

Leadership for Quality: Actions Required

Participant training objectives:

- To understand how a leader's actions directly affect the quality program
- To identify effective ways for leaders to act

Target audience:

QI committee members, senior leaders, and other staff involved in planning and evaluating the quality program

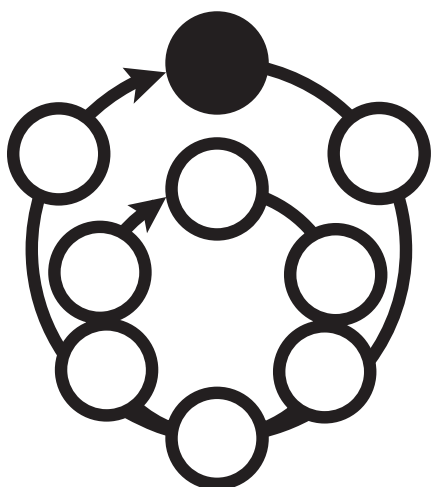
Type of exercise:

Roleplay; group exercise, 75 minutes

Key concepts:

Leaders need to send a consistent message of support for the quality program. In choosing what to do in a given situation, leaders need to select actions that will:

- Clarify the quality goals and keep a customer focus
- Support the use of data and a systematic approach to quality
- Involve staff, build staff morale and reward effective change



The Big Picture:

The HIVQUAL model shows leadership's prominent role in linking quality initiatives and overall strategic goals. Leaders also have an important, ongoing role in supporting teams of staff in their use of data to improve work processes. Leaders may be called on to answer questions or provide direction in a way that sends the responsibility and capability for improvement work back to the team level. In this direct way, leaders help their quality improvement project teams to succeed.

SESSION AT-A-GLANCE	WHO	HOW LONG
1. Welcome, Learning Objectives, Agenda	Facilitator	5 minutes
2. QI Background: What Leaders Need to Do	Participants	10 minutes
3. Group Exercise: Quiz and Report Bac	Participants	45 minutes
4. Learning Transfer: Worksheet	Participants	10 minutes
5. Wrap-up	All	5 minutes
		75 minutes

Materials

For this group learning session, you will need the following materials:

- Participant handouts:
 - Roleplay
 - Learning Transfer Worksheet
 - Copy of slide presentation
- Overhead projector/LCD panel (optional)
- Wipeboard/chalkboard (optional)

Preparation

To prepare for the group learning session, complete the following tasks:

- Familiarize yourself with the session's structure and content:
- Read through the Group Exercise notes in their entirety, including the exercise answer key, presentation slides, and participant handouts.
- Practice the presentation outlined in the Group Exercise notes.

Photocopy the Roleplay, Learning Transfer Worksheet, and slide presentation for each participant.

Prepare your presentation slides for display. Options:

- Photocopy the slides, or write the slide content, on transparencies.
- Write the slide content on flipchart paper.
- For display using an LCD panel, enter the content into a computer file.

Prepare the training room:

- Arrange the tables and chairs in a circle or square shape, if possible.
- Set up and test equipment (e.g. overhead projector), if applicable.
- Make sure you have enough chalk or wipeboard markers, if applicable.

Notes

Leadership for Quality: Leadership Actions Roleplay

Welcome and Introductions

To begin the group learning session, welcome participants and thank them for their participation. If necessary, ask individuals to introduce themselves to the group.

■ Learning Objectives

Tell participants that by the end of the session they will:

- Understand how a leader's actions can directly affect the quality program
- Be able to identify effective ways for leaders to act

Agenda

Provide a brief description of the session's primary components:

- Presentation of the principles for effective leadership action
- Group exercise in what a leader should do
- Learning transfer worksheet to help generate practical ideas for becoming a better quality leader on-the-job

■ Quality Improvement Background

Distribute a copy of the slides to each participant for note taking and/or future reference.

Supporting systemic approach to quality. Explain that one of the most difficult jobs facing quality leaders involves adapting their actual leadership actions to support data-centered, team-driven improvement work.

Communicating priorities. Teams will look to leaders to guide them through conflicting priorities and to clarify, sometimes many times, the quality goals of the organization.

Educating staff. Teams will not always know what to do and will need the leader to act as a teacher, reinforcing the concepts of quality improvement and making sure teams apply them.

Facilitating innovation and learning. Quality improvement work will raise new issues about how staff members interact, especially as some staff adapt more readily than others to quality improvement work. The leader will need to support staff as they learn new skills and create a safe environment for learning.

Getting Started

Divide the participants into teams of roughly equal size, 4-6 people per group. You can assign participants to teams yourself or ask them to count off by a given number and form teams with other participants who have the same number.

