



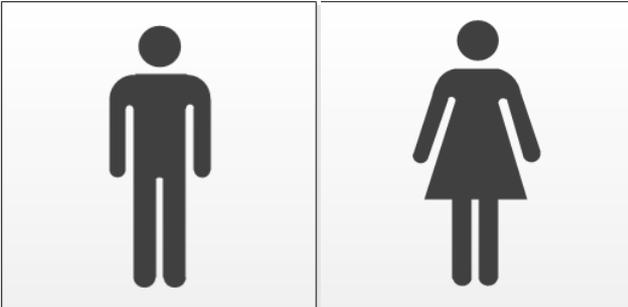
“Ambition is the path to success.
Persistence is the vehicle you arrive in”

Bill Bradley

Quality Improvement Practitioner Programme

**Welcome to
Learning Session 4**

Hello, Housekeeping, How will we do this?



Learning Outcomes

Programme:

Develop confidence & capability in Quality Improvement

Lead an improvement project

Develop skills to teach others

This session:

Reflections from personal learning and sharing your progress

Human Factors

Implementation & Spread

Plan next steps for own project



Let's check in!

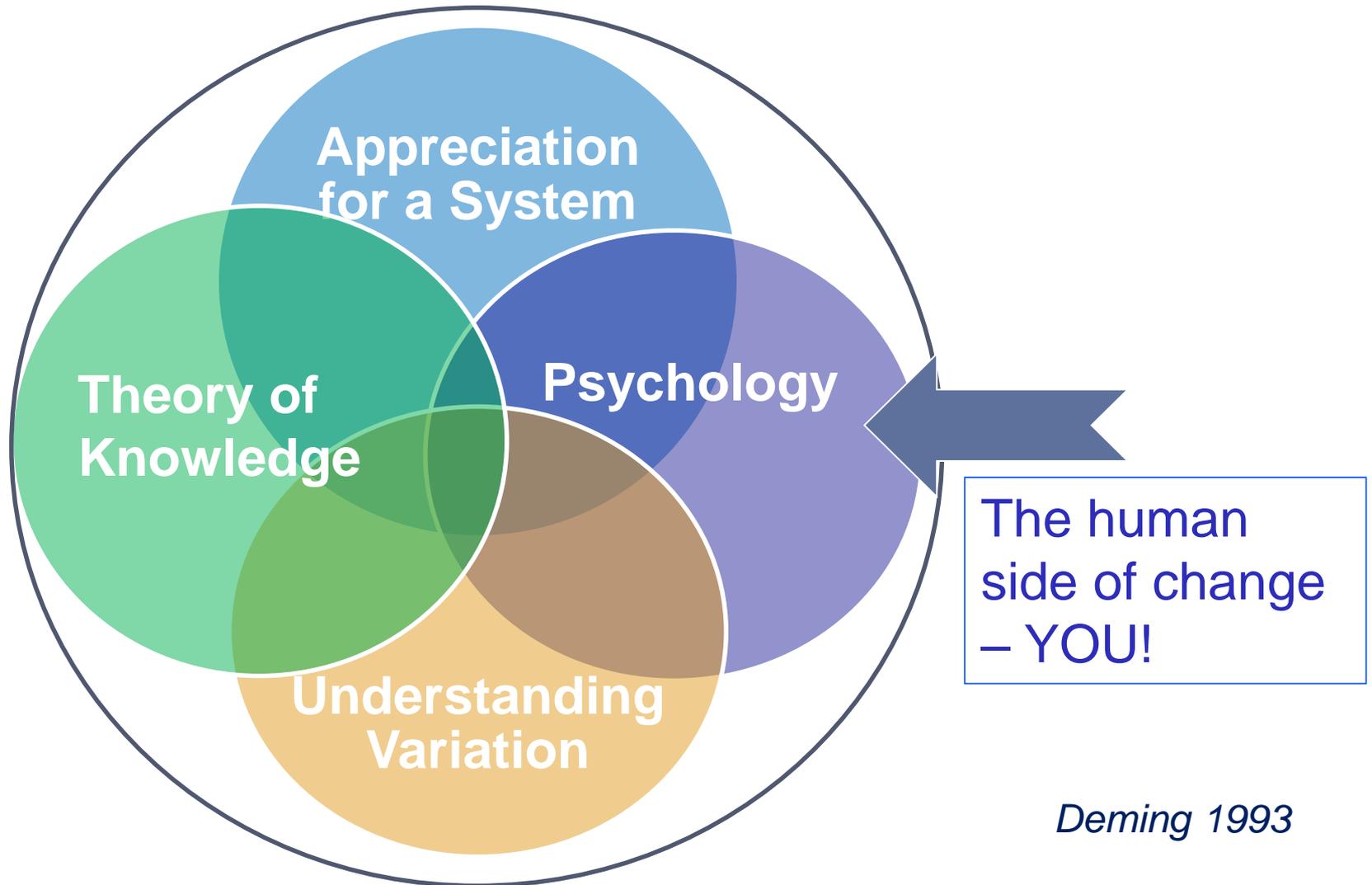


Jump in when you like, if you want to;

Say your name

Share as much or as little as you want about your hopes for today's session.

The System of Profound Knowledge



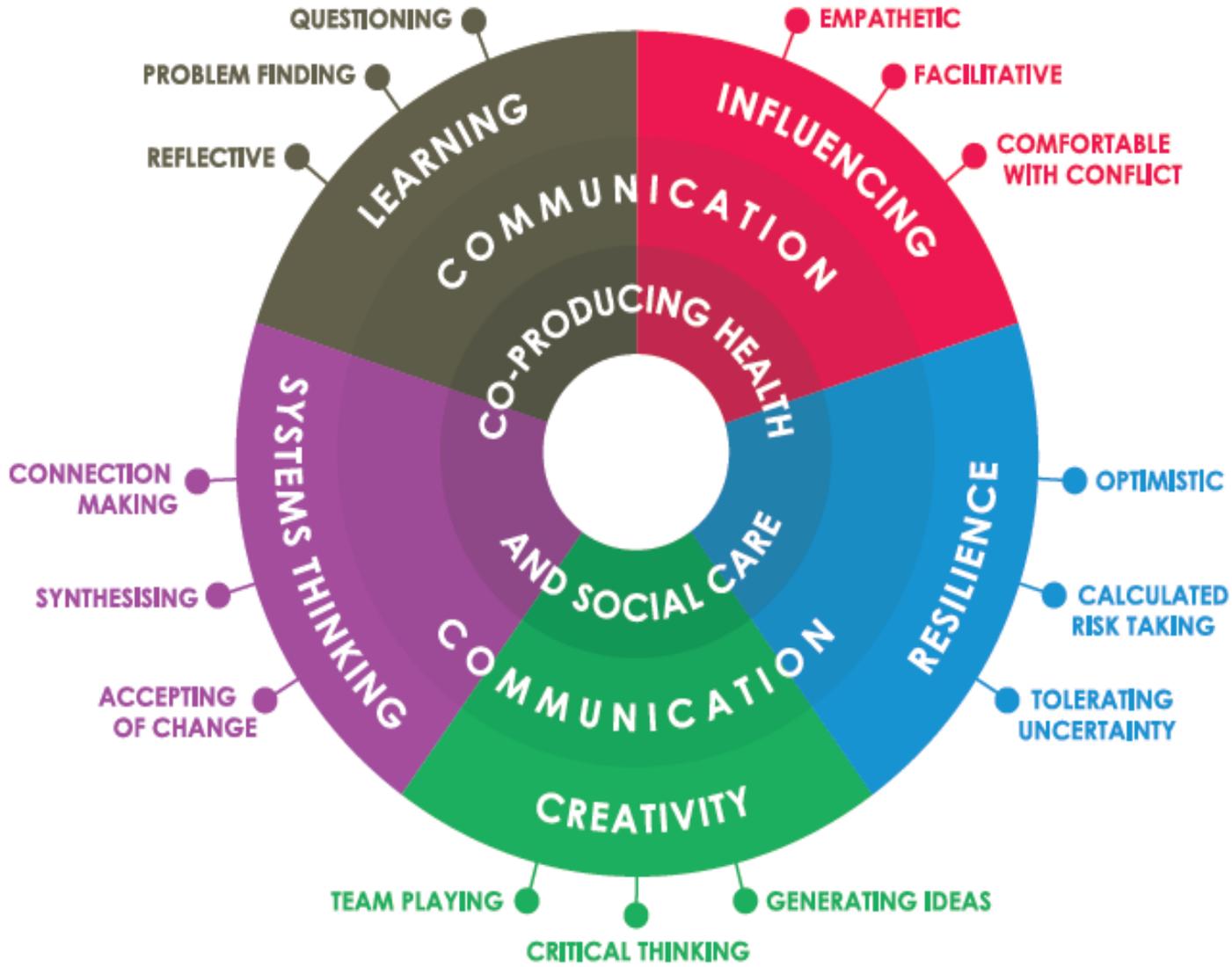
Deming 1993

The Learning Pit

The Learning Pit is a Pit with 7 stages. Each stage in it shows different emotions possible to have during work. The 7 stages are: "A New Challenge", "Eeek", "I'm Frustrated", "I can't do this", "I'm Determined", "I'm getting it" and "Eureka". Eureka means "I did it" in Greek. We try to stay in "Eureka" but if we are struggling we might be in the pit. If we are in the pit we want to try our hardest to get out of it. At some stage during school we have or will be in the Pit, it's just life.

Reflection Point: Habits of an Improver

5 minutes for individual reflection



Project Surgery: 3 or 4 in each group

Step 1.

Individual presentations

(10 mins for each project)

Remind the group of your project aim and any support you are seeking.

Share your experiences and learning so far, including how you have used a 'QI' tool

"Everyone is my teacher.
Some I seek. Some I
subconsciously attract. Often I
learn simply by observing
others. Some may be
completely unaware that I'm
learning from them, yet I
bow deeply in gratitude."

-Eric Allen

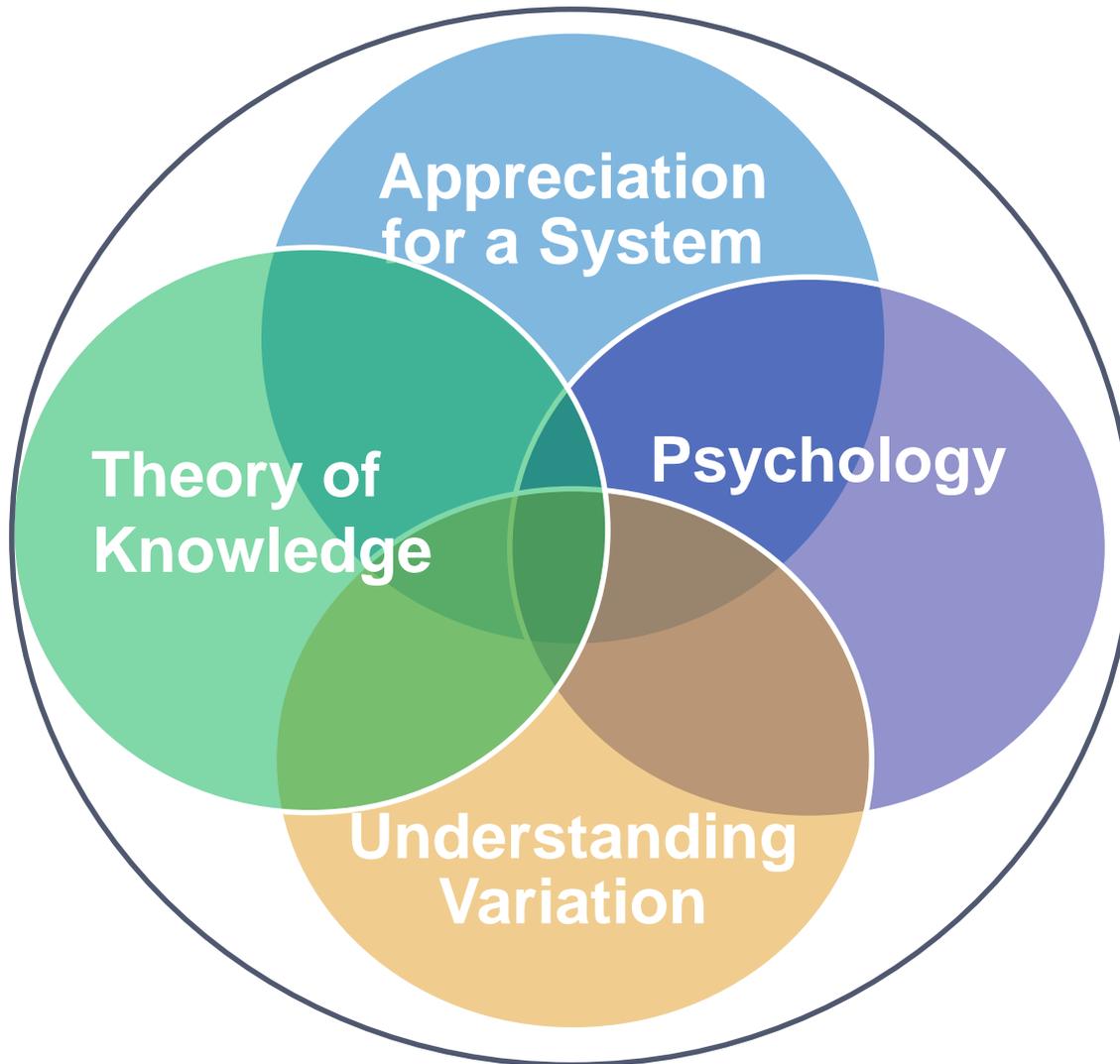
Step 2. All teach, all learn...

Each provide feedback (**W.W.W.**
& **E.B.I**) and suggestions to
support.

Step 3. Agree actions

Summarise actions you
will take based on
feedback provided.

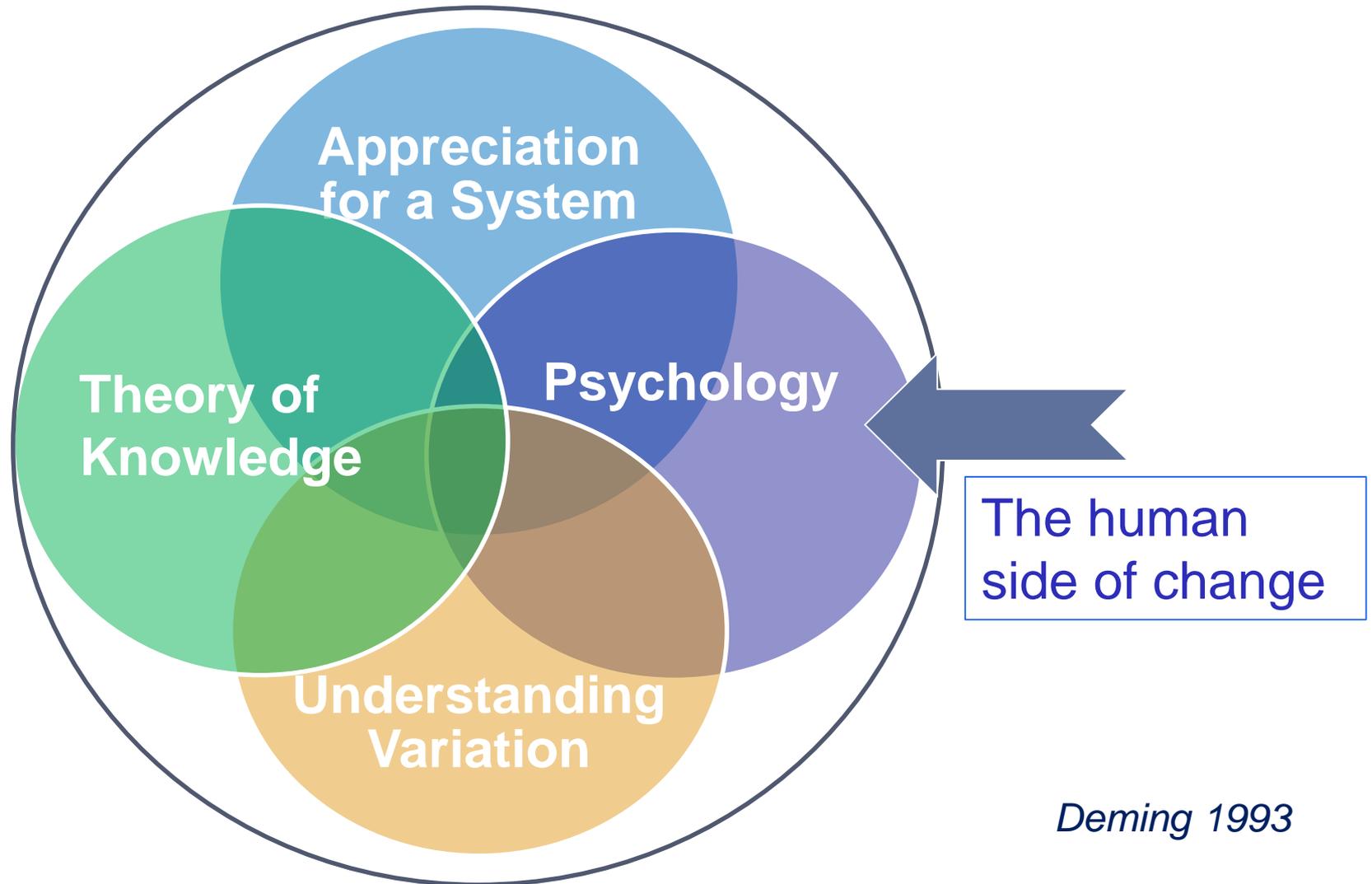
The System of Profound Knowledge



Deming 1993

<https://www.youtube.com/watch?v=xKv--YA8XJE>

The System of Profound Knowledge



Deming 1993

Being Human...



