

Building Off Stories of Success to Change Healthcare



Tom Bigda-Peyton

August 21, 2007

Harvard Quality Colloquium

Three goals

- Learning from Success: idea, capability, importance
- Practicing Success Story Analysis
- Implications

Agenda

- Premises

- Practice example: the Anesthesia story

- Implications
 - Within healthcare
 - Outside of healthcare
 - Both/and? (promoting Safety Across High-Consequence Industries)

Premises and Questions

- We are already skilled at learning from failure; the key to next-generation healthcare improvement is learning from success
- What is a “success” story?
- Where has healthcare succeeded already? What can we learn from that?

Anesthesia: a Healthcare “Success Story?”

- ❑ Before 1846: Surgery is done without anesthesia
- ❑ Late 1970's: 2000 deaths per year from anesthesia (this is accepted as “normal”)
- ❑ July, 1986: Announcement of “Standards for Patient Monitoring (in anesthesia)” by the Harvard Hospitals
- ❑ 1986-1989: Universal adoption of the Standards
- ❑ 1989- present: Anesthesia reaches 6 Sigma performance levels

Practicing Story Analysis: Key Questions

- What stands out for you?
- What do you make of it?
- What are the implications: what could or should be done about it?

Implications

	Within healthcare	Outside healthcare
Success (what worked)		
Delta (room for improvement)		

THE SECOND CURVE

1st

2nd

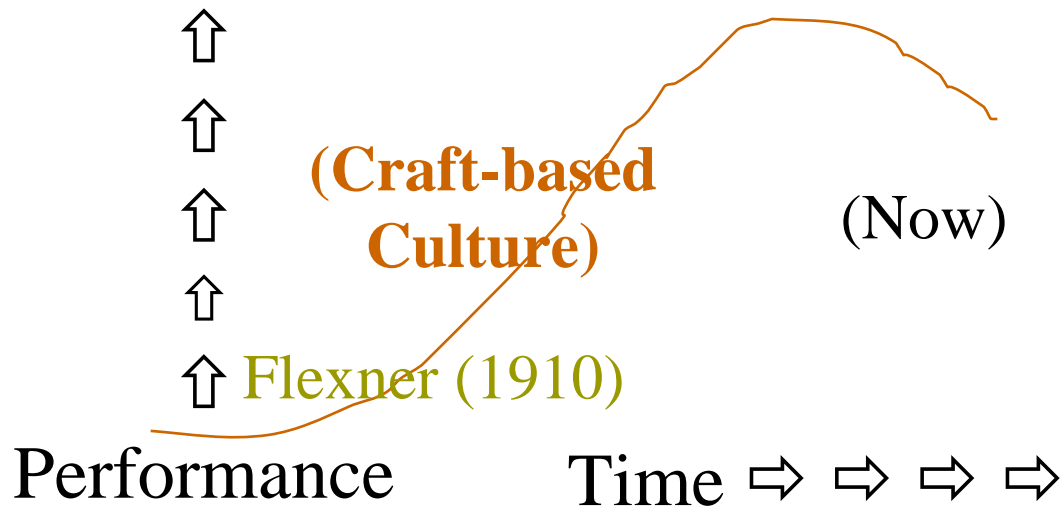
**Managing
the Velocity
of Change**

- Anticipate the pace of change
- Identify your company's new direction
- Know when to jump onto the second curve

IAN MORRISON

President of the Institute for the Future

1st Curve: Pre-Industrial (Craft-based)

