Welcome!

- We are so excited you're here!
- Before we start, please take a moment and put your name and organization in the chat
- If you are calling in from a different number than the one you registered with, please put the phone number you are calling in from into the chat box
- This will help us with the breakout room portion of the retreat

Partners For Kids Office Manager's Retreat

June 9, 2023

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Growth Mindset

What do you think?

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MINDSET CHECK UP

Take a minute or two to answer these questions. There are no right or wrong answers here. Just circle the button that you think works best for you!

PART #1

1. You can always change your talent a good amount, no matter how much you have.

2. I like work the best when it makes me think hard.

3. I like doing things that I'll learn from even if I make a lot of errors.

4. When something is hard, it makes me want to spend more time on it, not less.

PART #1 TOTAL _____

PART #2

5. You can always learn things, but you can't really change how smart you are.

6. I like work the best when I can do well without putting a lot of effort in.

7. I like doing work that I can do perfectly almost all of the time.

8. When I have to put extra work in it makes me feel like I'm not as good as my peers.

PART #2 TOTAL _____

GRAND TOTAL

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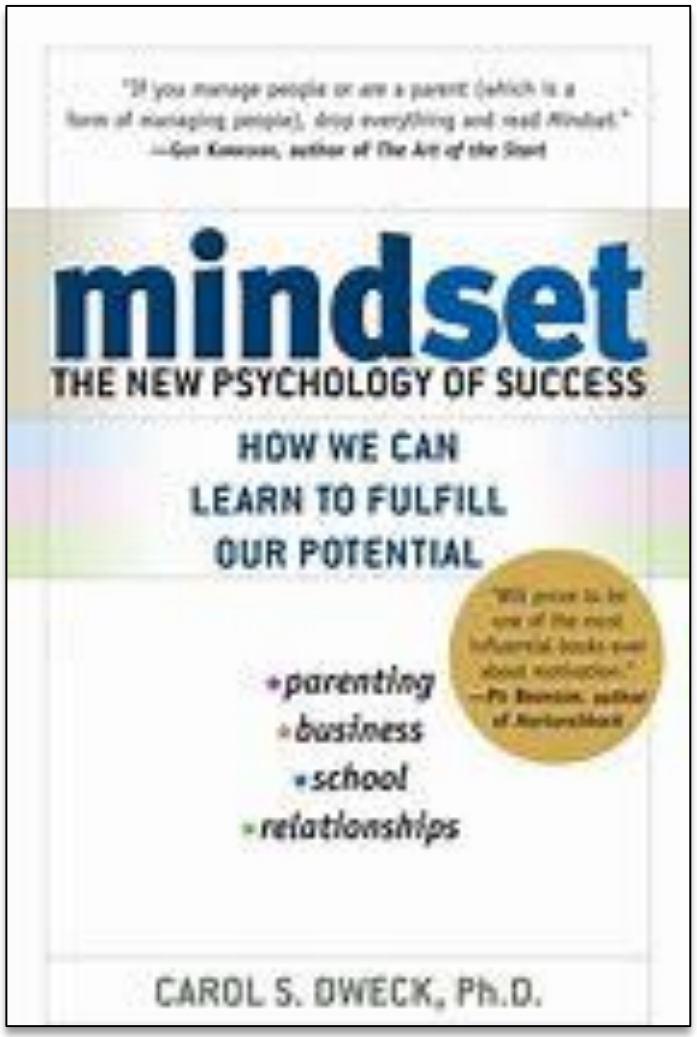

What do you believe about success and failure?

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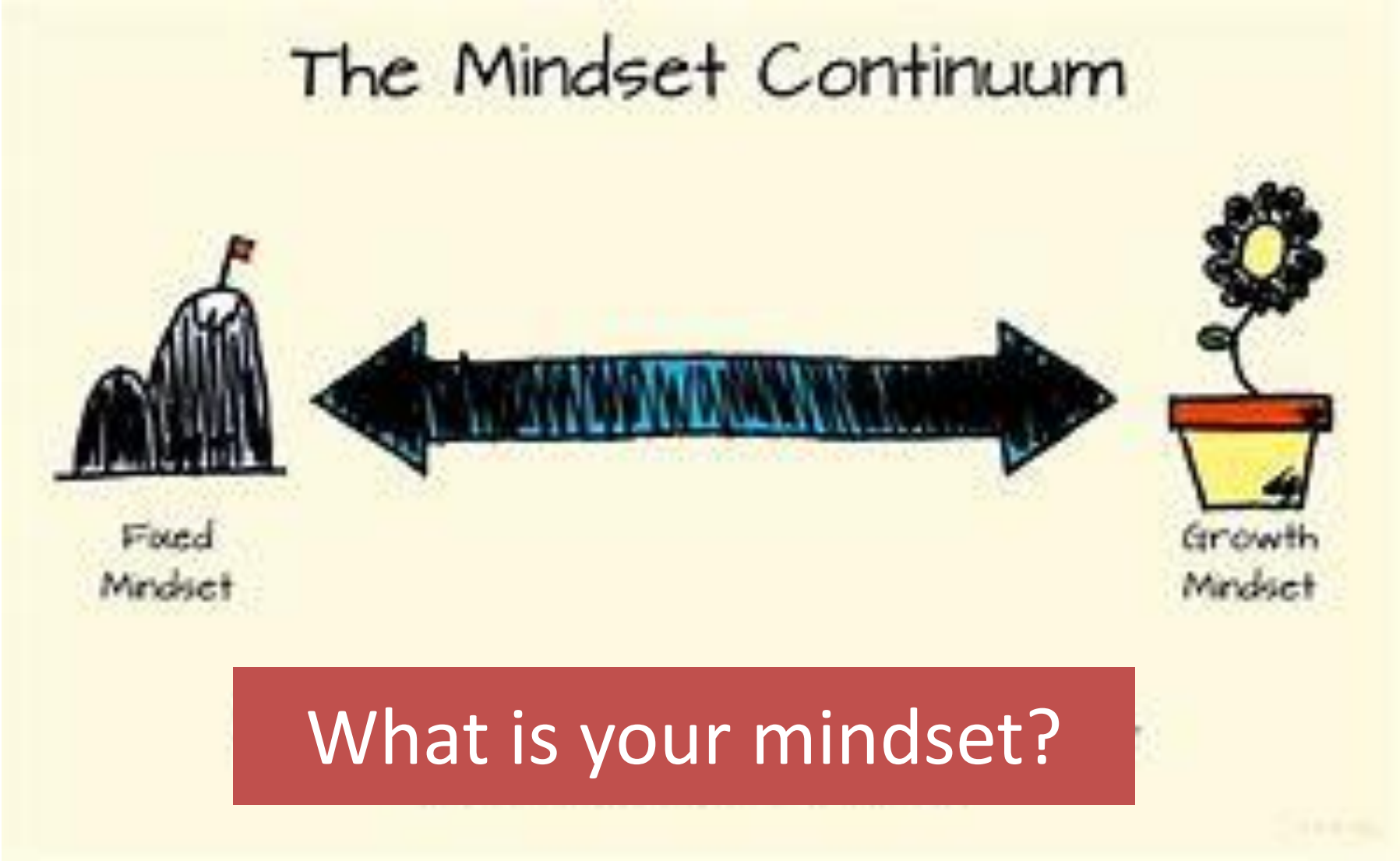
Growth Mindset

- Focus on underlying beliefs about learning and intelligence
- Failures are re-framed into learning experiences
- Reward the process and attempts
- Uses “not YET” terminology
- Stretches our abilities
- Praises effort

Fixed Mindset

- Belief that talents and abilities are innate
- No sense in trying if not a natural skill
- Failures are signs of weakness and must be avoided at all costs
- Rewards and praises success only
- Protects us from failure

Dweck, C. (2006) Mindset: The New Psychology Of Success. New York: Random House.



What is your mindset?

FIXED MINDSET — MINDSET CHARACTERISTICS — GROWTH MINDSET

FIXED MINDSET	MINDSET CHARACTERISTICS	GROWTH MINDSET
SET - YOU HAVE WHAT YOU HAVE	SKILLS+INTELLIGENCE	CAN BE GROWN AND DEVELOPED
HOW THEY LOOK PERFORMANCE FOCUS	MAIN CONCERN	LEARNING / GETTING BETTER PROCESS FOCUS
SOMETHING YOU DO WHEN YOU'RE NOT GOOD	EFFORT	AN IMPORTANT PART OF LEARNING
GIVE UP / CHECK OUT	CHALLENGES	PERSEVERE / WORK THROUGH IT - SHOW MORE GRIT
TAKE IT PERSONAL GET DEFENSIVE	FEEDBACK	LIKE IT / USE IT TO LEARN
HATE THEM / TRY TO AVOID MAKING THEM	MISTAKES	TREAT THEM AS A LEARNING OPPORTUNITY