The Good Friend



The Slow One



The Pimp



The Good Little Church Girl



The Shy One



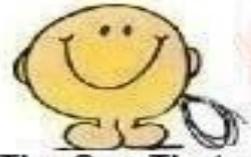
The One That Always Swears



The Grumpy One



The One That Always Gets Hurt



The One That's Up To No Good



The Jock



The One With The Bad Memory



The Geek



The Innocent One



The Goodie Two Shoes



The Drama Queen



The Lazy One



The Gangster



The Stylish One



The Flirt



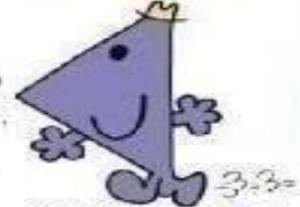
The Tiny Dangerous One



The Tower



The One With All The Gossip



The Ladies Man



The One You Can Depend On



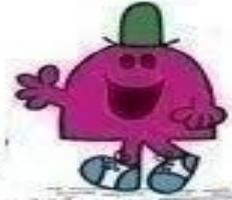
The Annoying One



The Cutie Pie



The Princess

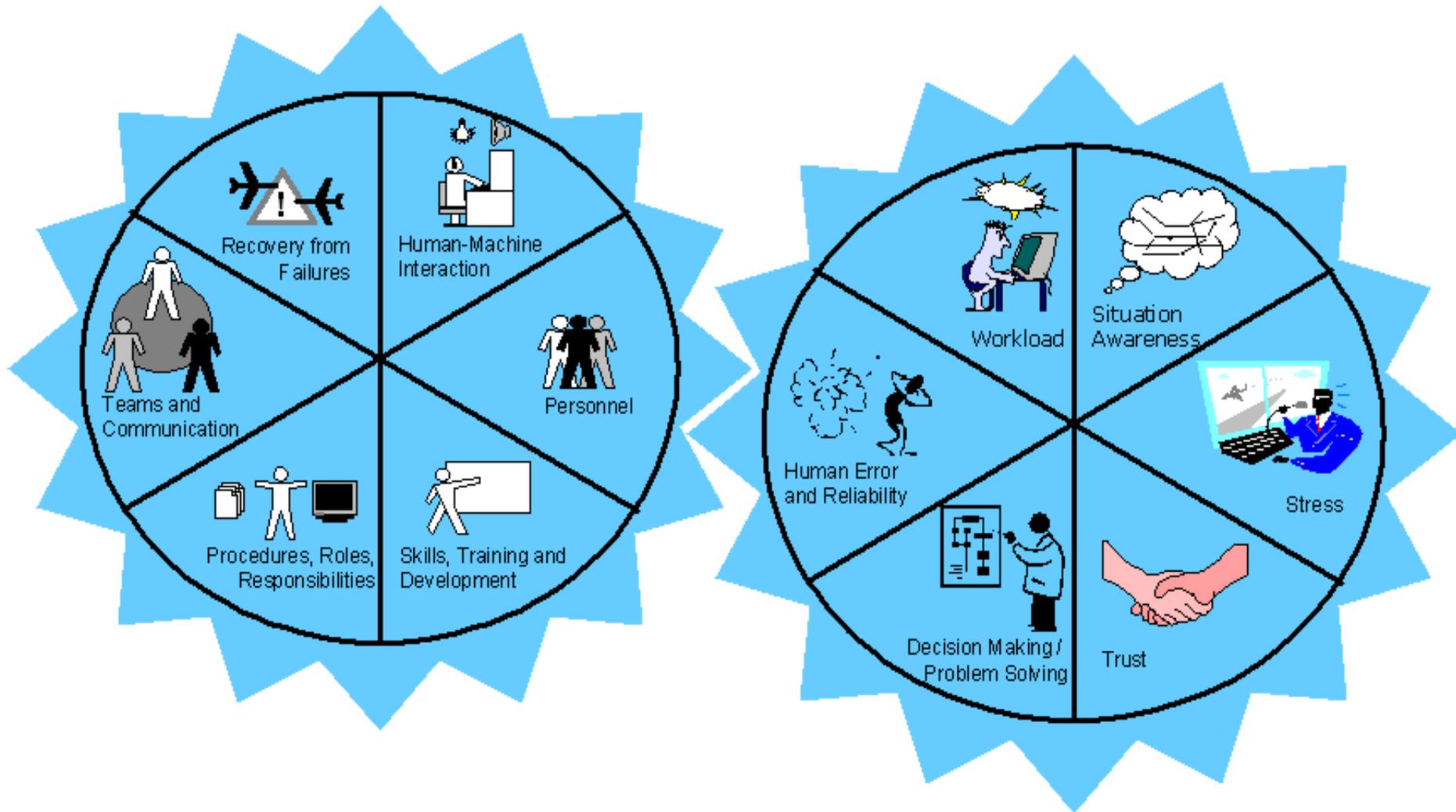


The Funny Guy



The One That's Always Hungry

Human Factors



Human Factors is the study of human (body and mind) interaction with technology and work environments.

Human Factors and Quality Improvement



Look at organisational systems within which people work that help or hinder them

Look for unreliability introduced by humans in the system!

Accept that underneath every simple, obvious story about error, there lies a deeper more complex story

Consider two recurring truths:
No-one is perfect
Everyone makes mistakes

Challenge common misconception that mistakes are made by bad people

Human Factors and Quality Improvement

“94% of problems in business are systems driven and only 6% are people driven.”

~ W. Edwards Deming

1900 – 1993

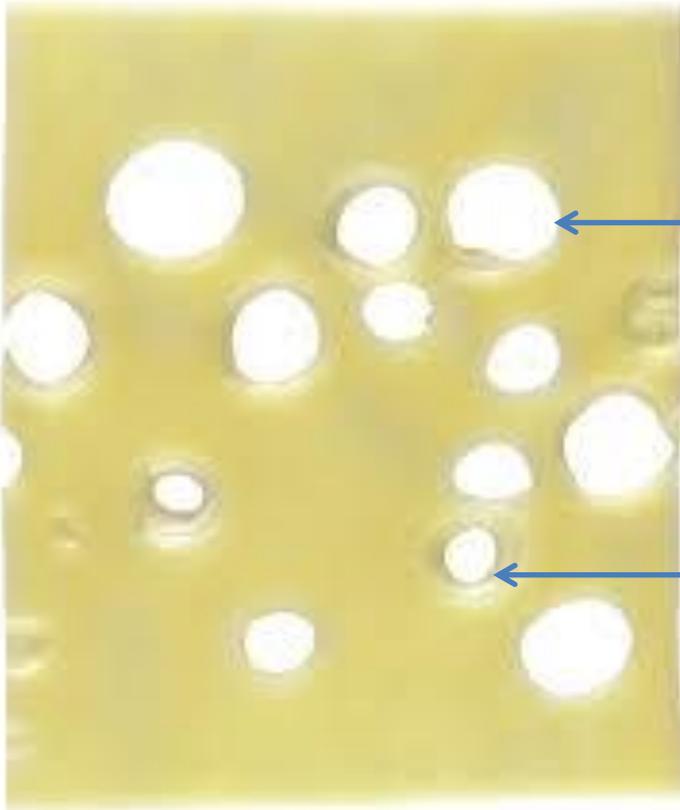
Mistakes and errors happen because our systems are full of holes.

When the holes line up:

- Patients come to harm
- Children slip through the net for assessments
- Children slip back in their academic achievement

Swiss cheese

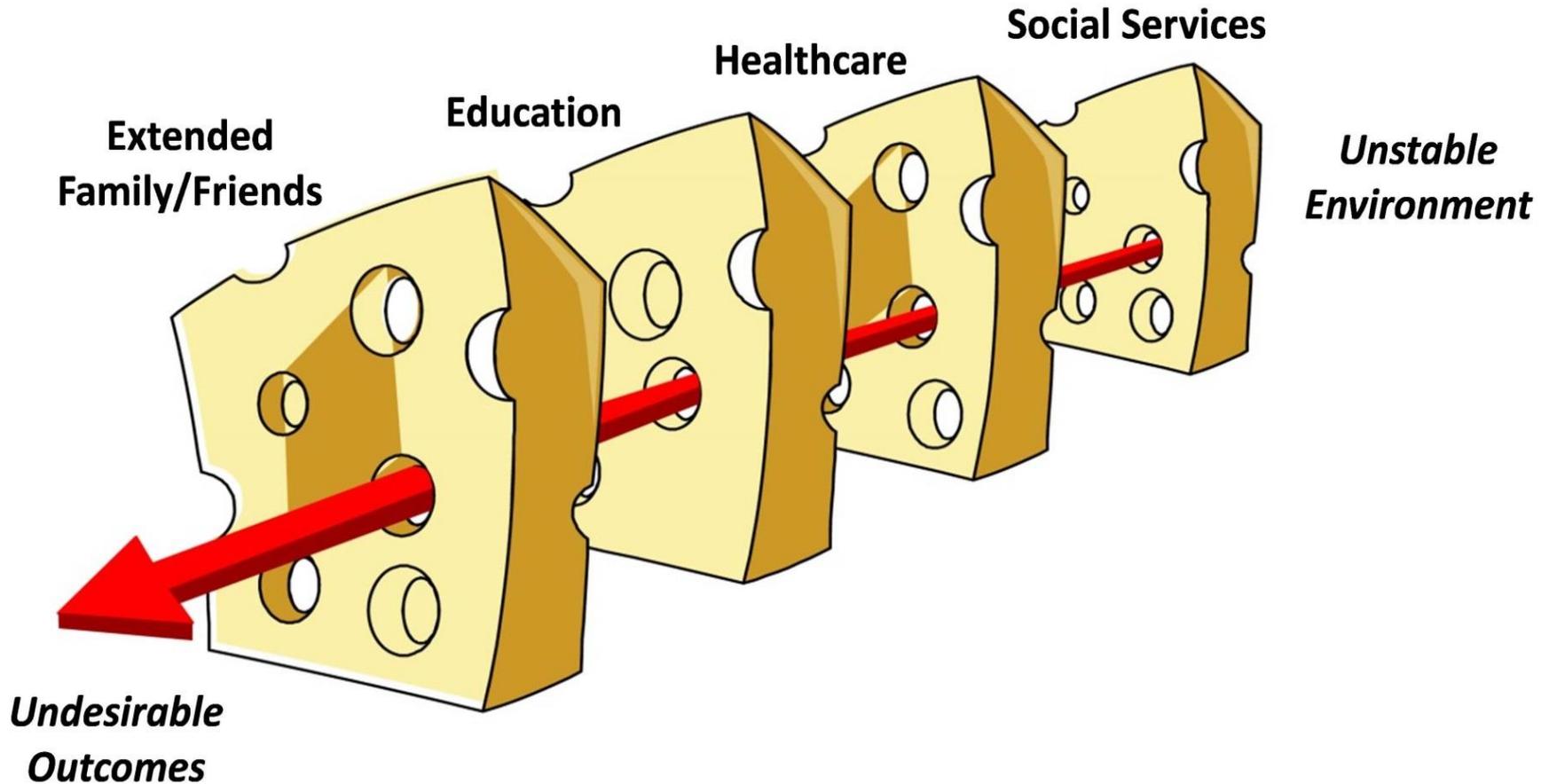
Each of the holes is a mistake or lapse



A lapse – is something which is forgotten / missed out; usually checking, supervision, replacing equipment

A mistake – decision is taken to do something different or to not do something; usually if equipment is not available or an existing process cannot be followed

Human factors Swiss Cheese



Human Factors and Quality Improvement

do
THE RIGHT
THING...
EVEN WHEN
no one
IS LOOKING.

Consider human factors when planning work and minimise “surprises”

Avoid reliance on memory

Make things more visible

Review and simplify processes

Standardise common processes and procedures

Routinely use checklists

Decrease reliance on vigilance

Task

Step 1.

Consider how 'human factors' relates to your project.

The following questions may be helpful:

Are there systems/processes which make it harder for everyone to 'do the right thing'?

Do you need to review and simplify processes?

Are there common processes and procedures which could be standardised?

Are you able to use checklists?

(5 mins)

Step 2. All teach, all learn...

Discuss your thoughts.
(10 mins)

Step 3. What will you 'take away'?

Make notes to support your learning and next steps.
(5 mins)



Understanding Our Influence On Others

*“I've learned that people will forget
what you said, people will forget
what you did, but people will never
forget how you made them feel.”*

Maya Angelou

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The Ladder Of Inference

A Story

Something similar has happened to all of us.

What's your story?

For more watch Trevor Maber – “Rethinking thinking”
<https://www.youtube.com/watch?v=KJLqOclPqis>

