team Vision Worksheet (continued)

3. How can we, as a team, create those kinds of feelings here? Specifically, what could we do (achieve, accomplish or create together) that would rekindle the same feelings we remember from the "really great" team?

4. What would we commit ourselves to? (Outcome of this question: The group as a whole commits itself to one or more initiatives, often including individual commitments for part of the task. Also, a shared set of priorities may emerge.)

Using the UBT Charter Activity

Purpose

The UBT charter document helps the UBT co-leads set the foundation for the work their team will do. Creating the charter agreements together will prevent confusion and disagreements from taking the team off track as team members are doing their work. It also creates a good organizational structure for the team. A team charter should be used regularly to keep the team on track and within the agreed-upon scope of work. It is reviewed and revised as needed and should be shared with the sponsors.

How to Use

The team charter always is created in partnership. The charter should be created by the team during the first few meetings. For project teams, the charter typically is created by sponsors. To save time, the charter can be worked on ahead of time and presented to the team as a straw design by the co-leads.

ACTIVITY: UBT Team Charter

Purpose:

Why do we exist?

Goals and Objectives:

1. What are our expected deliverables?

2. How will we measure our work?

3. How will we know when we've completed our work?

ACTIVITY: UBT Team Charter (continued)

Membership and Roles

1. Composition of team?

2. Co-leads?

3. When and how team members are placed?

Quorum

1. How many members must be present to conduct the meeting?

ACTIVITY: UBT Team Charter (continued)

2. How many members must be present to make consensus decisions?

3. How will the team arrive at emergency decisions necessary between meetings?

4. What work can be done without a quorum?

Scope

1. What are the boundaries of the team's work?

ACTIVITY: UBT Team Charter (continued)

2. What happens to issues not within the team's boundaries?

Decision Making

1. Will decisions be made by consensus?

2. Will our work be in the form of recommendations or final decisions?

3. What happens if we can't reach consensus?

ACTIVITY: UBT Team Charter (continued)

Ground Rules (Working Agreements/Team Norms)

1. What procedural and behavioral norms will the team agree to work within?

2. Will there be norms related to potential guests, in addition to the ones used by the team?

Timelines

1. How frequently will the team meet, and for how long?

2. What are the important due dates connected to the project and deliverables?

ACTIVITY: UBT Team Charter (continued)

Reporting Relationships

1. Who are the labor and management sponsors of this team and its work?

2. Whose interests need to be represented in the work of this team?

Resources and Support

1. What resources exist to help us accomplish our purpose, both internal and external?

2. How do we address barriers to success?

ACTIVITY: UBT Team Charter (continued)

3. Whom do we go to for help?

Communication

How will information about our work be communicated to constituents, sponsors and stakeholders?

Confidentiality

What information will be considered confidential and not communicated beyond the team's work (KP proprietary business information, sensitive details, individual comments and conversations)?

Training Assessment Tool

Purpose

This chart can be used to identify training programs that may be useful to increase the performance of your UBT.

Outcomes

After successful completion of this tool, you will be able to identify areas in which your team may need to receive additional training to function as a high-performing team.

Instructions

Work with your co-lead partner to complete this training assessment chart after your initial kick-off meeting has taken place. You may need to revisit this tool after your team has begun the process of working together.

Training Assessment Tool Checklist	
[ ]	Check off any of the classes needed for training.
[ ]	Identify who needs the training (this may be the entire UBT, just the co-leads or other specific parties).
[ ]	Get in touch with your regional contact to schedule training. (Visit **www.LMPartnership.org/about/contacts/regional.html** for a list of the regional contacts with phone numbers and email addresses.)
[ ]	Identify the date of your scheduled training.

ACTIVITY: UBT Training Courses

Building a Strong Foundation for Partnership

	Mgmt.	Union Reps.	Co-Leads	LMP Team Members	Internal and External Consultants/ Facilitators
Unit-Based Team Orientation (Half-Day Session)	X	X	X	X	X
Issue Resolution, Consensus Decision Making and Interest-Based Problem Solving (Full-Day Session)	X		X		X
Corrective Action (Full-Day Session)	X	X			
Leading in Partnership Workshop (One-Day Session)	X		X		
Unit-Based Team Member (Half-Day Session)		X		X	
Unit-Based Team Co-Lead Workshop (Full-Day Session)	X (Co-lead)		X	X (Co-lead)	
Facilitation Skills (Three-Day Workshop)					X

Introduction

As a co-lead, you've been given the role of leading the unit-based team to achieve results. An essential competency to leading a team is to effectively run team meetings. Teams thrive under conditions where the agendas are well planned, meetings are facilitated to best use the allotted time, notes are kept accurately and agreements with action items are spelled out clearly.

Job Aids, Tools and Templates

- Planning a Meeting Template
- Agenda Planning Worksheet
- Opening, Running and Closing a Meeting Checklists
- Charting Tools
- Time Guidelines for Meetings Template
- Meeting Notes Template
- Checklist for a Sample Meeting Evaluation

"Revolutions are brought about by men who think as men of action and act as men of thought."

Kwame Nkrumah, African political leader

Planning a Meeting Tool

Purpose

This tool identifies the key steps you should complete to plan an efficient meeting.

Outcomes

After reviewing and following the instructions and information on this list, you will be able to set up, conduct and follow up efficiently on a meeting.

Instructions

Review this list before your next meeting and take time to answer the questions on the list. Make sure you have carefully planned and prepared for all items on the list.

PLANNING A MEETING TEMPLATE	
Purpose	Is the purpose for sharing information, solving problems or resolving issues?
Stakeholders	Who is affected by the potential outcome of this meeting? Is there a win-win situation?
Desired Outcomes	What are the concrete and realistic meeting outcomes?
Agenda Topics	Does the agenda accomplish the desired outcomes and encourage commitment and involvement? (See Agenda Planning Worksheet.)
Attendees and Roles	Who will attend the meeting and who will perform the key roles of the meeting (such as facilitator or scribe)? **Facilitator:** Provides neutral facilitation of partnership processes, as needed. Helps team become self sufficient in applying partnership tools and processes. **Scribe:** Creates a visible record of the meeting. Writes down team members' ideas using their words. Remains neutral and does not participate in content. Not a decision maker.
Room Arrangements	How can you best set up the meeting space for maximum participation and attention?
Decision-Making Method	How much involvement will there be in making decisions, and are participants trained in the process to be used?

ACTIVITY: Agenda Planning Worksheet

Purpose

These worksheets are tools to help plan your meetings.

Outcomes

Complete a worksheet to plan the purpose, desired outcomes and process of your meeting.

Instructions

Fill in the blanks on one of the worksheets to plan your next meeting. Use the table at the bottom of the worksheet to think about and plan the process steps for your meeting.

Use this form to plan the agenda for your next meeting.

SAMPLE NO. 1

Group/Meeting Name:

Date: Time: from: to:

Location:

Meeting Leader:

Purpose:

Desired Outcome: By the end of the meeting, we will have:

ACTIVITY: Agenda Planning Worksheet (continued)

SAMPLE NO. 1 (continued)

What (Content)	How (Process)	Who	Time
Opening: • Context • Desired Outcome • Agenda • Roles	• Present • Check for Understanding • Check for Agreement		
During:			
Closing: • Next Steps	• Agree on Action Plan		
Follow-up: • Meeting Evaluation	• +/Δ		5 minutes

ACTIVITY: Agenda Planning Worksheet (continued)

SAMPLE NO. 2

Meeting Date (and time if needed):

Participants (write names here or use participant sign-in sheet; plan how information will get to those not present):

Agenda	Outcome	Process	Time
What topics will we cover?	By the end of the meeting what will we have accomplished?	What steps will we take on the way to the outcome?	How much time will it take?
Agenda Review	• Identify other areas of interest • Confirmed agenda for meeting	• Review the agenda • Ask for other items to be added to the agenda • Prioritize items considering importance, urgency and time available • Identify an action items recorder and a MAP scribe	5 minutes
Information Updates	• Provide critical information that could not be more effectively transmitted in any other format	• Brief presentation of information by manager and/or other UBT co-lead, UBT representative team member, charge nurse, project leads or others • Summarize how information should be used by staff after the meeting	10 minutes
Update Current Projects	• Completion of or progress on projects started earlier	• Identify current status • Report on action items • Identify next steps (if project is slowed, identify and clear barriers)	15 minutes

Source: Roxanne WhiteLight, Consultant, KPNW

ACTIVITY: Agenda Planning Worksheet (continued)

SAMPLE NO. 2 (continued)

Agenda	Outcome	Process	Time
What topics will we cover?	By the end of the meeting what will we have accomplished?	What steps will we take on the way to the outcome?	How much time will it take?
Performance Review	• Identified opportunities to improve unit performance or engagement	• Alternate months: Review performance data one month and engagement needs the next month to prioritize next projects • Improvement data: Identify status of unit on regional goals • Engagement indicators: Review our effectiveness in team meetings and our ability to cope with changes (our own projects and other sources) • Identify success and celebration plans • Identify areas of needed improvement • Discuss how to address needed improvements (new RIM, other engagement strategy, etc.)	10 minutes
Action Items	• Confirmed action items with names and due dates	• Review assignments made and set due dates for completing them • If team members are absent, confirm who/how they will be updated after the meeting	5 minutes
Plan for Continued Engagement	• Completed communication map	• Identify who is missing from the meeting • Select staff to communicate with them • Identify key information and key questions	10 minutes
Summary and Feedback	• Identify what worked and what didn't	• Summarize the actions and findings for the meeting • Identify deltas and pluses • Ask and plan *"How can we improve our UBT meeting next month?"*	5 minutes

Source: Roxanne WhiteLight, Consultant, KPNW

Opening, Running and Closing a Meeting Checklists

Purpose

These checklists provide key action items to complete when opening, running and closing a meeting.

Outcomes

Following the action items on the checklists will ensure you are running an effective meeting.

Instructions

Review the checklists before, during and after your meeting to ensure you have completed the action items necessary to run an effective meeting. For any action items you may have missed, plan on how you will better address them for your next meeting.

ACTIVITY: Meeting Checklist

OPENING A MEETING

Action Items	
[ ]	Ask participants to introduce themselves (if necessary)
[ ]	Clarify your role as a co-lead
[ ]	Clarify the roles of other members (facilitator, stakeholders and guests)
[ ]	Conduct warm-up activity (when appropriate)
[ ]	Clarify meeting purpose or objectives
[ ]	Review agenda and ask the group if there are any additions, deletions or changes
[ ]	Ensure there is an agreement on the agenda before moving forward
[ ]	Specify time frames and appoint a timekeeper (when needed)
[ ]	Take care of housekeeping items (e.g., location of restrooms, parking validation, etc.)
[ ]	If the team has no ground rules, have the group set up ground rules for the session (if the team already has created ground rules, post them where they are visible and quickly review them)
[ ]	Set up a Parking Lot sheet to keep track of pending or unresolved issues for later review
[ ]	Proceed with the agenda

ACTIVITY: Meeting Checklist (continued)

RUNNING A MEETING

	Action Items
[ ]	**Manage the Discussion** • Ask clarifying questions • Tolerate silence • Mobilize team knowledge—ask key questions to key members • Encourage sharing of diverse thoughts and ideas • Build team memory—use flip charts to capture ideas, action items and decisions made • Use their words • Use Parking Lot to stay focused
[ ]	**Balance Participation** • Balance co-lead roles and responsibilities • Include everyone • Make eye contact • Use round-robin technique—seek input by engaging each person around the table • Check in with less outspoken members • Appreciate all team members' input
[ ]	**Guide LMP Processes** • Clarify and require consensus agreements • Introduce interest-based problem solving (IBPS) when appropriate • Clarify and lead brainstorming when appropriate • Clarify and lead sticker ranking when appropriate • Clarify and lead straw design when appropriate • Confirm consensus visually before moving on—everyone does "thumbs up"

ACTIVITY: Meeting Checklist (continued)

RUNNING A MEETING (continued)

	Action Items
[ ]	**Manage Transitions** • Summarize the topic and set the context for each discussion • Use clear transitions • Use agenda as a road map
[ ]	**Identify Strategic Moments** • Note moments of team agreement • Recognize progress and accomplishments as they occur • When the team is stuck, note the cause and determine how to proceed • Summarize key points

CLOSING A MEETING

As a co-lead, one of your key contributions is to ensure decisions are arrived at and detailed action steps are in place before the team adjourns. To ensure successful outcomes, you must allow enough time to accomplish the following:

	Action Items
[ ]	Confirm written agreements with the team
[ ]	Ensure the team has detailed action plans with names, accountabilities and dates
[ ]	Review items listed in the Parking Lot with the group and create plans for addressing them
[ ]	Create a draft agenda for the next meeting
[ ]	Create a consensus agreement on the communication plan, capturing the what, how, who and when
[ ]	Use the Checklist for a Sample Meeting Evaluation tool to prepare a written evaluation of the meeting (+ / Δ)
[ ]	Allow members to express how they feel about their work

Charting During a Meeting

Purpose

Capturing the team's work on chart pads and posting pages on the wall creates visual focus for team members and allows for group agreement on details prior to closing the meeting.

