

# Certificate Training Program: Session 3

*Institute for Healthcare Quality,  
Safety, and Efficiency*

## Welcome!: Before We Start

- Sign-in at the back
- Pick up handout packet
- Put on your name tag
- Sit with your CTP team at your assigned table

# Team-Led Check-in + Reflection on Practice

*Lisa Fosnot, Andy Levy, & Shea Smith*

Key Question: *What are we learning, and how can we make the most of today's session?*

Curriculum Theme: Empathy & Humble Inquiry +  
Translating Insight to Action

## Skills:

- *Check-in*
- *Storytelling*
- *Setting expectations*

# Check-in



# Reflection on Practice



# **“A Special Retreat”**



# 2018 CTP Ground Rules

## Expectations of Participants

- Hold each other accountable to the ground rules
- Minimal side conversations
- One person speaks at a time
- Phones on vibrate
- Laptops for IHQSE notes only
- Step out to take calls
- Respectful interactions, be open to other points of view
- Food and drink any time
- Be present
  - Do what you need to do to be present

## Expectations for Program

- Hold each other accountable to the ground rules
- Time for breaks
- Start and end on time
- Materials distributed ahead when possible/useful
- Faculty be present
  - Minimal side conversations

# Today's Objectives

1. Hear a story of leadership practice from one CTP team
2. Revisit key ground rules and learning objectives for the day
3. Learn more about other participants in the program
4. Reflect on the power of storytelling to build trust and vulnerability
5. Explore a framework (cone-in-a-box) that highlights how complexity can cause disagreement
6. Practice an approach (using questions) to reduce conflict in cone-in-a-box situations
7. Explore the value equation as one framework for making sense of competing interests in healthcare
8. Practice creating a polarity map to balance competing interests in healthcare
9. Work with your team to begin identifying/refining a focus for QI project work
10. Hear a story of Kotter's 8 steps of change applied to a large healthcare organization
11. Practice the skill of appreciate debrief

# Team Trust and Storytelling

Read Pierce

Key Question: *How can we deepen trust within our team and our CTP learning community?*

Curriculum Theme: Empathy & Humble Inquiry + Resilience & Human Performance

Skills:

- *Cultivating vulnerability*
- *Fostering human connections*

# Photo Sharing Exercise

- Everyone at your table will have a chance to share a photo that is important
- When sharing:
  - Share up to your level of comfort
  - Aim to share for ~2 min/person
- When not sharing:
  - Practice your active/reflective listening
  - Look for human connections



# Break

Systems thinking

Translating insight into action

Transformation (individual, team, system)

Empathy and humble inquiry

Resilience and human performance

# Complexity & Disagreement: Cone-in-a-Box

Read Pierce, Ethan Cumbler & Lindsay McGuinness

Key Question: *Why does complexity lead to disagreement?*

Curriculum Theme: Empathy & Humble Inquiry +  
Systems Thinking

Skills:

- *Recognizing “cone-in-a-box” situations*
- *Using inquiry (questions) to more effectively navigate conflict*

**What comes to  
mind when you  
think of rapid  
growth?**

Business view on logarithmic growth...



Clinicians view on logarithmic growth...