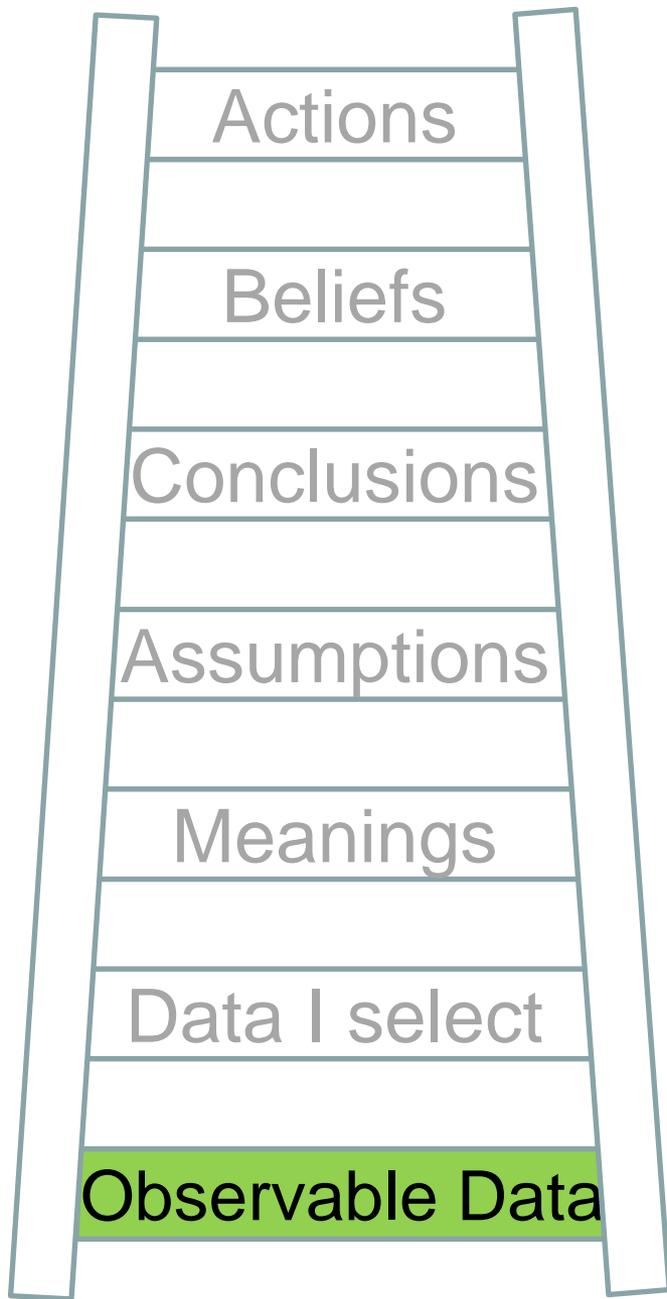
Example: Hand Hygiene

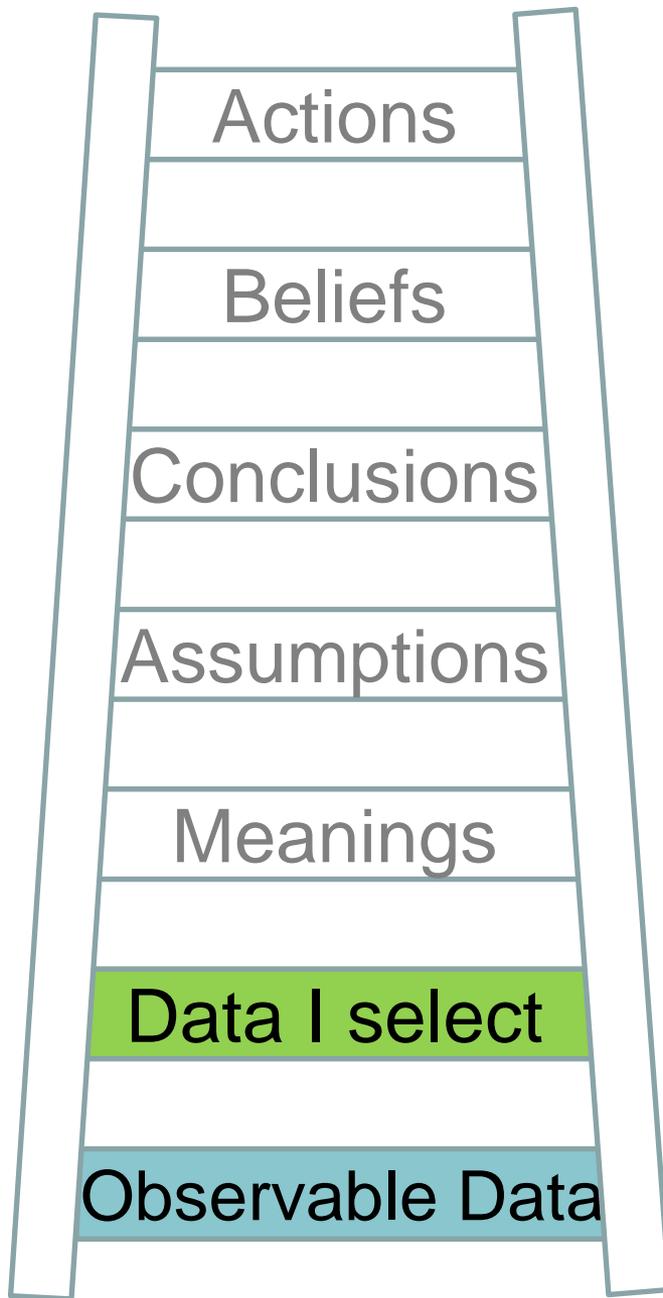
In a corridor near the door to a clinic.

A hand wash gel dispenser is on the wall by the door. Liz approaches the door. Chris is just beyond the door, along the corridor, holding a clipboard.

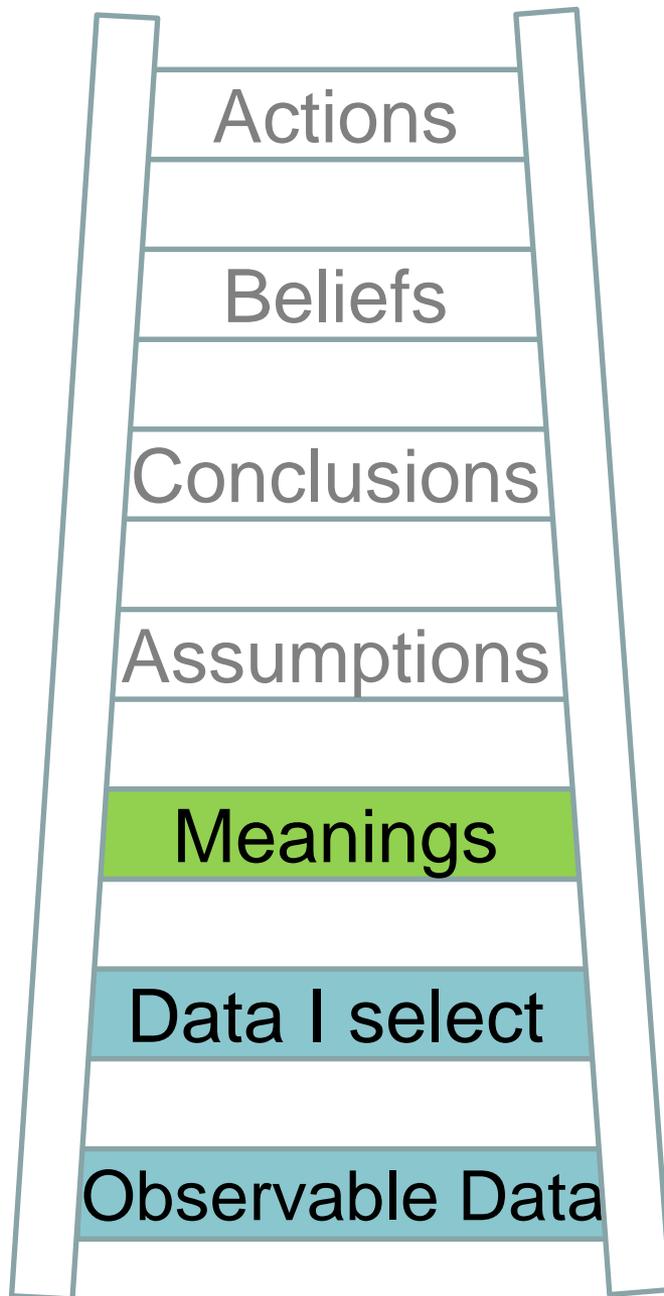
Liz uses the gel dispenser and rubs a dose of gel into her hands. She steps towards the door. Chris says 'Excuse me, can I ...'. Liz says 'Sorry, I've been bleeped,' and goes through the door.

Liz's Perspective



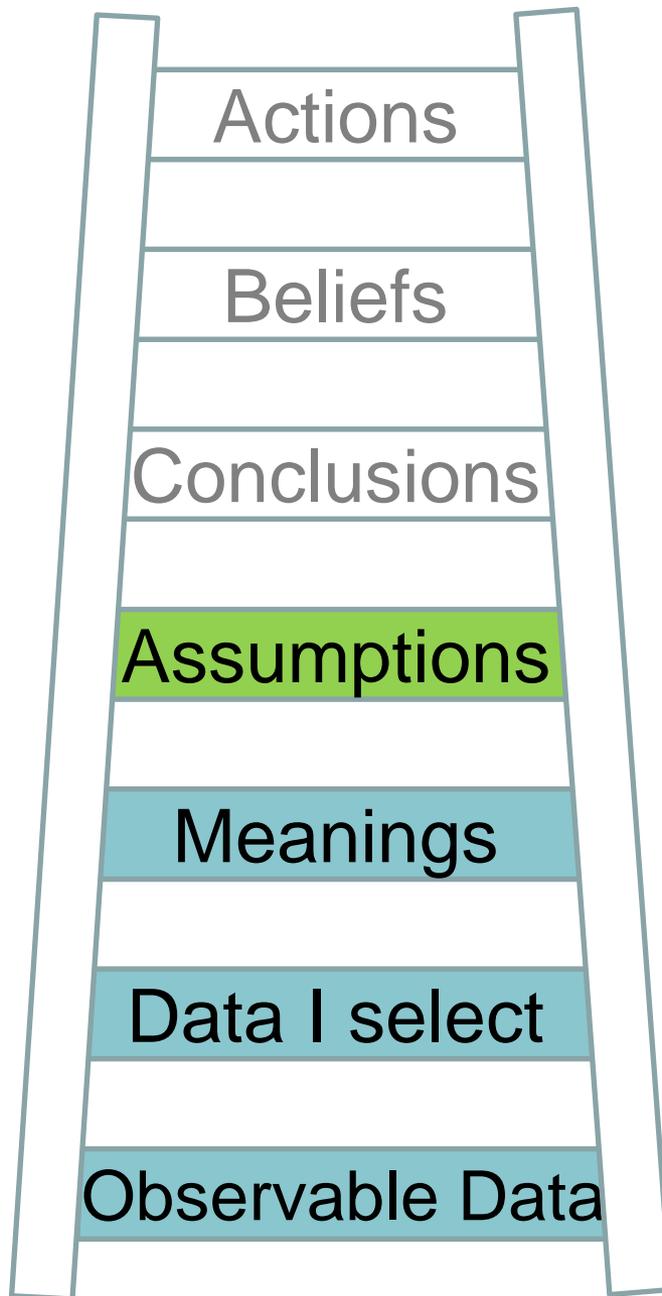


I see Chris is standing in the corridor holding a clipboard. I know the gel dispenser is on the wall by the door.



A clipboard means collecting data. We're supposed to use the hand gel before going through the door.

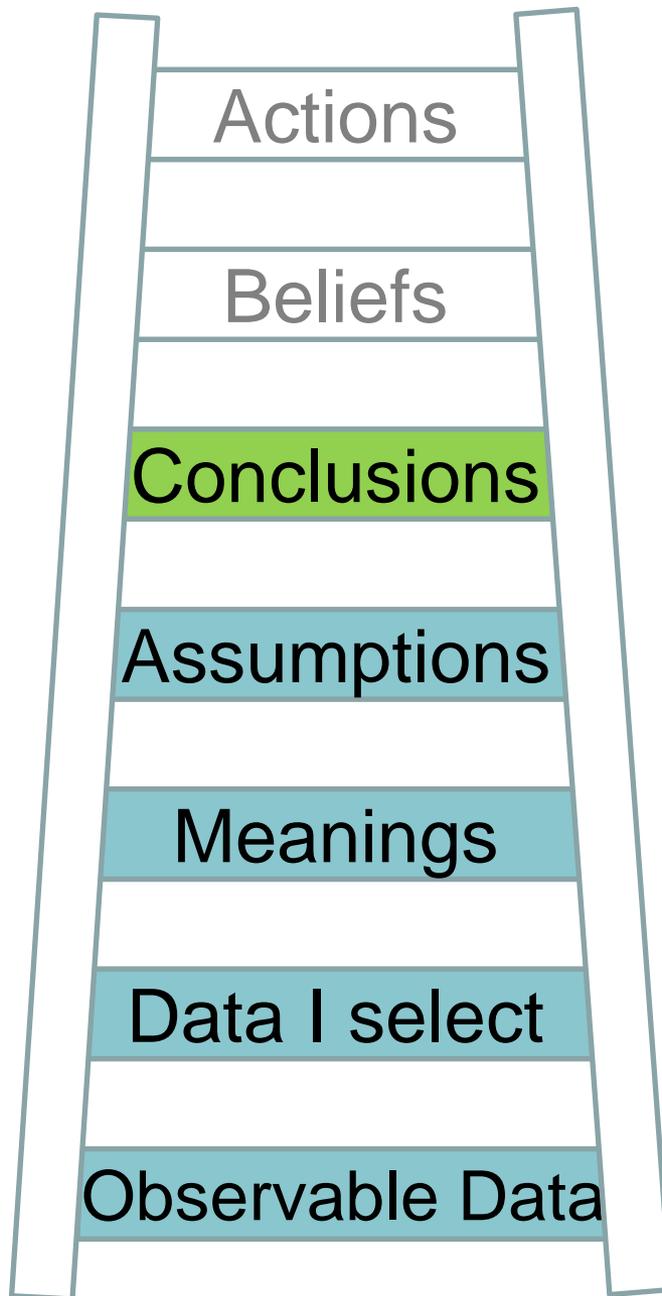
I see Chris is standing in the corridor holding a clipboard. I know the gel dispenser is on the wall by the door.



It's an audit on use of hand gel.

A clipboard means collecting data. We're supposed to use the hand gel before going through the door.

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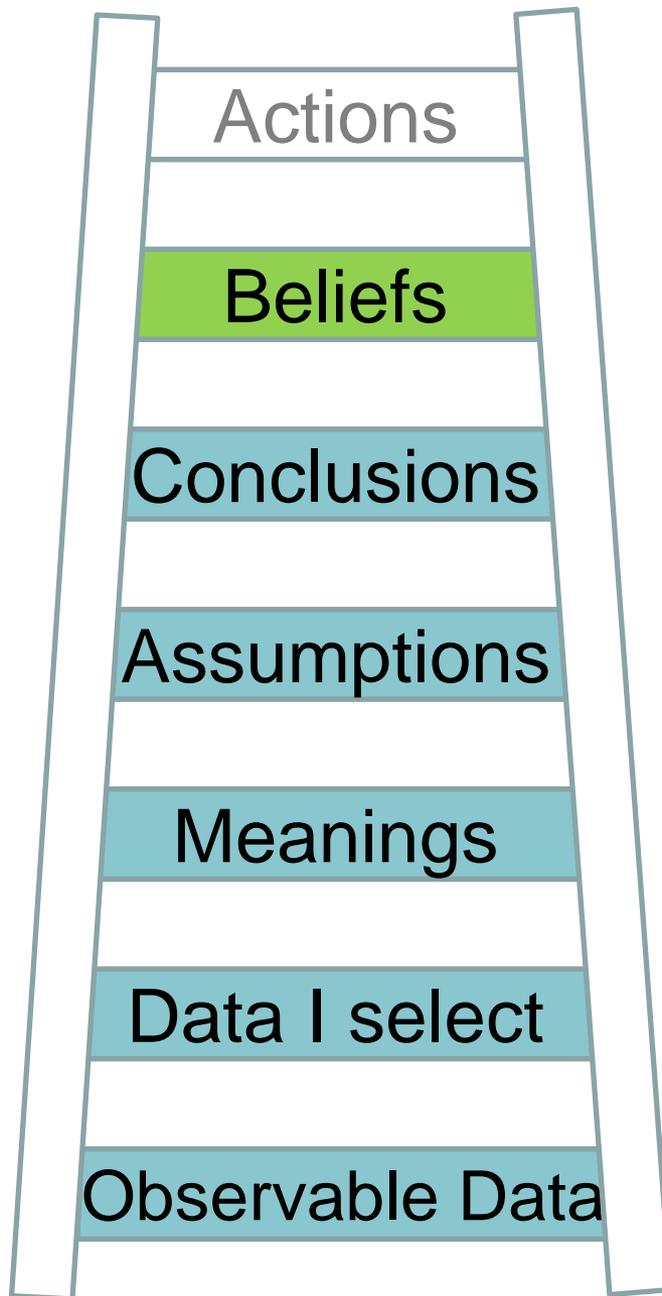


There'll be trouble if people don't use the gel.

It's an audit on use of hand gel.

A clipboard means collecting data. We're supposed to use the hand gel before going through the door.

I see Chris is standing in the corridor holding a clipboard. I know the gel dispenser is on the wall by the door.



Actions

Beliefs

Conclusions

Assumptions

Meanings

Data I select

Observable Data

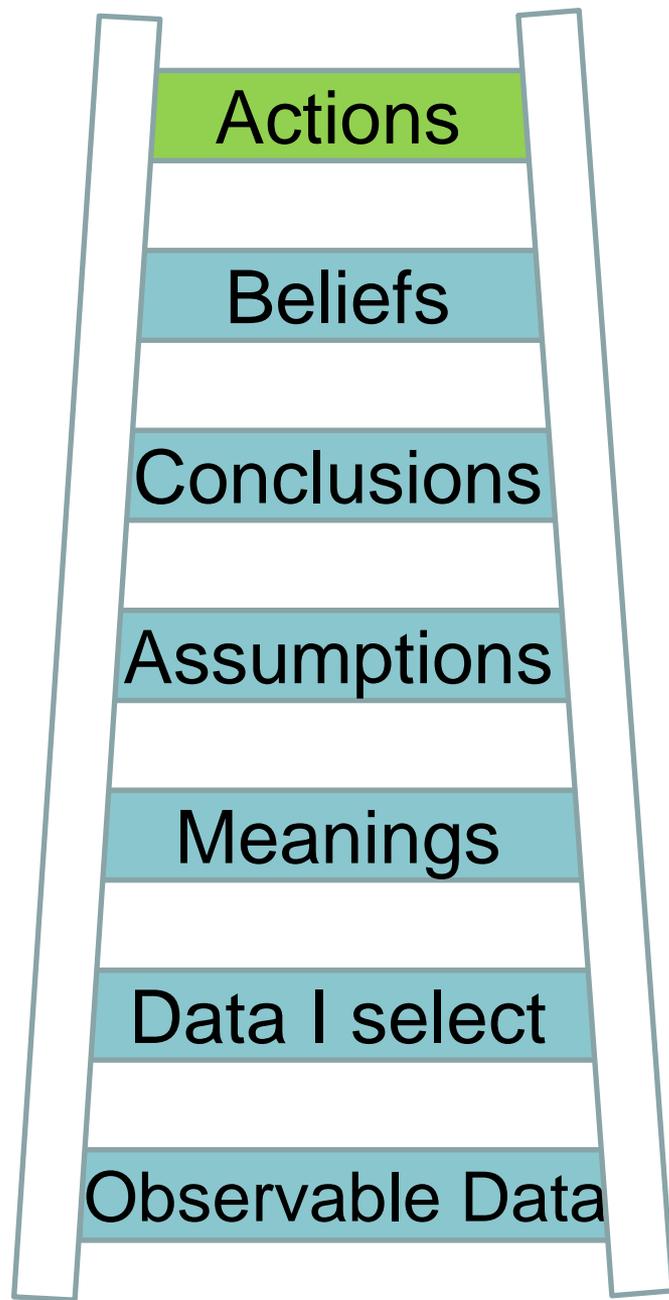
They treat us like children. They don't trust us to do the right thing.