Outcomes

Visual capture of all agreements, action items, future agenda items, communication planning and Parking Lot ideas for later meetings.

Instructions

Before each meeting begins, post five pieces of chart paper on the wall with the following headings:

1. Agreements
2. Action Items
3. Future Agenda Items
4. Communications Needed
5. Parking Lot

Capture ideas/decisions throughout the meeting on the appropriate chart papers and use for meeting notes and bring back to future meetings as a reference.

"If you stand still long enough, people throw dirt on you."

Traditional proverb

ACTIVITY: Charting

Here's a look at what you can accomplish through the use of charts:

CHARTING HEADLINES	
Agreements	To capture consensus decisions accurately.
Action Items	To record anything that needs to be done between meetings (completed with the name of the people responsible and the deadline dates). You can post a page with these column headings: *What, Who* and *By When*
Future Agenda Items	To capture anything missed and/or important that should be revisited in a future meeting, and also anything additional that the group would like to discuss. Creating a draft of the next meeting agenda saves time while planning between meetings.
Communications Needed	To list agreed-upon talking points that each person on the team should discuss with constituents after the meeting, to be sure that everyone is kept informed in a consistent and thorough manner.
Parking Lot	To record items that will not be addressed in the meeting or may be out of a team's scope, but will require follow-up or additional information.

Time Guidelines for Meetings

Purpose

This worksheet provides guidelines on the timing of meetings based on the desired outcomes.

Outcomes

After reviewing this worksheet, you will be able to determine how lengthy your meeting should be based on the outcomes you wish to achieve.

Instructions

After you have planned the topics of your agenda for a meeting, review the chart to determine the estimated time frame for the meeting.

> "I never stand still and I ain't running after no one."
>
> Ray Charles, musician

ACTIVITY: Time Guidelines for Meetings

Typical meeting outcomes:

- Share information
- Make decisions or obtain agreement
- Create documents (such as charter, work and plans)
- Solve problems

MEETING LENGTH	TYPICAL MEETING OUTCOMES
1 hour or less	• Share information • Follow up from last meeting • Feedback
1-2 hours	• Review data • Make simple decisions • Solve simple problems • Determine next steps • Delegate tasks (that is, assign subcommittees)
3-4 hours	• Conduct an issue resolution • Outline a work plan • Start the process of tackling a complex problem Including some or all of the following: • Share information or feedback • Follow up from last meeting • Review data • Make or finalize decisions • Solve *simple* problems • Determine next steps • Delegate tasks (that is, assign subcommittees)
4-8 hours	• Problem solve • Develop an action plan • Create documents Including some or all of the following: • Conduct an issue resolution • Outline a work plan • Start the process of tackling a complex problem • Share information or feedback • Follow up from last meeting • Review data • Make or finalize decisions • Solve *simple* problems • Determine next steps • Delegate tasks (that is, assign subcommittees)

Meeting Notes Template

Purpose

This template may be used to take meeting minutes and capture action items that are to be completed from your meetings.

Outcomes

Complete this worksheet at meetings to:

- document discussions and agreements;
- write down action items;
- identify who is responsible for completing action items; and
- record the due date of action items.

Instructions

Use this template during your meetings to record meeting information. Be sure to include the date and subject in your meeting in the file name for future reference.

ACTIVITY: Meeting Notes

Timekeeper:	Insert your team name here:
Recorder:	
Facilitators:	Insert date of meeting here:

MEETING NOTES

Topic	Discussion and Agreements	Action Item	Responsible Person and Deadline

Sample Meeting Evaluation—Plus/Delta

Purpose

At the end of a meeting, an evaluation should be completed to identify what processes worked during the meeting and what processes need improvement.

Outcomes

By completing an evaluation, you will be able to make changes to make sure future meetings run more efficiently.

Instructions

At the end of your next meeting, complete an evaluation using the plus/delta method.

Checklist for a Sample Meeting Evaluation	
[ ]	On a blank flip chart or whiteboard, draw a line down the middle to create two columns. Label one with a + and the other with the Δ (delta symbol). You also can write the titles, *"What Worked?"* and *"What Could Be Improved?"*
[ ]	Ask for team members to share their feedback.
[ ]	Use this information for future reference. For any areas that need improvement, make sure you find a way to improve these areas before your next meeting.

+ WHAT WORKED	Δ WHAT COULD BE IMPROVED
• Great ideas • New sense of possibility and direction • New ways of looking at issues • Using a facilitator • Pairing off to brainstorm ideas • Confirming agreements at end of meeting • High confidence that we will succeed	• Defensiveness at the beginning • Need to have store managers attend next meeting—get their ideas • We didn't all return promptly from break • We should share responsibility for recording

Notes

Introduction

Once you have started your UBT and learned how to lead meetings in an organized manner, it is time to help team members work together collaboratively to meet milestones and accomplish team goals.

As your teams develop, they begin to ask, *"How are we going to accomplish our work?"* As team members learn to work together and participate in well-led meetings, they will have more time and energy to focus on their purpose.

Steps to Complete

When the team begins to meet and to work collaboratively, you as the co-leads will need to help the team complete the following steps to keep the progress moving forward:

1. Complete the rapid improvement model (RIM) process.
2. Measure and track performance.
3. Use the LMP tools of interest-based problem solving (IBPS) and consensus decision making (CDM) as needed.

Complete the Rapid Improvement Model Process

The rapid improvement model is a tried-and-tested approach to achieving successful change. This model offers the following benefits:

- it is a simple approach that anyone can apply;
- it reduces risk by starting small;
- it can be used to help plan, develop and implement change; and
- it is highly effective.

"To learn is to change. Education is a process that changes the learner."

George B. Leonard, educator

LMP Process Tools

- Interest-Based Problem Solving (IBPS)
- Consensus Decision Making (CDM)

Measure and Track Performance

A UBT derives focus and meaning largely from the performance targets it sets for itself. When a UBT establishes a clear sense of its performance priorities and has the ability to measure and track improvement over time, team members share a common purpose. Team members then have opportunities to engage their peers in the work of taking the unit from good to great.

Early in a team's development, UBTs identify performance indicators (with respect to the business as well as job satisfaction) that are meaningful to their unit and aligned with national, regional and local goals. Time is taken to identify these targets and agreement is reached on how best to meet them. In addition, team members learn how to obtain, read and use data to drive performance improvements in their unit.

Job Aids, Tools and Templates

The following job aids, tools and templates are included in this section of the toolkit to help you with improving performance:

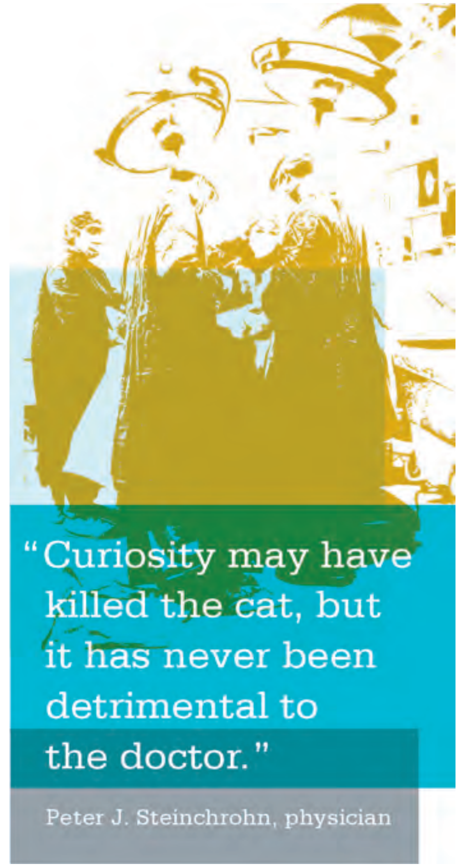
Complete the Rapid Improvement Model Process

- Rapid Improvement Model Template/Understanding RIM
- Three Steps of Systems Thinking
- Testing Changes Document
- Implementing and Spreading Change Document
- PDSA Cycle Planning Sheet
- Data Collection Planning Tool
- PDSA Cycle Progress Sheet

Measure and Track Performance

- UBT Performance Tracking Tool
- Workplan
- PDSA Project Map
- Daily Huddles Worksheet

Rapid Improvement Model Template



Purpose

The UBT members may find it useful to identify what they want to achieve from their improvement work. The improvement model's three fundamental questions for achieving improvement provide a useful framework for developing your UBT's objectives.

Outcomes

After completion of this template, UBTs will be able to define:

- what they are trying to accomplish;
- what measures they will use to determine whether there is improvement; and
- what changes they can make to lead to an improvement.

Instructions

Provide your team with a copy of the RIM template.

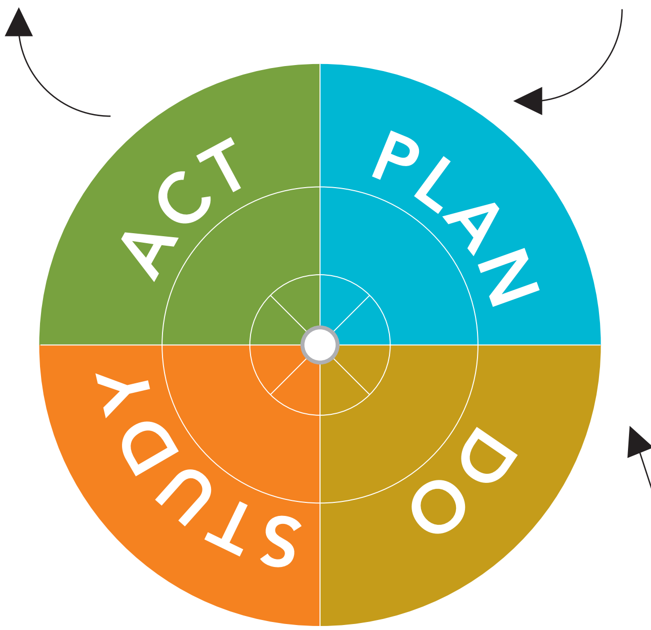
Checklist for the RIM Template	
[ ]	Work with your team to answer each of the questions on the template.
[ ]	Chart your team's responses as you are completing the template.
[ ]	Have a scribe take notes so you can refer to this information for future reference.

Model for Improvement

What are we trying to accomplish?

How will we know that a change is an improvement?

What changes can we make that will result in improvement?



Developed by Associates in Process Improvement (API)
For information, go to: www.apiweb.org/API_home_page.htm

Setting Goals

Improvement requires setting goals that are time-specific, measurable and define the specific population of patients that will be affected. Goals for improvement should be aligned with department/regional goals.

Establishing Measures

This question focuses specifically on what your team will measure, how you will measure it and how you will know that the change is really an improvement.

Selecting Changes

All improvement requires making changes, but not all changes result in improvement. Organizations must identify changes that are most likely to result in improvement.

Testing Changes

The Plan-Do-Study-Act (PDSA) cycle is a quick way to test change in a real work setting—plan it, try it, observe the results and act on what is learned. PDSA is the scientific method for action-oriented learning.

Source: Institute for Healthcare Improvement
www.ihi.org/IHI/Topics/Improvement/ImprovementMethods/HowToImprove

Understanding the Rapid Improvement Model

The rapid improvement model has been adopted by the LMP and the National Performance Improvement and Execution Department as an effective quality improvement methodology. RIM is a tried-and-tested approach to achieving successful change. This model offers the following benefits:

- simple approach that anyone can apply;
- reduces risk by starting small;
- used to help plan, develop, implement and sustain change;
- achieve big gains from small, rapid tests of change;
- eliminate time wasting and dangerous work-arounds (also unwritten rules); and
- accomplish your department's goals and improve its performance.

ACTIVITY: Rapid Improvement Model (RIM)

Q1. What are we trying to accomplish?

What is the overall aim of what we are doing? What are we hoping to improve?
(Increase the ability of the patient to access care? Improve how we use the skills of team members? Use our appointment capacity more efficiently?)

Q2. How will we know that a change is an improvement?

What will tell us that our changes make things better than they were before? What can we measure that will demonstrate our changes are actually an improvement? What data (opinions, observation, process data and results) will be useful?

Q3. What changes can we make that will lead to an improvement?

Include all the ways you can work toward your objective, so that you can develop plans for PDSA cycles. Think about what has worked for other people, the ideas you have yourself and innovative approaches.

Systems Thinking and Organizational Learning

As unit-based teams focus on performance improvement work, they will make changes to processes and procedures that can have a ripple effect throughout the organization. An essential part of your role as a co-lead is the ability to step back, look at the big picture and assess the impact of decisions and changes on other parts of the organization. This ability, called systems thinking, approaches problem solving by looking at the interaction of all the parts that make up the system and how improvements in one area of a system can adversely, or beneficially, affect another area. Doing so promotes organizational learning and helps break down silos.

Significant improvements can be achieved in health care when unit-based teams consider how changes affect the entire system. As a co-lead of unit-based teams, you can coach your team to incorporate systems thinking into their small tests of change, and even their day-to-day work.

"An idea, to be suggestive, must come to the individual with the force of a revelation."