# Round 1

5 minutes

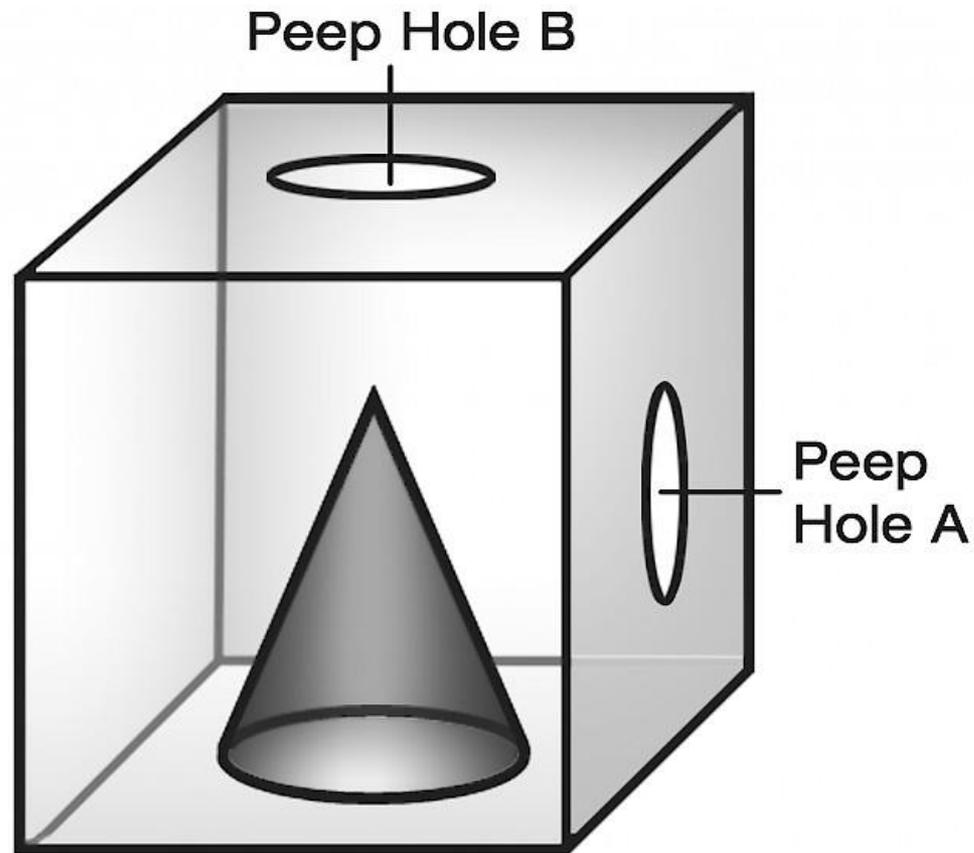
- Half of each table are members of the Board of Directors. Advocate strongly for why growth is good for your system priorities and needs to accelerate.
- The other half of each table are hard working front-line clinicians at your hospital. Advocate for why rapid growth is a problem and should slow down.
- Facilitators at each table will decide which side is more compelling