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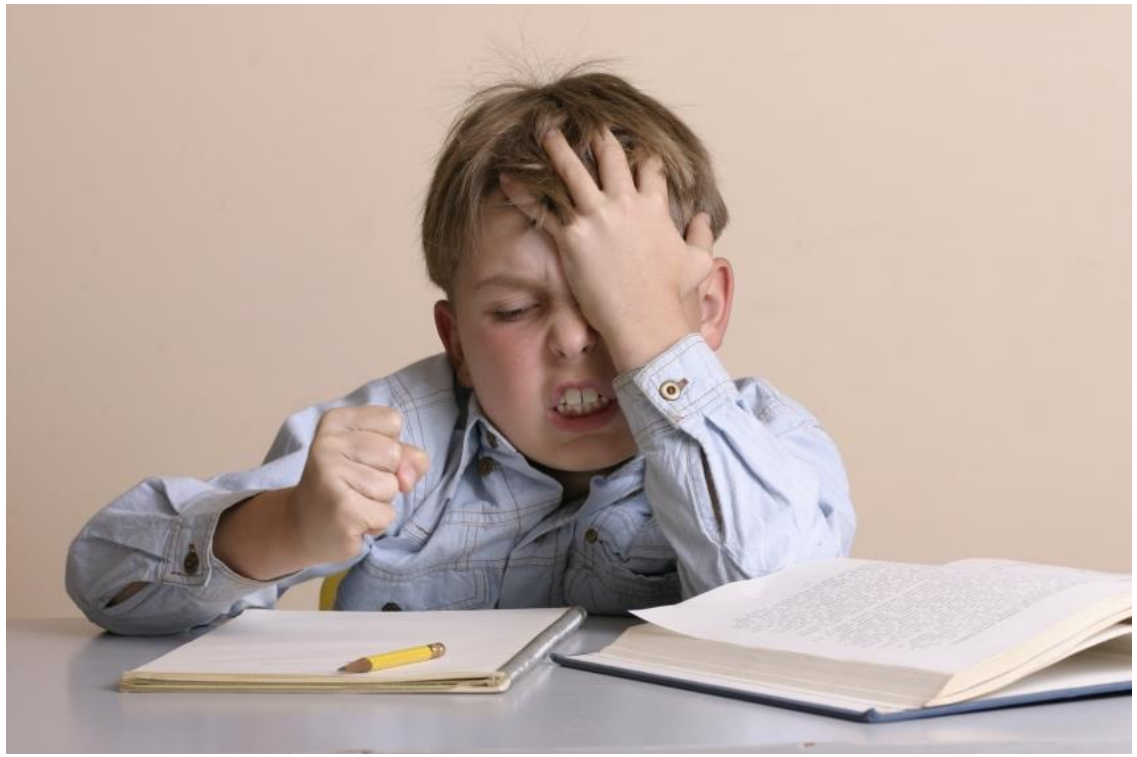
Now what?



What triggers your fixed mindset?

What happens when your fixed mindset 'persona' shows up?

Reframe your Thinking

What is your Mindset?

I can learn from my mistakes.
I can come up with creative solutions.
I can reach my goals.
I can improve with practice.
I believe I can do it.
I will do my best.
I can train my brain.
I value thoughtful feedback.
I am not afraid of difficult tasks.
I can keep going when things are tough.
I can put in more time and effort.

Change the way you think!

Six Steps to Developing a Growth Mindset

1. understand that most people don't have just one mindset
2. view challenges as opportunities
3. replace the word "failing" with the word "learning"
4. value the process over the end result
5. reward actions, not traits
6. test your mindset

First
Attempt
In
Learning

From Praise to Growth

Don’t praise

intelligence or ability

Do praise

process and effort

Three Little Pigs

What feedback would you provide…

- to the pig who built his house of straw or sticks?
- to the pig who built his house of brick?

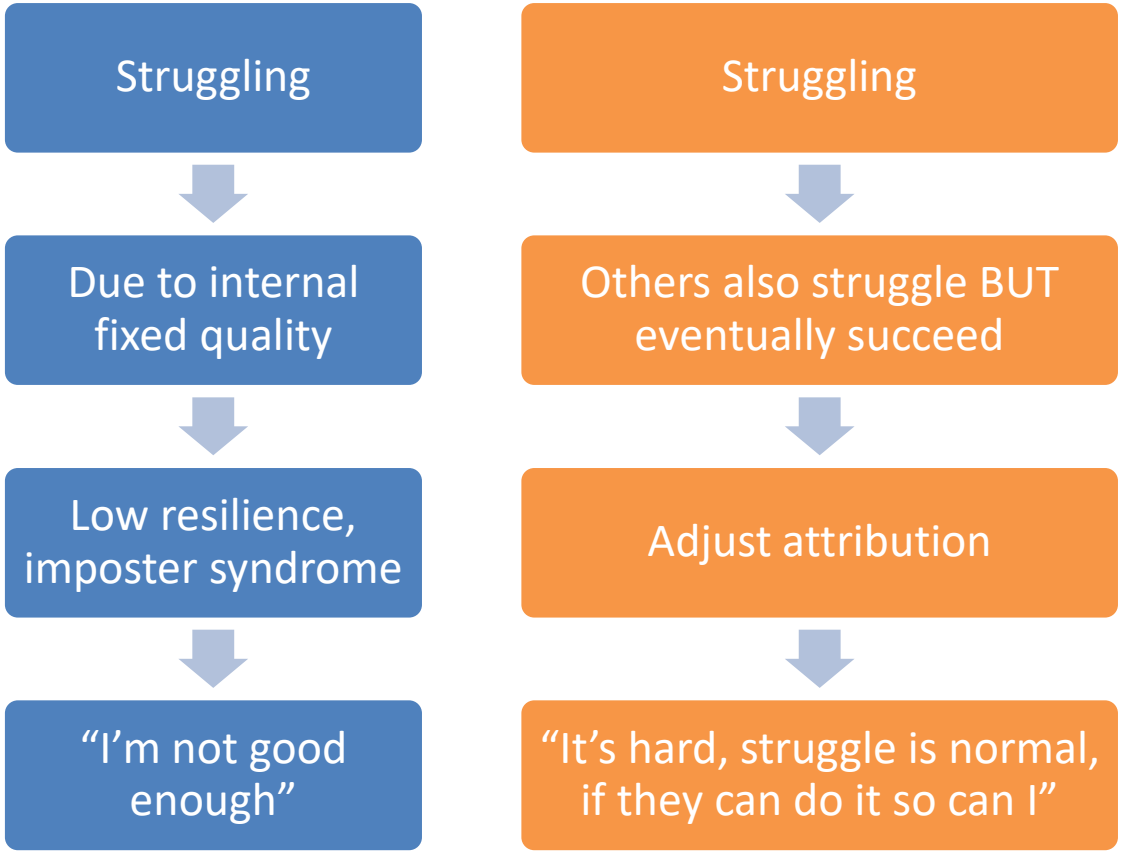
Successful Strategies for Addressing Mindset

Interventions that make a big difference:

- Attribution theory
- Malleability of intelligence
- Affirmative interventions
- Belonging interventions

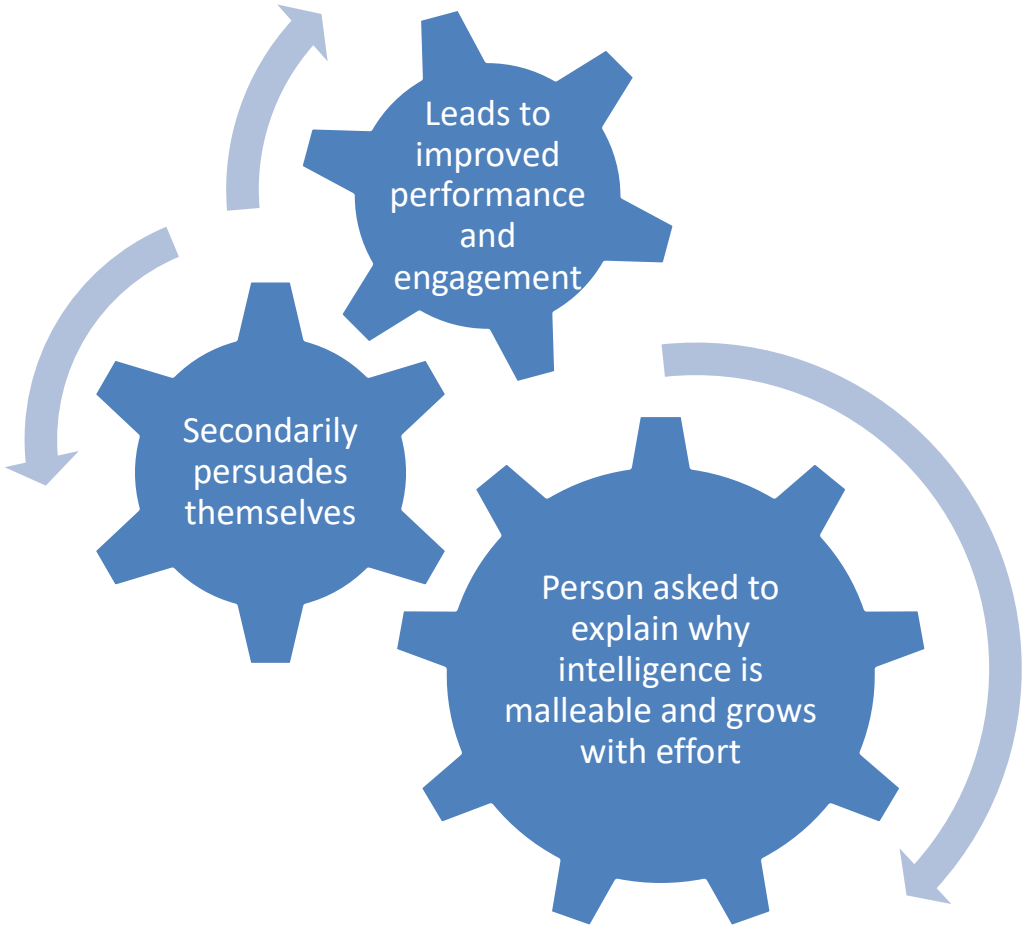
Attribution Theory

Change how a team member views struggling!