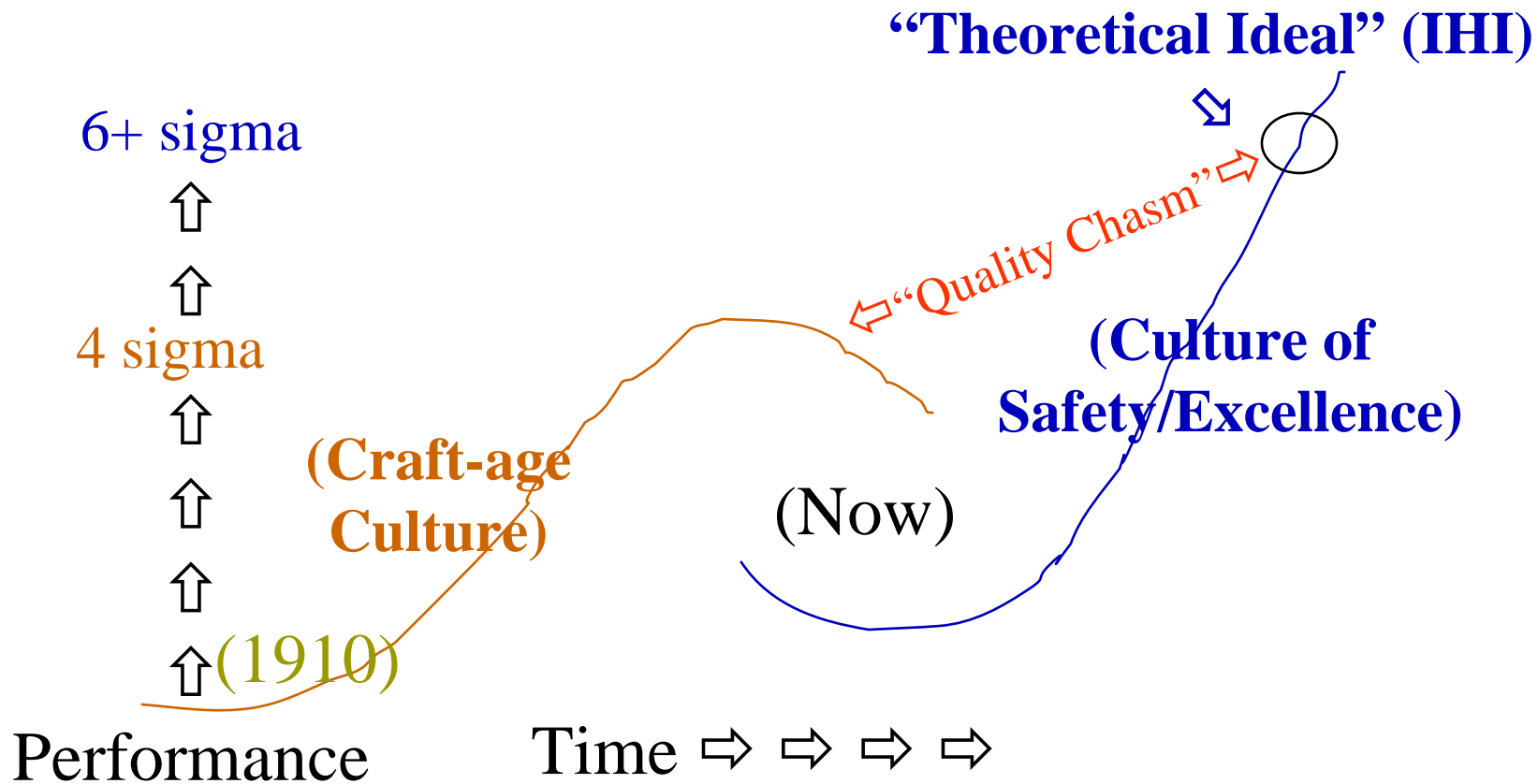


- adapted from Ian Morrison, [The Second Curve. Managing the Velocity of Change](#), 1996

1st Curve Health Care's Lethal Problem

<u>Sigma</u>	<u>Defects Per Million</u>
1	690,000
2	308,000
(90% OK	100,000)
3	66,800
(99% OK	10,000)
4	6,210
5	230
6	3.4

From: 1st Curve \Rightarrow 2nd Curve



- adapted from Ian Morrison, The Second Curve. Managing the Velocity of Change, 1996

Challenges/Learning Targets

- What are you working on?
- What are your challenges?
- How could you use this approach?

Background


The story method

When the Stories Meet the Numbers...