# A Story . . .

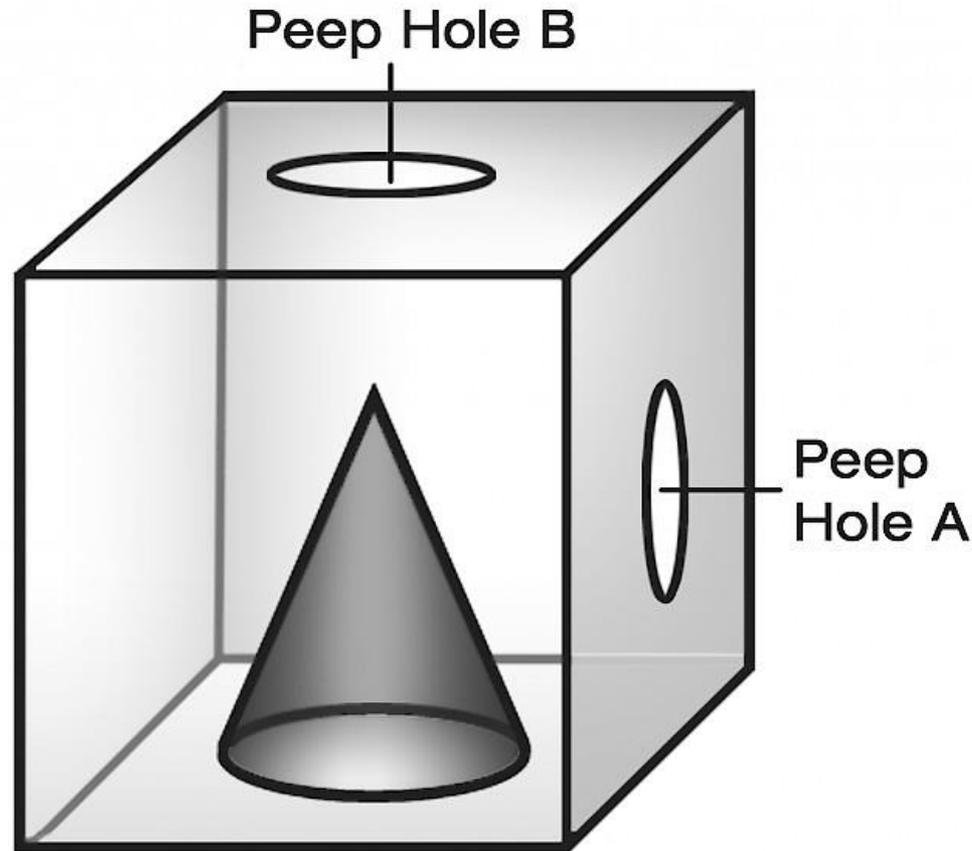


Why Does this Happen?

# Cone-in-a-Box Analogy



# Cone-in-a-Box Exercise



**Round 2:** With your peers (same group), now you can only ask questions about the other side's point of view

5 minutes

# Navigating Complexity: Value Equation & Polarities

Sarah Caffrey & Read Pierce

Key Question: *How can we balance competing priorities in pursuit of making things better?*

Curriculum Theme: Systems Thinking +  
Translating Insight into Action

## Skills:

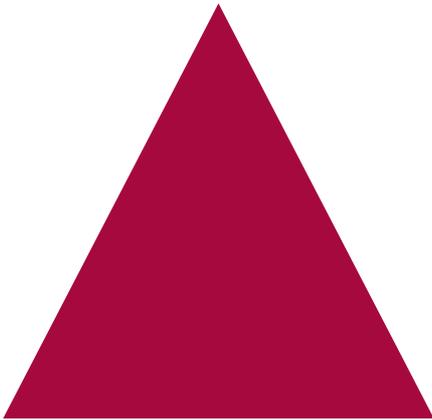
- *Managing competing priorities*
- *Using leadership frameworks to navigate complexity*
- *Sensemaking*

# How Do You Define Value in Healthcare?

# High Value Care: National Context

## The Quadruple Aim

Improved  
Patient  
Experience



Reduced  
Cost

Improved  
Population  
Health

+ Improved Provider Experience

## CMS (Value Based Purchasing)



## Toward Value and Loyalty

$$\text{Value} = \frac{\text{Quality Safety Experience}}{\text{Cost (waste)}}$$

# Where Might Parts of the “Value” Framework Produce Conflict?

# Polarity Management

The sentence on the orange side of this screen is true.

The sentence on the blue side of this screen is false.

## Problem (to solve)



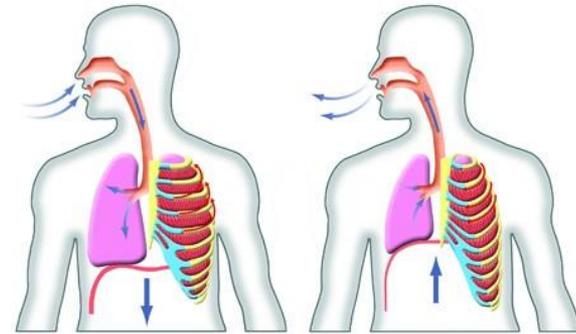
There is an endpoint  
Independent alternatives  
Mutually exclusive opposites

\*Should UCHealth build a hospital in Longmont?

\*Do we contract with group A or B?

\*Are our providers properly washing their hands?