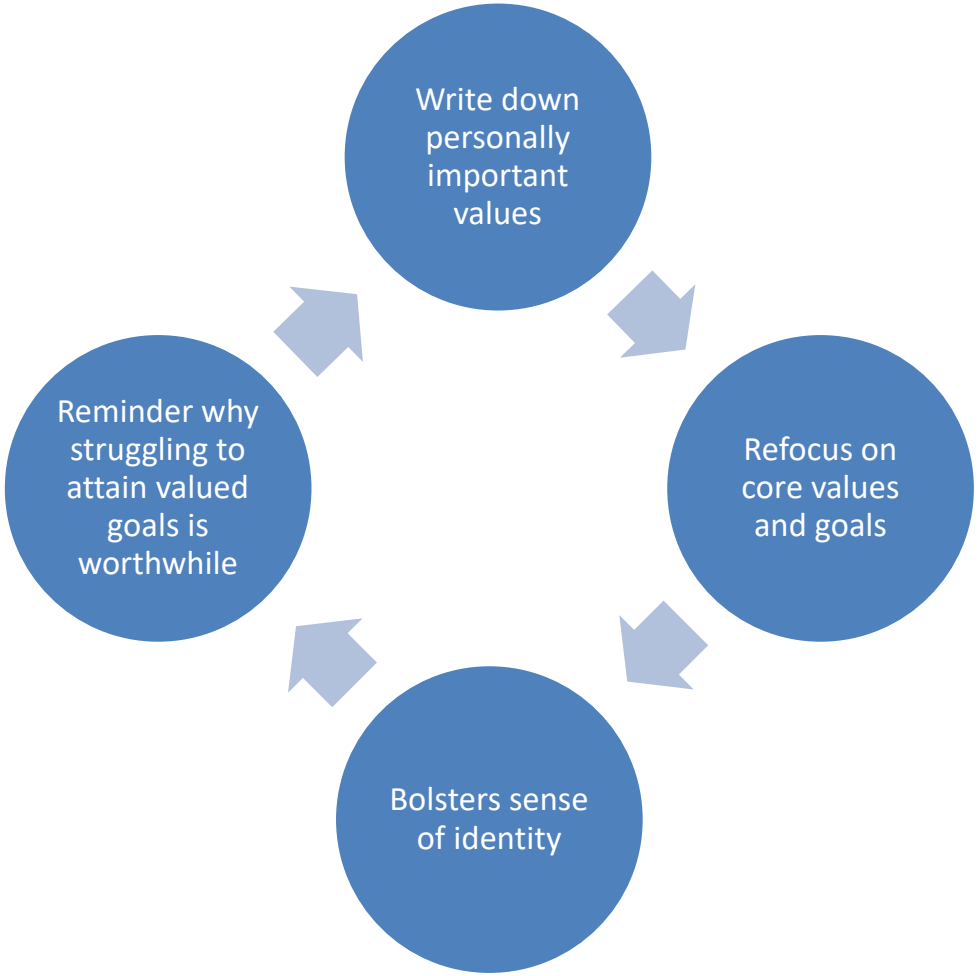


Malleability of Intelligence

Change a person's beliefs about intelligence.



Affirmative Interventions



Refocus attention on a person's own goals and values.

Belonging Interventions

show that feelings of not belonging are widely shared

Discussion Challenge

- Think about a common issue faced by a team member that can lead to a fixed mindset.

- Consider how one of these strategies (attribution, affirmation, belongingness, malleability of intelligence) might be used to change their perspective…reflect and then discuss.

Share the Growth Mindset Journey

Coach others using a growth mindset framework by encouraging them to:

- Not be helpless. Teach them to learn from their experiences and move forward.
- Be passionate. There will always be someone more talented; make up for it by being passionate.
- Take action. Fear and anxiety are paralyzing emotions, along with perfectionism.
- Go the extra mile.
- Expect results.
- Be flexible. Embrace adversity.
- Don’t complain when things don’t go their way.

Growth Mindset Culture

Harvard Business Review

What Having a "Growth Mindset" Actually Means

by Carol Dweck

January 13, 2016

Forbes

Feb 26, 2019, 10:00am EST | 14,891 views

Outperform With A Growth Mindset Culture

Stuart R. Levine Contributor
Thought Leaders Contributor Group
Leadership Strategy
I cover leadership practices that drive sustainable business results.

TWEET THIS

The C in CEO is for curator of culture

managers see far more leadership potential in their employees when their companies adopt a growth mindset

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findings support creating a growth mindset culture of development

- **Trust**: Employees in growth mindset culture of development companies expressed a 47% higher agreement with statements about having more trust in their company
- **Engagement**: Employees in growth mindset culture of development companies are 34% likelier to feel a sense of ownership and commitment to the future of the company.
- **Innovation**: Those in growth mindset companies showed 65% stronger agreement that their companies support risk-taking and 49% stronger agreement that their organizations foster innovation.
- **Ethics**: Those in growth mindset culture of development companies disagreed 41% more strongly than those in fixed mindset companies that their organizations were rife with unethical behavior.

Create a Growth Mindset Culture

- place a high value on learning
- admit when failures occur and capitalize on them
- develop as many people as you can
- stay open to feedback
- promote mastery not perfection
- take time to reflect
- provide feedback on effort
- share stories of failure

Growth Mindset Reminders

- embrace your growth AND fixed mindsets
- become aware of your fixed mindset triggers

manage your inner voice (and incorporate the power of YET)

References and Links

- https://www.forbes.com/sites/forbesinsights/2019/02/26/outperform-with-a-growth-mindset-culture/#5efd5e413c2c
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- http://knowledge.senndelaney.com/docs/thought_papers/pdf/stanford_agilitystudy_hart.pdf
- **Dweck**, **Carol** S.. **Mindset**: The New Psychology Of Success. New York: Ballantine Books, 2008.
- The Imposter Syndrome Part I: Once Thought Rare, Now Known to be Common Among Physicians by Gail Gazelle | Apr 29, 2014
- The Impostor Syndrome Part II: What's the Treatment? by Gail Gazelle | May 16, 2014

Understanding and Leveraging the Behavioral Styles of Your Team

Jamie Welsh, Organizational Development

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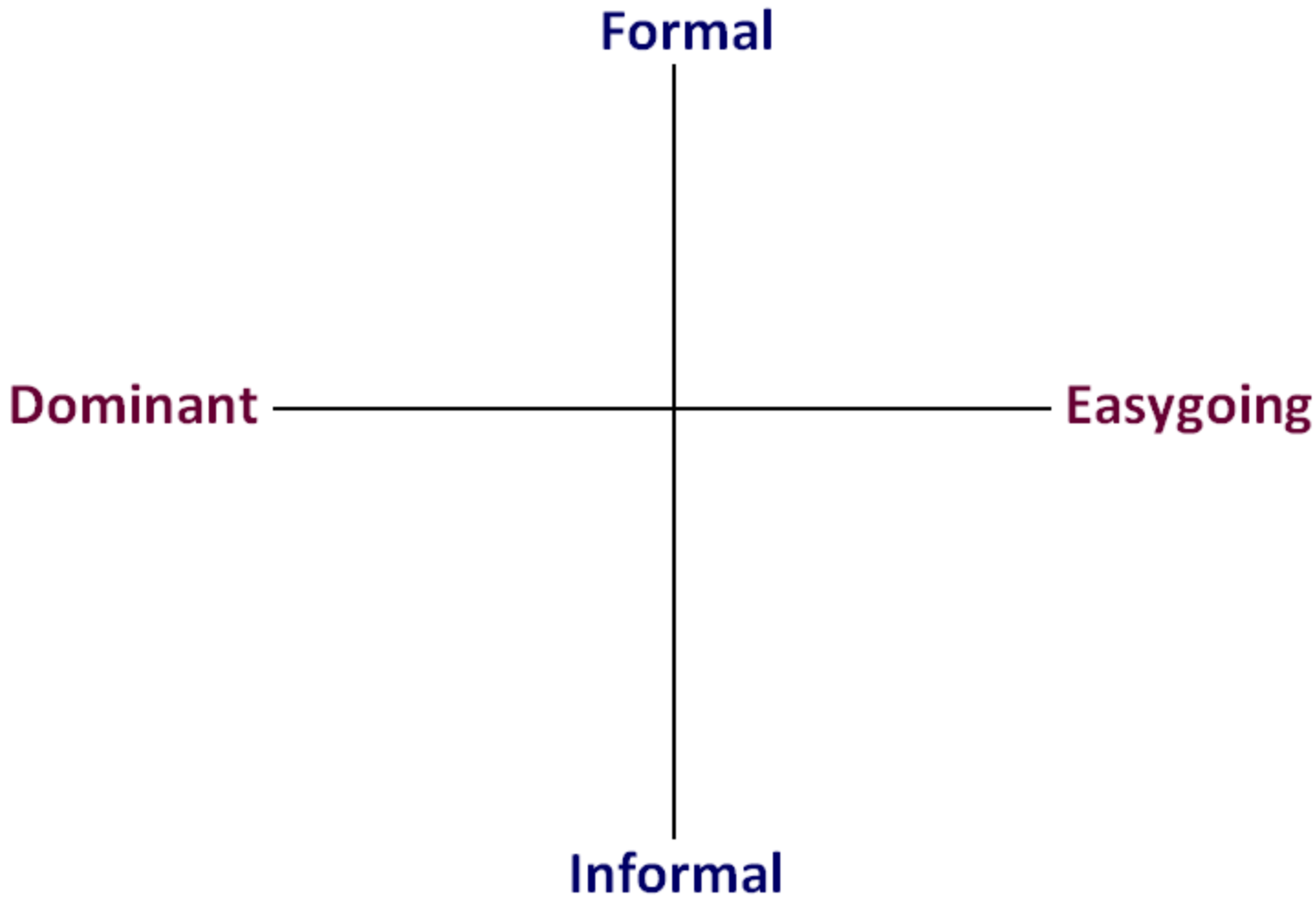
Behavioral Styles


