

Building our capacity to improve the efficiency and effectiveness of public health practices and operations



SAINT PAUL - RAMSEY COUNTY PUBLIC HEALTH

# Quality Improvement Training Plan

2015

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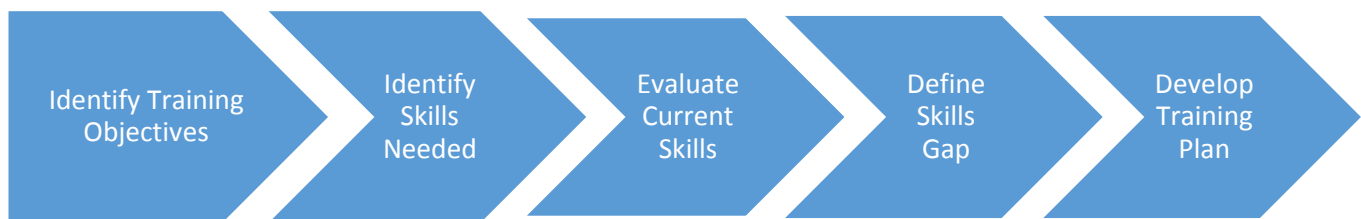
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## I. Purpose and Scope

The SPRCPH QI Training plan aligns with the SPRCPH QI Plan (2014-2018) and is consistent with expectations of the Public Health Accreditation Board (PHAB) Standard 9.2.1A. The objective of the QI Training Plan is to build internal QI capacity and support a department-wide QI culture. This plan includes:

- Content for New Employee Orientation
- Objectives and a schedule for Introductory QI classes
- Training courses for job classifications and lead QI staff
- Content areas for ongoing staff QI training

This plan is based on staff surveys, supervisor feedback, Department Leadership Team (DLT) guidance, PHAB standards, and recommendations from a consultant. Plan content is organized based upon the steps followed to develop the QI Training Plan and illustrated in the graphic below.



See the Appendix for an all-staff QI survey summary, QI Overview handout which will be given to new employees, and descriptions of recommended QI Courses.

## II. QI Training Objectives

The QI Training Plan provides a framework for building leadership and employee capacity to create a department-wide QI culture (“Big QI”), and improve the efficiency and effectiveness of programs, processes, and services (“Small QI”). The training plan is designed to achieve QI Plan objectives listed below.

The SPRCPH QI Plan states commitments to the following QI outcomes:

- Improve program, process and service outcomes,
- Reduce errors,
- Maximize people and material resources,
- Provide greater accountability, and
- Be more responsive to client needs.

Specific training-related objectives are:

- 75% of staff will agree that the department is advancing a culture focusing on continuous QI.
- 75% of staff agree that the department has a high level of capacity to engage in QI efforts
- 75% of staff will know where to access internal QI project reports, QILT information and resources (including training materials).

### III. Skills Needed

The table below presents QI responsibilities and the preferred skills needed to perform them for department job classifications and QI roles.

#### A. Department Leadership Team / Senior Leadership

DLT QI Responsibilities	DLT QI Skills
<ul style="list-style-type: none"> <li>• Champion QI through words and actions – Set the example (Learn-Do-Teach); Walk the talk!</li> <li>• Provide oversight to the QILT, including:               <ul style="list-style-type: none"> <li>○ Designate/approve QILT members,</li> <li>○ Review and approve the QI Plan,</li> <li>○ Allocate staff and budgetary resources for QI processes and activities,</li> <li>○ Allocate time on the DLT agenda for updates on QI projects, and</li> <li>○ Report on QI activities to the County Board.</li> </ul> </li> <li>• Evaluate QI performance</li> <li>• Attend QI project report out sessions</li> <li>• Effectively communicate QI business case, goals, results, and lessons learned</li> <li>• Recognize individual and team QI contributions (show appreciation)</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Foster open communication</li> <li>• Lead courageously</li> <li>• Establish trust</li> <li>• Speak with impact about QI and how it will benefit customers and staff</li> <li>• Act strategically and leverage innovation</li> <li>• Engage and inspire a shared QI vision</li> <li>• Coach and develop others</li> <li>• Listen attentively</li> <li>• Focus on customers</li> <li>• Manage QI execution</li> <li>• Learn continuously</li> </ul>