William James, philosopher

Benefits of Systems Thinking:

- Able to deal more effectively with complex problems
- Prevent significant negative events
- Prevent harm to patients
- Increase staff morale
- Get away from assignment of blame
- Solve problems that seem unsolvable or revise ineffective solutions
- Encourage innovation at every level

THREE STEPS OF SYSTEMS THINKING	
Identify the problem	• Step back and consider the problem within the bigger system • Focus on patterns of behavior over time, rather than a single event • Focus on the specific system within the organization's control that is responsible for performance issues
Brainstorm solutions	• Look for the cause of the problem or inefficient workflow • Understand the feedback loop and ongoing process that reinforces the problem • Take advantage of the collective brain power of the group to solve the problem • Try to create a list of different possible solutions
Do a reality check	• Evaluate feasibility of the solutions to see if they are realistic • Conduct small tests of change to see if an improvement can be made (RIM+)

Source: Institute for Healthcare Improvement
www.ihi.org

Testing Changes—Plan, Do, Study, Act (PDSA)

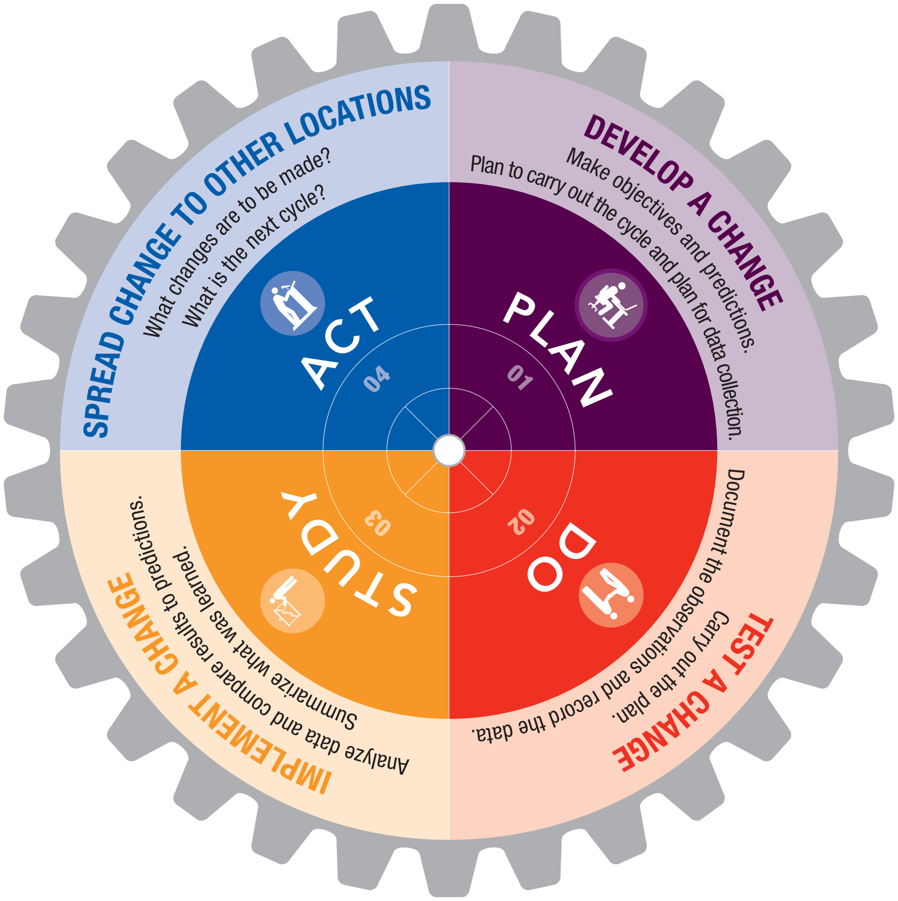
Once a team has mapped a process, set a goal, developed measures and a data collection plan and selected changes, the next step is to test those changes. The Plan, Do, Study, Act (PDSA) cycle is a quick way of improving work processes that allows teams to rapidly test on a small scale where a little risk taking is encouraged and failures are considered OK because we learn from them.

As a co-lead, you can coach your team to:

- Think big. Test small.
- Survey the team on how the change is working.
- Understand controlled failure is OK—it's a chance for the team to learn.
- Debrief the failure so it is a learning experience, not a humiliation. (Ask, "What did we learn? How could we have done this differently? What will we do now?")
- Celebrate success early and often!

"We must always change, renew, rejuvenate ourselves; otherwise harden."

Johann Wolfgang von Goethe, playwright



TESTING CHANGES—PLAN, DO, STUDY, ACT (PDSA)	
Step 1: Plan Plan the test or observation, including a plan for collecting data.	• State the objective of the test • Make predictions about what will happen and why • Use a baseline—create one, if needed • Develop a plan to test the change (Who? What? When? Where? What data need to be collected?)
Step 2: Do Try out the test on a small scale.	• Carry out the test • Document problems and unexpected observations • Begin analysis of the data
Step 3: Study Set aside time to analyze the data and study the results.	• Complete the analysis of the data • Compare the data to your predictions • Summarize and reflect on what was learned
Step 4: Act Refine the change, based on what was learned from the test.	• Determine what modifications should be made • Prepare a plan for the next test

Source: Institute for Health Improvement
www.ihi.org/IHI/Topics/Improvement/ImprovementMethods/HowToImprove

Implementing and Spreading Change

After testing change on a small scale, learning from each test and refining the change through several PDSA cycles—including testing the change under varying conditions, on different shifts and with different staff—the change may be ready for implementation on a broader scale. Implementation is a permanent change to the way work is done and involves building change into the organization and possibly revising documents and written policies.

The following are the reasons why teams need to test before implementing change:

- increases degree of belief that change may work;
- documents expectations and learnings;
- builds a common understanding of what good looks like;
- evaluates costs and side effects of changes;
- explores theories and predictions;
- tests ideas under different conditions; and
- helps teams learn and adapt in real time.

Spread is the process of taking a successful implementation process and replicating that change or package of changes in other parts of the facility or other regions.

"The entrepreneur always searches for change, responds to it, and exploits it as an opportunity."

Peter F. Drucker, management consultant

Leadership	Setting the agenda and assigning responsibility for spread
Set-up for Spread	Identifying the target population and the initial strategy to reach all sites in the target population with the new ideas
Better Ideas	A description of the new ideas and evidence to "make the case" to others
Communication	Methods to share awareness and technical information about the new ideas
Social System	Understanding the relationships among the people who will be adopting the new ideas
Knowledge Management	Observing and using the best methods for spread as they emerge from the practice of the organization
Measurement and Feedback	Collecting and using data about process and outcomes to better monitor and make adjustments to the spread progress

Source: Institute for Health Improvement
www.ihi.org/IHI/Topics/Improvement/ImprovementMethods/HowToImprove

"Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."

Margaret Mead, anthropologist

PDSA Cycle Planning Sheet

Purpose

PDSA stands for Plan, Do, Study, Act. Once you have decided exactly what you want to achieve, you can use PDSA cycles to test out the ideas developed from your answers to the third question (What changes can we make that can lead to an improvement?).

The key to the PDSA cycles is to try out your change on a small scale to begin with, and to rely on using many consecutive cycles to build up information to determine the effectiveness of your change. This makes it easier to get started, gives results rapidly and reduces the risk of something going wrong and having a major adverse impact.

Outcomes

After completion of this template, you will have a plan for the launch of the PDSA cycle for your team.

Instructions

Provide your team with a copy of the PDSA Cycle Planning Sheet.

Checklist for the PDSA Cycle Planning Sheet	
[ ]	Work with your team to answer each of the questions on the template.
[ ]	Chart your team's responses as you are completing the template.
[ ]	Have a scribe take notes so you can refer to this information for future reference.

ACTIVITY: PDSA Cycle Planning Sheet

Name:	Date:

Overall objective that this cycle links to:
Specific objective for this cycle:
What are you going to do?
Who will be involved?
Where will it take place?
When will it take place?
What do you predict will happen?
What are you going to measure in this cycle?

Data Collection Planning Tool

Purpose

This tool helps a team determine what they will measure, how they will measure it and who will collect the data.

Outcomes

After using this tool to collect data, the UBT will be able to determine whether the change was effective and whether there were barriers that need to be removed.

Instructions

Use this tool after you have identified what actions you are going to take to test for process improvement. Make tally marks for each day to get simple data that will help you determine whether your actions are making a positive change. For more information on metrics, go to Section 9, Appendix/Additional Resources.

> "Behavior change happens mostly by speaking to people's feelings. This is true even in organizations that are very focused on analysis and quantitive measurement, even among people who think of themselves as smart in an MBA sense. In highly successful change efforts, people find ways to help others see the problems or solutions in ways that influence emotions, not just thought."
>
> John Kotter, Harvard Business School professor, *Fast Company*

ACTIVITY: Creating a Data Collection Plan and Tool

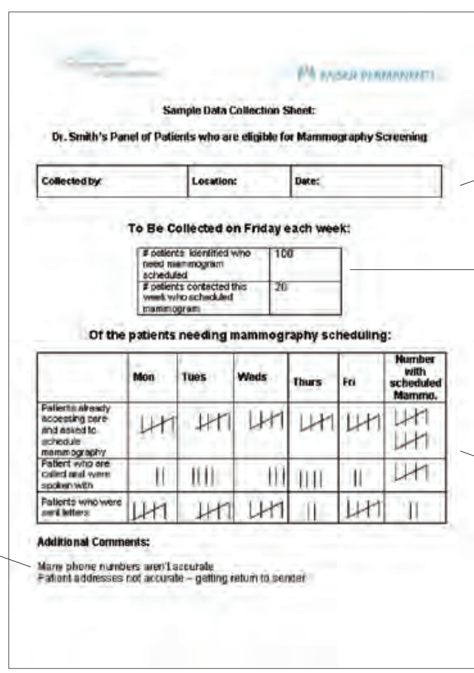
When planning data collection, the team needs to ask itself:

[ ]	What will we measure?
[ ]	What are the definitions?
[ ]	Who will collect the data?
[ ]	How and when will the data be collected, and for how long and how often?
[ ]	Do we have a process for collecting and entering the data?

The best people to create and test a data collection tool are frontline staff.

- Test tool ideas on paper and do so quickly before formalizing the tool.
- Collect only relevant data you can use.
- Make sure your data collection tool includes a definition of measures and information as to what is and is not included, and ensure it simplifies the information to be entered.

Example:



Sample Data Collection Sheet:

Dr. Smith's Panel of Patients who are eligible for Mammography Screening

Collected by:	Location:	Date:

To Be Collected on Friday each week:

# patients identified who need mammogram scheduled	100
# patients contacted this week who scheduled mammogram	20

Of the patients needing mammography scheduling:

	Mon	Tues	Weds	Thurs	Fri	Number with scheduled Mammo.
Patients already accessing care and asked to schedule mammography	𝍸	𝍸	𝍸	𝍸	𝍸	𝍸 𝍸
Patient who are called and were spoken with	||	|||	|||	|||	||	𝍸
Patients who were sent letters	𝍸	𝍸	𝍸	||	𝍸	||

Additional Comments:

Many phone numbers aren't accurate
Patient addresses not accurate – getting return to sender

Project level information (person, place, time)

Outcomes data (by week)

Process data (collected by staff during the day)

Identified barriers, leads to more testing ideas

PDSA Cycle Progress Sheet

Purpose

This sheet is used to monitor progress as you carry out your PDSA cycle.

Outcomes

After completion of this progress sheet, you will have a record of what you did, the information you studied and what you will use from your PDSA cycle.

Instructions

Provide your team with a copy of the PDSA Cycle Progress Sheet. Make sure team members complete this sheet and monitor progress as they complete the PDSA cycle.

ACTIVITY: PDSA Cycle Progress Sheet

Complete this part as you carry out your cycle. Keep notes on what happens. Before completing this map, be sure you are clear on your Plan, then move to the Do, Study and Act steps.	
DO	
Complete this part after you have finished your cycle, having gathered your data and reflected on what happened. Include expected and unexpected results.	
STUDY	
Record what you will use from this cycle, or what you will do differently next time. What other tests or cycles will you do?	
ACT	

"Mutual acceptance, recognition and confidence in each other...

Honesty and integrity in our dealings together...

We must understand each other."

Henry Kaiser,
Kaiser Permanente founder

UBT Performance Tracking Tool

Purpose

The Unit-Based Team Performance Tracking Tool provides a picture of how the UBT's actions impact overall performance. Experience has shown that when a team focuses its attention in one area, team members see improvements in multiple areas over time. Think of dropping a pebble into a lake and how that causes multiple ripples. For example, a team working on joint staffing improvements also may achieve improvements in attendance, service and the budget.

The UBT Performance Tracking Tool provides metrics that many teams are using to track performance, identify and build upon baseline performance data, celebrate success over time and make improvements where necessary.

Many of the metrics that appear on the performance tracking template are measured at different intervals: Service quality results are measured quarterly, attendance rates are calculated by pay period and People Pulse results are determined annually.

Outcomes

After completion of the UBT Performance Tracking Tool, UBTs will be able to track performance and identify areas of improvement.