There'll be trouble if people don't use the gel.

It's an audit on use of hand gel.

A clipboard means collecting data. We're supposed to use the hand gel before going through the door.

I see Chris is standing in the corridor holding a clipboard. I know the gel dispenser is on the wall by the door.



I'll show them. I won't give anyone a reason to find fault. I'll use the gel – as usual. I won't talk to her about it.

They treat us like children. They don't trust us to do the right thing.

There'll be trouble if people don't use the gel.

It's an audit on use of hand gel.

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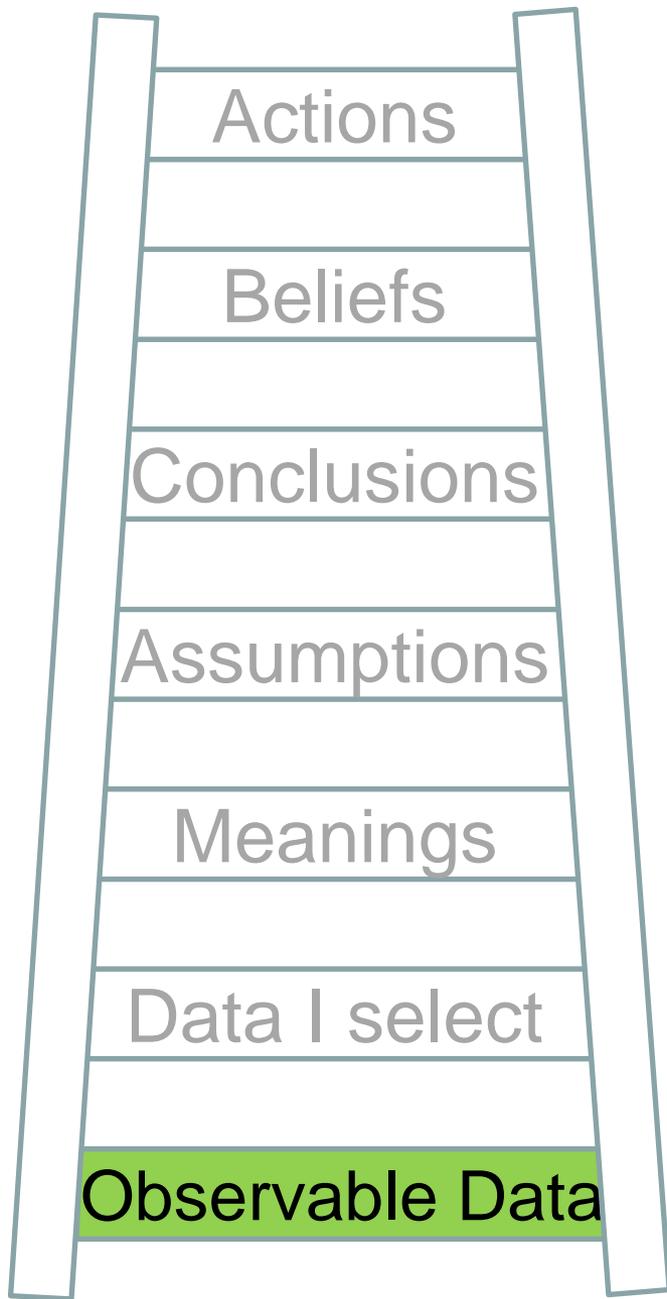
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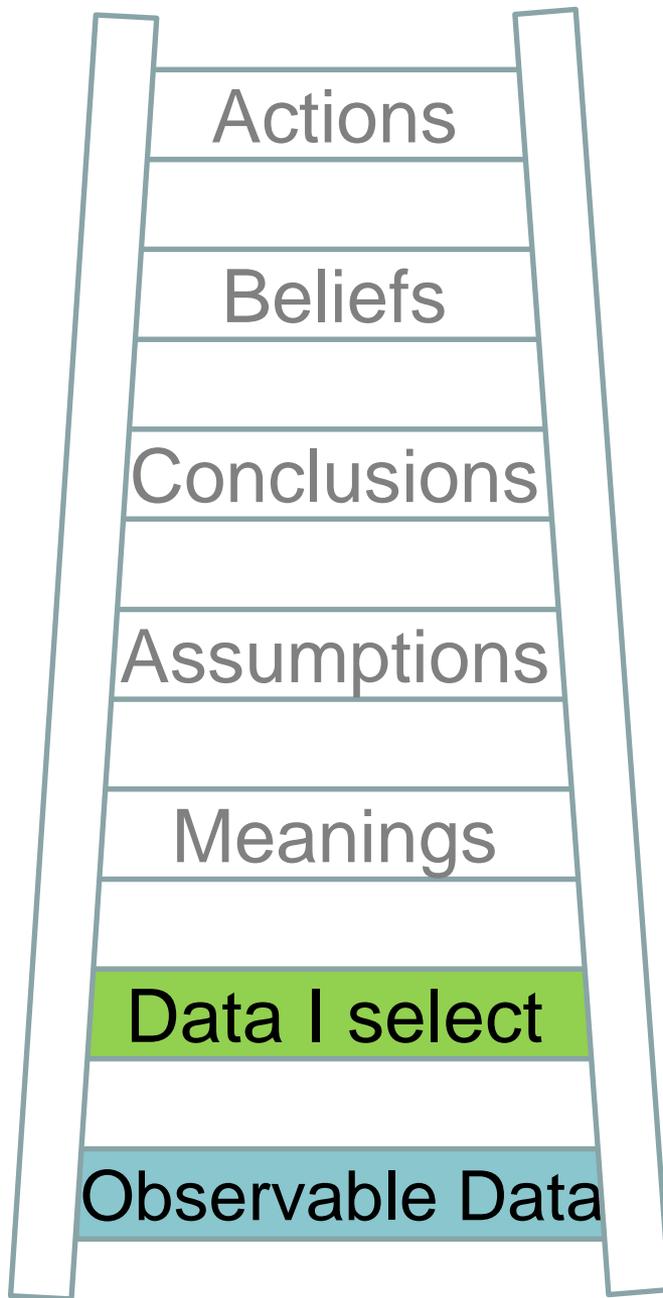
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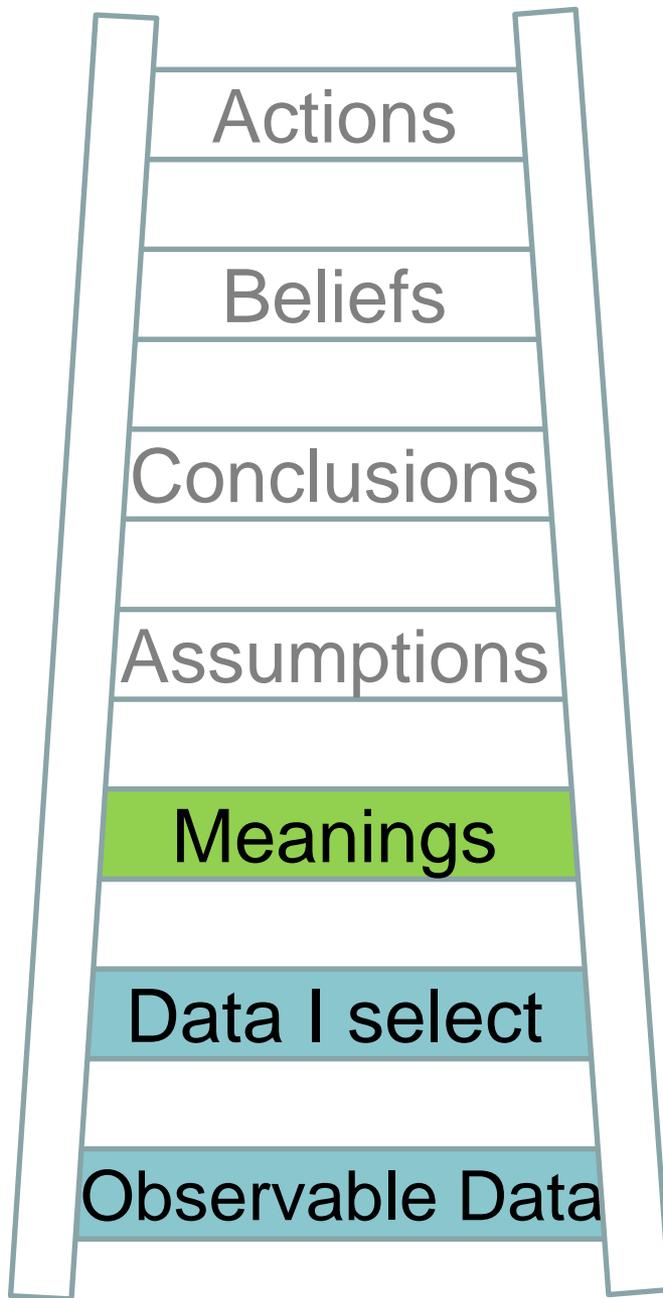
Liz uses the gel dispenser and rubs a dose of gel into her hands. She steps towards the door. Chris says 'Excuse me, can I ...'. Liz says 'Sorry, I've been bleeped,' and goes through the door.

Chris's Perspective





Liz is approaching the door.
She's using the hand gel.



Actions

Beliefs

Conclusions

Assumptions

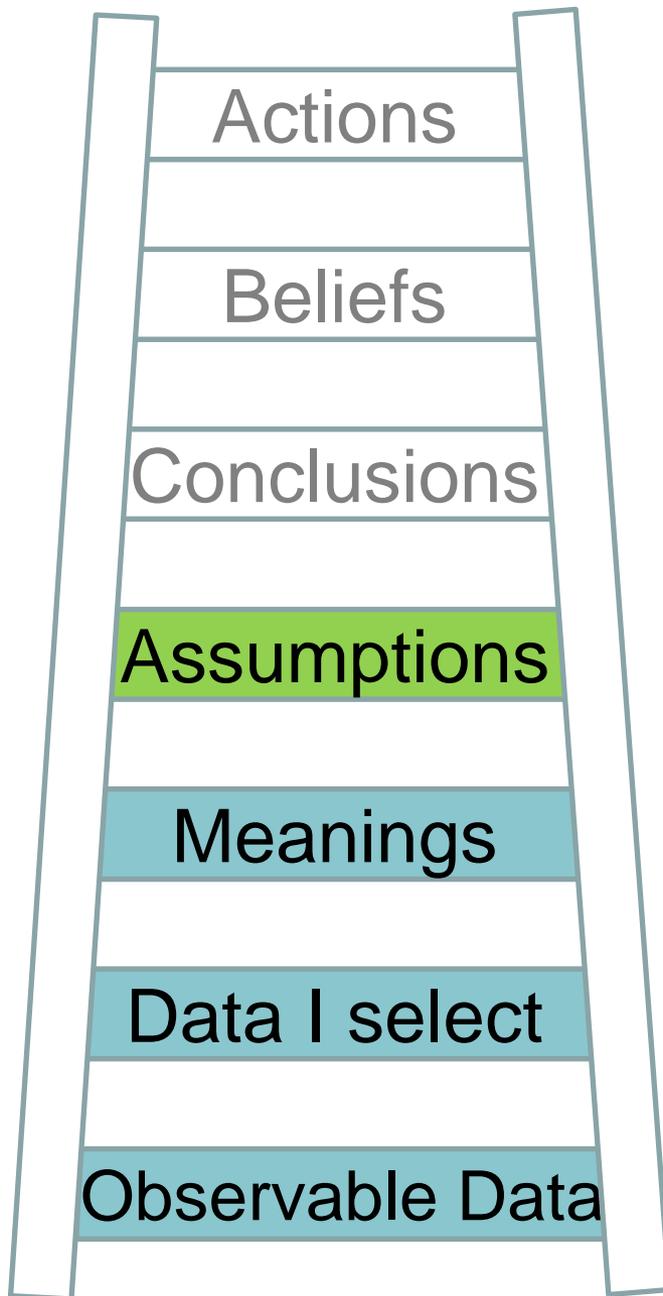
Meanings

Data I select

Observable Data

Using the hand gel is good practice.

Liz is approaching the door.
She's using the hand gel.



Actions

Beliefs

Conclusions

Assumptions

Meanings

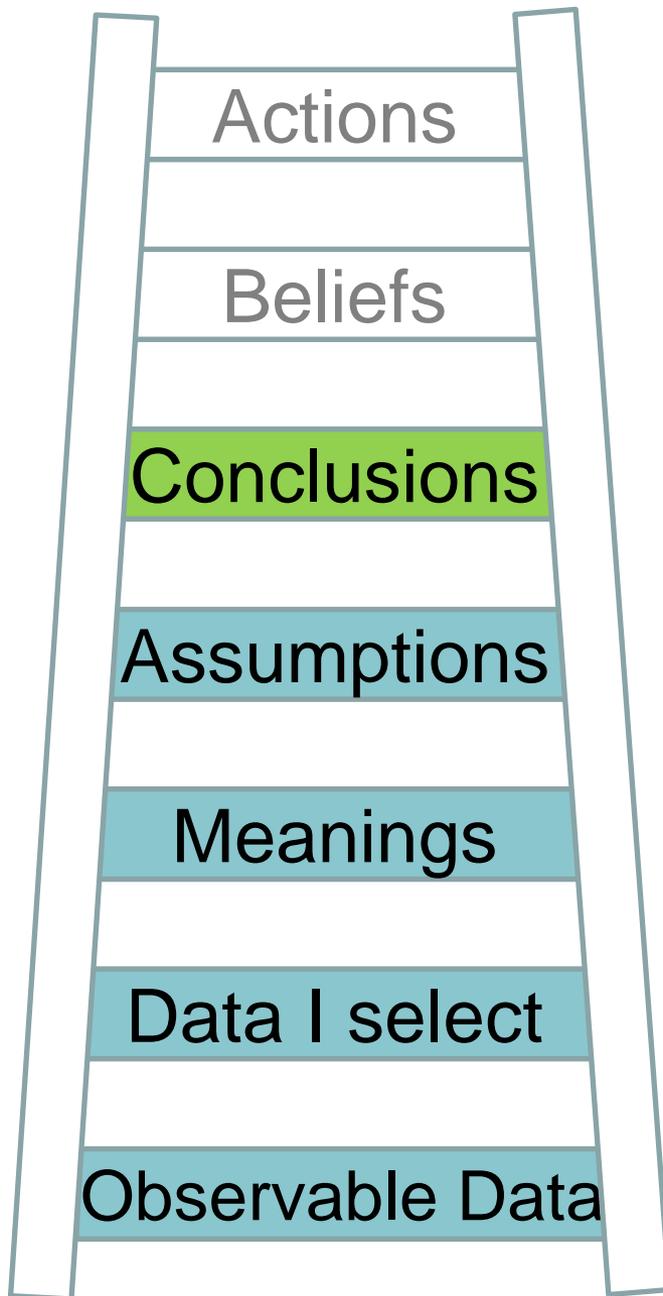
Data I select

Observable Data

She knows why she uses it.

Using the hand gel is good practice.

Liz is approaching the door.
She's using the hand gel.