Formal
Dominant
Easygoing
Informal

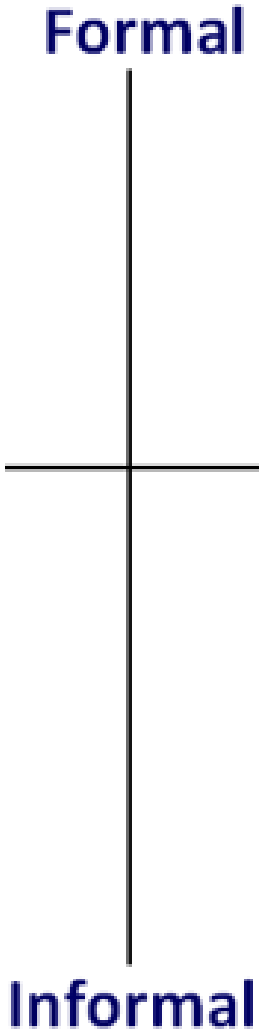
Behavioral Characteristics

Formal

- Disciplined
- Structured
- Logical
- Reserved
- Organized
- Precise
- Task-focused
- Shows less emotion

Informal

- Less disciplined
- More impulsive
- More intuitive
- More approachable
- Less organized
- Approximate
- Relationship-oriented
- Shows more emotion


Formal
Informal

Behavioral Characteristics

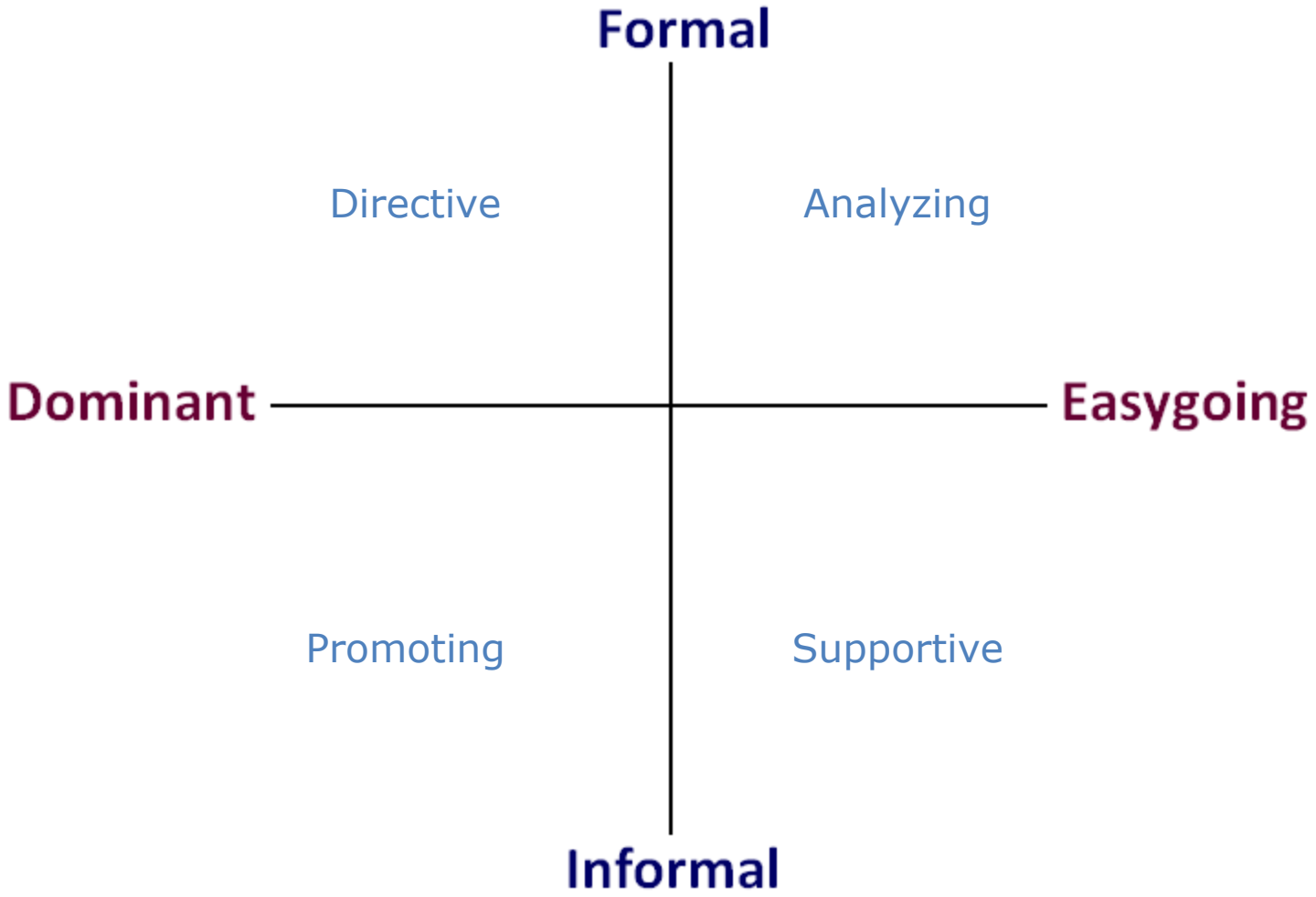
Dominant

- Forceful
- Autocratic
- Takes charge
- Emphatic
- Direct
- Impatient
- Challenges
- States information

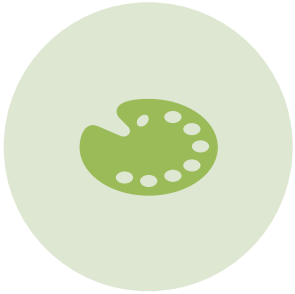
Easygoing

- Less forceful
- Flexible
- Less directive
- Thoughtful
- Indirect
- More patient
- Supportive
- Asks questions

Dominant
Easygoing


Formal
Directive
Analyzing
Dominant
Easygoing
Promoting
Supportive
Informal

Insights to keep in mind…



We are a blend of all four styles

This assessment relates to our motivations and energy

All styles get results

Our understanding of other styles allows us to communicate more effectively

What’s your style?