Instructions

Complete this worksheet with your UBT members as you begin working together. Use this as a tool to track and measure performance and celebrate results.

ACTIVITY: UBT Performance Tracking Tool

Department Information	
Unit name:	Management lead name:
Union lead name:	Physician lead name:
Facility:	Location:
Phone/Tie line:	Phone/Tie line:

Metric	Baseline	Target	Jan	Feb	Mar	Apr	May	Jun

ACTIVITY: UBT Performance Tracking Tool (continued)

Metric	Baseline	Target	Jul	Aug	Sep	Oct	Nov	Dec

Instructions

- Baseline is the year-end data for the previous year.
- Use local targets for the current year.

ACTIVITY: UBT Performance Tracking Tool (continued)

SAMPLE NO. 1

Department Information	
Unit name:	Management lead name:
Union lead name:	Physician lead name:
Facility:	Location:
Phone/Tie line:	Phone/Tie line:

Metric	Baseline	Target	Jan	Feb	Mar	Apr	May	Jun
Attendance Sick days per FTE (annualized rate)								
Overtime % of total payroll dollars								
Missed Meals/Breaks % of total payroll dollars								
POS Co-pay Collection								
Workplace Safety injuries per 100 productive FTE								
Service Quality % of Member Patient Satisfaction survey/ HCAHPS, as applicable								
People Pulse Opinion In my work unit, we support each other to do our best work (% agree)								
People Pulse Opinion Employees in my work unit are involved in making decisions that affect our work (% agree)								

ACTIVITY: UBT Performance Tracking Tool (continued)

SAMPLE NO. 1 (continued)

Metric	Baseline	Target	Jul	Aug	Sep	Oct	Nov	Dec
Attendance Sick days per FTE (annualized rate)								
Overtime % of total payroll dollars								
Missed Meals/Breaks % of total payroll dollars								
POS Co-pay Collection								
Workplace Safety injuries per 100 productive FTE								
Service Quality % of Member Patient Satisfaction survey/ HCAHPS, as applicable								
People Pulse Opinion In my work unit, we support each other to do our best work (% agree)								
People Pulse Opinion Employees in my work unit are involved in making decisions that affect our work (% agree)								

Completing a Workplan

Purpose

This tool may be used to help your team plan action steps toward completing a goal or initiative.

Outcomes

After completion of the UBT Performance Tracking Tool, UBTs will be able identify:

- the problem to be solved;
- a solution for the problem;
- key action steps;
- persons responsible for the action steps; and
- due dates for the action steps.

Instructions

Complete this workplan to map out how you will complete your projects. Be sure to revisit and modify as necessary.

ACTIVITY: Workplan

Name of Unit:	Today's Date:

PROBLEM TO BE SOLVED	SOLUTION (Prioritizing by timeframe)	KEY ACTION STEPS (List specific action steps needed to implement the solution)	PERSON RESPONSIBLE (List specific names)	DUE BY (List specific dates)

PDSA Project Map

Purpose

This tool is an alternate document that can be used with a UBT to document the PDSA cycle for a given performance improvement test.

Outcomes

When using this tool, a UBT is able to plot the entire PDSA cycle and plan on one document, creating an easy-to-read reference guide for all team members.

Instructions

Fill in each section as the UBT forms the PDSA cycle. Reference this document at UBT meetings and huddles. Use the bottom portion when desiring to change or create new solutions to test.

ACTIVITY: PDSA Project Map

Department/UBT Name:	Project Name:
Project Start Date:	Documentation Date:

PLAN:

What is the problem (opportunity for improvement)?

How do we know this is a problem?

Our baseline data	Comparison data	Regional target

How would a change affect PSP?

How would a change align with values?

[ ] Best Quality
[ ] Most Affordable
[ ] Best Service
[ ] Best Place to Work

What are the results we want (goal statement)?

What is the target measure?

DO (TEST): What possible solutions will we test?

Solution or Test 1:

Solution or Test 2:

Solution or Test 3:

LABOR MANAGEMENT PARTNERSHIP

ACTIVITY: PDSA Project Map (continued)

STUDY (TEST RESULTS): What happened (results with data for each solution)?

Results:

Results:

Results:

ACT:

What will we adopt?	Date implemented:

What were unintended consequences? Is a new plan needed?

Daily Huddles Worksheet

Purpose

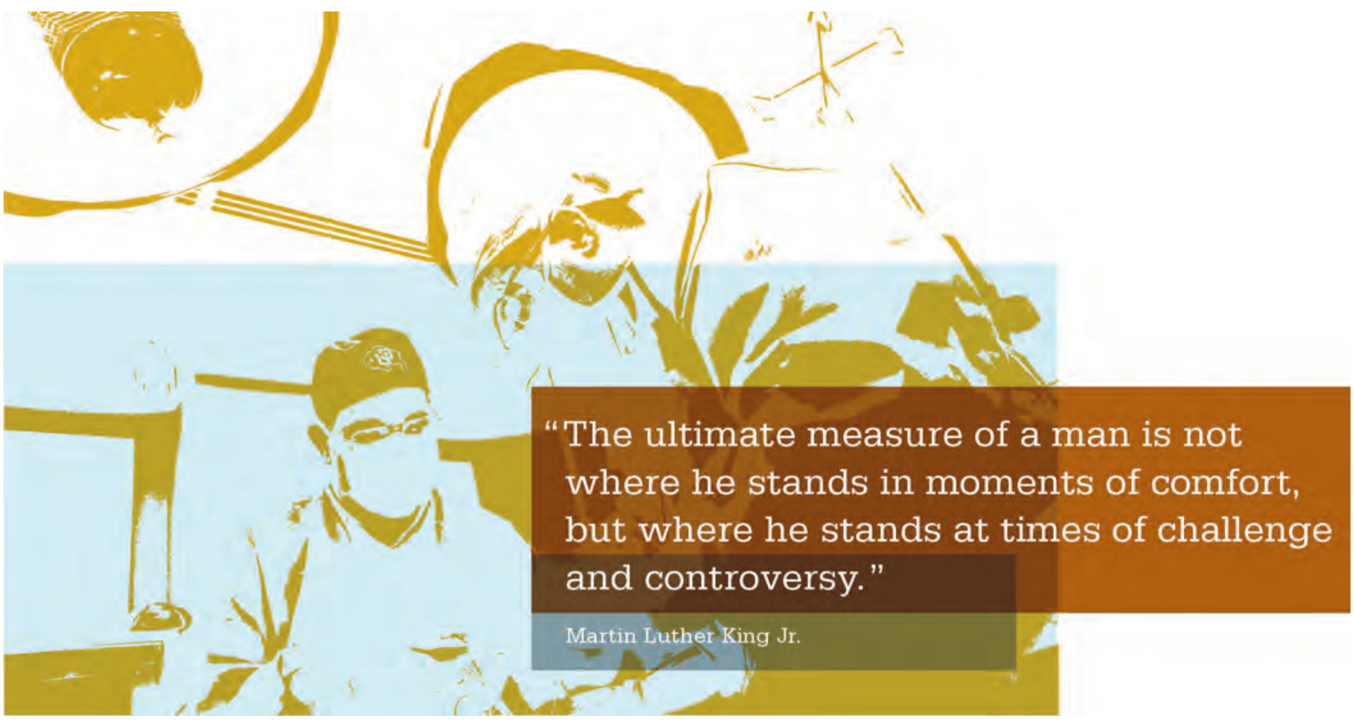
This tool is to help UBT co-leads prepare and run a daily huddle with their UBT.

Outcomes

When using this tool to prepare and guide UBT huddles, the co-leads are able to relay key information and capture key data regarding ongoing UBT performance improvement work. These daily huddles can be productively carried out in 5–10 minutes.

Instructions

Prepare for your daily huddle with your co-lead. Use this simple tool to guide your 5–10 minute conversations with your UBT.



ACTIVITY: Daily Huddles Worksheet

Date:

Gather all staff for the huddle at:

Team improvement focus for the day:

Staffing:

- DOD:
  - a.m. ___________________________
  - p.m. ___________________________
- Sick calls: ____
- Clinician coverage/special concerns: ____

Alternate work focus for the day:

Meetings/in-services today:

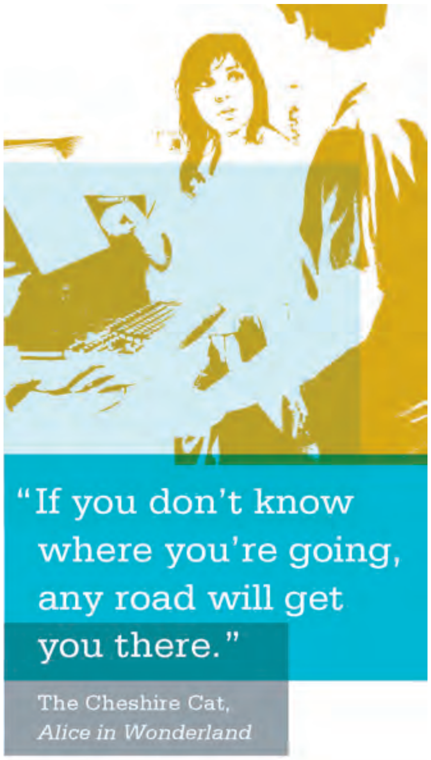
News, issues, urgent updates:

Staff celebrations:

Other:

Source: KPNW UBT Implementation Team

LMP Process Tools: Interest-Based Problem Solving and Consensus Decision Making



Purpose

Interest-based problem solving (IBPS) is an issue-resolution process that addresses individual and group differences. Consensus is a form of group decision making. Both of these process tools are used routinely in the Labor Management Partnership.

Outcomes

IBPS may be used with your UBT if there is a situation that occurs that requires an issue resolution. The IBPS process can help a UBT focus on key interests group members share and come to an agreement through consensus that meets mutual interests and solves the issue at hand. IBPS is not a tool for process improvement, but rather a tool to resolve issues within a team.

Instructions

Your team may benefit from having a neutral facilitator taking them through the process of IBPS and arriving at a solution by consensus. Use the following job aids to assist you in explaining and carrying out the process if a facilitator is not available.

Interest-Based Problem Solving (IBPS)

Interest-based problem solving (IBPS) is an issue-resolution process that addresses individual and group differences. Participants work together to reach agreement by sharing information and remaining creative and flexible, rather than by taking adversarial positions.

IBPS can be hampered by lack of trust, support, information or training. Once you eliminate these barriers, IBPS resolves issues quickly, enhances relationships and builds trust. It helps create a more constructive work environment and can improve services and health care affordability.

If you discover your team is unable to move forward because of relationship issues or lack of trust, one option is to recommend your team engage in IBPS. This process is best led by a neutral facilitator. You can help the team get this resource, if needed.

INTEREST-BASED PROBLEM SOLVING

Step 1: Define the Problem

- Develop Question
  - Contains issues
  - Begins "How might we?"
- No "Yes/No" Answers
- No Solutions
- No Accusations

Step 2: Determine Interests

- Separate Interests
  - Needs
  - Concerns
- Identify Common Interests

Step 3: Develop Options

- Brainstorming
- Best Practice
- Expert Panel
- Straw Design

Step 4: Select a Solution

- Screen Options
- Shorten List
- Develop Standards
- Test Options to Standards
- Decide on Solutions

Source: Northern California UBT Handbook
http://kpnet.kp.org/ncal/lmp/

> "No person is your friend who demands your silence, or denies your right to grow."
>
> Alice Walker, author

Consensus Decision Making Purpose

Consensus is a form of group decision making. Everyone discusses the issues to be decided so that the group benefits from the knowledge and experience of all members. In order for consensus to occur, every member of the group must be able to support the decision.

Outcomes

When UBTs are deciding on what small test of change to conduct with RIM, they should use CDM to make that decision. As a sponsor, you can help your co-leads know what decision-making methodology to use at different times.

Instructions to Test for Consensus

- Has everyone been heard?
- Can everyone live with the decision, even though it may not be your first choice?
- Will everyone actively support the decision?

Other Important Points to Remember

- Respect the different perspectives of others in order to understand the issue fully.
- Listen with at least as much dedication and commitment as you speak.
- If the group is "stuck," get some advice about ways to move beyond it. Before you begin addressing an issue, it may be best to determine a fallback plan; that is, how the decision will be made if the group truly cannot moved forward (for example, refer to sponsors, charter a subgroup, etc.).

CONSENSUS DECISION MAKING

DO:

- Share information
- Listen
- Be open to new roles
- Offer alternatives

DON'T:

- Agree too quickly
- Trade or bargain
- Vote
- Penalize standouts

TESTING FOR CONSENSUS

- Has everyone been heard?
- Can everyone live with the decision?
- Will everyone actively support the decision? (Can you identify behaviors that support the decision?)

Introduction

As a co-lead, an essential skill in the role of leading the unit-based team to achieve important goals is clear communication with target audiences. You will have several stakeholders that need consistent communication:

- your co-lead(s);
- your team;
- your sponsors; and
- other employees in workgroups outside your UBT.

Clear communication to these stakeholders will help ensure you are able to meet your target goals.

