



# Oregon Health Authority Training –

# Building and Supporting Effective Self-Management Referral Systems

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Tool #1: Understanding Organizational Cultural Differences

INSTRUCTIONS: 1) Identify the elements of your organizational culture 2) Record each element on the grid 3) Reflect on the cultures of your partner organizations (CCO’s and community clinics) 4) Identify the similarities and differences between the cultures

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | My Observations  (Public Health) | CCO | | Community Clinics | | “Other Partners  (e.g. Self-Management Delivery Organizations)” | |
| Same | Different | Same | Different | Same | Different |
| Characteristics |  |  |  |  |  |  |  |
| Values |  |  |  |  |  |  |  |
| Leadership |  |  |  |  |  |  |  |
| Strategic Emphasis |  |  |  |  |  |  |  |
| Criteria of Success |  |  |  |  |  |  |  |

Tool #2: Planning the Work

INSTRUCTIONS: 1) Reflect on the current process for one program area 2) Compare the current process to the example provided 3) List ideas to improve the current process

Program Area: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Tool #3: Improving the Quality

Roles:

Teams will decide on a Builder, Timekeeper, PDSA Scribe and Inspector.

Starting Set Up:

Each PDSA cycle begins with all of the parts are inside the storage compartment of the Mr. Potato Head body and the compartment door is closed. If the hat or legs do not fit, they may be placed beside the body.

Measurement Definitions:

*Time:*

Clock starts when the Builder touches Mr. Potato Head. Clock stops when Builder stops touching Mr. Potato Head AND says, “Time!”

*Accuracy:*

Inspectors can assess an accuracy score from one to three (1–3). A score of one (1) means one or more of the required pieces are not on Mr. Potato Head. A score of two (2) means all of the pieces are on Mr. Potato Head, but one or more pieces is grossly out of place. A score of three (3) means all of the pieces are on Mr. Potato Head and positioned correctly.

Documentation:

The PDSA Scribe needs to track their team’s data. This includes the three phases of each PDSA on the PDSA tracker form.

Pacing:

For each cycle, participants will make a “plan” to test a change idea and capture the time and accuracy scores predicted for the test. Tables may “do” their test and complete the “study” and “act” phases including documentation. Teams will wait for the facilitator’s instructions before initiating another test.

INSTRUCTIONS:

1. Assign roles to team members (*Builder, Timekeeper, PDSA scribe, Inspector)*
2. Build Mr. Potato Head as fast and accurately as possible
3. Record your results
4. After all improvement loops consider:
   * + Why is assembling something such as a Mr. Potato Head with a team a valuable way to learn about iterative tests of change?
     + Why is measurement a critical component of PDSA cycles?

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PDSA Cycle Grid for Quality Improvement

|  |  |  |
| --- | --- | --- |
| CYCLE | TIME | ACCURACY |
| # for the cycle (1-3) | Amount of time assemble Mr. Potato Head | Accuracy of assembly (1-3) |
|  |  |  |
|  |  |  |
|  |  |  |

|  |  |  |  |
| --- | --- | --- | --- |
| PLAN | DO | STUDY | ACT |
| Short-range goal | What happened  when we ran the test? | What did we learn /  conclude from this cycle? | What are our next steps? |
|  |  |  |  |
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Tool #4: Making the Connection

INSTRUCTIONS: 1) Read the following statements – check the boxes for those that you feel best describes how you like to behave when communicating with others 2) Once you have read through all the statements look at the number of checks you have in each section 3) Reflect on the natural communication style of your organization

|  |  |
| --- | --- |
| Active   * When I’m talking I tend to miss others reactions because I’m so involved. * I can express myself clearly. * I interrupt a speaker if I disagree with what they are saying. * I am happy to select a topic and pace for a discussion. * I tend to talk more than I listen. * I’m happy to talk or discuss a topic while doing something else. * Talking about a topic is preferable to thinking about it. * If I’m not engaged I will try to end or divert the discussion. * I make sure my views are heard even if it means interrupting. * I find my attention drifting if I get bored. | Logical   * I prefer to anticipate or deal with potential areas of confusion or conflict up front. * My written communications get straight to the point. * When I’m interrupted I lose my train of thought and find it hard to regain my flow. * I do not like it when discussions stray from the point / agenda. * When things are written down I am happiest. * I take time to select the best way to communicate my message – face-to-face, call, memo, email etc. * I am happiest when meetings follow a timed agenda. * I like to have ‘to do’ lists so I can cross things off as they’re done. * Conflict in the work place is natural and I deal with it constructively. |
| Connective   * Shifting off topic does not bother me. * I rephrase statements to check that my understanding is correct. * I am aware and watch others body language when talking. * I recognize if I am not being understood. * I seek others to contribute by asking relevant questions. * I am happy to listen to others rather than speaking. * I watch others and alter my pace and language to ensure they understand what I’m saying. * I can easily appreciate other viewpoints. * I write several drafts when communicating important or sensitive information. | Thinking   * I consider the best way to present my views so others are receptive. * I prefer to focus on facts and information. * I express my viewpoint and ideas using charts and diagrams. * I like to be in control of my gestures and posture. * I take care to select the right words or phrases. * I like to receive information that helps me to create or find a resolution. * I find it difficult to know how best to deal with people when they become emotional. * If I don’t understand I prefer to figure it out later rather than speak up. * I find it hard to express my feelings and thoughts in words. |

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INSTRUCTIONS: 1) Think of a difficult conversation. Determine which styles fit that conversation; 2) If you could revisit this conversation, using the grid think through the changes to your approach, overarching message and talking points 3) Breaking into groups of two, brief your partner on the situation 4) Share your message and talking points 5) Get feedback from your partner on how effective they felt you were 6) Once you are finished, switch and do the “real play” in your partners situation

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
| Communication Situation: | | | | | | | |
|  |  | | | | | |  |
| My Communication Style | | Active | Logical | Connective | Thinking | Combiner | |
|  |  | | | | | |  |
| Their Communication Style | | Active | Logical | Connective | Thinking | Combiner | |
|  |  | | | | | |  |
| Communication Approach: | | | | | | | |
|  |  | | | | | |  |
| Overarching Message: | | | | | | | |
|  |  | | | | | |  |
| Talking Points: | | | | | | | |

Tool #5: Engaging Your Partners

INSTRUCTIONS: 1) Think about the activities you want to accomplish in the next 30 days 2) List the activities you plan to accomplish within the next 30 days 3) Identify the timing of the activity – when you plan to have the activity complete 4) Identify the owner of the activity – this may be shared within your partnerships

30-Day Plan

|  |  |  |
| --- | --- | --- |
| Activity | Timing | Owner |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

INSTRUCTIONS: 1) Think about the activities you want to accomplish in the next 60 days 2) List the activities you plan to accomplish within the next 60 days 3) Identify the timing of the activity – when you plan to have the activity complete 4) Identify the owner of the activity – this may be shared within your partnerships

60-Day Plan

|  |  |  |
| --- | --- | --- |
| Activity | Timing | Owner |
|  |  |  |
|  |  |  |
|  |  |  |
|  |  |  |

INSTRUCTIONS: 1) Think about the activities you want to accomplish in the next 90 days 2) List the activities you plan to accomplish within the next 90 days 3) Identify the timing of the activity – when you plan to have the activity complete 4) Identify the owner of the activity – this may be shared within your partnerships

90-Day Plan

|  |  |  |
| --- | --- | --- |
| Activity | Timing | Owner |
|  |  |  |
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# NOTES

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