## Polarity (to manage)

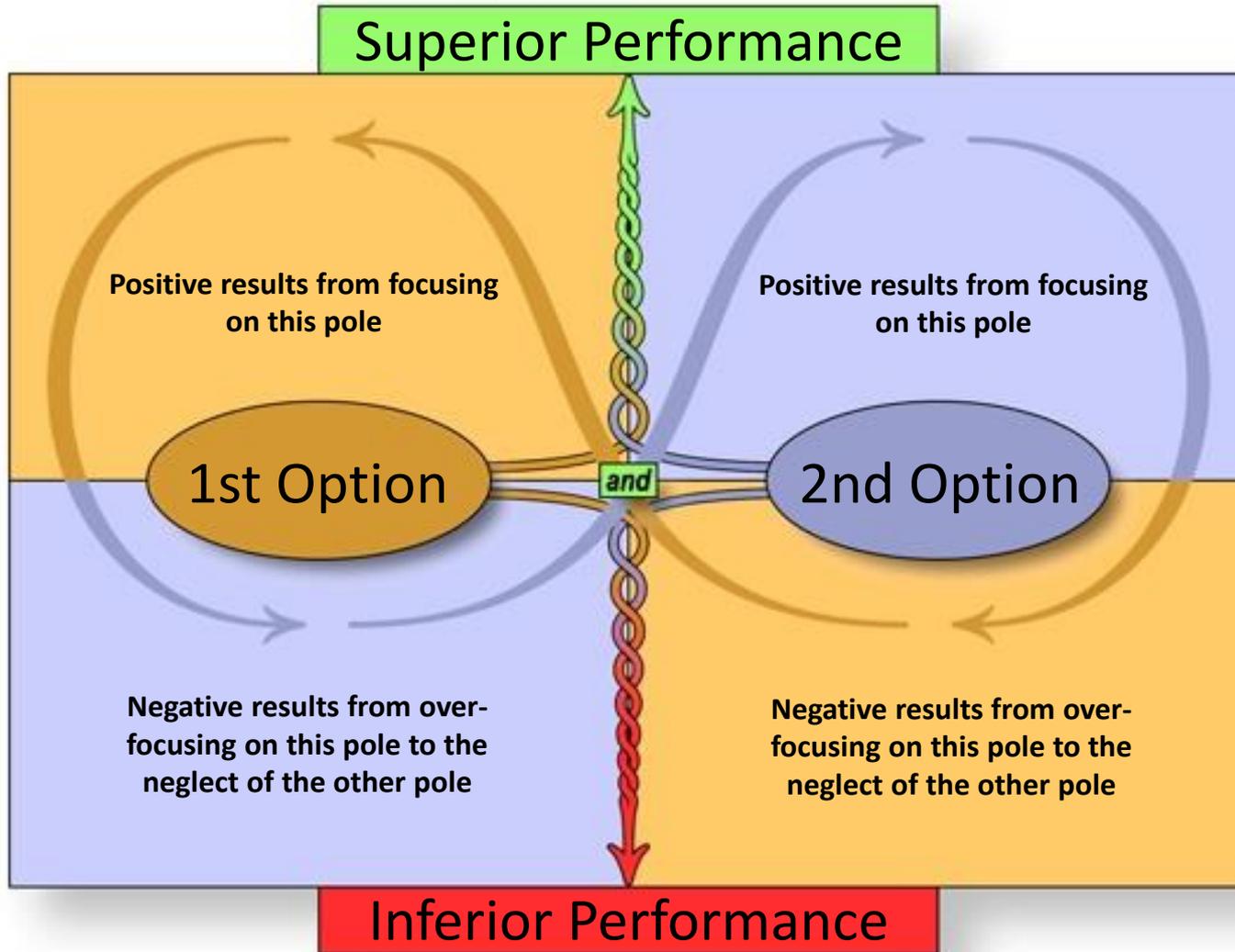


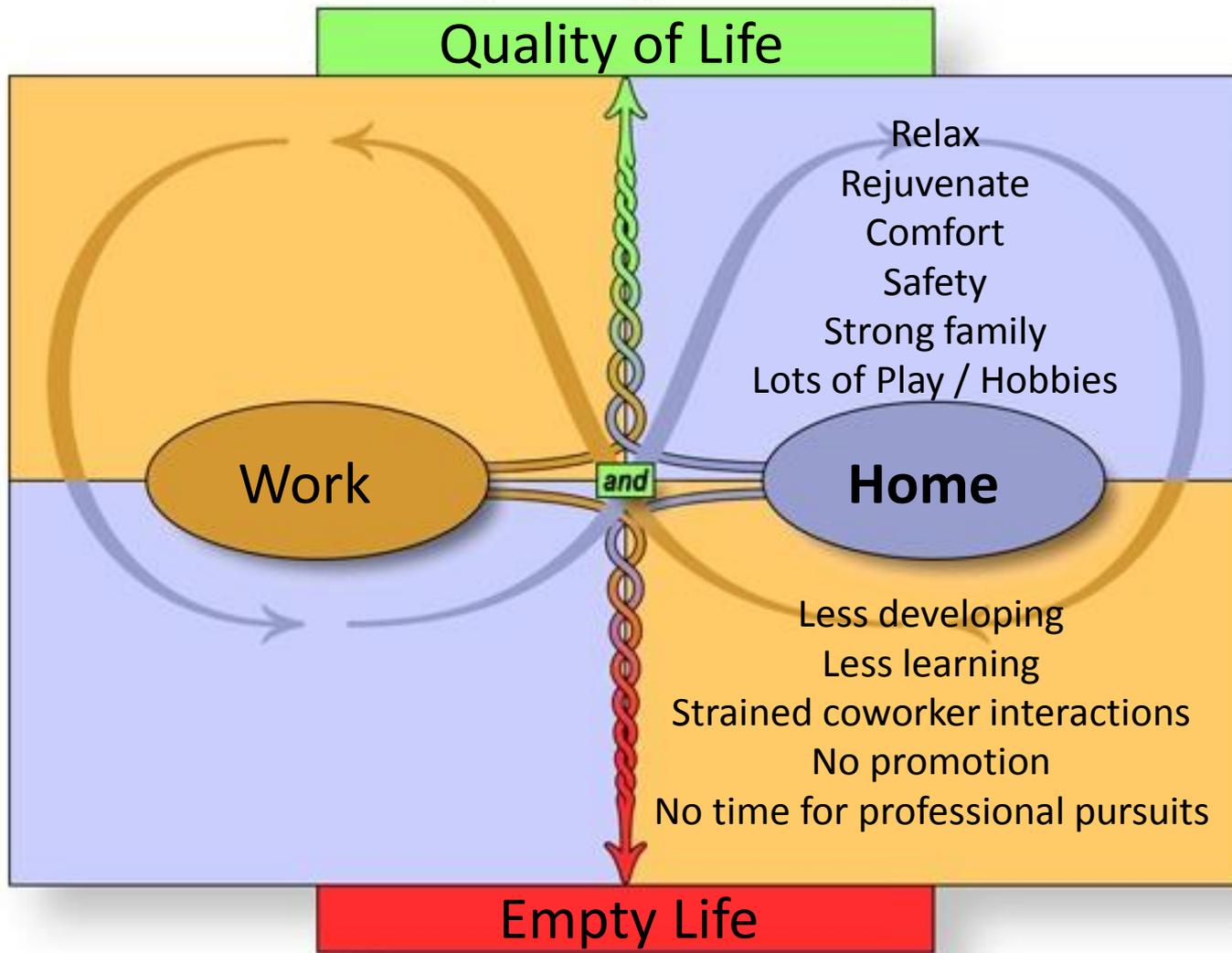
Ongoing  
Interdependent alternatives  
*Mutually inclusive* opposites