Job Aids, Tools and Templates

- Communication Plan Sample No. 1— Communication Plan for Stakeholders
- Communication Plan Sample No. 2—Communication/ Stakeholder Summary for UBT
- Communication Mapping Tool
- UBT Co-Lead Report to Sponsors Template

> "This is a game of implementation. Only 15 percent of the job is figuring out what to do. Making it happen—that is were the action is."
>
> F. Warren McFarlan, professor, Harvard Business School

Communication Plan Sample No. 1

Purpose

This tool provides a place to capture the communication information previously reviewed.

Outcomes

After successful completion of this tool, your team will identify the following:

- what is being communicated;
- who needs to be communicated to;
- the method used to communicate and obtain feedback;
- when and how often the message will be communicated; and
- who is responsible for communicating this message.

Instructions

Provide a copy of the worksheet to your team. Use the Communication Mapping Tool and your meeting notes to fill out this tool to ensure communication to all stakeholders.

ACTIVITY: Communication Plan for Stakeholders

SAMPLE NO. 1

Communication Plan:	Date:

What are we communicating?	Who do we need to communicate this to?	What method will we use to communicate and how will we obtain feedback?	By when and how often will we communicate this message?	Who is responsible for communicating this message?
(Be specific)	*(List internal and external audiences)*	*(List UBT huddles, newsletters, email or other methods)*	*(Indicate the frequency and due dates)*	*(List specific names)*

Communication Plan Sample No. 2

"Study the prevalence of the problem and have an accurate baseline to work with. How else are you going to be able to tell you're doing better?"

Dana Barron, infection control and prevention manager, South Sacramento Medical Center

Purpose

This tool provides a place to capture the communication information previously reviewed to be given to team members who missed the UBT meeting.

Outcomes

After successful completion of this tool, your team members will identify the following:

- what is being communicated regarding the UBT meeting;
- which team members were absent from the meeting and need information; and
- who is responsible for communicating this message to which team member that missed the meeting.

Instructions

Provide a copy of the worksheet to your team. Use the Communication Mapping Tool and your meeting notes to fill out this tool to ensure communication to all stakeholders who were absent from the meeting and need to be given key details.

ACTIVITY: Communication/Stakeholder Summary for UBT

SAMPLE NO. 2

Date of meeting:	Date to be completed and given to co-leads:

Tell messages	Ask about
Key messages to tell staff about	**Key questions to ask staff**
1. 2. 3. 4. 5.	1. 2. 3. 4. 5.

Name of staff	Who will brief	Initials after brief	Comments	Date
1.				
2.				
3.				
4.				
5.				
6.				

Source: Roxanne WhiteLight, Consultant KPNW

"Sponsorship is the single most important factor in any implementation."

Don Harrison, founder, Accelerating Implementation Methodology (AIM)

Communication Mapping Tool

Purpose

This worksheet provides an opportunity for team members to identify their communication targets.

Outcomes

After successfully completing this worksheet, UBTs will identify their communication targets.

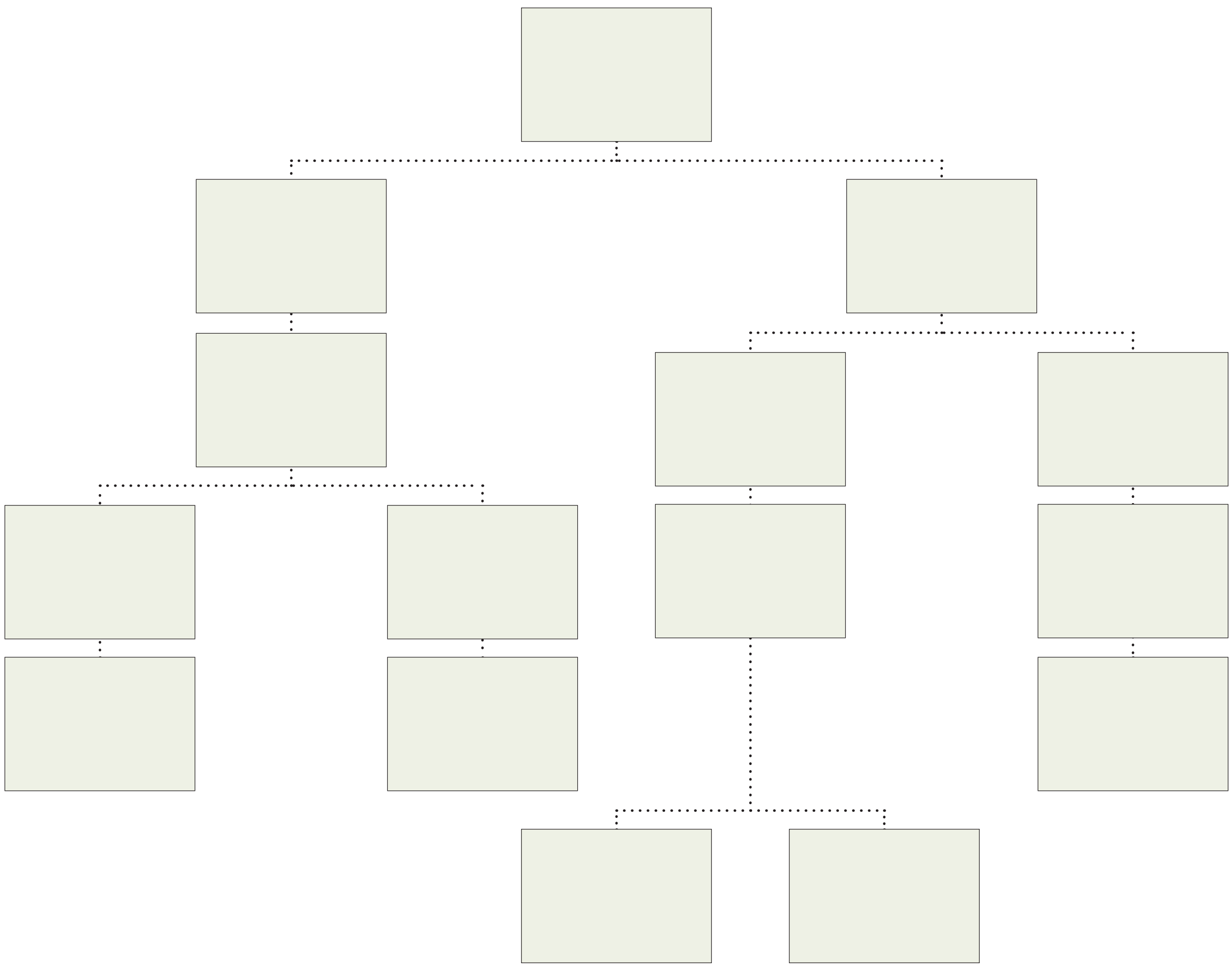
Instructions

Provide the team with a copy of the Communication Mapping Tool. The team will begin working on the side where the small single box is on top.

Communication Mapping Tool Checklist	
[ ]	Have the UBT review the tool and fill in the boxes starting with the small box on top.
[ ]	From the top, the team should map out those upon whom they are depending to improve a function (colleagues or others in the work unit who may be interested in their information).
[ ]	Explain they can cross out any unused boxes on the tool.
[ ]	How and when will the data be collected, and for how long and how often?
[ ]	Use this tool throughout the time a UBT is functioning to ensure all stakeholders from workgroups outside the UBT are communicated with effectively.

ACTIVITY: Communication Mapping Tool

Complete the Communication Mapping Tool worksheet and have UBTs identify their communication targets.



> "Unless high-profile managers consistently model the desired behaviors and actively recognize employees who engage in the behaviors, no real cultural change is possible."
>
> Mark L. Feltman and Michael F. Spratt, *Five Frogs on a Log*

UBT Co-Lead Report to Sponsors

Purpose

This tool provides the UBT co-leads a way to capture the work focus and progress for the team sponsors.

Outcomes

After successful completion of this tool, your sponsor will know:

- what goal the UBT is working on;
- what measurement they are using to test their success;
- what small tests of change they are doing to further their goal;
- what they have learned from their tests (the results of their tests); and
- whether they have completed the PDSA cycle and implemented any of the small tests of change and, if so, what changes they have implemented.

Instructions

Provide a copy of the worksheet to your UBT sponsors as requested or on a regular basis.

ACTIVITY: UBT Work Reporting

FOR USE BY CO-LEADS TO SPONSORS AND RESOURCE TEAM MEMBERS

Date:	Reporting Period:	Orientation Date:
Team Department and Location:		

What goal is the UBT working on?	
What measurement are team members using to test their success?	
What small tests of change is the team doing to further its goal?	
What have team members learned from their tests?/What are the results of the tests?	
Have they completed the PDSA cycle and implemented any of the small tests of change? If so, what?	
When is the next time overall measurement might reflect the improvements toward this goal? If you already have received this measurement, has it improved over prior performance?	
Team engagement on 1–5 scale *with 1 being low and 5 being very good*	1 2 3 4 5
Signature	**Phone**

Source: Roxanne WhiteLight, Consultant KPNW

Notes

Introduction

Transforming Kaiser Permanente to meet today's challenges means we are asking a lot from our teams and co-leads. To make massive changes as leaders, your role must build capacity as a co-lead to lead increased performance, to participate in joint decision making and to engage every member of the team in the day-to-day decisions regarding improving the performance of their work unit.

The first step in the process of leading change is to model transformative behaviors yourself. You can:

- coach;
- know when to be facilitative instead of directive;
- ask for feedback so you improve your own performance; and
- give feedback to help your team know what they are doing well and where they can be more effective.

As a co-lead, one of the critical roles you fill is that of a coach to team members (also called coachees) to facilitate their ability to work together for process improvement in their teams. Coaching focuses on the present and requires the coach to be highly self-aware. The goals of coaching are to:

- help a team member/coachee become more self-aware;
- increase a team member/coachee's belief in his/her own skills and ability to manage his/her own behaviors; and
- increase a team member/coachee's ability to develop skills in others.

Make use of the tools in this section to help you be confident and competent in supporting co-leads as they model desired behaviors and lead successful unit-based teams.

"My mother said to me, 'If you become a soldier, you'll be a general; if you become a monk, you'll end up as the Pope.' Instead I became a painter and wound up as Picasso."

Pablo Picasso, artist

Job Aids, Tools and Templates

- Coaching Basics
- Coaching Conversation Model
- Critical Coaching Skills
- Coaching Skills Self-Rating Form

Coaching Guidelines/Tools

"All my growth and development led me to believe that if you really do the right thing, and if you play by the rules, and if you've got good enough, solid judgment and common sense, that you're going to be able to do whatever you want to do with your life."

Barbara Jordan,
U.S. congresswoman

Purpose

Once you have your UBT formed and you are doing your process improvement work, there may be a need to do some individual coaching with team members who are struggling or seeking guidance. These tools provide methods for you to coach your team members to achieve maximum results.

Outcomes

When using these coaching tools, you will be better prepared to coach team members to work with maximum efficiency and with effective relationships.

Instructions

Use the coaching conversation model to guide your conversations when a team member comes to you for coaching. Remember to use questions to pull ideas and solutions out of the person you are coaching rather than telling them your opinion or what you think they should do. It is critical to write down the action steps at the end of the conversation and to offer a follow-up meeting once the person has taken action. This allows the person to come back to you for additional coaching and for you to reinforce their actions and recognize their commitment to trying to make a situation better.

Coaching Basics

Who Coaches Whom?				
Sponsors coach co-leads	→	Co-leads coach team members and work groups	→	Colleagues coach each other (peer coaching)

When you are coaching, you have to excel at:

- building and maintaining rapport;
- asking good questions to facilitate mutual understanding; and
- reflecting back content and coachee feelings.

Coaching sessions may happen in the moment or be planned ahead of time. You might coach to provide guidance or a co-lead/coachee might request help in the form of coaching.

"When speaking with people who are angry or upset, I always find it better to be nice than right."

Ric Bennewate,
regional operations manager, NW

TOOL: Coaching Conversation Model

1. **Ask the person you are coaching to describe the current issue or problem,** with specific examples and a small amount of relevant background.

2. **Ask him or her to describe the ideal outcome;** what is their **specific vision** of how things would be once he or she sorts out the problem.

3. Have a conversation with the person to **identify the obstacles/blocks** that exist between the problem and the ideal outcome.

Sort them into three groups:

- Blocks that exist **within the situation itself** (inadequate resources, shifting priorities, understaffed, etc.)
- Blocks that exist **with others** (anxious patient, stressed or indifferent co-worker, manager who you have difficulty working with, etc.)
- Blocks that exist **within the individual** (lack of skill/knowledge, low motivation, feeling overwhelmed, impatient, communication style, etc.)

4. **Jointly brainstorm** ways around these blocks and possible next steps. Agree on an approach and who'll do what by when.

5. **Agree** on when to have another conversation to discuss the outcome of actions determined by the brainstorming.

Source: Colorado Region Human Resources
http://coweb.co.kp.org/hr (KP Intranet only)

TOOL: Critical Coaching Skills

Review this list of skills to understand specific techniques you might use when coaching a co-lead and to assess any areas where you might need to improve or get more training. Consider practicing one skill per coaching session or highlighting ones you want to further develop.