#### B. Quality Improvement Leadership Team (QILT)

QILT QI Responsibilities	QILT QI Skills
<ul style="list-style-type: none"> <li>• Champion QI through words and actions – Set the example (Learn-Do-Teach); Walk the talk!</li> <li>• Develop and manage the QI Plan</li> <li>• Regularly update the DLT on QI Plan activities (QILT Liaison).</li> <li>• Attend QILT meetings.</li> <li>• Attend QI project report out sessions</li> <li>• Effectively communicate QI business case, goals, results, and lessons learned to staff</li> <li>• Recognize individual and team QI contributions (show appreciation)</li> <li>• Establish a structure to support QI activities.</li> <li>• Build staff capacity to apply QI principles and practices/tools</li> <li>• Establish QI performance measures and targets.</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Act strategically</li> <li>• Leverage innovation</li> <li>• Learn continuously</li> <li>• Show adaptability</li> <li>• Establish trust</li> <li>• Build talent</li> <li>• Speak with impact about QI</li> <li>• Build realistic QI plans</li> <li>• Show drive and initiative</li> <li>• Manage change and conflict</li> </ul>

### C. Supervisors / Managers

Management QI Responsibilities	Management QI Skills
<ul style="list-style-type: none"> <li>• Orient staff to the QI Plan, QILT, and resources on SharePoint.</li> <li>• Identify QI projects.</li> <li>• Provide QI project updates and training on QI concepts at section/team meetings.</li> <li>• Encourage staff to integrate QI concepts into daily work.</li> <li>• Assign staff to work on QI projects.</li> <li>• Annually assess QI projects and provide updates to QILT.</li> <li>• Ensure staff incorporate the voice of the customer into products and services.</li> <li>• Identify, document, and set performance targets for key processes.</li> <li>• Ensure that direct reports understand their responsibilities and performance expectations.</li> <li>• Go to the <i>Gemba</i> (go see where the work is done – observe, ask questions, show respect)</li> <li>• Empower staff to make improvements and solve problems.</li> <li>• Encourage and recognize staff and partners for innovating, increasing quality, reducing costs, and bringing problems to your attention.</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Make sound decisions</li> <li>• Be financially responsible</li> <li>• Build trust</li> <li>• Promote collaboration and teamwork</li> <li>• Foster open communications</li> <li>• Listen attentively</li> <li>• Establish relationships</li> <li>• Manage conflict</li> <li>• Increase QI competence</li> <li>• Focus on the customer</li> <li>• Manage and improve processes</li> <li>• Show adaptability</li> <li>• Learn continuously</li> </ul>

### D. Staff

Staff QI Responsibilities	Staff QI Skills
<ul style="list-style-type: none"> <li>• Participate in QI training</li> <li>• Understand how program QI activities relate to your work and impact section goals and objectives</li> <li>• Report QI training needs and project ideas to your supervisor</li> <li>• Participate in QI project teams</li> <li>• Design, deliver and improve services based upon customer needs and preferences</li> <li>• Incorporate QI principles and practices into your daily work.</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Define customers and their requirements</li> <li>• Understand the concept of customer value</li> <li>• Understand QI/Lean principles, methodology (PDSA), tools and terminology</li> <li>• Apply PDSA and problem solving tools</li> </ul>

### E. QI Project Teams

QI Project Team Responsibilities	QI Team Skills
<ul style="list-style-type: none"> <li>• Follow the Plan, Do , Study, Act (PDSA) and Lean methodologies</li> </ul>	<p>The ability to:</p> <ul style="list-style-type: none"> <li>• Define customers and their requirements</li> </ul>