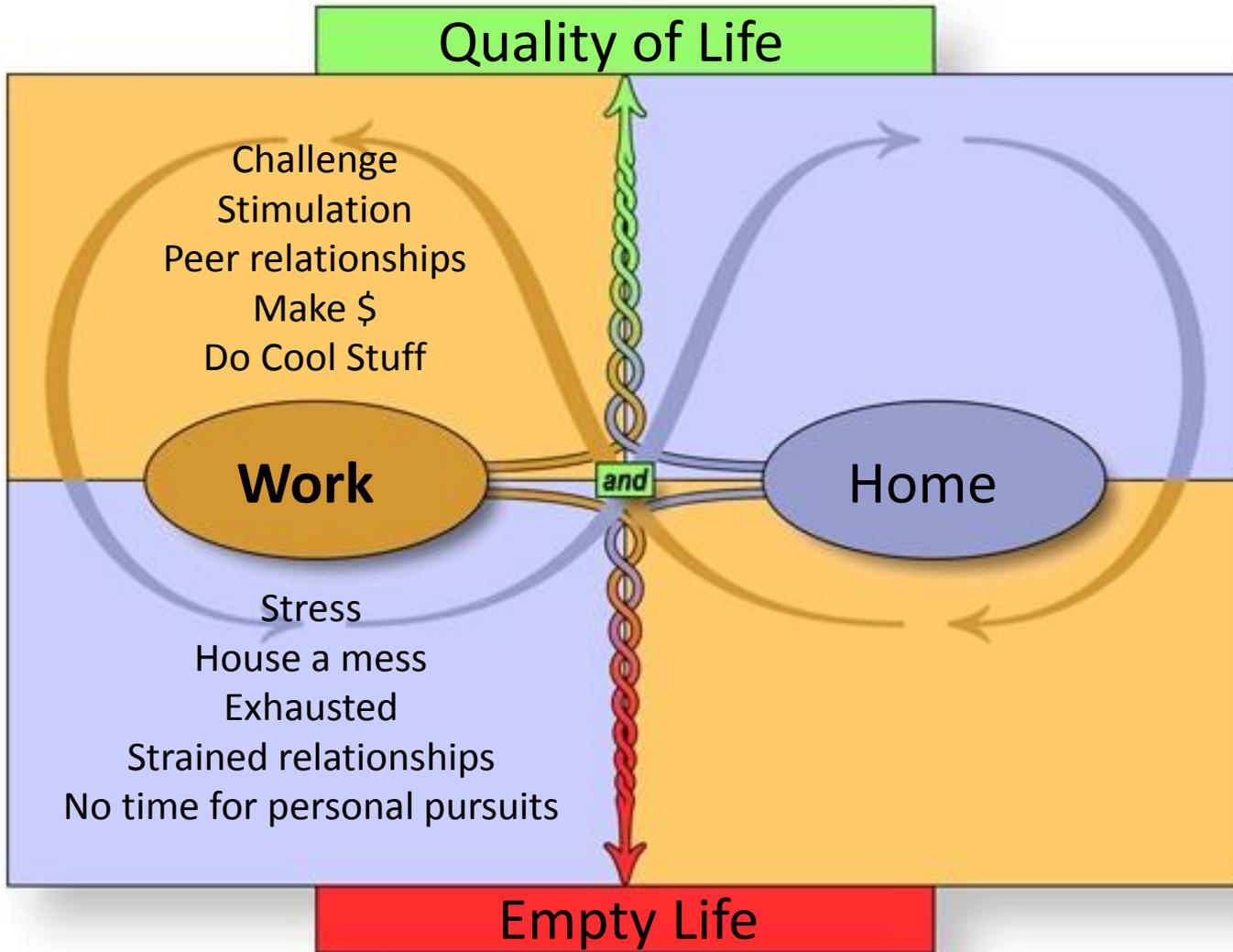
\*Provider autonomy  $\leftarrow \rightarrow$  Team care