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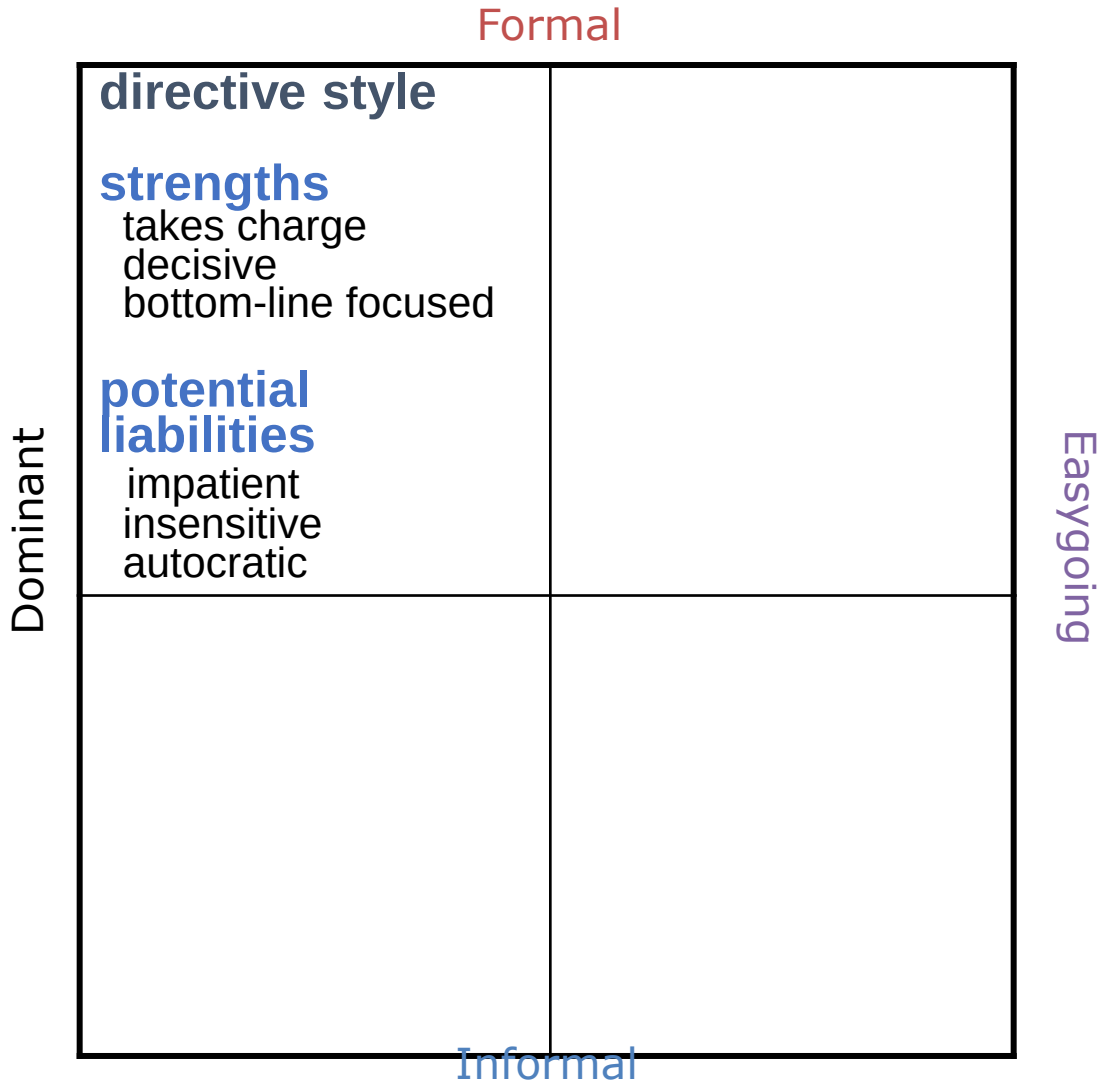
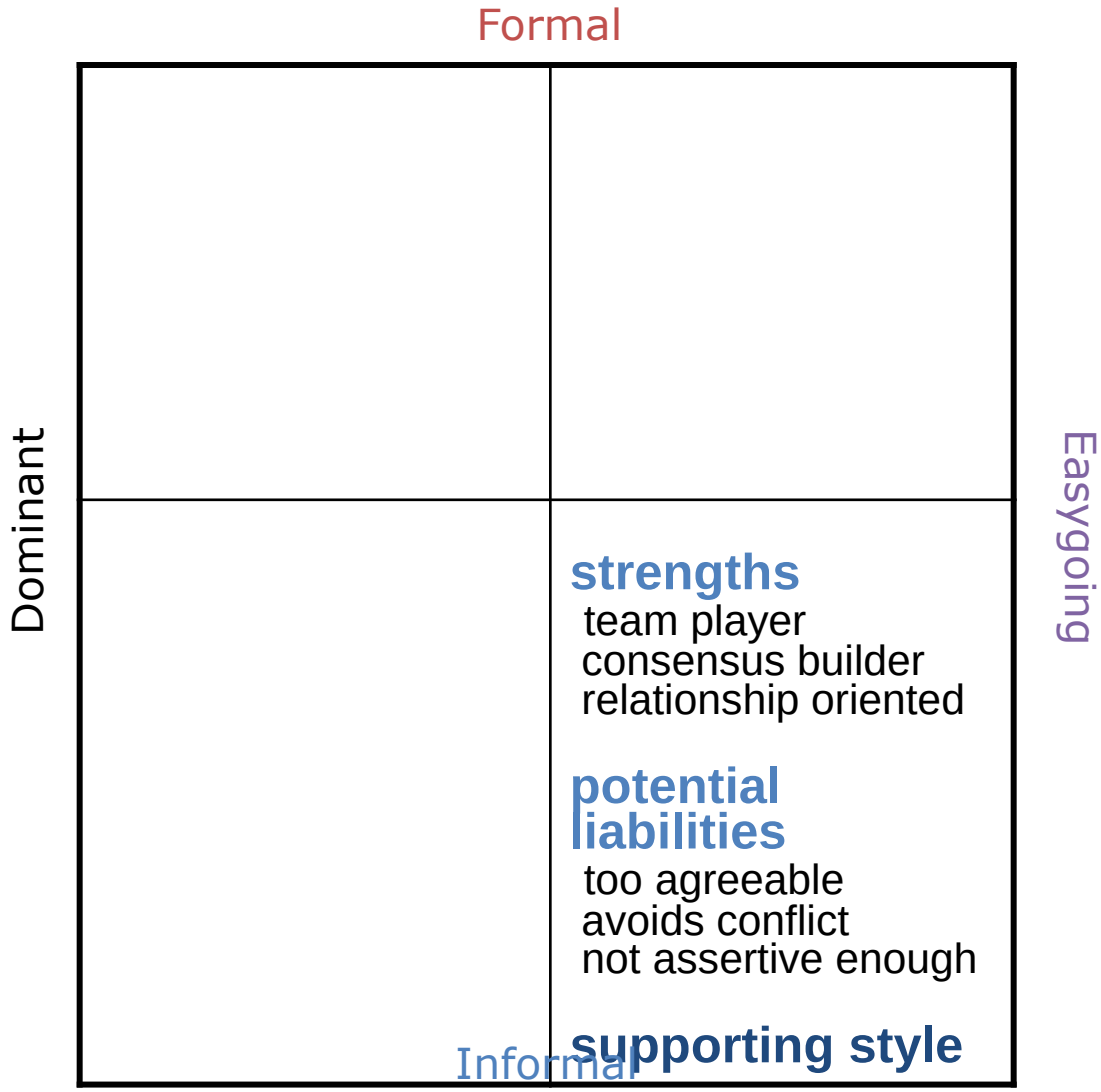
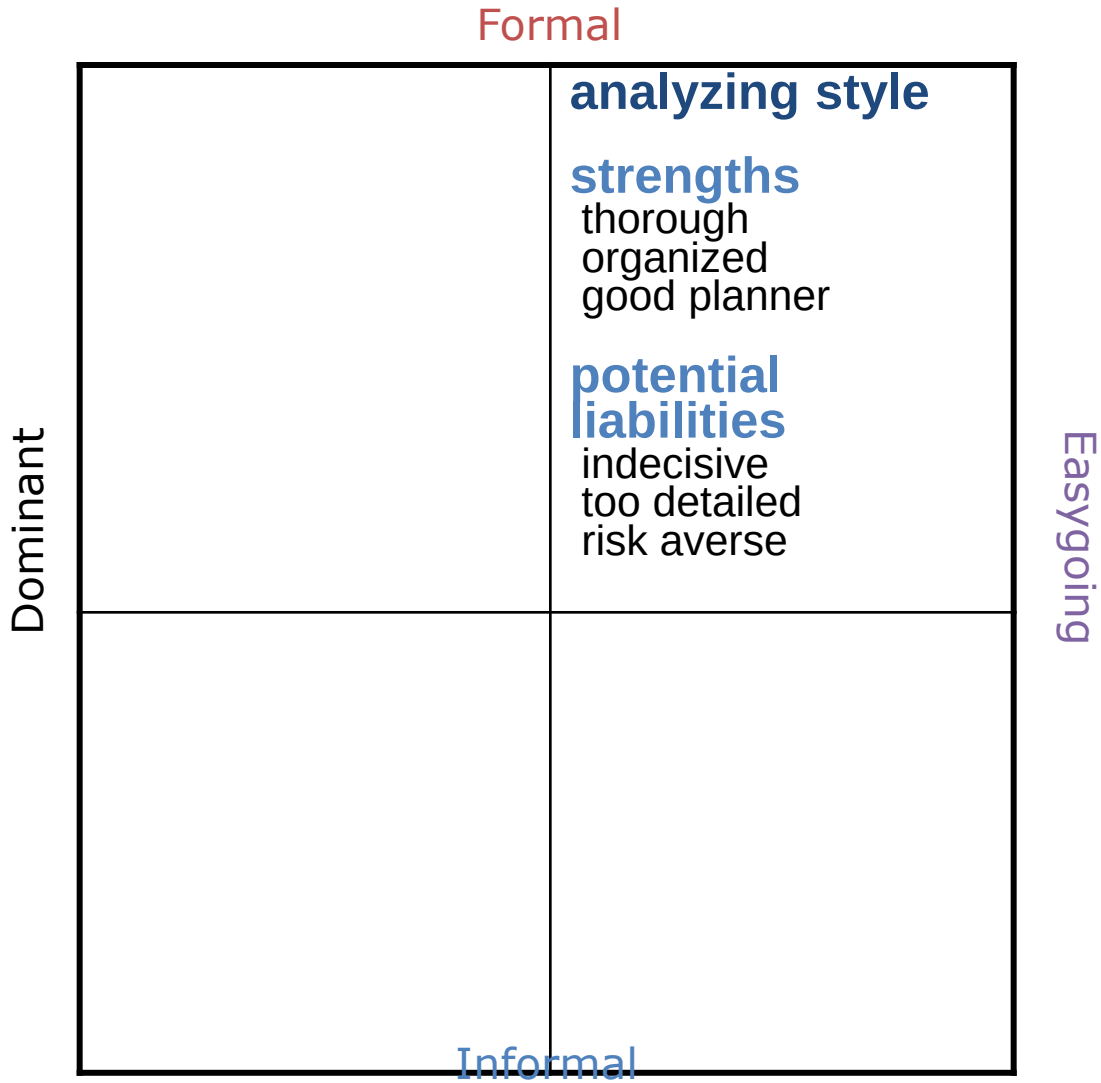
Typical Characteristics