Using stories as data

When the Stories Meet the Numbers

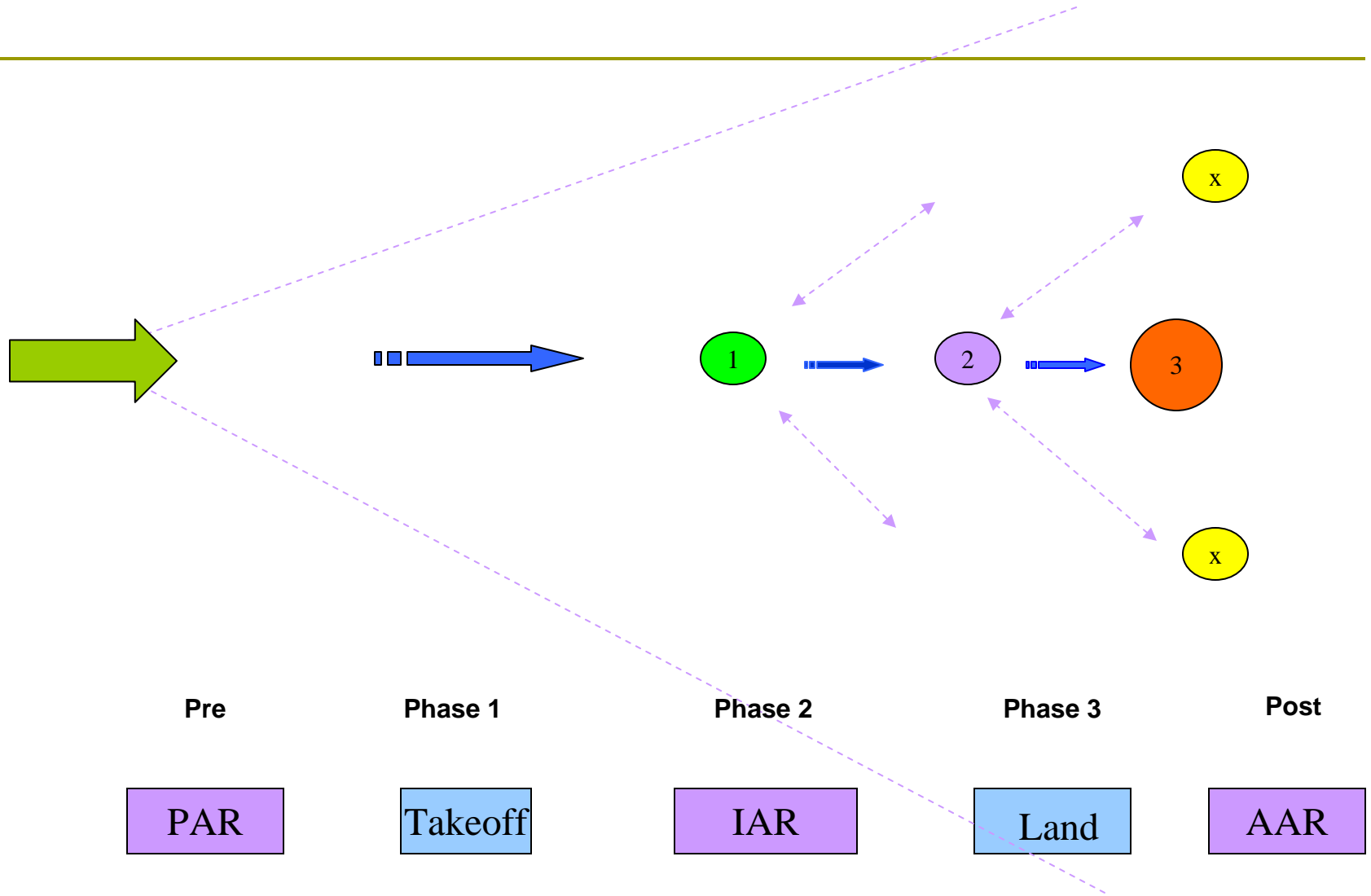
Nature of the Task

	Ambiguous /New		Routine /Familiar
Phases & Functions	<i>I</i> <i>Observation</i>	<i>II</i> <i>Assessment</i>	<i>III</i> <i>Measurement</i>
Data Format	Stories	Patterns	Numbers
Sample Size	$\underline{n} = 1$	$\underline{n} = 3$	$\underline{n} = 7$
Features /Characteristics	Emergent	Diagnostic	Statistical
Descriptors	"Anecdotal"	"Qualitative"	"Quantitative"

Narrative Analysis...

- ❑ **An iterative “learning while working” process for individual practitioners and clinical teams.**
- ❑ **Recalibration is used to generate new knowledge about the situation.**
- ❑ **This creates new action pathways and increases the odds of success.**

Navigating in turbulent conditions: the Iterative Cybernetic Model



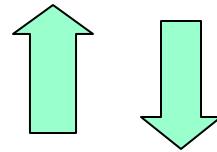
The Wheel Model...

***A reflective, narrative-based tool
to generate new knowledge
about the situation and
create new action pathways***

The Wheel Model

STORY

EMERGENCE



What stands out?
What do you notice?