Actions

Beliefs

Conclusions

Assumptions

Meanings

Data I select

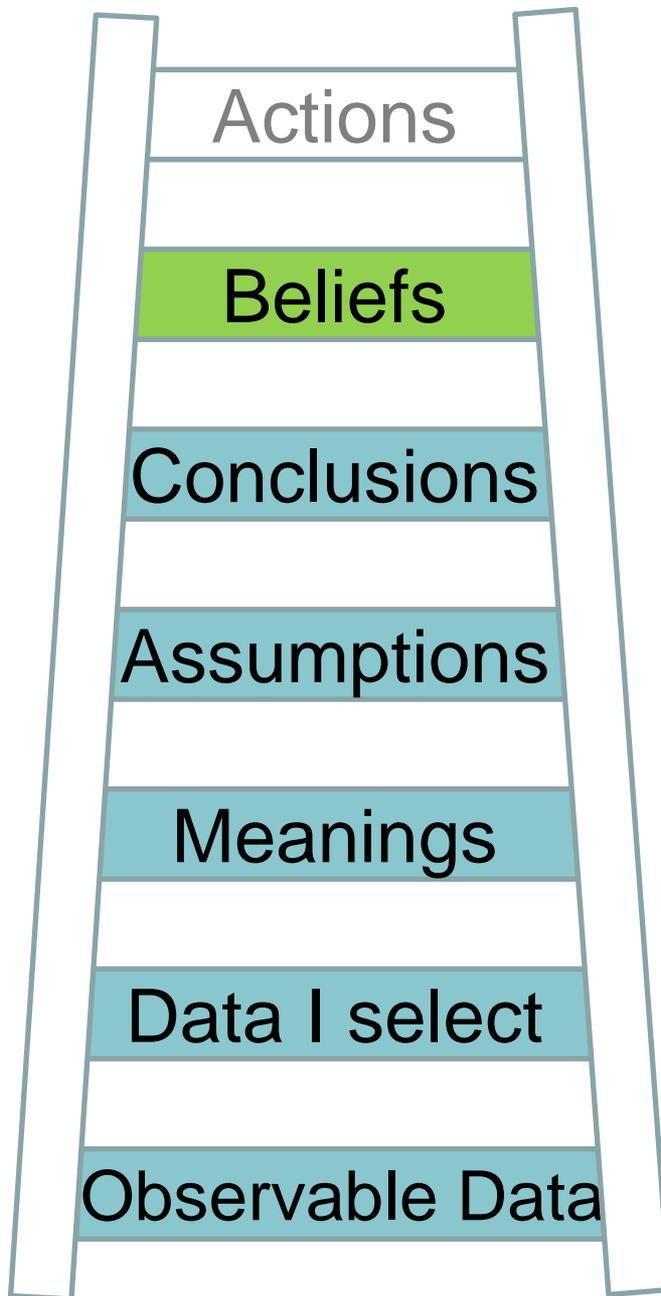
Observable Data

She can tell me why she uses it.

She knows why she uses it.

Using the hand gel is good practice.

Liz is approaching the door.
She's using the hand gel.



Actions

Beliefs

Conclusions

Assumptions

Meanings

Data I select

Observable Data

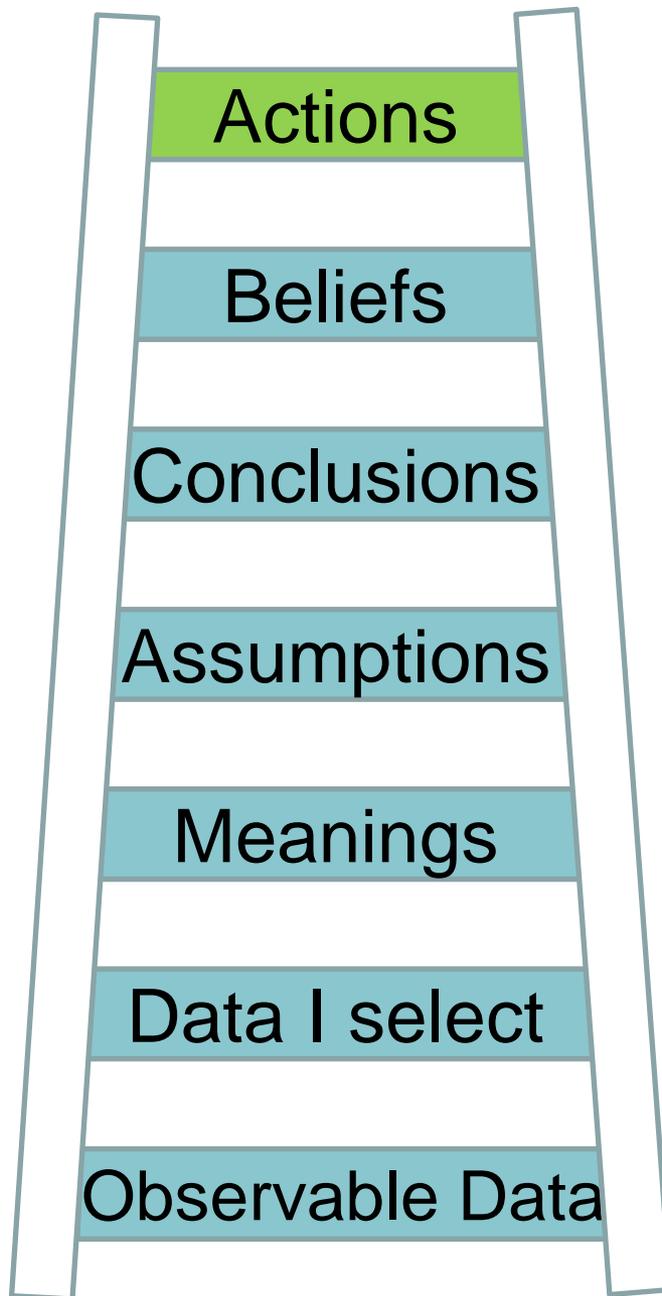
She won't mind me asking her about it to help develop ideas for my improvement project.

She can tell me why she uses it.

She knows why she uses it.

Using the hand gel is good practice.

Liz is approaching the door.
She's using the hand gel.



I'll stop her and go through the survey questions with her.

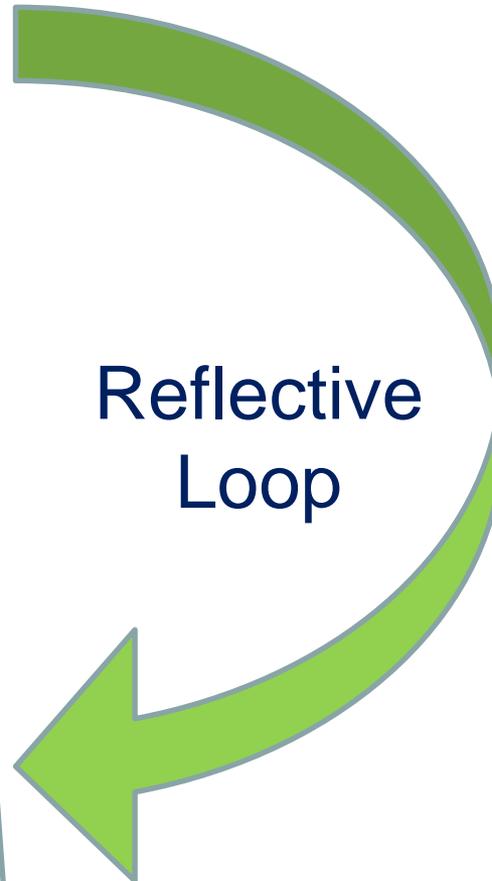
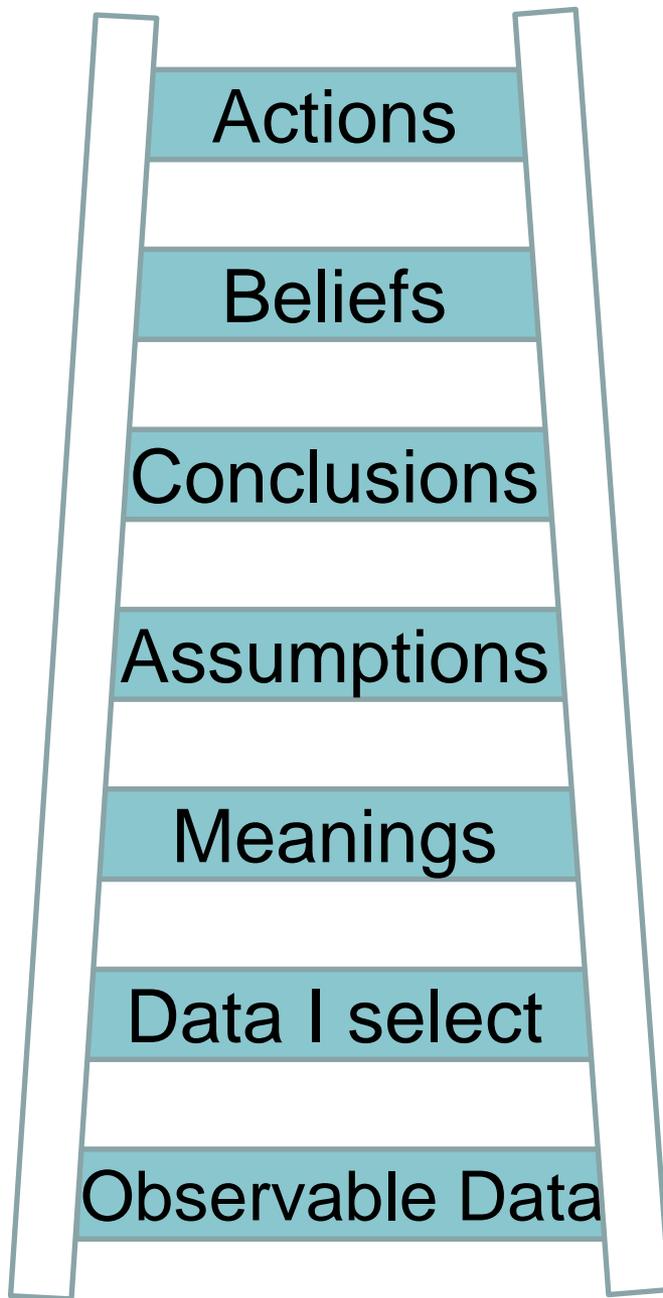
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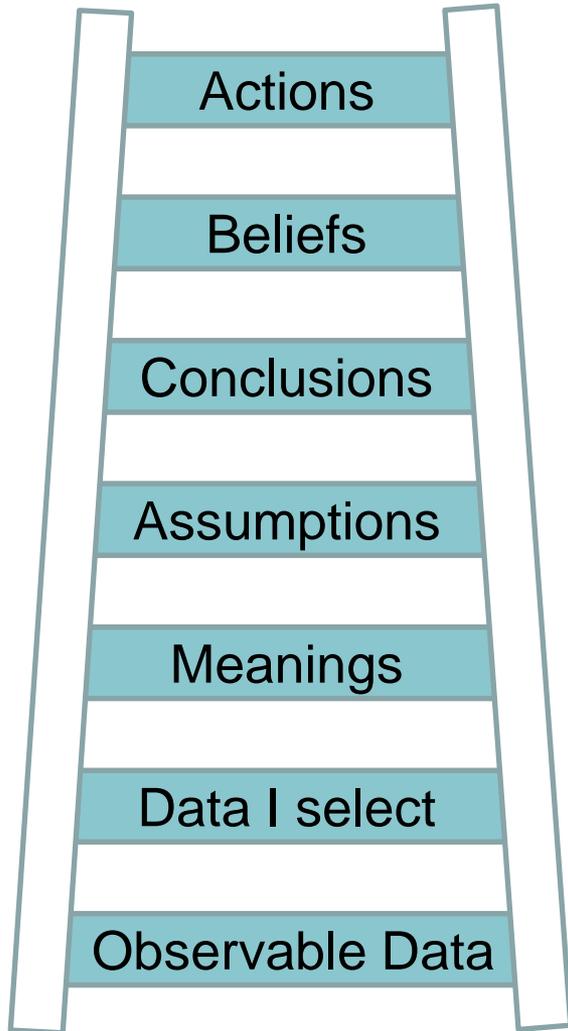
She knows why she uses it.

Using the hand gel is good practice.

Liz is approaching the door.
She's using the hand gel.



Project Considerations



There are three things we can do to prevent us racing up the ladder in a way that is unhelpful:

- Reflect, as you have been just doing.
- How might it help to reveal parts of your ladder to the other person?
- What would you like to know about in the others person's ladder?

Project Activity

- What rungs on the ladder will be your biggest challenge?
- What could you do to improve?

All Teach, All Learn

"It's more fun to talk
with someone who
doesn't use long,
difficult words but
rather short,
easy words like,
'What about lunch?'"

- Winnie the Pooh

Start again at?



Project Charter Development Time

Step One: Find your buddy

Step Two: Agree which charter to work through first

Step Three: Use 'Project Charter Assessment Tool' to assess the current charter. Identify any areas to improve.

Step Four: All teach, all learn 😊

Step Five: Repeat Steps Three & Four for the other charter

The 3-Step Improvement Framework

Step 2 –Creating the Conditions

The six questions to be asked of EVERY change programme:

1

Aim

Is there an agreed aim that is understood by everyone in the system?

2

Correct changes

Are we using our full knowledge to identify the right changes and prioritise those that are likely to have the biggest impact on our aim?

3

Clear change method

Does everyone know and understand the method(s) we will use to improve?

4

Measurement

Can we measure and report progress on our improvement aim?

5

Capacity and capability

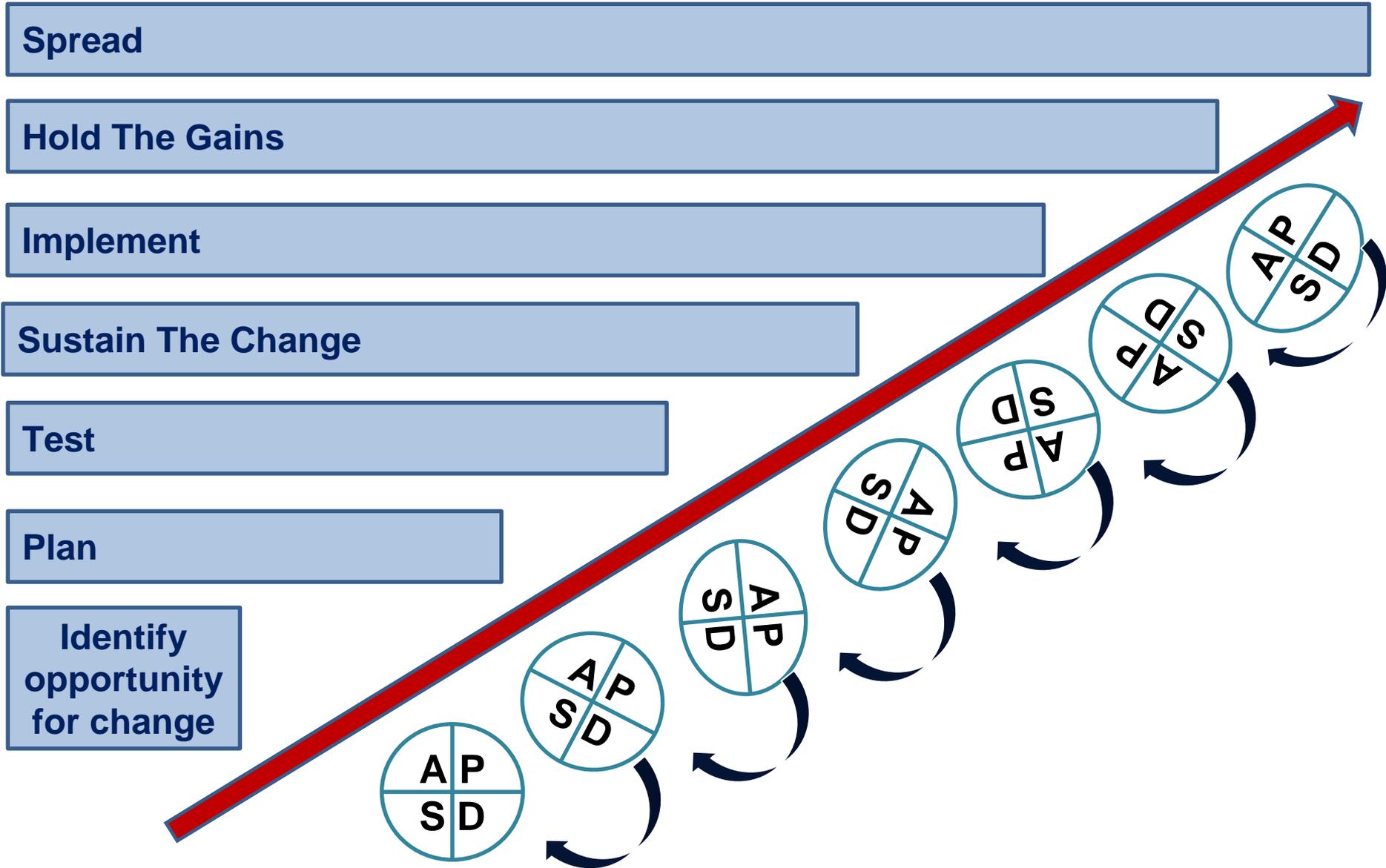
Are people and other resources deployed in the best way to enable improvement?