SKILL	DESCRIPTION
1. Listening actively	Listen to what is and is not said. Note the individual's manner and tone of voice. Paraphrase, mirror or reflect what was said to ensure the message has been understood as intended.
2. Questioning	Use questions to obtain information, establish rapport, clarify or stimulate thought. How they are asked either can facilitate or hinder the process of communicating.
3. Building rapport and trust	Overcome resistance and distrust by concentrating on what you have in common. Be open about your own thoughts and feelings, demonstrate competencies in the individual's area and always have the person's best interests in mind.
4. Being candid and challenging	Speak frankly from your more objective position as a coach. Draw attention to certain issues for the benefit of the other person. Phrase your questions so the other person is challenged. (How do you know that? What evidence do you have for that?)
5. Giving encouragement and support	Encourage individuals and support them in thinking through their commitments to action. Make your actions match your words (that is, if a person needs a coach's support, it is important the coach not give the impression of being too busy).

Source: Interaction Associates
www.interactionassociates.com

TOOL: Coaching Skills Self-Rating Form

Directions: Please carefully read the statements below and choose the response that best describes your behavior. Using a scale of "1" (Never) to "5" (Always), choose the response that most accurately reflects what you actually do, and not what you believe you should do.

1. When meeting with a co-lead/coachee, I consciously try to fully "get it" and understand that person's perspective and feel what they are feeling.

1	2	3	4	5
Never		Sometimes		Always

2. I spend more time listening when meeting with others than I do speaking.

1	2	3	4	5
Never		Sometimes		Always

3. I can modify my coaching and overall approach to best suit the person I am working with and the situation we are discussing.

1	2	3	4	5
Never		Sometimes		Always

4. I assist people in considering alternative perspectives regarding a difficult situation.

1	2	3	4	5
Never		Sometimes		Always

5. I encourage people to put into motion specific action plans.

1	2	3	4	5
Never		Sometimes		Always

6. Where do you see room for improvement?

Source: Colorado Region Human Resources
http://coweb.co.kp.org/hr (KP Intranet only)

Introduction

Celebrating Accomplishments

Celebrating accomplishment builds a positive environment in which people are inspired to contribute their best. It "warms up" the workplace and makes it safe to take risks, be creative and participate fully. Calling attention to good behavior increases the likelihood it will be repeated. Successful UBT co-leads recognize improvement by giving appropriate rewards and recognition to team members.

Authentic celebration is a matter of *intention* and *attention.*

The intention of the leader is...

- to convey appreciation and value;
- to build others' confidence;
- to foster a safe, supportive environment; and
- to model the behavior for others to emulate.

The attention of the leader is...

- on things people do that deserve acknowledgement;
- directed toward understanding preferences of people and using appropriate, meaningful awards (symbolic or concrete) that people value; and
- on acknowledging small successes as well as large ones.

Source: Interaction Associates; www.interactionassociates.com

"Try not to become a man of success but rather try to become a man of value."

Albert Einstein, physicist

Job Aids, Tools and Templates

- Five Things to Remember about Reinforcement
- Techniques for Recognizing Accomplishments
- Recognition Questionnaire Tool

Reinforcement Tools

Purpose

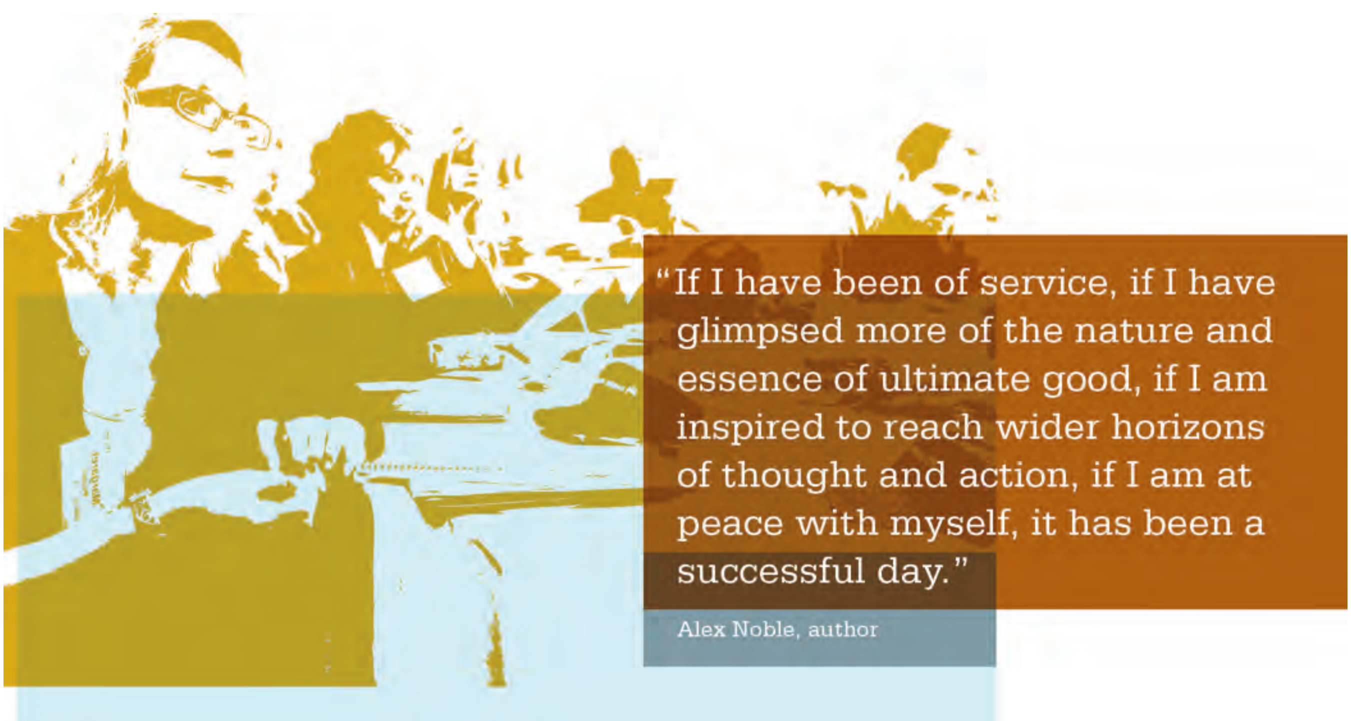
These two tools identify concepts about how to recognize great work and reinforce team members who are helping meet the performance improvement goals.

Outcomes

After reviewing the information, you will be able to provide appropriate recognition and reinforcement for your UBT members as performance improvement occurs.

Instructions

Review these concepts with your co-lead(s) and make plans to reinforce team members as targeted performance improvement occurs.



TOOL: Five Things to Remember about Reinforcement

People continue old behaviors for a reason. In order to encourage people to adopt new behaviors, make them more attractive and easier to do than the old ones. One way to do that is to make old behaviors less attractive, such as establishing negative consequences for old behavior. In the same way, if you know people think there are negative consequences for new behavior, you can eliminate those and help people feel safe (for example: People will laugh at me, I feel awkward doing that, I don't want to fail, what if I can't do it right?).

Make it easy for people to do the right thing and hard to do the wrong thing. Take the hassle factor out.

Don't wait for perfection!	Any movement in the right direction is an occasion to reinforce. Catch them doing something right and tell them about it.
Be as specific in praise as possible.	*"Yesterday, when you explained the KP online system to the elderly patient in such a respectful way, you made me proud to be part of this team."* *"Your suggestion for a new stocking workflow unlocked the whole meeting. Many new ideas came after that and now we are testing yours. Thanks."*
Remember, it takes three to five positive interactions to neutralize one criticism.	Yes. You have to praise four more times just to be seen as fair.
Be sincere. Don't say it if you don't mean it.	People appreciate genuine praise and feedback. It helps build trust and rapport.
Link reinforcement to contributions that improve our values and are linked to the KP Value Compass.	*"When you helped Nurse Wong with her patient, you helped ensure our patient received better care and made the team a better one to be part of."* *"Showing us there was a way to achieve the goal outlined in the contract really modeled what partnership behavior should look like for the rest of us."*

TOOL: Techniques for Recognizing Accomplishments

Appropriately recognizing accomplishments creates a motivating atmosphere and keeps employees engaged.

Ensure recognition is given with sincerity and thoughtfulness	Genuine appreciation for a job well done lets employees know they are valued and helps build trust and respect.
Ensure recognition criteria are clear and well communicated	The criteria for giving rewards are explicit, tied to specific behaviors or results and understood by potential recipients.
Ensure recognition matches the achievement	Simple and informal rewards are appropriate for small, positive efforts. Larger or more elaborate rewards should be given when the team or individual has produced a significant, positive impact across one or more areas.
Ensure recognition is meaningful to the person receiving it	Rewards work best if they are meaningful to the recipient. What is meaningful to the leader may not be meaningful to the team member. Therefore, it is a good idea to ask individuals what sort of reward would be significant to them.

Possible Ways to Recognize Employees at Kaiser Permanente:

- Letter of thanks
- Gifts from the Brand Store
- Public acknowledgment
- Flowers/plants
- Plaques
- Training opportunities
- Preferred assignments

Source: http://kpnet.kp.org/national/compliance/principles/pract_conflicts.html

Recognition Questionnaire Tool

Purpose

This tool helps the co-leads learn about how each team member enjoys being recognized for work that leads to performance improvement.

Outcomes

After asking each UBT member to complete this questionnaire, you will be able to use appropriate recognition for demonstrated work toward performance improvement.

Instructions

Use the following questionnaire, or make one of your own, to find out how each of your employees or colleagues would like to be recognized. Remember, creating a culture of celebration fuels a sense of unity and mission essential to motivating unit-based teams and their co-leads.

TOOL: Recognition Questionnaire Tool

Use the following questionnaire, or make one of your own, to find out how each of your employees or colleagues would like to be recognized. Remember, creating a culture of celebration fuels a sense of unity and mission essential to motivating unit-based teams and their co-leads.

Name:

____

I prefer to be recognized…

[ ] In front of the group

[ ] In private

[ ] Either in public or in private

I appreciate recognition from…

[ ] My co-workers

[ ] My supervisor

[ ] Company leaders

[ ] Physicians

[ ] No preference

I like to be recognized for…

[ ] Accomplishing my goals

[ ] Putting in extra efforts

[ ] Taking initiative

[ ] Completing projects

[ ] Meeting member/patient needs

[ ] Being a team player

[ ] Other

____

I have a great day at work when…

____

____

Source: Colorado Management Passport
coweb.co.kp.org/hr/emp_relations/mgmt_passport (KP Intranet only)

Introduction

Achieving the transformation of Kaiser Permanente to a high-performing organization that puts the patient and member at the heart of everything it does requires that unit-based team sponsors (managers, physician leaders and stewards/labor leaders) learn to mentor, coach, facilitate, advocate and reinforce the success of their teams.

Sponsors who create an environment of continuous improvement and actively sustain high-performing, innovative teams:

- articulate the Case for Change to help UBTs understand the issues facing Kaiser Permanente and their role in improving organizational performance;
- engage frontline employees to own the redesign of business and work processes;
- hold their own leaders and each other accountable for jointly determined performance outcomes;
- model working in partnership through open collaboration with their medical group, union and management partners—while each stays true to the core expectations of their role; and
- understand and promote the use of the Rapid Improvement Model (RIM) as a means to improve the performance of the entire system.

Job Aids, Tools and Templates

- When to Seek Help from Your Sponsor Tool

Seeking Help from Your Sponsor Tool

Purpose

This tool is to help the co-leads understand how a sponsor is able to support their UBT.

Outcomes

When using this tool, co-leads will have guidelines to understand when it is appropriate and important to seek help from their sponsors.

Instructions

Review this document and use it as a guide for seeking help and direction from your UBT sponsors.

TOOL: When to Seek Help from Your Sponsor

When Seeking Clarity	• Ask your sponsor to meet with your UBT to help you communicate Kaiser Permanente/regional vision, business context and expected results. • Ask your sponsor to help you continuously communicate the "Case for Change" message. • Ask your sponsor to help you set key milestones and monitor progress. • Ask your sponsor to help you identify team gaps and support personal/professional development.
When Seeking to Remove Barriers	• Identify barriers that you as co-leads are unable to remove. Seek counsel from your sponsor on how to remove barriers or ask for his/her assistance to remove the barriers.
When Seeking Additional Consultation	• When in need of additional support resources, ask your sponsor to assist in obtaining consultation and to help you make use of UBT support specialists/subject matter experts.
When Seeking Additional Resources	• If needed, ask your sponsor to allocate sufficient resources to fund your improvement work. • Ask your sponsor to get team members performance improvement training if needed.
When Concerned about Performance Management	• Seek sponsor mentoring and advice regarding how to deal with difficult situations in team member performance or behavioral issues.
For Help with Reward and Recognition	• Seek sponsor mentoring and advice regarding questions of how to align reward and recognition systems to support the change and targeted performance improvement.