QI Project Team Responsibilities	QI Team Skills
<ul style="list-style-type: none"> <li>• Define and document standard work</li> <li>• Define performance measures</li> <li>• Share results with QILT and others (e.g., story board, written summary, staff meetings, etc.)</li> <li>• Use the QI Proposal and Project Reporting forms</li> <li>• Post project information and results on SharePoint.</li> <li>• Be an active participant – share knowledge, experience, ideas and concerns</li> <li>• Complete project tasks</li> <li>• Follow and sustain standard work</li> </ul>	<ul style="list-style-type: none"> <li>• Understand the concept of customer value</li> <li>• Understand QI/Lean principles, methodology (PDSA), tools and terminology</li> <li>• Apply PDSA and problem solving tools</li> <li>• Analyze issues</li> <li>• Be creative and take risks</li> <li>• Be open-minded</li> <li>• Collaborate and work as a team</li> <li>• Actively listen</li> <li>• Develop realistic plans</li> <li>• Learn and adapt to environmental changes</li> </ul>

#### F. QI Project Facilitators

The role of the QI Project Facilitators is to conduct, sustain, and build capacity to improve the efficiency and effectiveness of public health practices and operations. SPRCPH will explore having QILT members serve in this role and contracting with outside experts as needed.

Facilitator Responsibilities	Facilitator QI Skills
<ul style="list-style-type: none"> <li>• Facilitate QI events and manage team dynamics</li> <li>• Provide QI/Lean and tool training as needed</li> <li>• Coach and mentor leadership and staff on QI issues, opportunities and projects</li> <li>• Help scope projects and determine the best approach for achieving desired project goals.</li> <li>• Help leaders prepare project charters, including defining project milestones and schedules</li> <li>• Help teams prepare project deliverables, including documenting processes, creating standard work, and presenting results</li> <li>• Help teams identify and collect data/information to understand the current situation</li> </ul>	<ul style="list-style-type: none"> <li>• Lean expertise and ideally Six Sigma Green or Black Belt certification.</li> <li>• Project management expertise (PMI certification or related training or experience)</li> <li>• Organizational development or change management knowledge and experience</li> <li>• Analytical skills and performance measurement expertise</li> <li>• Facilitation and ability to manage team dynamics</li> <li>• Ability to foster open communication, establish relationships, be positive, adapt, listen attentively, write effectively, build realistic plans, coach and develop others, and manage execution.</li> </ul>

## IV. Current Employee QI Skills

Basic QI training was provided to all staff in 2012. QI Overview and QI 101 on-line training has not yet been initiated with new employees (see Appendix, item B). Advanced skill training has been provided to supervisors and key staff involved with specific QI efforts. In addition, some employees have taken QI-related training from external training

providers, including the Minnesota Office of Continuous Improvement (MNCl)— a state office that provides free training to public employees.

Below are some key findings from the 2014 SPRCPH QI staff survey (108 responses, about a 33 percent response rate). See Appendix, item A for a summary of survey results.

- Respondents reported a strong interest in improving the efficiency and effectiveness of the department's programs and services (77%).
- Most respondents report being “interested” in QI activities like analyzing problems and finding solutions, action planning, defining measures, analyzing data, and the PDSA (Plan, Do, Study, Act) process.
- A high percent of survey respondents reported they had the necessary skills to contribute to QI efforts (84%).
- Only 54% of respondents agreed that key decision makers in their program area value applying QI principles and practices to improve service quality and efficiency.
- Only 30% of respondents agreed that staff integrate QI concepts and principles into daily practices, and a sample of anecdotal comments suggest that respondents feel there is room for improving performance and work processes.
- Respondent comments indicate confusion regarding QI principles and tools.

## V. QI Skills Gap

This section identifies the gap between required QI skills listed in Section III and current QI skills. Assessment of current skills is based on conversations with the DLT, QILT, and results from a SPRCPH Quality Improvement Survey conducted in July 2014. Key QI skills gaps to address in the near term are listed below.