6

Spread plan

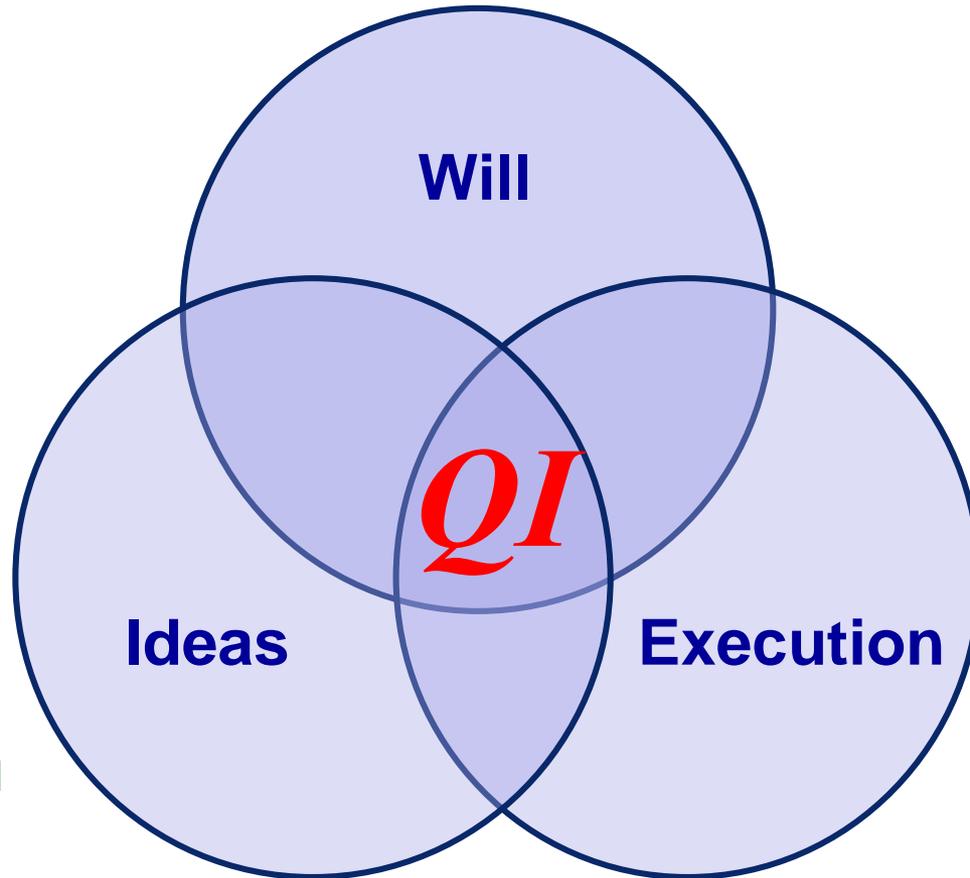
Have we set out our plans for innovating, testing, implementing and sharing new learning to spread the improvement everywhere it is needed?

The Improvement Journey



Quality Improvement Requires

Having the Will (desire) to change the current state to one that is better



Developing ideas that will contribute to making processes and outcome better

Having the capacity to apply QI theories, tools & techniques that enable the implementation of the ideas

Leading Change: from Testing to Implementation

As Improvement Practitioners you need to be able to:

- Describe typical stages in an improvement journey - testing, implementation and spread.
- Make decisions based on learning from PDSA cycles and data analysis.
- Demonstrate understanding of when to move from testing to implementation.
- Draft an implementation plan.

The Improvement Journey

Example

Testing

3 practitioners in one nursery use a new parent feedback form.

Implementing

All practitioners in one nursery use the new parent feedback form.

Spreading

Practitioners from the 'pilot' unit assist the other three nurseries to adopt or adapt the change.

Exercise:

Testing, Implementation, or Spread?

Failure is a useful, natural part of the improvement process.

Exercise:

Testing, Implementation, or Spread?

The change becomes part of the routine operation of the unit.

Exercise:

Testing, Implementation, or Spread?

Work out how to explain the benefits of a change beyond the unit.

Exercise:

Testing, Implementation, or Spread?

Use PDSA cycles.

Exercise:

Testing, Implementation, or Spread?

Develop infrastructure (e.g. policies, job descriptions, SoPs, checklists) to maintain the improvement.

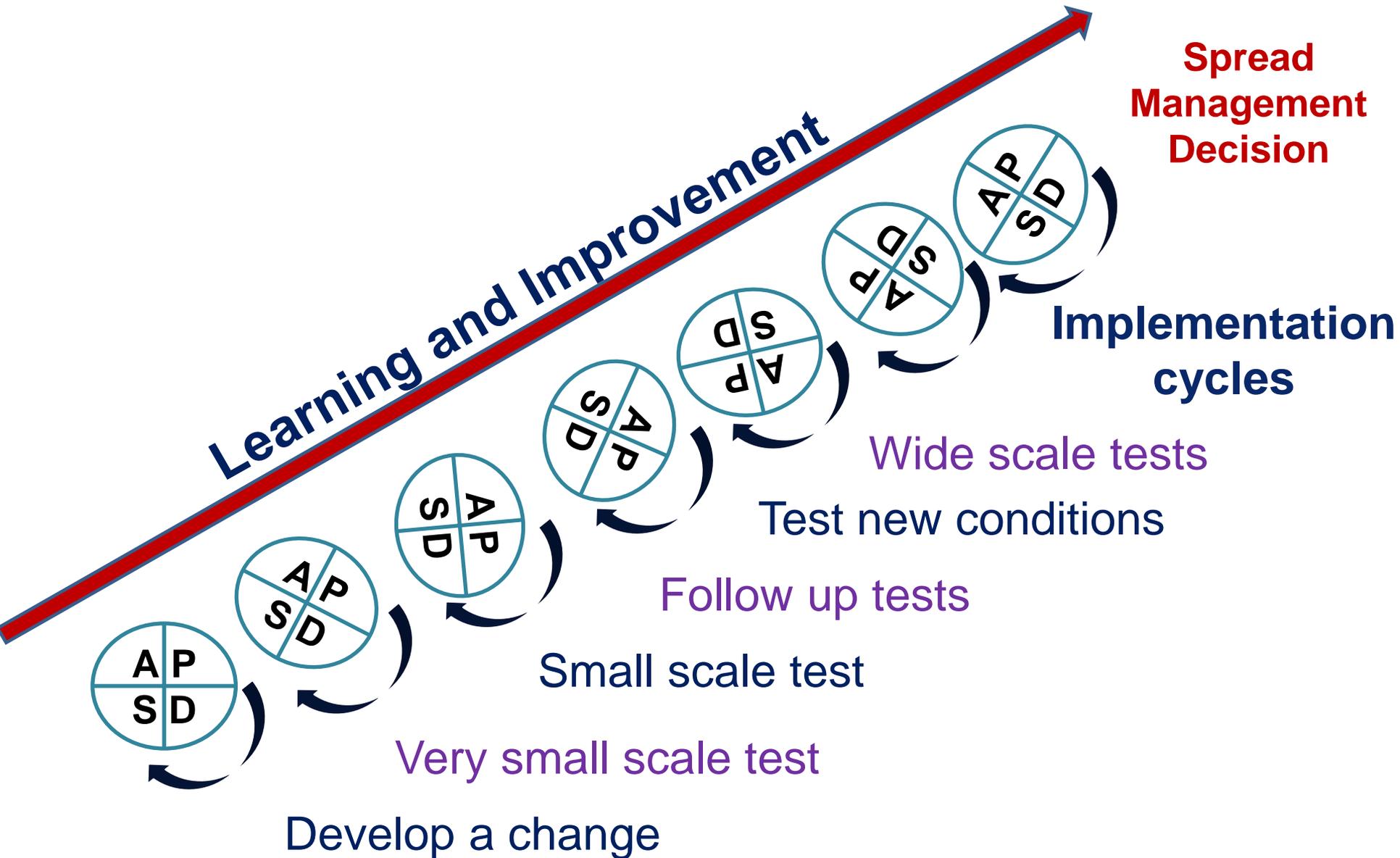
Three Criteria for Implementation

- High degree of belief that a change will result in improvement based on evidence gathered.
- Small cost of failure.
- The organisation is ready to make the change.

From Testing To Implementation

Current Situation		Resistant	Indifferent	Ready
Low Confidence that current change idea will lead to Improvement	Cost of failure large	Very Small Scale Test	Very Small Scale Test	Very Small Scale Test
	Cost of failure small	Very Small Scale Test	Very Small Scale Test	Small Scale Test
High Confidence that current change idea will lead to Improvement	Cost of failure large	Very Small Scale Test	Small Scale Test	Large Scale Test
	Cost of failure small	Small Scale Test	Large Scale Test	Implement

Sequential Building Of Knowledge



TASK: Planning for Implementation



- Consider the Implementation Plan provided in the resource pack
- Identify any actions you predict will form part of your implementation plan
- Share with others

The 3-Step Improvement Framework

Step 2 –Creating the Conditions

The six questions to be asked of EVERY change programme:

1

Aim

Is there an agreed aim that is understood by everyone in the system?

2

Correct changes

Are we using our full knowledge to identify the right changes and prioritise those that are likely to have the biggest impact on our aim?

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Clear change method

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Can we measure and report progress on our improvement aim?

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Capacity and capability

Are people and other resources deployed in the best way to enable improvement?

6

Spread plan

Have we set out our plans for innovating, testing, implementing and sharing new learning to spread the improvement everywhere it is needed?

The 7 *Spreadly* Sins

1. Start with large pilots
2. Find one person willing to do it all
3. Use vigilance & hard work
4. If a pilot requires spread then spread the pilot unchanged
5. Require the person and team who drove the pilot to be responsible for system-wide spread
6. Look at process and outcome measures on a quarterly basis
7. Early on expect marked improvement in outcomes without attention to process reliability

From Implementation to Spread

“Spread
is how
we get to
Scale”

Alastair Philp,
Improvement Advisor

Spread?

Or... adoption through adaptive integration



PULL

**You can have things your way and push if
you want, but this door is pretty stubborn.**

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Adoption process involves

- **Awareness** of a need (recognising a problem)
- **Knowledge**: Seeing ideas that seem to meet the need
- **Decisions**: Evaluating ideas and beginning to believe they'll meet the need
- **Testing**: Trying the idea to see if it fits your need (adaptation) in your context
- **Confirmation**: implementation and integration into your practice

Spread Strategy



Organisational readiness

Leadership
Spread team
Strategic alignment
Spread aim



Spread plan

Communication
Measurement
Work plan
Structures



Execution

Early adopters
Knowledge transfer



What's your plan for spread?

What?	What are essential ingredients/ key components? What adaptations are permitted/ necessary?
How?	What are your spread processes and reporting structures?
Who?	What scale? Which teams? What places? Which people?
When?	Time Frame and time line for Spread

Facilitating spread requires:

Prepare the soil:

- Leadership commitment and constancy of purpose
- Awareness of need/dissatisfaction with current state
- Constant communication to build awareness of ideas that seem to meet the need
- Emphasis on importance of testing in each new context (team/area/ school etc.) to allow adaptation

Prepare the seed

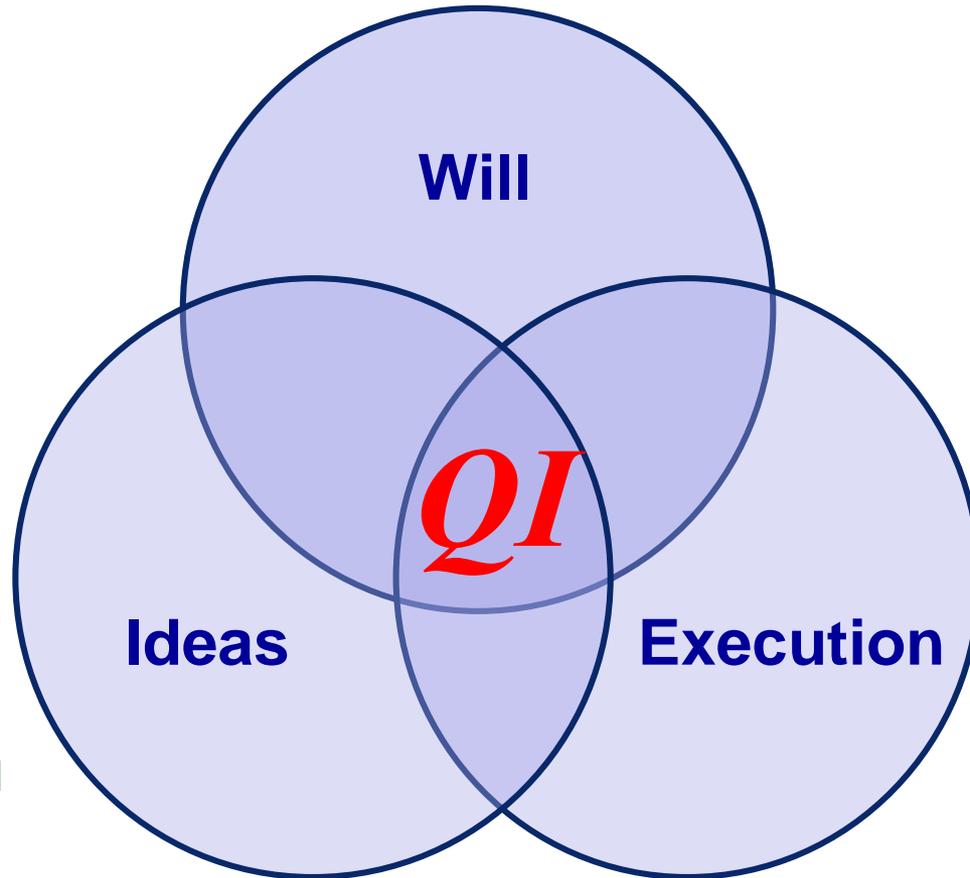
Be clear about what's proposed. 'Seed' package containing:

- description of key ingredients of the change;
- inspiring stories &
- (time-series) data relating interventions to improvement



Quality Improvement Requires

Having the Will (desire) to change the current state to one that is better



Developing Ideas that will contribute to making processes and outcome better

Having the capacity to apply QI theories, tools & techniques that enable the Implementation of the ideas

10 Ways to Build Change Agency.

The **POWER** to make a **POSITIVE DIFFERENCE**.

1. Create **Small Changes**
One step at a time.



2. Emphasise progress

3. Reframe your **Thinking**

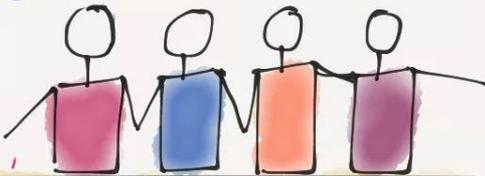


- failed attempts are
Learning opportunities.

- Uncertainty
becomes Curiosity.

4. Start a **Cult!**
(a group unified by a provocative idea)

5. Get social support



You can't be a great change agent on your own!

6. Make Change **ROUTINE**
(rather than an exceptional activity)



7. Learn from the **Best!**

8. Think **STORY**



What are we/I doing? Why?
How do we/I tell our story?

9. Build a **Spectrum of allies**.
(not just people who support what you do!)

10. **PERSIST!**

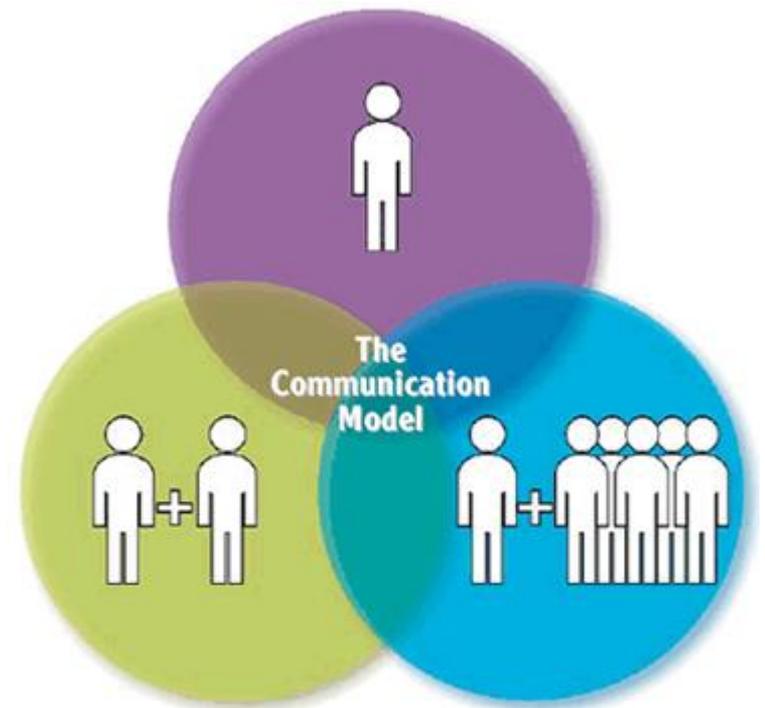
"First they ignore you,
then they laugh at you,
then they fight you,
then - you WIN." Gandhi.