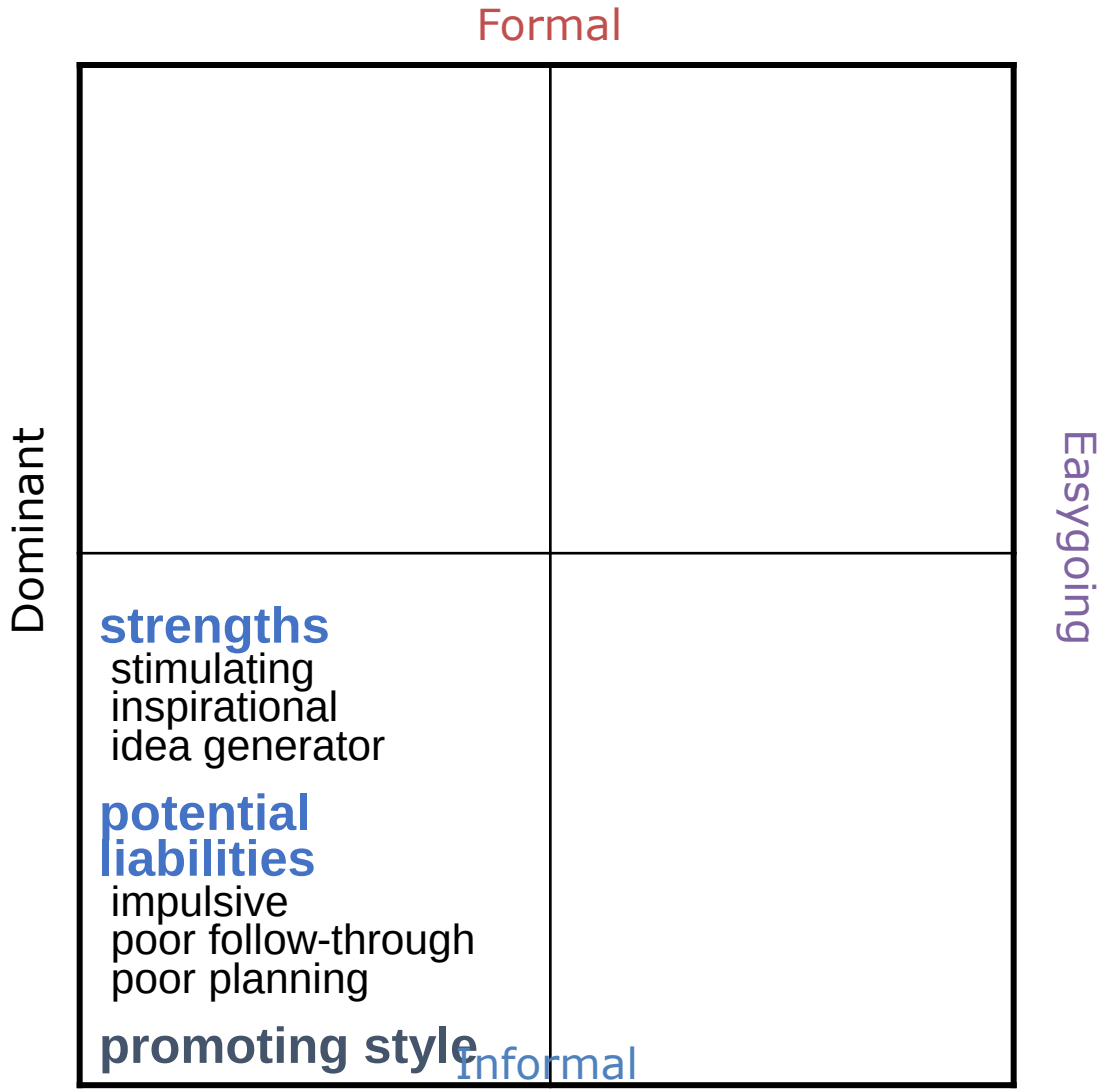
Typical Characteristics



Typical Characteristics



Typical Characteristics



Typical Characteristics

All styles get results!

Formal

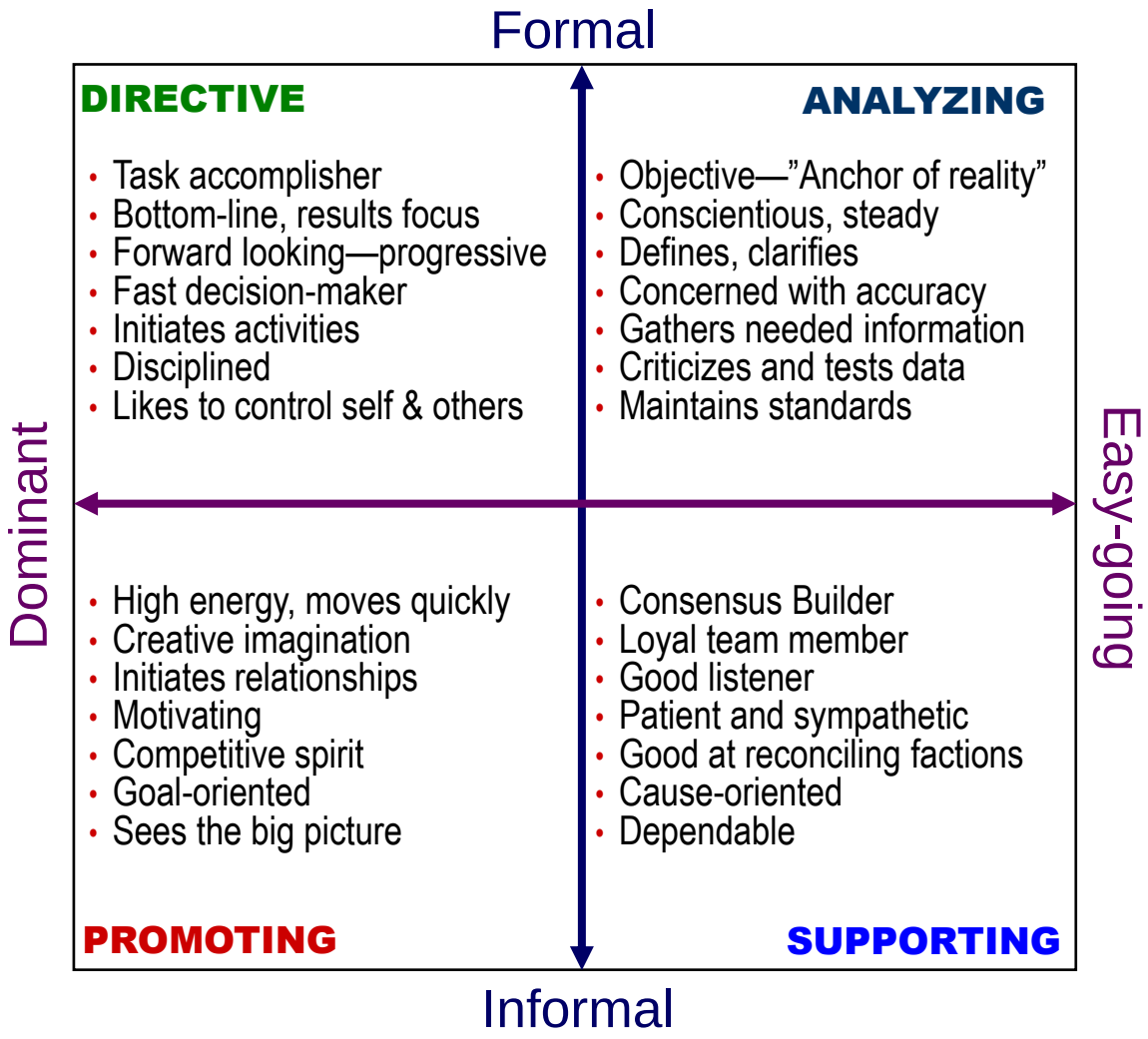
Dominant

Easygoing

Informal

directive style **strengths** takes charge decisive bottom-line focused **potential liabilities** impatient insensitive autocratic	**analyzing style** **strengths** thorough organized good planner **potential liabilities** indecisive too detailed risk averse
strengths stimulating inspirational idea generator **potential liabilities** impulsive poor follow-through poor planning **promoting style**	**strengths** team player consensus builder relationship oriented **potential liabilities** too agreeable avoids conflict not assertive enough **supporting style**