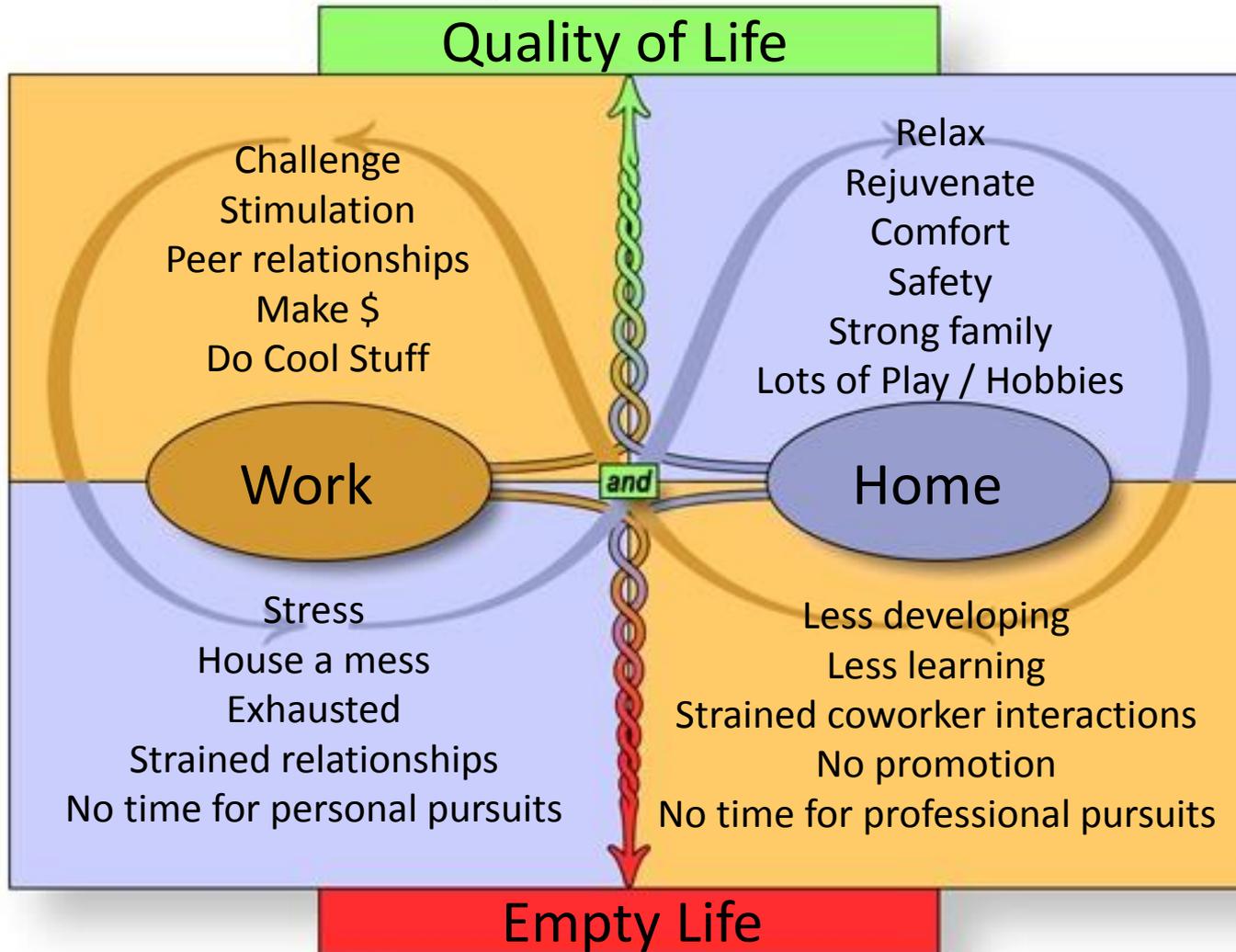
***\*What else is common in healthcare?***

# Polarity Mapping









**Habits:**  
To mitigate downsides, cultivate upsides if out of balance

**Triggers:**  
Warning signs I/we are getting too much downside

# Practice: Your Polarities

With Your Table:

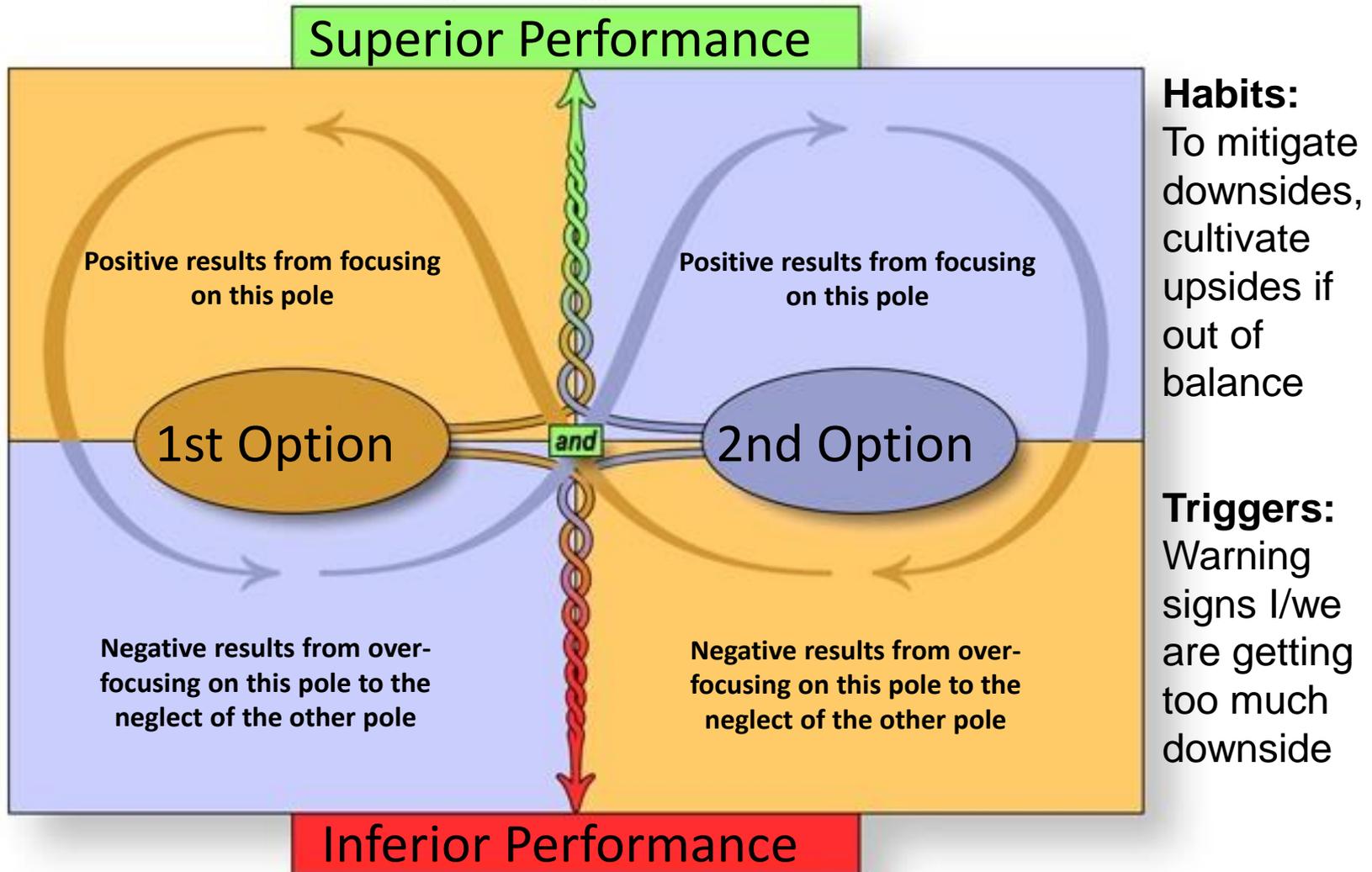
1) *List at Least 3 Polarities at Play in Your Leadership*



2) *Pick 1 Polarity and:*

- *Draw a Polarity Map*
- *Identify Triggers that Tell You You're Producing Too Much Downside from Over-Focus on that Pole*
- *Identify Habits that Will Help You Balance and Augment Upsides*

# Polarity Mapping



# Share: Insights



# Break

Systems thinking

Translating insight into action

Transformation (individual, team, system)

Empathy and humble inquiry

Resilience and human performance

# Introduction to Improvement and Project Work Roadmap

Sarah Caffrey & Jen Wiler

Key Question: *What project should we work on to apply skills taught in the program?*

Curriculum Theme: Transformation + Translating Insight into Action

Skills:

- *Using a roadmap for improvement projects*
- *Using quality theory to change a process*

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# Transformation at the Organizational Level

Dan Hyman

Key Question: *What transformation and change leadership look like at the organizational level?*

Curriculum Theme: Transformation

Skills:

- *Storytelling*
- *Sensemaking using a leadership framework*

# Appreciative Debrief

Read Pierce

Key Question: *What are we learning, and how can we make the most of the next 2 weeks?*

Curriculum Themes: Resilience & Human Performance + Translating Insight to Action

Skills:

- *Reflection*
- *Goal-setting*
- *Appreciation*

# Next Steps by mid-Mar

*(Details to follow via email)*

1. Due Today: turn in eval, nametag
2. Meet with your assigned coach
  - Continue working on questions 1 and 2 from today's QI project session
  - Work on establishing the best possible sense of urgency and guiding coalition for your project (Kotter steps 1 and 2)
3. Sign up at the back (or over email) to meet w/ the faculty over lunch before a session
  - 12:30-1:00
  - Focus is on any leadership or QI topic you care to bring
4. Reading assignments for next time
  - Detailed instructions to follow via email by Fri