List created
by members of
@HorizonsNHS

Communicating Your Improvement Story

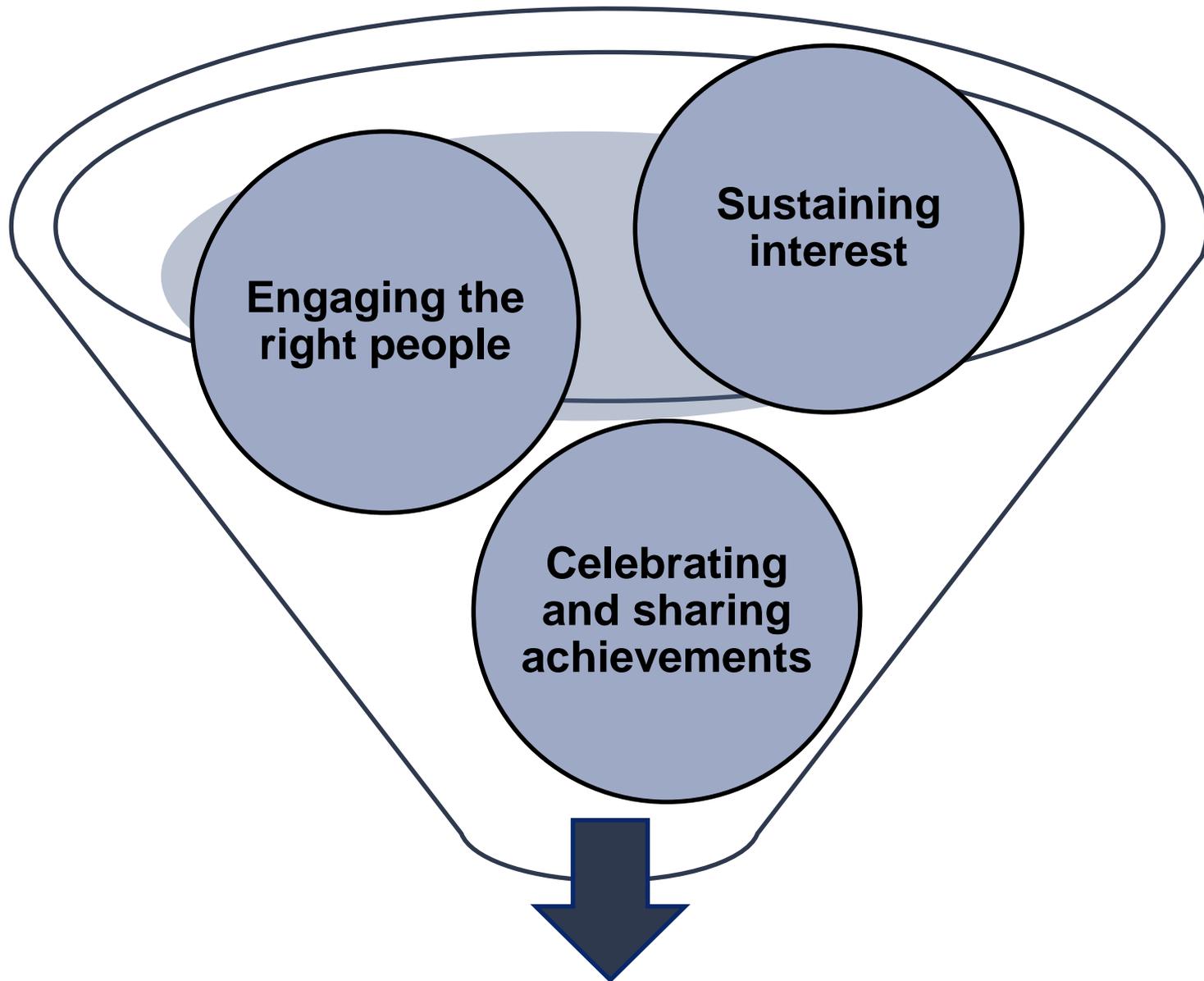
- **WHO**
- **WHY**
- **WHAT**
- **WHEN**
- **HOW**



WHO

Are You Communicating With?

- Senior sponsors or champions, who are in a position to provide resources.
- People who are in a position to block your proposed project work.
- Staff in the unit who you would like to join the core project team.
- Other staff in your unit who you need to implement changes.
- Staff in other departments or where your changes could spread.
- Credible people who may influence others who you are keen to engage.



WHY Are You Communicating?

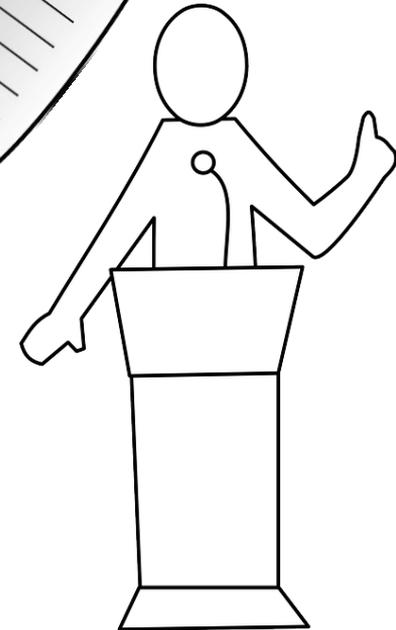
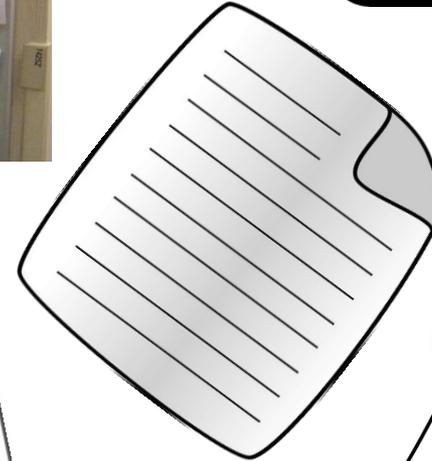
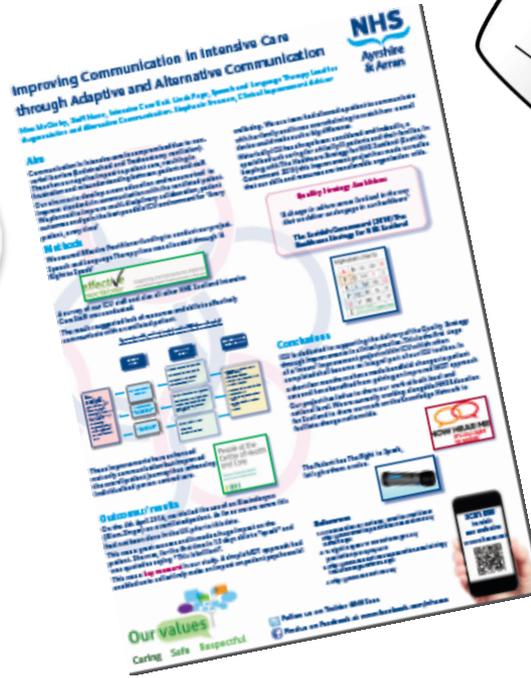
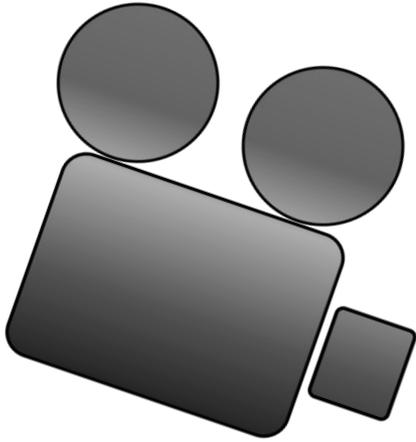
WHAT Are You Communicating?

Five Key Features:

- Why this project
- Changes
- Results
- Lessons learned
- Next steps

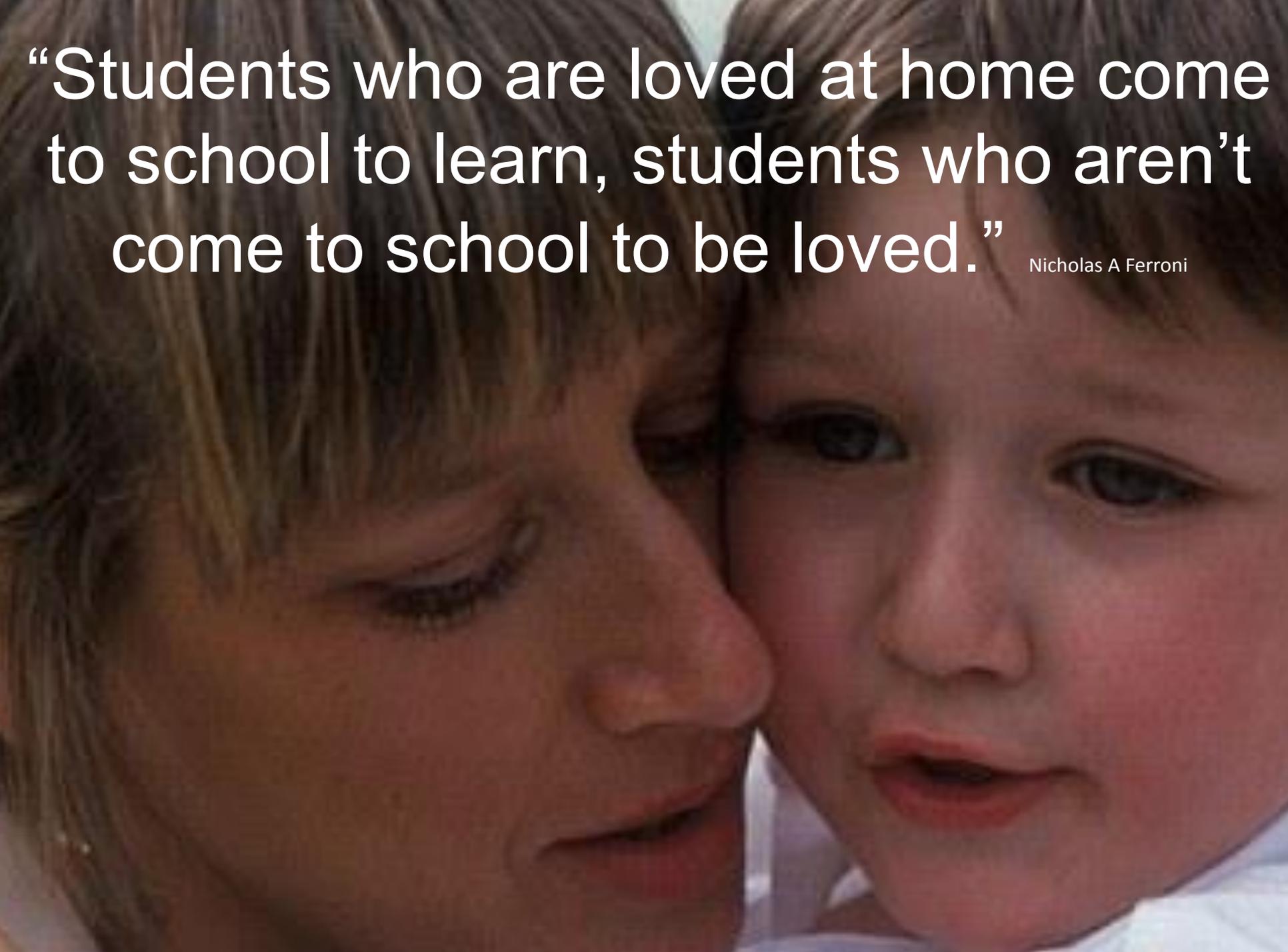


HOW Will You Communicate Your Improvement





Nurture at Quarryhill



“Students who are loved at home come to school to learn, students who aren’t come to school to be loved.”

Nicholas A Ferroni

A close-up photograph of a young boy with a somber expression, resting his head on his hand. The boy has light-colored eyes and is looking downwards and to the side. He is wearing a grey and white striped long-sleeved shirt. The background is plain white.

John's Story

**Family
breakdown**



John's Story

**Struggling
to cope**

A close-up photograph of a young boy with a somber expression, resting his head on his hand. He has light-colored eyes and is looking downwards. He is wearing a grey and white striped long-sleeved shirt. The background is plain white.

John's Story

Excluded

The Nurture Approach

Our aim:

Create a safe base for John and the other children attending the group sessions.

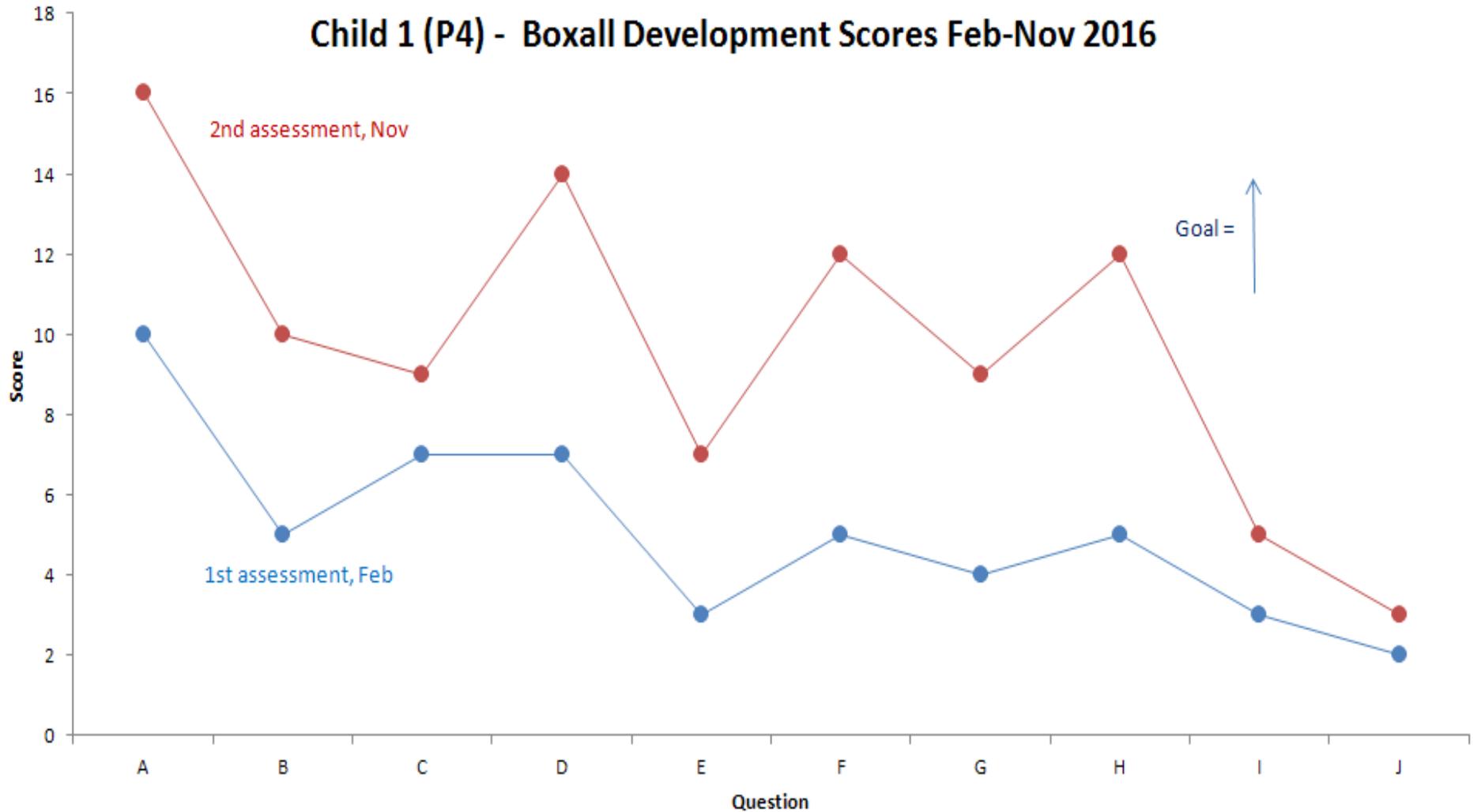
Build relationships between nurture staff, pupils and parents to support children.