1. To build and grow a QI culture, it is critical that all employees understand QI principles, goals, expectations, and how QI will benefit customers and staff. A number of survey comments indicate an opportunity for leadership to better communicate the QI business case and strategy to staff.
2. Survey results indicate a gap or inconsistency in how program leaders understand QI, demonstrate their QI commitment and communicate QI performance results to staff.
3. Some survey recipients' comments indicate opportunities to better leverage staff talent.
4. A review of current QI orientation materials and staff survey results shows an opportunity to enhance new employee QI orientation.
5. While a high portion of survey respondents reported that they believe they have the skills needed to improve work processes, about 15% did not believe they had the necessary skills, so would benefit from general QI training.
6. Employees need skills in applying QI practices and tools (e.g., customer focus and value, kaizen, PDSA (plan, do, study, act), root cause analysis, standard work, error proofing, visual management, etc.). Survey results indicate a need and interest in learning more about the PDSA methodology, and problem solving and action planning tools.
7. There is a lack of staff trained in Lean and process improvement tools to lead QI projects.

## VI. QI Training Plan

This section provides a plan for closing SPRCPH's QI skills gap. Please note that many of the skills listed in Section III for leadership positions are general leadership skills (e.g., foster open communication, establish trust, coach and develop others, etc.), so are not included in this plan.

## QI Training Priorities:

1. Train DLT and QILT members on how to create a QI culture and select and sponsor QI projects within the next year.
2. Update New Employee Orientation materials and develop a more robust process in which all leaders have a role in onboarding new employees to QI.
3. Ensure that existing employees are not at a knowledge disadvantage by sharing relevant QI orientation materials with all current staff.
4. Provide Introduction to QI or equivalent training to staff who do not understand QI principles, methodology and tools.
5. Build capacity of QILT members to serve as QI Facilitators.

The table below identifies QI courses by job position and QI role. Note: people wanting to attend recommended course offerings should request approval from their supervisor and include training in their employee development plan. See Appendix item C for a list of course descriptions.

Because some employees have probably taken similar or related training, determination will be made as to who needs to attend specific QI trainings. Ideally, conversations on QI training will be ongoing and part of an employee's annual performance review and development plan as appropriate. SPRCPH will develop a system for tracking employee training and performance development.



Recommended QI Courses by Role	DLT/QILT	Managers and Supervisors	Staff	QI Project Facilitators	Teams
1. QI for New Employees	X	X	X	X	
2. Creating a QI Culture	X	X		X	
3. Being an Effective QI Project Sponsor	X	X		X	
4. Selecting and Launching QI Projects*		X		X	
5. Lean Overview or Introduction to CI	X	X	X	X	
6. Effective Facilitation		X		X	
7. Building a Problem Solving Culture*	X	X		X	
8. Problem Solving*				X	X
9. Process Mapping*				X	X
10. Defining Customer Needs and Preferences*				X	X
11. Project Management*				X	
12. Performance Measurement*				X	X
13. Kaizen Facilitation*				X	
14. 2-day Facilitation Training				X	

\* Lean Overview or Introduction to CI is a prerequisite for this course.

## Course Schedule

The table below identifies course scheduling goals. The QILT will work with a consultant to schedule recommended trainings for the coming year.

Course Schedule	Schedule	Provider(s)
<b>1. A) QI Orientation for New Employees</b> <b>B) SPRCPH QI One page and online QI training</b>	A) Quarterly B) Within 6 months of hire	A) Public Health Director and QILT member B) Division Director/Supervisor

Course Schedule	Schedule	Provider(s)
<b>2. Creating a QI Culture</b>	By Dec. 2015	Consultant
<b>3. Being an Effective QI Project Sponsor</b>	By June 2016	Consultant
<b>4. Selecting and Launching QI Projects*</b>	As needed	Consultant / MNCI
<b>5. Lean Overview or Introduction to CI</b>	By Jun 2016; Ongoing after	Consultant, MNCI, online
<b>6. Effective Facilitation</b>	As needed	Consultant
<b>7. Building a Problem Solving Culture*</b>	By Jun 2016; Ongoing after	Consultant
<b>8. Problem Solving*</b>	As needed	Consultant / MNCI / on-line
<b>9. Process Mapping</b>	As needed	Consultant / MNCI / on-line
<b>10. Defining Customer Needs and Preferences*</b>	As needed	Consultant / on-line
<b>11. Project Management*</b>	As needed	Consultant / on-line
<b>12. Performance Measurement*</b>	As needed	Consultant / MNCI
<b>13. 2-day or half day Kaizen Facilitation*</b>	As needed	Consultant / MNCI

## VII. Sustaining QI Skills

The most important factor in building and growing a QI culture and sustaining QI skills is leadership commitment. What leaders say, how they say it, and most importantly the actions leaders take will demonstrate whether QI is a priority or a passing phase.