Value to the Team



Working with Different Styles

Directing	Analyzing
Focus on Results •Get to the point, be specific •Keep conversations focused on end results •Speak and act efficiently •Provide options for them to choose •Provide overview, but have details available if needed •Be decisive and self confident	**Focus on Data and Facts** •Avoid surprises •Be patient, cover each item thoroughly •Be organized and logical; avoid hype •Give them time to get comfortable with the situation •Ask for their help in finding the facts •Minimize risks
Focus on Excitement •Allow time for exploring mutually exciting possibilities •Give them a space to talk and verbally process •Avoid arguing; if you disagree, look for alternative solutions •Make your presentation stimulating and exciting •Be open to their new ideas	**Focus on Relationships** •Show sincere interest in them and their feelings •Be cooperative rather than pushy •Be patient; draw out their ideas and concerns •Gently explore areas of disagreement; avoid open conflict •Be encouraging; build their confidence in themselves •Spend time on the relationship before jumping to the task
Promoting	**Supporting**

Questions for Discussion

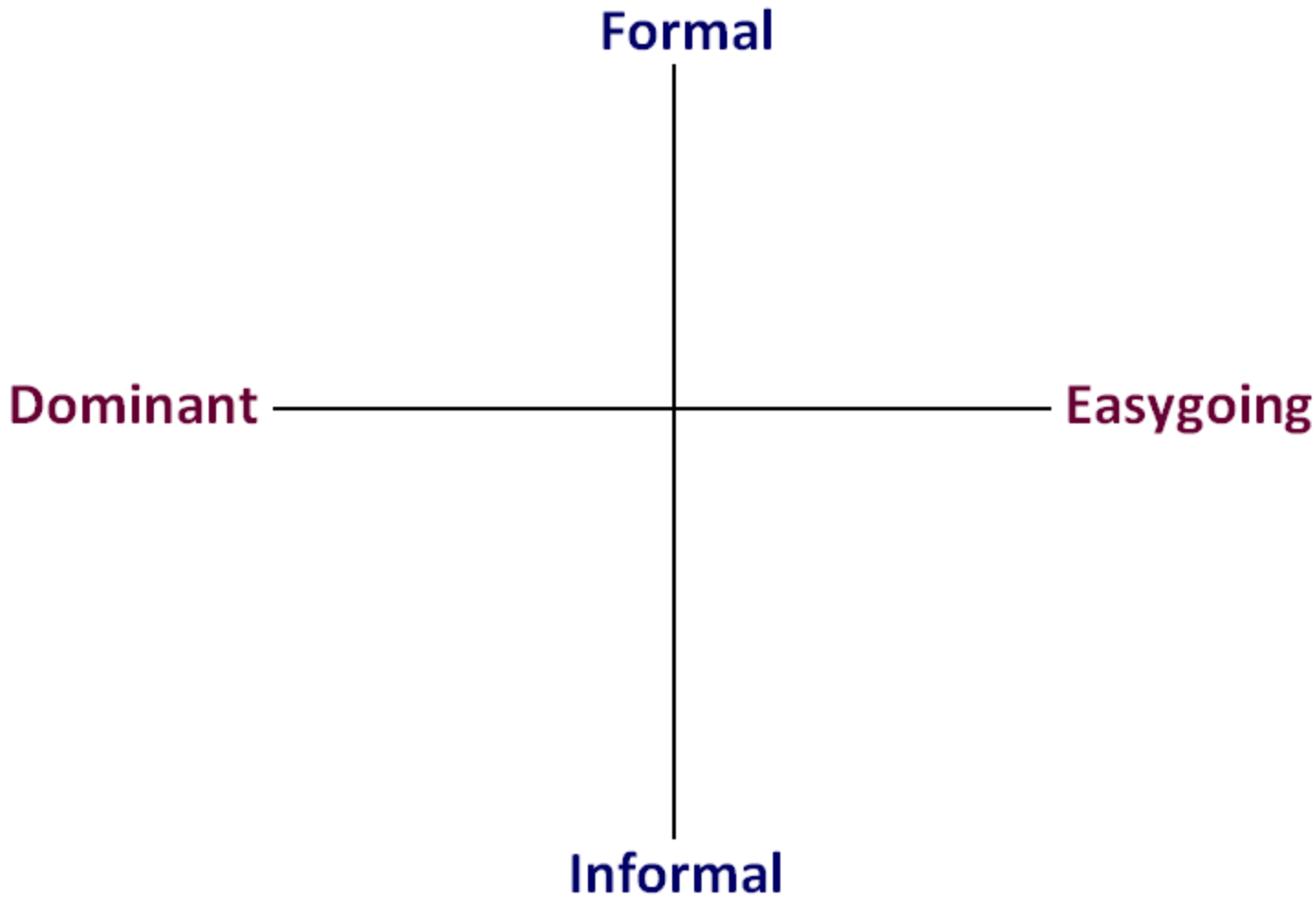
What strengths of your style do you most display or value?

What liabilities within your style do you demonstrate most?

Which style do you want to become more effective with? What can you do?

Share a situation at work in which you needed to adjust your style in order to be more effective. What was the outcome?

Train the Trainer Segment: Behavioral Styles Team Experience Best Practices


Formal
Dominant
Easygoing
Informal

Jamie Welsh

Senior Consultant

Organizational Development

Break

10:35 AM – 10:40 AM

5:00

PFK Updates

Dr. Mary DiOrio
Medical Director, Partners For Kids

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Partners For Kids Region Name Change

- **Central** Region (formerly Southeast/South Central Region
- **West** Region (formerly West Central Region)

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New PFK Medical Staff Team Members

Welcome Dr. Suzie Nelson, MD

- PFK Associate Medical Director
- Providing leadership to the Partners For Kids' work in behavioral health
- To contact Dr. Nelson, email NelsonS1@childrensdayton.org

Welcome Jody Wall, PA-C

- PFK Constipation Management Educator
- Providing education for constipation management in primary care practices
- To contact Jody, email Jody.Wall@nationwidechildrens.org

New PFK Medical Staff Team Members

Welcome Dr. Greg Stewart, MD

- PFK Associate Medical Director
- Will focus on advanced healthcare utilization and ED utilization
- To contact Dr. Stewart, email Gregory.Stewart@nationwidechildrens.org

Welcome Dr. Beau Meyer, DDS

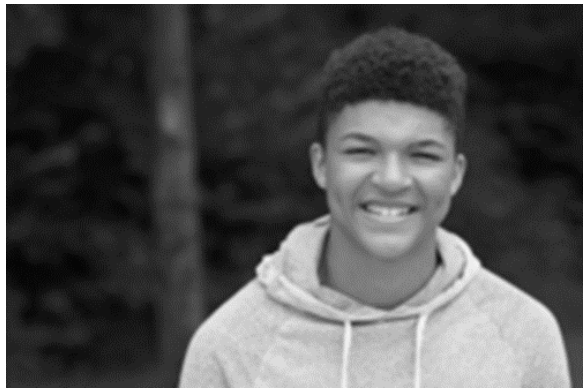
- PFK Associate Medical Director/Dental Director
- Will focus on oral health disparities and medical/dental collaboration and integration
- To contact Dr. Meyer, email Beau.Meyer@nationwidechildrens.org

Game Show: Getting Excited About Data and QI

Session Objectives

- Understand key components of building a **key driver diagram**
- Align **practice resources** for quality improvement project
- Identify **best practices** for visit compliance
- Learn how to utilize **PFK Provider Portal** to access patient lists and helpful quality information

What Quality Improvement IS:



Achieving best patient outcomes

Creating problem-solvers

A journey

Quality Improvement in Primary Care Practices and Behavioral Health Organizations

Why focus on QI?

What are the **benefits** of focusing on QI in your practice or organization?