Notes

Additional References and Where to Find Them

LMP Vision: Reaffirmation & Understandings (2002)

This document is a summary of two national retreats with leaders from Kaiser Permanente and the Coalition of Kaiser Permanente Unions, who met to complete a pivotal re-examination of the future envisioned under the LMP. Of particular interest is the section on making decisions, which clarifies levels of involvement based on interest and expertise.

LMPartnership.org/contracts/agreements/docs/reaffirmation.pdf

2005 National Bargaining Agreement

The 2005 National Bargaining Agreement can be found on the national OLMP website:

LMPartnership.org/contracts/agreements/docs/2005_national_agreement_agreement.pdf

National Labor Management Partnership Website

The national LMP website is a resource for information on the history, agreements, resources and tools of the LMP and provides an assortment of communication materials, from fliers to *Hank* to local updates.

LMPartnership.org/index.html

Jump Start Guide for Workplace Safety

This is an easy-to-use guide designed to expand the Partnership to the work-unit level and use the partnership approach to reduce workplace injuries. In addition to the basics for establishing a WPS team, it includes information on risk identification and analysis, root cause analysis and hazard control strategies. Contact your local WPS Committee or co-leads for a copy of this guide or refer to the link below.

xnet.kp.org/hr/ca/lmp/wps_jumpstart.pdf

"Small opportunities are often the beginning of great enterprises."

Demosthenes, statesman

Issue Resolution and Corrective Action User's Guide and Toolkit

This guide provides policy and procedure guidance for consistent application of issue resolution and corrective action, in accordance with the philosophy and intent of the procedure. It provides an overview of the process and examples of forms.

xnet.kp.org/hr/ca/lmp/IRandCA_userguide_toolkit.pdf

UBT Information Tools

LMPartnership.org/ubt

RIM—Plan, Do, Study, Act

LMPartnership.org/ubt/pdsa/index.html

Performance Improvement

http://kpnet.kp.org/qrrm/

LMP Contacts

- LMP and Union Coalition Staff
- LMP Strategy Group
- Regional Team Leads and Members
- Local Unions
- Local Training Contacts
- KP Internal Phonebook (KP intranet)

LMPartnership.org/about/contacts/index.html

Glossary of Terms

Baseline—First set of measurements before testing a change. Provides a marker to show which areas are doing well and which need improvements.

Co-lead (of department or unit-based team)—The co-leads work directly with the frontline teams to implement improvements during the 90–120 day cycle for implementation and the 90-day cycle for sustainability.

Continuous Improvement—Represents a future state where employees come to the workplace every day thinking about how they can improve their work.

Control Group—Unchanged variable (clinic or region) that can be used to compare progress with to see whether improvement is due to change or something else unrelated.

Denominator—Second or bottom number in the ratio. Some tests of change may want this number to decrease to show improvement.

Example: We want to improve the number of female patients screened for cervical cancer. Women with hysterectomies should not be included. Including them is understating our true performance.

Metrics (or Measure)—Number linked to some aspect of performance. Most metrics are expressed as a ratio or percentage of one number to another.

Example: We give our members a survey to find out how many are satisfied with their primary care visits. One hundred members fill out the survey and 80 of them report being satisfied. That means that 80 percent (i.e., 80 out of the 100) are satisfied.

"They say that time changes things, but you actually have to change them yourself."

Andy Warhol, artist

Numerator—First or top number in a ratio. Some tests of change may want to see this number increase to show improvement.

Example: We would want the number of patients, 80, who report they are satisfied to go up.

Operational Leader—Organizational leaders who are responsible for managing operations. Can include directors, assistant directors, managers, assistant managers and supervisors.

PDSA Cycle (Created by the Institute for Healthcare Improvement)—A structured trial of a process change. Drawn from the Shewhart cycle, this effort includes:

- Plan—a specific planning phase;
- Do—a time to try the change and observe what happens;
- Study—an analysis of the results of the trial; and
- Act—devising next steps based on the analysis.

This PDSA cycle will naturally lead to the plan component of a subsequent cycle.

Performance Improvement Institute—KP Program Offices improvement program that includes a curriculum, training and limited support across the regions.

Performance Improvement (KP definition)—Organizational change where UBTs and other high-performing teams measure the current level of performance of their work, then generate ideas for modifying their work to achieve better service, quality or efficiency to benefit all of those involved in the process (including staff, physicians and most importantly, our customers).

Rapid Improvement Model (RIM)—Based on the Institute for Healthcare Improvement's model for improvement. Emphasizes improvement in a rapid change environment and is taught to UBTs:

1. What are we trying to accomplish?
2. How will we know that a change is an improvement?
3. What change can we make that will result in improvement?

Unit-Based Team (Kaiser Permanente/The Coalition of Kaiser Permanente Unions)—Referenced in the National Agreement to form high-performing teams (fully deployed by 2010) designed to engage employees in the design and implementation of their work to create a healthy work environment and build commitment to superior organizational performance.

Levels of Performance

In some departments or medical centers, certain types of rewards or recognition may be attached to these different levels of performance.

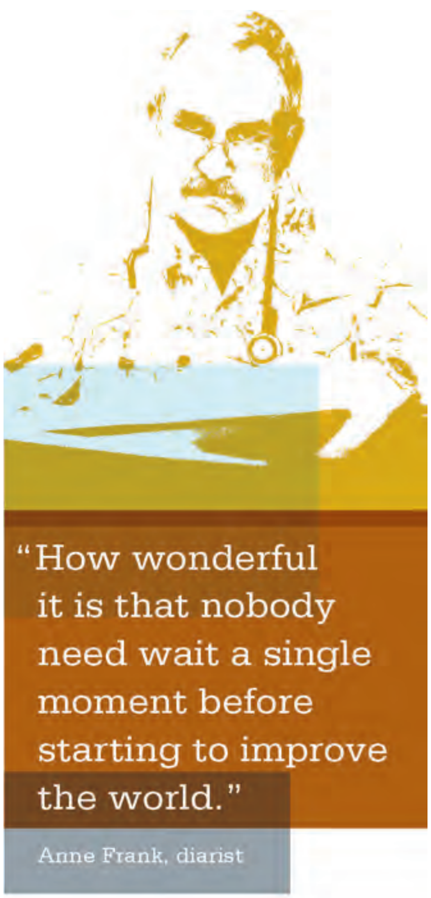
Stretch—Considered to be a very good level of performance achieved through focused effort.

Target—Desired level of performance on a metric; a good level of performance obtainable through strong effort.

Example: We want 90 percent of our patients satisfied with their primary care visit. This is our "target" level of performance for this measure.

Threshold—Usually corresponds to the bare minimum of performance that is considered acceptable on a measure.

Understanding Metrics



Metrics are like a dashboard in your car. They tell you how you're currently operating in a number of areas. By tracking your metrics over time, you can determine whether the changes you are making really are an improvement, and whether the improvement is large or small.

If the metric improves, does that mean our performance is getting better?

In general, the answer is "yes," but not always. You should be careful about paying too much attention to short-term fluctuations in your metrics. Every metric has a certain degree of random variation built into it. In most cases, the long-term trend is a better indicator of a team's performance.

Where to Get Performance Measurement Data

People can find data to measure performance from three general places:

1. Reports: Most common source. Created by KP regional offices and many medical centers. No additional resources are needed to generate the data, but existing data may not have exactly what you need.

2. Raw Data: Even if KP doesn't have an existing report on the metric you need, the data may be available in a computer system and can be extracted by someone with the right programming skills. This is generally more complicated and expensive than using existing reports. The potential benefit is that you may be able to construct precisely the metric you need.

3. Self-Collected: In cases where no data currently exists in a report or database, you may want to consider collecting the data yourself. For example, KP currently does not have a computer system that records whether patient care staff are washing their hands regularly.

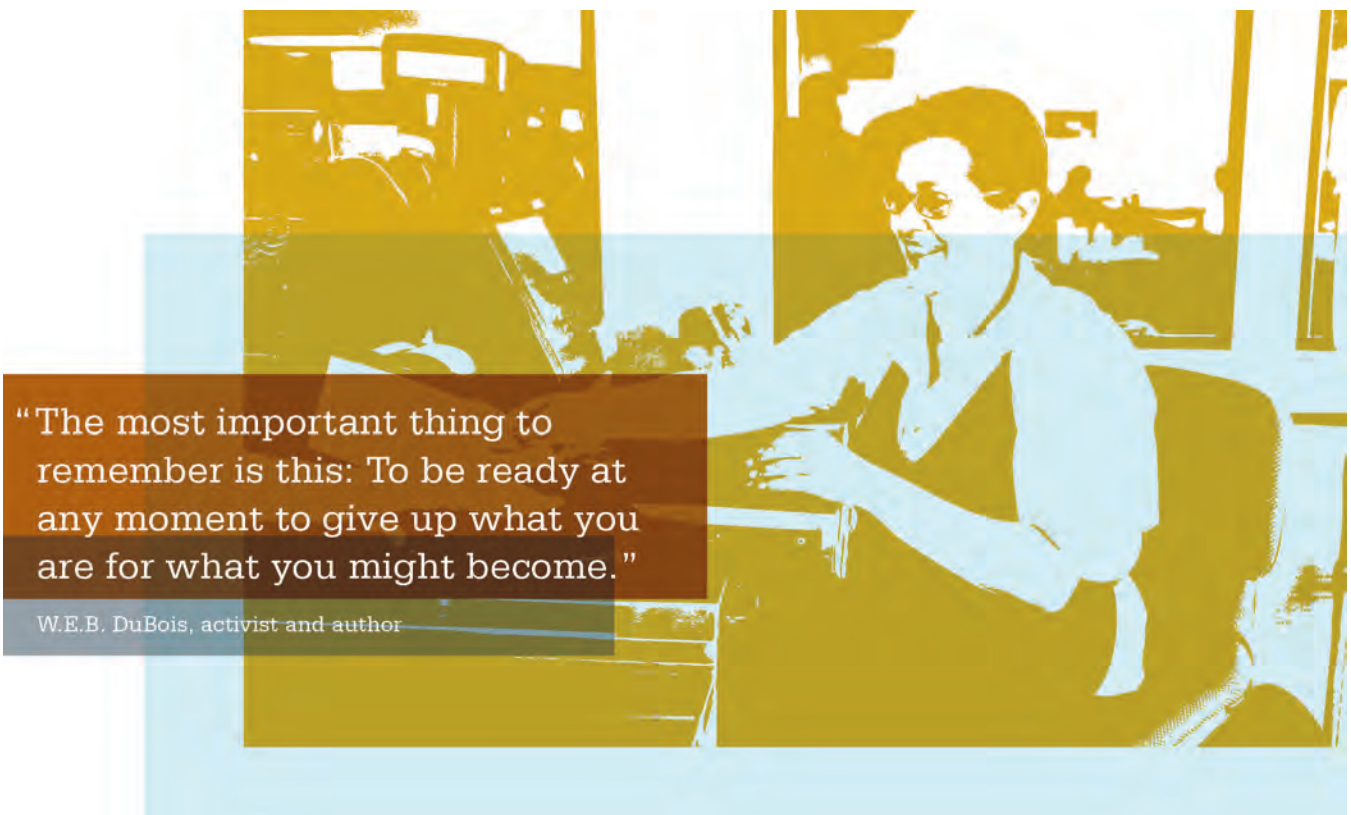
Before constructing your own data collection tool, check with other teams and departments doing similar work to see whether they already have created something.

Working Styles Assessment

You will be working with UBT members and UBT staff with different working styles and backgrounds. Your working style may be very different than your co-lead's style. To work as efficiently and effectively as possible, it's helpful to assess your working style to determine the way you prefer to work.

Knowledge of Self—Working Style Self-Assessment

Teams are made up of individuals with different work experience and backgrounds, each with his or her own particular working style. There are many different working styles to think about, and every person's individual working style plays a key role in the team's development and success.



Working Styles Questionnaire

Purpose

The purpose of this brief questionnaire is to get some idea of your preferred or dominant working style.

Outcome

There are no right or wrong answers and you may find that several choices appeal to you because you prefer a combination of styles.

Instructions

1. Complete the questionnaire on the next page.
2. Read each statement and order your responses with the numbers "1," "2," "3" or "4," with "1" being the response that BEST describes you and "4" being the response that LEAST describes you. Use whole numbers only (no fractions or decimals).
3. You have approximately 15 minutes to complete the questionnaire.
4. Once you have completed the questionnaire, transfer the results to the score sheet on the following page.

ACTIVITY: Working Styles Questionnaire

1. When performing a job, it is most important to me to

A [ ] do it correctly, regardless of the time involved.
B [ ] set deadlines and get it done.
C [ ] work as a team, cooperatively with others.
D [ ] demonstrate my talents and enthusiasm.

2. The most enjoyable part of working on a job is

A [ ] the information you need to do it.
B [ ] the results you achieve when it's done.
C [ ] the people you meet or work with.
D [ ] seeing how the job contributes to progress.

3. When I have several ways to get a job done, I usually

A [ ] review the pros and cons of each way and choose.
B [ ] choose a way that I can begin to work immediately.
C [ ] discuss ways with others and choose the one most favored.
D [ ] review the ways and follow my "gut" sense about what will work the best.