Diagnose

What do you make of that?

Evaluate

How would we evaluate the result?
What methods would we use?
When and how?

Invent

Given this, what could or should be done?

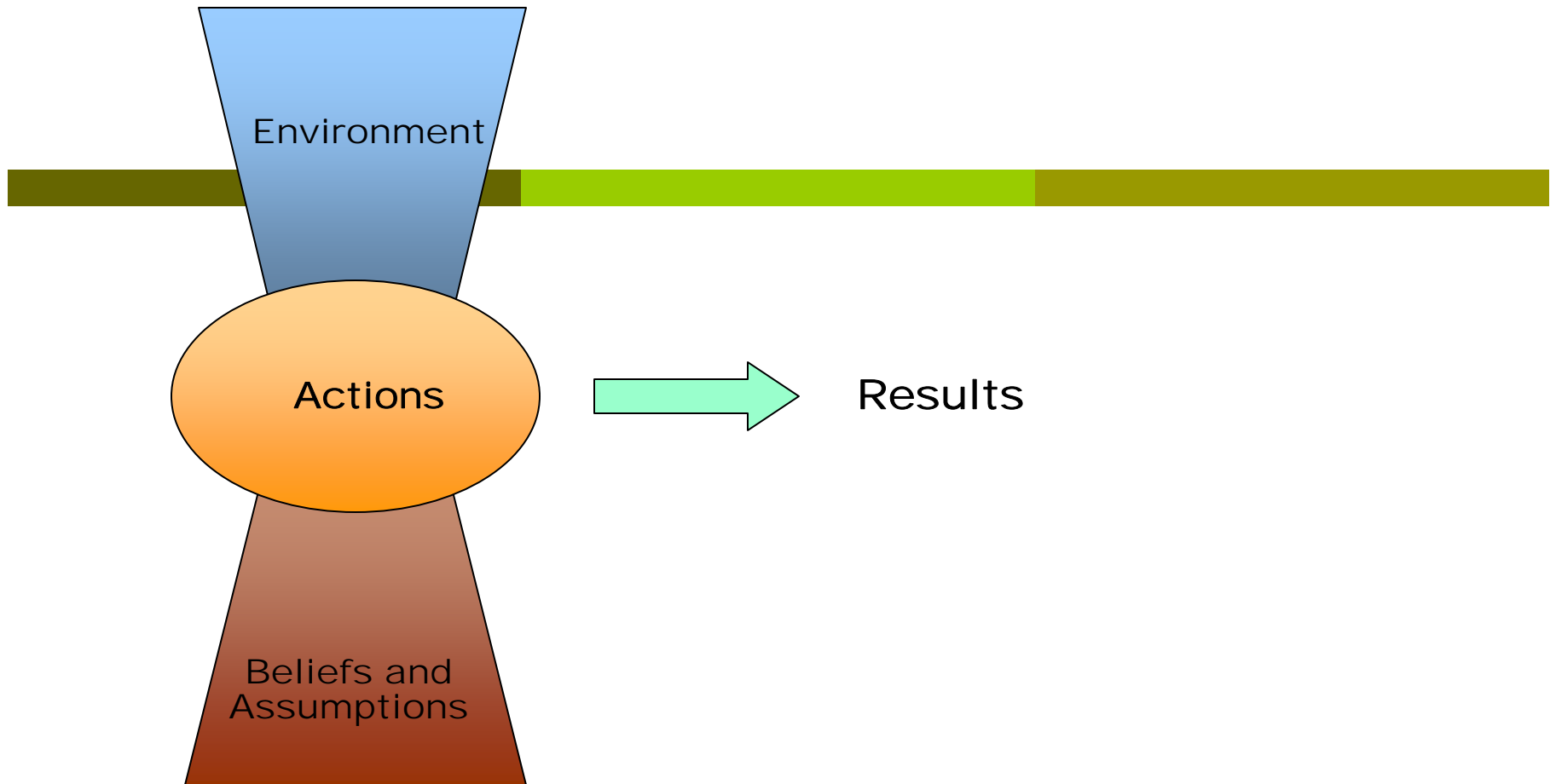
Produce

What would we have to do or say to implement that?
Who would do what? Where? When? How?

The Hourglass...