Leaders of high performing organizations continuously maintain their QI focus. They realize there is no end to improvement and that everyone has a responsibility to improve the efficiency and effectiveness of programs, processes, and services. In closing, SPRCPH will periodically (at least every two years) assess QI training needs and adjust the QI Training Plan accordingly.

## VIII. Appendix

### A. QI Survey Summary

Saint Paul – Ramsey County Public Health

July 2014 All-Staff Quality Improvement Survey Summary of Results

(N=108)

The majority of survey respondents “strongly agree” that:

- It is important to continuously and intentionally improve the efficiency (67%) and effectiveness (77%) of our department’s programs and services.
- It is important to look critically at program performance even if it means our work is shown to need improvement (76%).
- It is important to continuously and intentionally improve the accountability of our department’s programs and services (66%).

When it comes to integrating QI into the daily work of one’s program area, only half or significantly less than half of respondents “agree” that:

- Staff at all levels are usually looking to identify and eliminate potential problems or sources of error (55%).
- Program areas have objective measures that enable the tracking of progress toward a goal (50%).
- Staff have the skills needed to apply QI principles to their programs and services (45%).
- Short-term, intermediate and long-term targets are established before initiating a new service (36%).
- Customer satisfaction information is routinely used in my program area (34%).
- Most programs and services have an evaluation component (33%).
- Program leaders regularly share data with staff for performance improvement purposes (30%).
- Staff integrate QI concepts and principles into daily practice (30%).
- Most staff routinely use data to examine processes and products and to enhance all aspects of our work (28%).

While most respondents report being “unfamiliar” with the range of specific QI tools (such as SWOT analysis, fishbone diagramming, force field analysis, and developing Gantt charts), most also report being “interested” in QI activities like analyzing problems and finding solutions, action planning, defining measures, analyzing data, and the PDSA process.

Additionally, only 36% report that a formal process to improve a service, program, process or outcome has been implemented in their section.

A sampling of anecdotal comments suggest that, as a department, There is room for improvement when it comes to being efficient, effective and accountable in the way we do our work; while there is value in sharing successes across the department it’s also important to keep in mind that an intervention that works well in one program may not be effective in another; we should think about striking the right balance between how much time we spend engaged in evaluation versus programmatic work; there is a role for both “formal” and “informal” efforts when it comes to evaluating our work; and the definition of “customer” may vary throughout the department as we think about gathering “customer satisfaction” feedback.

## B. QI Overview

The information will given in a handout to new employees.



### **Quality Improvement (QI) within St Paul-Ramsey County Public Health (SPRCPH)**

While SPRCPH has a long history of providing quality services, the department adopted a formal commitment to QI in 2011. As stated in the SPRCPH QI plan, this commitment to QI is based on an intent to improve the outcomes of our services and programs, reduce errors in our work, maximize people and material resources, provide greater accountability, and be more responsive to the needs of our clients. QI and an established QI program are crucial components of a department's performance management system.

**The Department Leadership Team (DLT)** has charged the **Quality Improvement Leadership Team (QILT)** with leadership, guidance and coordination of quality improvement efforts across the department. The QILT consists of a cross-section of representatives from various divisions within the department, including the top management Director, division managers, supervisors, and front-line staff. The QILT and the DLT are charged with assuring adequate membership and representation from the department for both the QILT, and any QI workgroups that may be needed for specific QI projects.

**Staff** are an integral part of Departmental QI efforts, including participation in QI Project Teams for specific projects. QI concepts will be reflected in staff work, demonstrating an understanding of the relationship between QI activities and strategic goals and objectives. Staff will:

- Participate in QI 101 training as part of new employee orientation and other QI training determined appropriate by managers/supervisors
- Understand how program QI activities relevant to their work affect section goals and objectives,
- Report QI training needs or project ideas to supervisor,
- Participate in QI project teams, as requested by managers/supervisors, and
- Incorporate QI concepts into work as assigned.