4. In working on a long-term job, it is most important to me to

A [ ] understand and complete each step before going to the next step.
B [ ] seek a fast, efficient way to complete it.
C [ ] work on it with others in a team.
D [ ] keep the job stimulating and exciting.

5. I am willing to take a risky action if

A [ ] there are facts to support my action.
B [ ] it gets the job done.
C [ ] it will not hurt others' feelings.
D [ ] it feels right for the situation.

ACTIVITY: Your Working Style Score Sheet

Transfer the answers from the Working Styles Questionnaire onto the scoring grid below by entering the number you chose for each letter. Next, total the columns and record the answers in the space provided.

	A [ ]	B [ ]	C [ ]	D [ ]
	A [ ]	B [ ]	C [ ]	D [ ]
	A [ ]	B [ ]	C [ ]	D [ ]
	A [ ]	B [ ]	C [ ]	D [ ]
	A [ ]	B [ ]	C [ ]	D [ ]
TOTALS:	A [ ]	B [ ]	C [ ]	D [ ]

Your **LOWEST** score is your preferred or dominant working style. In the case of a tied score, you should pick the working style you feel is most like you.

A = Analytical

B = Driver

C = Amiable

D = Expressive

My preferred working style is ______________________________

TOOL: Working Style Characteristics

A–Analytical	B–Driver
• Cautious actions and decisions	• Takes action and acts decisively
• Likes organization and structure	• Likes control
• Dislikes involvement with others	• Dislikes inaction
• Asks many questions about specific details	• Prefers maximum freedom to manage self and others
• Prefers objective, task-oriented work environment	• Cool and independent, competitive with others
• Wants to be accurate and therefore relies too much on data collection	• Low tolerance for feelings, attitudes and advice of others
• Seeks security and self-actualization	• Works quickly and efficiently by themselves

C–Amiable	D–Expressive
• Slow at taking action and making decisions	• Spontaneous actions and decisions, risk taker
• Likes close, personal relationships	• Not limited by tradition
• Dislikes interpersonal conflict	• Likes involvement
• Supports and “actively” listens to others	• Generates new and innovative ideas
• Weak at goal setting and self-direction	• Tends to dream and get others caught up in the dream
• Demonstrates excellent ability to gain support from others	• Jumps from one activity to another
• Works slowly and cohesively with others	• Works quickly and excitingly with others
• Seeks security and inclusion	• Not good with follow-through

TOOL: Using Your Style with Other Styles

Your Style / Other Style	Analytical	Driver	Amiable	Expressive
Analytical	Establish priority of tasks to be done. Commit to firm time frames for your work and stick to them.	Take a deep breath, relax and slow down. With analyticals, you need to demonstrate you have considered all or most options or outcomes before moving ahead.	Cut short the social hour and get right down to the specifics. The more information you have to support your position, the better.	Translate your vision into specific tasks or goals. Involve analyticals in research and developing the details of the plan of action.
Driver	Organize your work around major themes; prepare "executive summaries" with headings or bullets that state the conclusions first and supporting data and analysis second.	Remind each other of your similarities and your need to adopt qualities of the other styles.	Don't take anything personally. Getting results is what counts with drivers; be decisive and dynamic. Emphasize the bottom line.	Take time to think about what your vision really is; translate it into action steps with objectives and timelines.
Amiable	Start off on a personal note, gravitate to project specifics and expectations; emphasize the greater good of the project.	Spend time up front gaining trust and confidence; be inclusive. Be sure to be specific about deadlines, even when it seems obvious.	Laugh with each other about how important it is being relational. Then focus on what we really need to accomplish here and do it.	Tell them how important the team concept is to making your vision a reality. Give amiables the job of team building to make the dream come true.
Expressive	Jazz up your presentation; try to think of the BIG picture. Involve the expressive in developing the "vision" or marketing of the plan.	Be patient and try to work with a flip chart to harness creative spirits. Emphasize timelines and due dates. Build in flexibility to allow the free rein of creativity.	Engage the expressive with appreciation of their vision and creativity. Harness this energy to deal with pesky but important details only they can address.	Remind each other of your tendency to generate a lot of ideas without thinking through how to implement them.

ACTIVITY: Working Styles Questions

1. What do others need to know about our style in order to effectively work with us?

2. What are our challenges in working with each of the other working styles?

3. We all have a few elements of all the styles. Do you think this is an advantage or disadvantage?

4. Why is it a good thing your team has people from all these different styles?

Team Development

Key Tip!

Ask yourself:

Where are your teams in the developmental process?

Who is developing and who isn't?

Why aren't they developing? What do they need?

How can you and your co-sponsors support their evolution to the next level?

Stages of Unit-Based Team Development

Leaders and sponsors play an important role in the ongoing development of unit-based teams (UBTs). The more you understand about where your teams are in the developmental process, and what they need to move to the next level, the more effective you can be in supporting their forward momentum. The faster this process happens, the faster you will see results. Work with your co-sponsors to identify team status, strategize ways to help move them forward and develop a plan for long-term sustainability.

Guidelines for Using the Following Tool

1. Each month, give this tool to your teams and have them assess themselves. They must meet all the criteria in one phase before they can move to the next phase.

2. As the sponsor, part of your role is to track team status monthly. The Team Assessment Tool gives you valuable information you can use to reward teams that are making progress and support those that are not moving forward at a desired rate.

Level 1	Level 2	Level 3	Level 4	Level 5
Pre-Team Climate	**Foundational**	**Transitional**	**Operational**	**High-Performing**
Unit is learning what a unit-based team is and how UBTs work.	Team is establishing structures and beginning to function as a UBT.	Team is demonstrating progress on engagement and making improvement.	Team has joint leadership, engagement of team members and improved performance.	Team is fully successful and collaborating to improve/sustain performance against targets.

TOOL: UBT Development and Assessment Scale

Dimension	Level 1: Pre-Team Climate	Level 2: Foundational UBT	Level 3: Transitional UBT	Level 4: Operational UBT	Level 5: High-Performing UBT
Sponsorship	+ Sponsors are identified and introduced to team.	+ Sponsors trained. + Charter completed.	+ Sponsors regularly communicating with co-leads.	+ Sponsors visibly support teams. + Minimal outside support needed.	+ Sponsors holding teams accountable for performance and reporting results to senior leadership.
Leadership	+ Team co-leads are identified or process of identification is under way.	+ Co-leads have developed a solid working relationship and are jointly planning the development of the team.	+ Co-leads are seen by team members as jointly leading the team.	+ Co-leads are held jointly accountable for performance by sponsors and executive leadership.	+ Team beginning to operate as a "self-managed team," with most day-to-day decisions made by team members.
Training	+ Co-lead training scheduled or completed.	+ Team member training (e.g., UBT Orientation, RIM+) scheduled or completed.	+ Advanced training (e.g., business literacy, coaching skills, metrics) scheduled or completed.	+ Advanced training (e.g., Breakthrough Conversations, Facilitative Leadership, etc.). + Focus area-specific training (e.g., patient safety or improvement tools to address human error-related issues).	+ Focus area-specific training. + Advanced performance improvement training (e.g., deeper data analysis, control charts, improvement methods via operational manager training).
Team Process	+ Traditional; not much change evident. + Team meetings scheduled and/or first meeting completed.	+ Staff meetings operating as UBT meetings (no parallel structure). + Co-leads jointly planning and leading meetings.	+ Team meetings are outcome-based; team members are participating actively in meetings and contributing to team progress and decision making. + Co-leads moving from direction to facilitation.	+ Co-leads jointly facilitate team meetings using outcome-focused agendas, effective meeting skills and strategies to engage all team members in discussion and decision making. + Team makes use of daily huddles to reflect on tests and changes made. + Team collects own data and reviews to see whether changes are helping improve performance.	+ Team beginning to move from joint-management to self-management, with most day-to-day decisions made by team members. + Unit culture allows team to respond to changes quickly. + Team can move from first local project to next improvement project and can apply more robust changes. + Team measures progress using annotated run charts.
Team Member Engagement	+ Minimal.	+ Team members understand partnership processes.	+ Team members understand key performance metrics. + At least half of team members can articulate what the team is improving and what their contribution is.	+ Unit performance data are discussed regularly. + Large majority of team members are able to articulate what the team is improving and their contribution.	+ Team members able to connect unit performance to broader strategic goals of company. + Full transparency of information. + Team is working on questions of staffing, scheduling, financial improvement.
Use of Tools	+ Not in use.	+ Team members receive training in RIM, etc.	+ Team is able to use RIM and has completed two testing cycles.	+ Team has completed three or more testing cycles, making more robust changes (e.g., workflow improvement rather than training).	+ Team using advanced performance improvement training (e.g., operations manager training). + Team can move from initial project to next improvement effort, applying deeper data and improvement methods.
Goals and Performance	+ Team does not have goals yet.	+ Co-leads discuss and present data and unit goals to teams.	+ Team has set performance targets, and targets are aligned with unit, department and regional priorities.	+ Team has achieved at least one target on a key performance metric.	+ Team is achieving targets and sustaining performance on multiple measures.

The table is designed to be used by Kaiser Permanente regions as a model for developing their own unit-based team pathways. It assesses UBTs on several dimensions of team effectiveness and is aligned with the five-point team-effectiveness rating built into UBT Tracker. Revised December 2009.

TOOL: Communicating with CARE: The Enhanced Four Habits

Goal

The Communicating with CARE—The Enhanced Four Habits communication skills training will improve the service experience and satisfaction scores by improving communication to build loyal relationships with patients, members and coworkers. It will address the issue that over half of all patient/member complaints are related to poor service/communication as documented by Health Plan and Regulatory Services.

Background

Communicating with CARE is a training that builds on skills taught in the well known Four Habits first published in the Permanente Journal in 1999. CARE expands that original model to be relevant for non-clinical roles. New industry, evidence-based practices have also been incorporated into the training. The method moves in a circular pattern, as each step helps to improve the effectiveness of the next and to improve handoffs to the next interaction.

The CARE Method

The model utilizes the mnemonic **CARE** to help with recall of the related behaviors:

CONNECT (Invest in the Beginning)

- Choose the right attitude.
- Send the right body language signals (e.g. smile, eye contact, get to eye level, warmly touch the person).
- Warmly greet the person and anyone with them.
- Introduce yourself, role, relevant skills and background.
- Ensure your name badge is visible.

ASK (Draw Out the Other's Perspective)

- Make a statement demonstrating familiarity with the person.
- Next, use short, open-ended questions to elicit their perspective, needs and requests.
- Speak directly to the person, even when using an interpreter.
- Listen attentively

RESPOND (Respond with Empathy)

- Use words and phrases that demonstrate caring and understanding
- Use body language and tone of voice that mirror your empathetic statements

EDUCATE (Invest in the End)

- Explain what to expect, when it will occur and how long it should take.
- Involve them in decision-making when appropriate.
- Involve them in their care by explaining what is happening.
- Check for understanding by asking and answering questions.
- Prepare the member for next steps/handoffs.
- Say "Thank you, and is there anything else I can do for you?"

For more tools and information, please visit our website at: http://kpnet.kp.org/qrrm/service2/index.html

TOOL: Service Recovery with A-HEART

Goal

The Service Recovery with A-HEART communication skills training will improve the service experience and satisfaction scores by improving the way disappointed customers and their concerns are addressed in order to build loyal relationships with patients, members and coworkers. This is especially important since in healthcare more than 75% of disappointed customers tell 9 family members and friends according to the article *Impact of Deficient Healthcare Service Quality* published in TQM Magazine.

Background

Service Recovery with A-HEART builds on skills taught in the What Do You Say video training first deployed by the National Service Quality department in 2008. New evidence-based practices have been established in the industry since then and have now been incorporated into the method. The method introduces the basic critical phrases, and then also introduces the sequenced, additional elements involved in a more comprehensive interaction.

The A-HEART Method

The model utilizes the mnemonic **A-HEART** to help with recall of the related behaviors:

A-HEART: Putting it all together

APOLOGIZE for the experience
- Check your reaction
- Start with the phrase "I am sorry…"
- Apologize for the experience
- Don't blame anyone
- Don't start analyzing the concern or problem-solving yet

HEAR the person
- Let the person tell you what they want to say
- LISTEN for their core perceptions, concerns and feelings
- Draw out the full concern if needed
- Don't jump to problem-solving before the person is finished

EMPATHIZE with their feelings
- Use words and phrases that demonstrate caring and understanding
- Use body language and tone of voice that mirror your empathetic statements

ASK how you can make it better
- Re-apologize for the concern
- Ask "What can I do to make this better?"
- Pause and let the person respond

RESOLVE the concern
- Use their requested solution if possible
- Provide additional options so they know all possible solutions
- If you are unable to resolve the concern to the person's satisfaction, follow your department's service recovery policy

THANK the person
- Start with the phase "Thank you for…"
- Appreciate the effort it took for them to express the concern
- Mention how their raising the concern allowed you to improve the care for them or for others in the future

For more tools and information, please visit our website at: http://kpnet.kp.org/qrrm/service2/index.html

Notes

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