*A dynamic model for changing
social systems*

The Hourglass

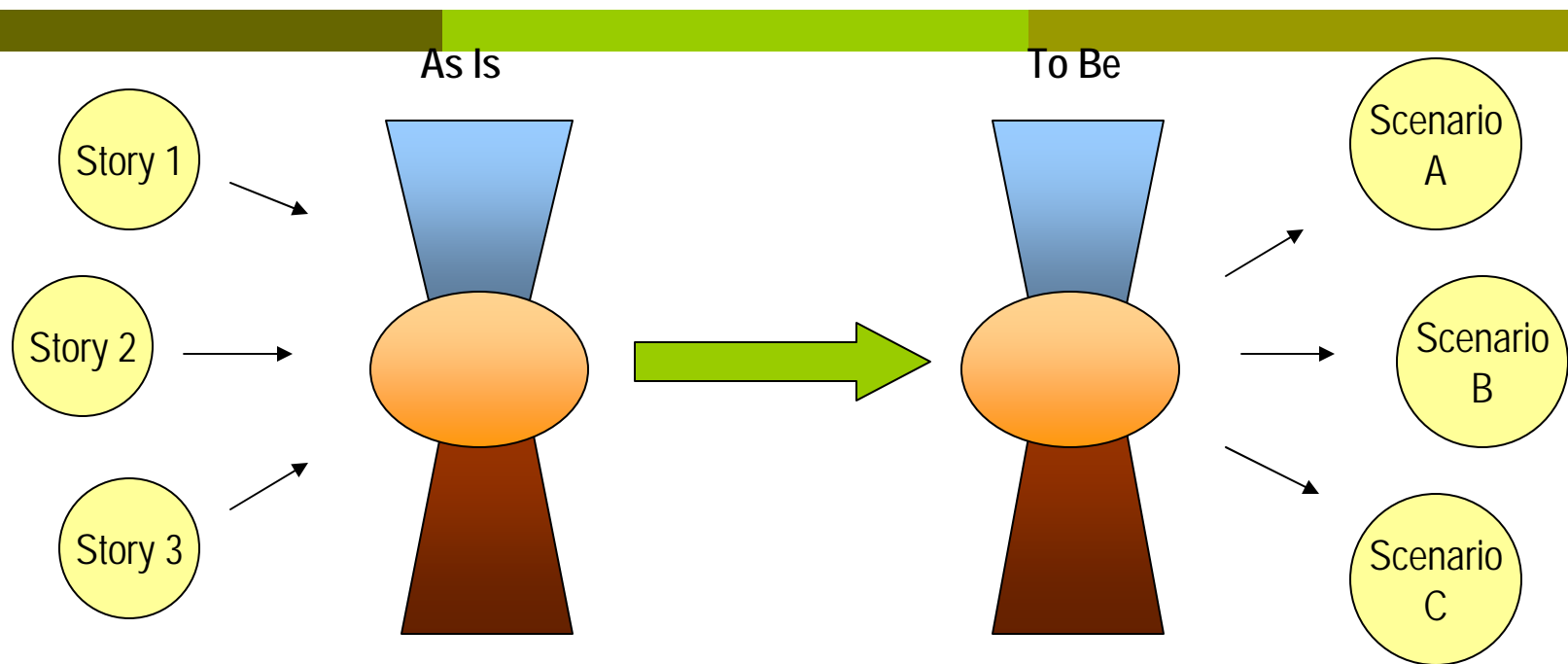


Managing Transitions: Using Narrative Analysis...

Stories are used to foster shared vision and create grounded scenarios for action

Managing Transitions with Narrative Analysis

Using stories to create scenarios, then navigate the journey from “here” to “there”



Moving from “As Is” to “To Be”: A Narrative Analysis Overview

- Review the narrative (story-telling, including successes and challenges)
- Document the narrative (write it up in a case)
- Analyze the narrative, using the following tools:
 - The Wheel
 - Landscape Map (Macro level view)
 - Situation Map (Micro level view)
- Analyze multiple narratives with a Matrix
- Use insights from narrative analysis to create scenarios (future stories)