Roleplay

Group Exercise

Distribute the scenario sheet to each participant. In addition, prepare separate slips of paper containing the text of each “curve ball # 1” or “curve ball # 2.” You should have enough slips to be able to provide one copy of each curve ball for each scenario to each team. Provide directions for completing the exercise:

- Select a team leader who reads the scenario out loud.
- Begin to discuss the issue.
- After a few minutes, the facilitator gives “curve ball # 1” for that scenario to a member of the team, who reads it aloud.
- After a few more minutes, the facilitator gives “curve ball # 2” for that scenario to a second team member, who reads it aloud.
- The team continues its discussion and develops its answer, writing it on a flip chart.
- The team then moves to the next scenario and the process is repeated. Allow 10 minutes for the team to discuss each scenario.

Assist teams who have problems getting started or become stuck on a particular point. Alert participants when 5 minutes remain so that they are adequately prepared to report back.

Reporting Back

Call time. Ask one team to present its answer for the first scenario. Ask other teams for comments, additions and questions. Discuss. Ask another team to present the second scenario, and another to present the third. Capture any key observations on a flip chart or overhead transparency.



Learning Transfer

Getting Started

Distribute the Learning Transfer Worksheet and give participants 5 minutes to complete it.

Debrief

If time permits, ask participants to individually share one area in which they are doing well and one area in which they could improve.

Finally, ask participants to select one area that requires improvement and to write down one or more things they could do in the next month to enhance program sustainability.



Wrap-up

Ask participants to provide feedback on whether or not they have achieved the objectives introduced at the beginning of the group learning session:

- To understand how a leader’s actions can directly affect the quality program.
- To be able to identify effective ways for leaders to act.

Schedule an informal follow-up session with any participant(s) who has not reached the objectives.

Leadership for Quality: Roleplay

Instructions:

Work as a group to develop the best action for the leader to take in this situation.

Scenario A: “Your GYN Improvement Team Can’t Agree on a Solution.”

You visit a QI team charged with improving the performance of annual GYN exams. You sit in the background and listen to the members discuss potential solutions. After 45 minutes of discussion, the team is still unable to reach a consensus on a solution to test.

You _____.

Curve ball # 1

From the GYN Improvement Team Facilitator: “We really haven’t finished identifying the root causes of the problems. We had to cancel that meeting and decided to move on to choosing a solution to stay on schedule.”

Curve ball # 2

From the Nursing Supervisor: “The nurse participating in the GYN Improvement Team came to me with some concerns the other day. She feels the direction the team is taking would mean much more work for the nurses and medical assistants.”

Response:

Redefine time frame for team and emphasize need for agreement on solution. Avoid the temptation to design their process, but be clear about your expectations.

Scenario B: “Should I change the system?”

On a monthly basis you review the quality reports of your HIV program. You see consistently an average low waiting time (less than 15min) within the last 6 monthly reports. However, when you walked through the waiting room last week, you spoke to two patients who complained bitterly about the long waiting time. The person responsible for measuring the waiting time ensures you that a representative sampling was used.

You _____.

Curve ball # 1

From consumer on the consumer advisory committee (CAB): “I know when talking to clients that waiting time is certainly one of the most important reasons in deciding which clinic to go for care. We should have the shortest waiting time of all clinics!”

Curve ball # 2

From the QI coordinator: “We spend nearly two full days assessing the waiting time in the clinic, and I am not sure how we can get an accurate measure without repeating a similar study – and if we do this too often, we won’t be able to continue to measure other important quality indicators.”

Response:

Don’t be reactive; trust the data and help others to trust it.

Scenario C: “Competing Priorities: Quality vs. ?”

Your HIV program’s lead physician is a great person - energetic, willing to pitch in and do anything, great with patients and other staff; you wish you could clone her. She’s also doing some very interesting research on improving adherence to antiretroviral therapy. She comes to you and asks to be relieved from her role as head of the Quality Council for the next three-four months as she finishes her research and prepares to present it at a very high-profile international meeting of HIV experts - a presentation that will cover this clinic with glory as well as be great for her.

You_____.

Curve ball # 1

From your senior social worker: “I think I overheard Dr. X making an appointment for lunch with the head of Infectious Diseases at Large Prestigious Academic Medical Center.”

Curve ball # 2

From the appointment clerk: “You know, I think the docs are finally getting on board with the QI work. It’s taken forever but Dr. X has been such a consistent supporter and has really kept after the physicians - I think they’re taking part because they respect her so much.”

Response:

Your goal is to have a quality program that’s so widely supported that it shouldn’t depend only on one person to keep going. So moving Dr. X out of the spotlight might actually help you in the long run. Surely there are others who can chair the committee; and you can see if Dr. X is willing to continue schmoozing with the other docs on an informal basis to bolster their newfound support of QI. Any chance of others on your care team getting co-author status with Dr. X on that paper?

Leadership for Quality: Actions Required Learning Transfer Worksheet

Instructions:

Assess your actions as a leader in your facility's HIV program. Using the information from today's session, complete the grid below and briefly describe your strengths and weaknesses.

	DOING WELL	NEED TO DO BETTER
SUPPORTING SYSTEMIC APPROACH TO QUALITY		
COMMUNICATING PRIORITIES		
EDUCATING STAFF		
FACILITATING INNOVATION AND LEARNING		