**Managers and supervisors** will integrate QI activities into their programs and are expected to orient staff to the QI plan, QILT as well as resources on SharePoint. Managers and supervisors are also responsible for assuring that QI activities occur within their program areas, encourage all staff to integrate QI concepts into daily work, assign staff from their section to work on identified QI projects, provide updates to the DLT regarding QI projects within their section, and annually review/assess QI projects within their section.

**For more information on QI within SPRCPH, visit <http://ramseyweb/teamsites/ph/QI/default.aspx>**

**For more information on QI tools and resources, visit <http://www.health.state.mn.us/divs/opi/qi/>**

**QI 101 training link:**

**<http://cph.osu.edu/practice/cqi-public-health-fundamentals>**

## C. Course Options

Course Title	Description	Length	Audience	Format	Providers
<b>QI for New Employees</b>	This course introduces new employees to SPRCPH's QI program and defines the what, why, where, when, and how of QI	15 min	All new employees	Webinar or In-person instruction	Director Manager Supervisor Consultant
<b>Creating a QI Culture</b>	This course presents the business case for continuous improvement and defines the role of leaders in growing and sustaining a continuous improvement culture.	45 min.	DLT/QILT (Directors & Managers)	In-person Instruction	Consultant
<b>Being an Effective QI Project Sponsor</b>	This course helps leaders understand the critical role they play as a project sponsor and defines actions sponsors can take to dramatically increase project success	90 minutes	DLT/QILT, Managers and supervisors	In-person Instruction	Consultant
<b>Selecting and Launching an Improvement Project</b>	This course covers how to select and launch an improvement project. Topics covered include: 1) a project management framework for aligning improvement initiatives with strategic priorities; 2) sources and methods for identifying improvement projects, 3) criteria and a method for selecting improvement projects; 4) project phases and tools for success.	1 day	Supervisors /Project Managers / Facilitators	Instructor; simulation exercises	MNCI or Consultant
<b>Lean Overview or Introduction to CI</b> (prerequisite for most courses)	This course provides a basic overview of Lean and continuous improvement principles, tools, terminology; including how process improvement can enhance value for customers and create more positive work environments.	Varies from 30 minutes to 3.5 hours	All Staff	Instructor; may include simulation exercises	MNCI or Consultant
<b>Effective Facilitation</b>	Participants will learn how to run effective meetings and small group discussions.	1.5-3 hours	Management	In-person Instruction	Consultant

Course Title	Description	Length	Audience	Format	Providers
<b>Building a Problem Solving Culture</b>	This course defines the attributes of a problem solving culture, and helps leaders see how their actions support or undermine these attributes. Participants leave this course with a plan of action for enhancing staff ability to solve problems.	2-3 hours	DLT/QILT, Managers and supervisors	In-person Instruction	Consultant
<b>Problem Solving</b>	Participants will learn how to effectively solve problems by identifying the reason (root cause) for the problem before identifying solutions.	3.5 hours	All Staff / Problem Solving Teams / QI Facilitators	In-person Instruction	MNCI or Consultant
<b>Process Mapping</b>	Participants will learn how to map their current process and different methods for documenting their work.	1-3 hours	Kaizen Teams	In-person Instruction or online	MNCI or Consultant
<b>Defining Customer Needs and Preferences</b>	Participants will learn to identify customer groups, their needs, and how best to balance competing needs when designing and improving services.	1 hour	All Staff	In-person Instruction, Online	Consultant
<b>Performance Measurement</b>	This course covers the steps for establishing a performance measurement system (PMS). Topics covered include: 1) Reasons to measure performance, 2) Performance measure phases/process, 3) Types of measures, 4) Performance measure attributes, 5) Setting performance targets, and 6) communicating performance measures	3 hours	Managers / Supervisors	In-person Instruction	MNCI Consultant
<b>Kaizen Facilitation</b>	This interactive course teaches participants the steps and tips for planning and conducting a successful Kaizen event. Half of the course is devoted to applying facilitation skills and process mapping.	2 days	Project Managers / Facilitators	In-person Instruction	MNCI or Consultant



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