Landscape Map Worksheet: A Macro View of a Narrative or Story

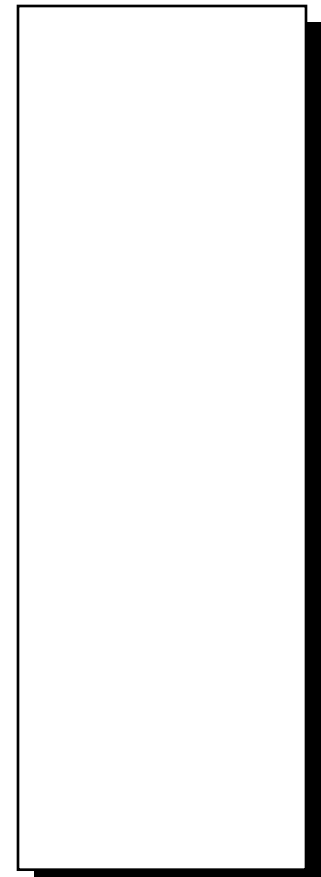

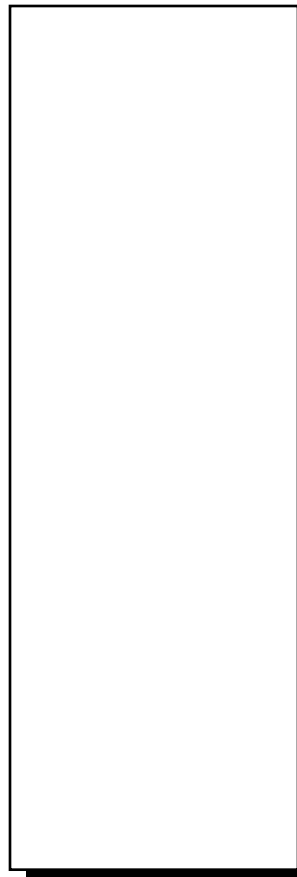
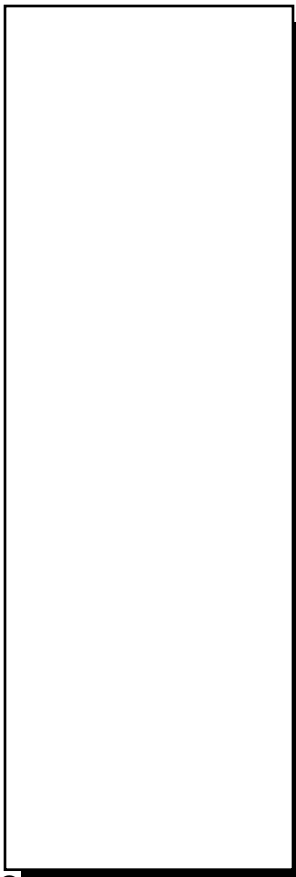
Background