Nurture Sessions started February 2016

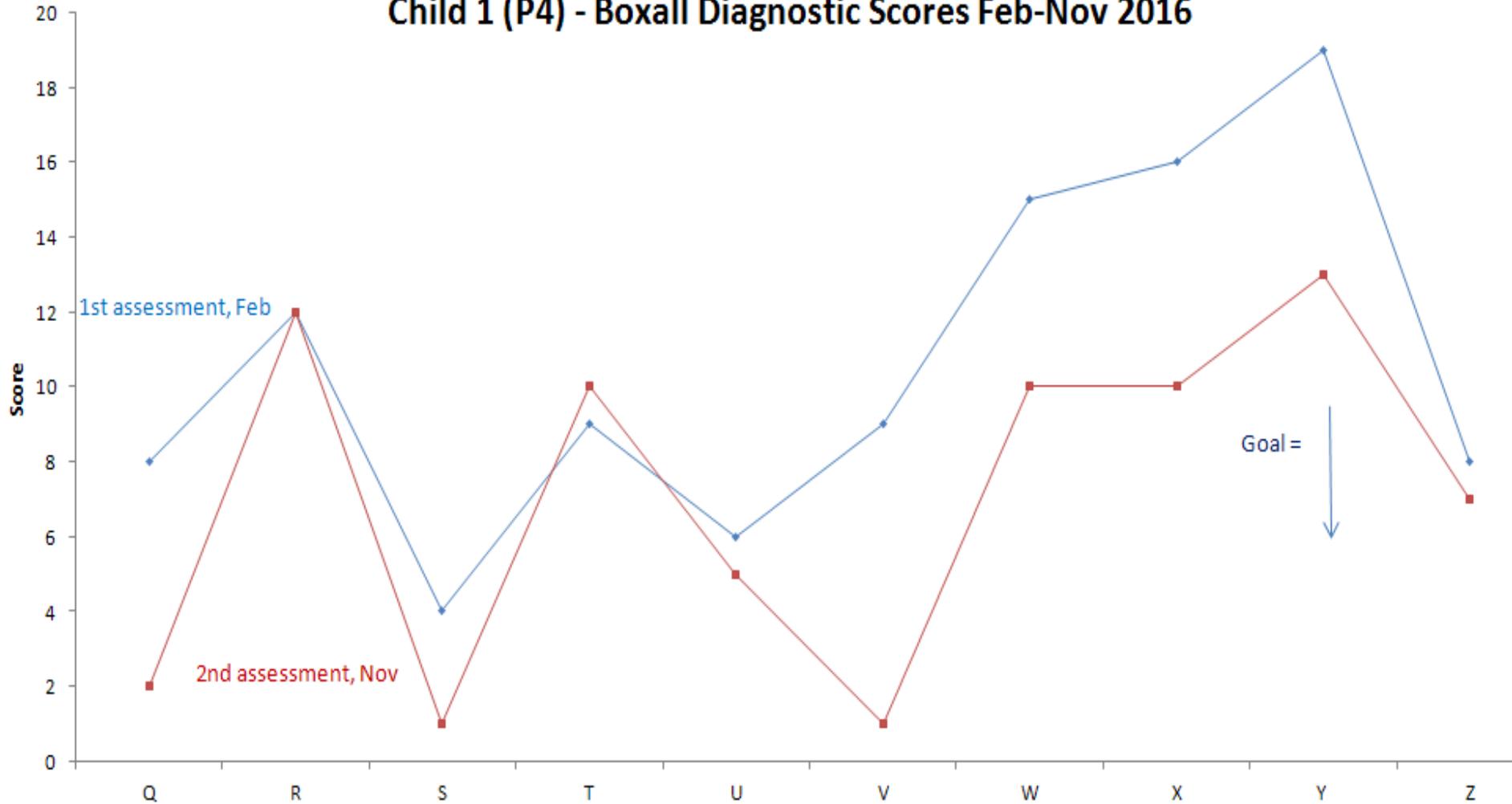
The Impact of Nurture for John

Child 1 (P4) - Boxall Development Scores Feb-Nov 2016



The Impact of Nurture for John

Child 1 (P4) - Boxall Diagnostic Scores Feb-Nov 2016





**John's story
now**

Happier



**John's story
now**

Confident

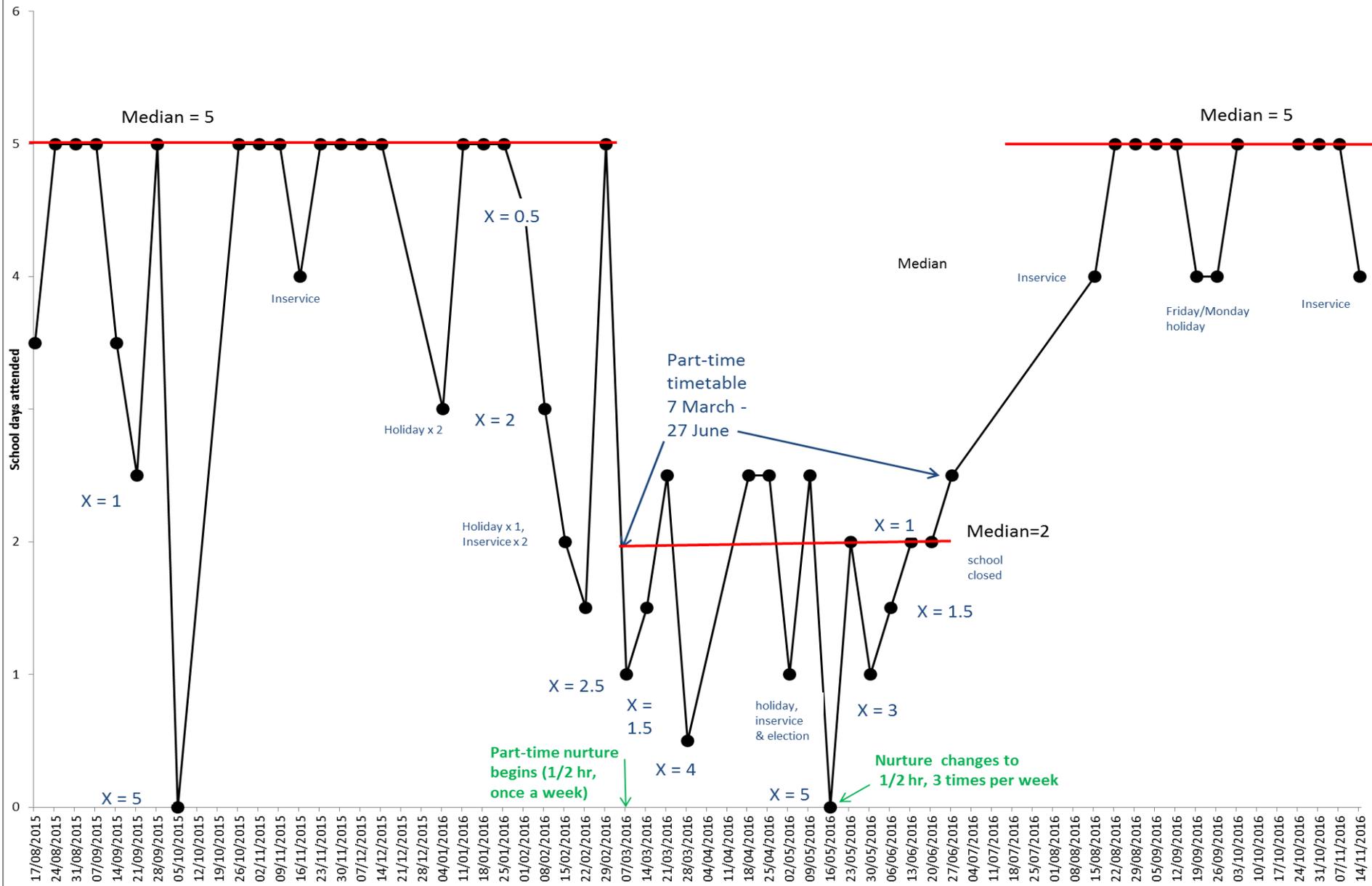


**John's story
now**

Included

John's Attendance

Child 1 - Number of full days attended 17 Aug 2015 - 14 Nov 2016





244 children



1 story

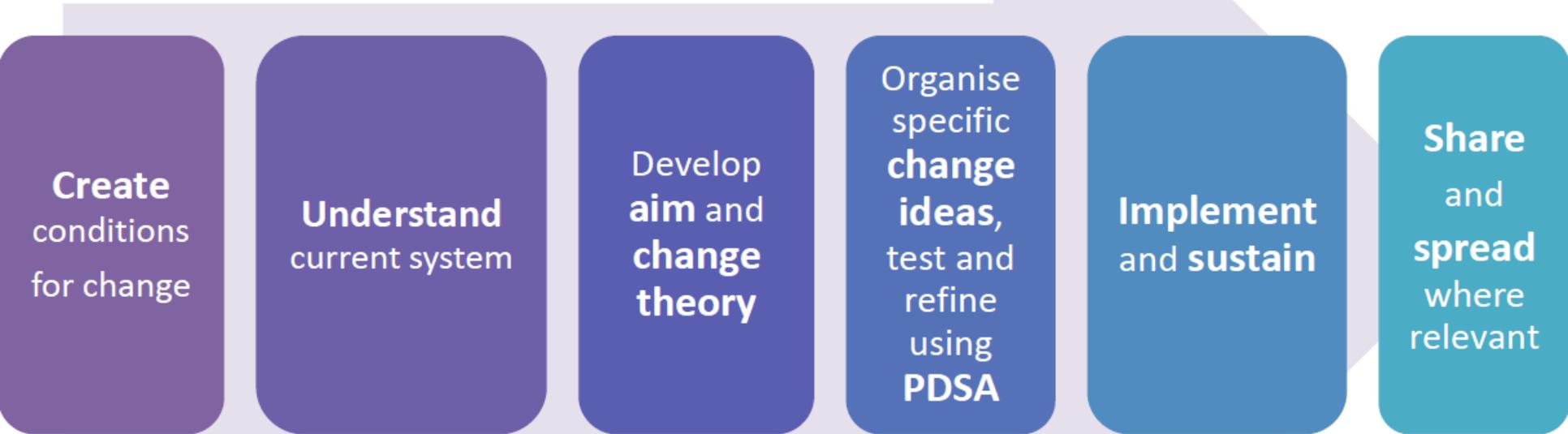
Communicating Your Improvement Story

- **WHO**
- **WHY**
- **WHAT**
- **WHEN**
- **HOW**



Develop the next communication plan for your project

Where are you on the Improvement 'Journey'?



Lead - Organise & Plan - Communicate - Measure

The Iceberg Illusion

Success is an iceberg

SUCCESS!

WHAT PEOPLE SEE



WHAT PEOPLE DON'T SEE



Persistence



Failure



Sacrifice



Disappointment



Dedication



Hard work



Good habits



@sylvia duckworth

Celebrate!
your achievements
(however small!)



Look after
your
**Physical + Mental
Health**

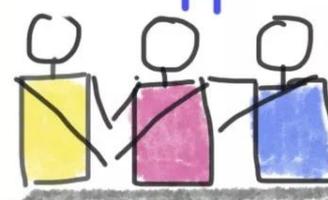


Self-Care



It's how you
RECHARGE
NOT
how you endure

**Have a Network
of Supportive People**



to give a listening
ear when things
get tough.

**10 Ways
to Build your
Resilience**

Be Honest
with yourself
and others.

There are
going to be
challenges...
it's how you
deal with them
that counts!



Maintain Perspective



The situation might be
bad now, but it won't
be forever. **Give it time.**

**Choose your
Battles**

**Don't
Sweat
the
small
stuff!**



Remember what makes
you special

and the
unique
contribution
you give to
the world.



Remember—

people who have the
potential to wear me down
have good intentions...
talk... find out what they are.



**Learn from Mistakes,
Move forward...**



@HorizonsNHS

Ongoing Support for you and your project

Please answer the following questions:

- What ongoing support would be helpful in ensuring you can continue to make progress with your project?
- Would you find it helpful to continue to receive support from an improvement coach?
- What would be helpful to allow you to help others improve their understanding of QI & MFI?
- Please share other thoughts which may not be covered by the questions above.



Next Steps for you.....



Please answer the following questions:

- Would you be interested in participating in a Quality Improvement Network?
- If so, what are your thoughts about when and where should it take place and how it should be structured?
- What other learning opportunities would help you to continue developing your QI knowledge and skills?

Twitter: @Sacha_Will

@theQCommunity

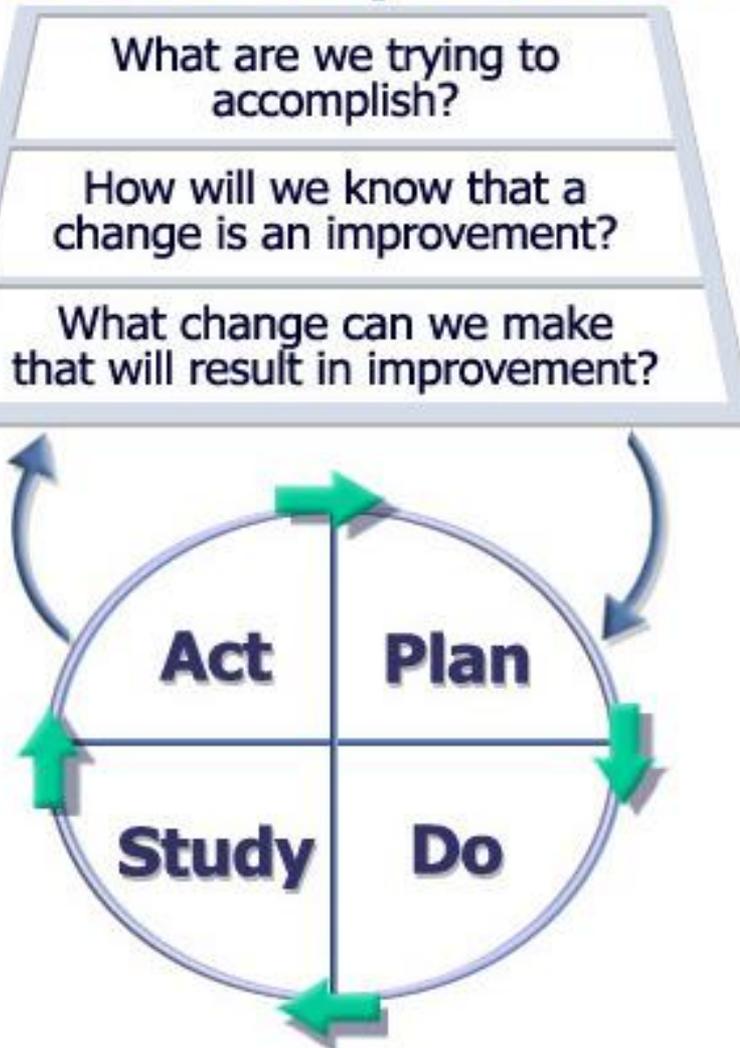
@Sch4Change

@helenbevan

- To what extent are you able to contribute to delivery of the LOIP priority projects?

Next Steps...

Model for Improvement



FOR YOUR PROJECT...

- Review and submit final project charter and monthly report (including project progress score)
- Continue testing using PDSA cycles?
- Develop implementation plan?
- Data collection and analysis.

‘All improvement requires change, but not all change is an improvement’

Next Steps...



FOR THE PROGRAMME...

- Complete Self-assessment (now!)
- Celebration event in February 2020?
- Contribute to QI 'bootcamp'? Become a QI Coach?
- QI Handbook and other resources (incl online modules)

Celebration Event...



Please answer the following questions:

- What are your thoughts about who should attend the Celebration Event, when and where should it take place and how it should be structured?
- How would you like to share information about your project and learning during the event. E.g. Storyboard, Presentation.
- What support would you require in order to participate in the event?
- Please share other thoughts which may not be covered by the questions above.

Check out:

Choose to share any final thoughts about today, the programme and your next steps

Please feed-forward....

How far have we come?
Our starting place: Hopes & Fears
How well have we achieved the outcomes?

What Went Well?
Even better if?