**Prompt for
the
Interaction**

Interaction

Aftermath

Future



Situation Map Worksheet: A Micro View of a Situation or Story

Situation

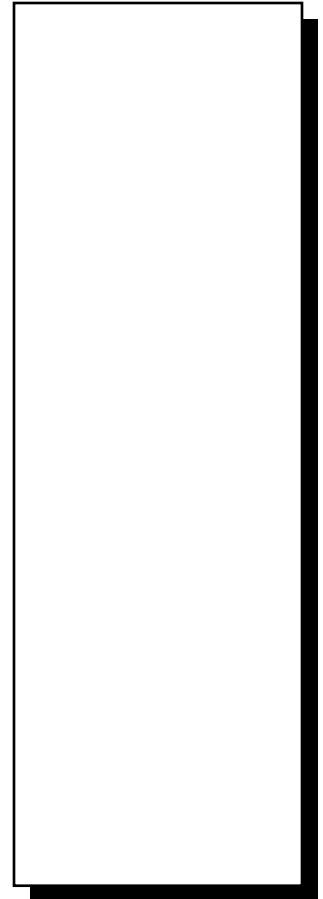
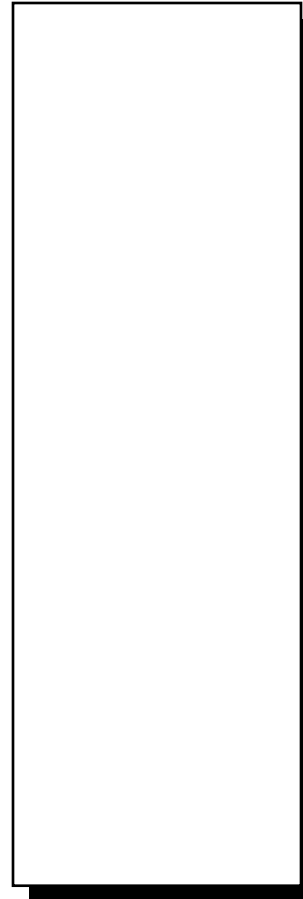
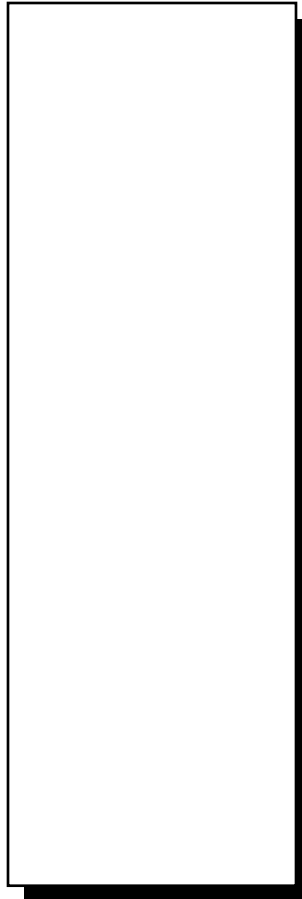
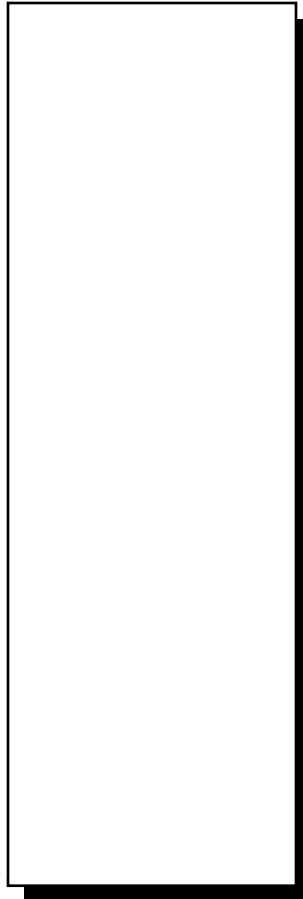
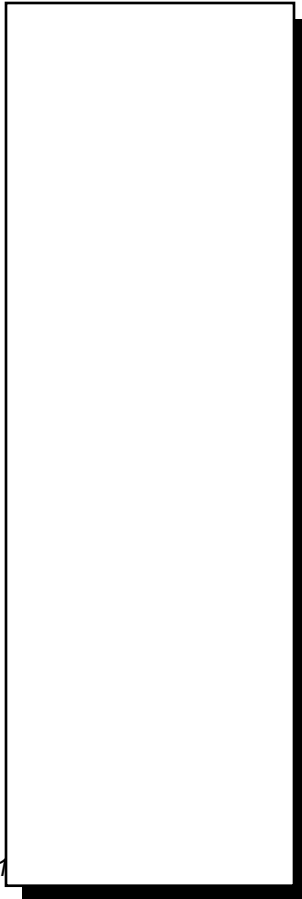
**Feelings, Thoughts,
and Intuitions**

Actions

Consequences

Intended

Unintended



Toward Pattern Analysis: Building a Story Matrix

Story	Telling Points/Standouts	Audience
A		
B		
C		

Appendix

Other Models and Work Samples

Phases and Levels Model

**Create &
Build//**

Transfer//

**Maintain &
Sustain**

S

O

T

Project Map

	Pre → (discovery and framing of problem or problems)	Problem 1 →	Problem 2 →	Problem 3 →	Post + Pre (problem review + re-framing)
Solve a problem	Tech Ops disconnect with ATO Transition	Bob's disconnect with the SAD's	Talking points on change for employee telcon	(Influencing ATO Transition Team and transformation decision making)	
Build a reliable method for solving it	Using stories in transition	Plan- execute- review	Briefing and debriefing strategy	Story analysis/ after action review	
Create new knowledge	Document the dialogue; use story-telling and story analysis	Case #1: How to facilitate and lead a geographically dispersed team	Case #2: How to facilitate and lead communication in times of change and uncertainty	Case #3: Influencing ATO Transition: "straightforward & honest without laying blame;" doing what's best for everyone	Composite story analysis and scenario plan (As Is, To Be, and Getting from Here to There)
Build relevant needed skills	See disconnects as opportunities	<ul style="list-style-type: none"> • Broadcast <u>and</u> receive • Shared accountability • Do what's best for everyone 	<ul style="list-style-type: none"> • Frame the journey • Educate about change • Make dilemmas public (and test over time) 	Build "one ATO" decision-making principles and practices; use stories to engage and enroll others	