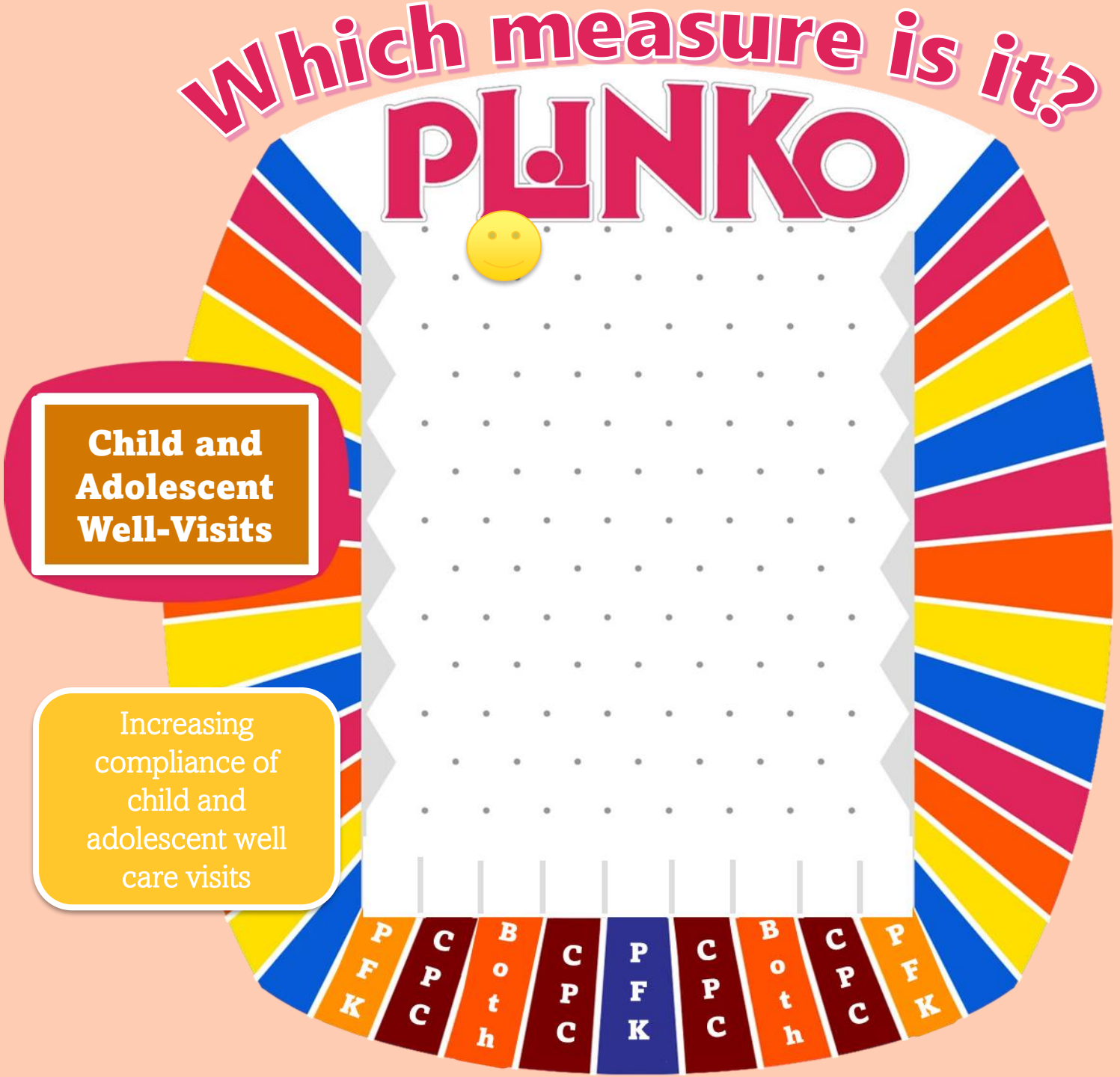
Which measure is it?

PLINKO

Child and Adolescent Well-Visits

Increasing compliance of child and adolescent well care visits

Which measure is it?



Which measure is it?

PLINKO

Preventive Care and Screening for Tobacco Use

Increasing tobacco use screening and receiving cessation interventions for adolescents

Which measure is it?

Which measure is it?

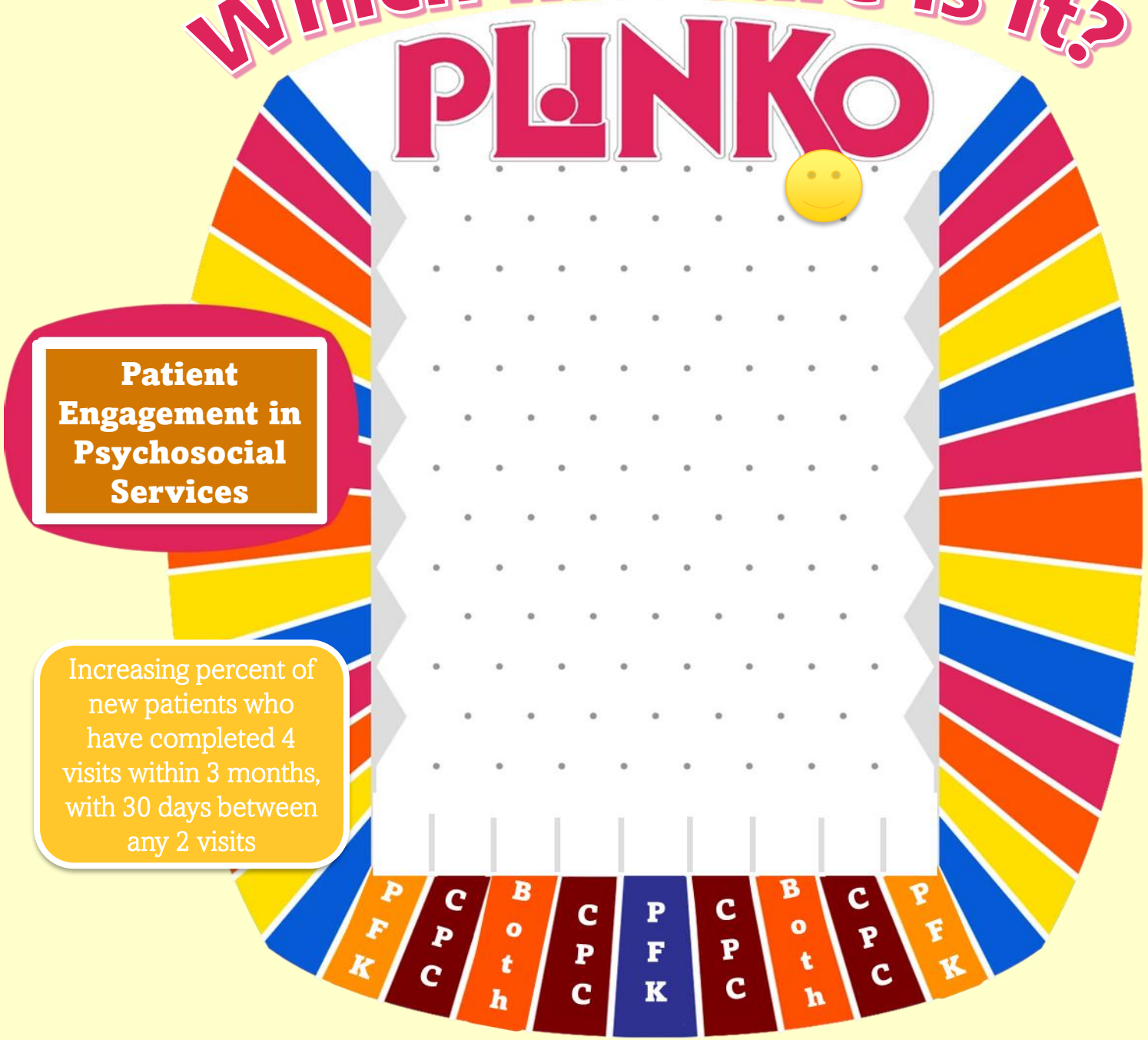
PLINKO

Patient Engagement in Psychosocial Services

Increasing percent of new patients who have completed 4 visits within 3 months, with 30 days between any 2 visits

PFK | CPC | Both | CPC | PFK | CPC | Both | CPC | PFK

Which measure is it?



Which measure is it?

PLINKO

Lead Screening

One lead screening test completed before 2nd birthday

Which measure is it?

Which measure is it?

PLINKO

Fluoride Varnish

Increasing compliance of fluoride varnish application for children up to 6 years of age

PFK CPC Both CPC PFK CPC Both CPC PFK

Which measure is it?

Goal of QI is to Improve Patient Outcomes

- Align with metrics tied to financial incentives
- Practices/organizations can receive double benefit
- Helps to optimize limited resources

Project Title:

Project Leader:

Creation/Revision Date:

What is a Key Driver Diagram?

A **Key Driver Diagram**:

- Shows the team's theory of how to achieve a project's expected results
- Uses Institute for Healthcare Improvement Model for Improvement framework
- Has 3 main components: The **Aim**, **Key Drivers**, and **Interventions**

Aim

Increase/decrease what, in which group or population, from what to what, by when and for how long

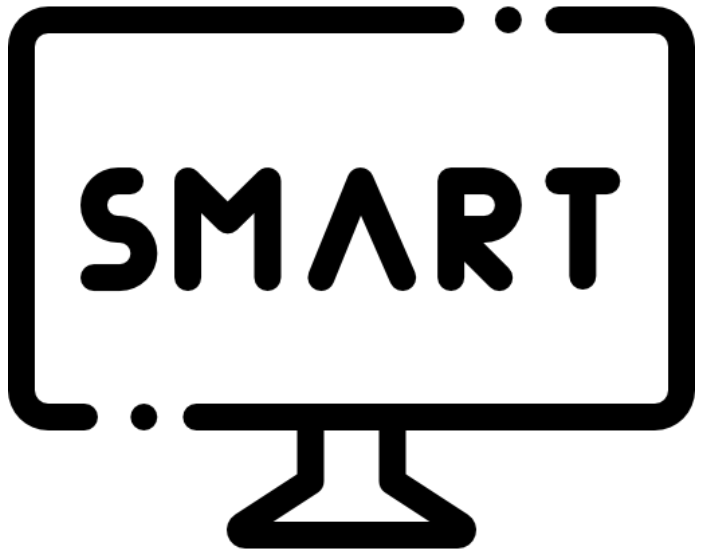
Overall Strategic Goal

The **Aim:**

- Is a specific, measurable statement of the results expected from an improvement effort
- Helps us answer the questions, "What are we trying to accomplish?" and "How will we know that a change is an improvement?"
- Relates to a broad **Strategic Goal**

What is an Aim Statement?

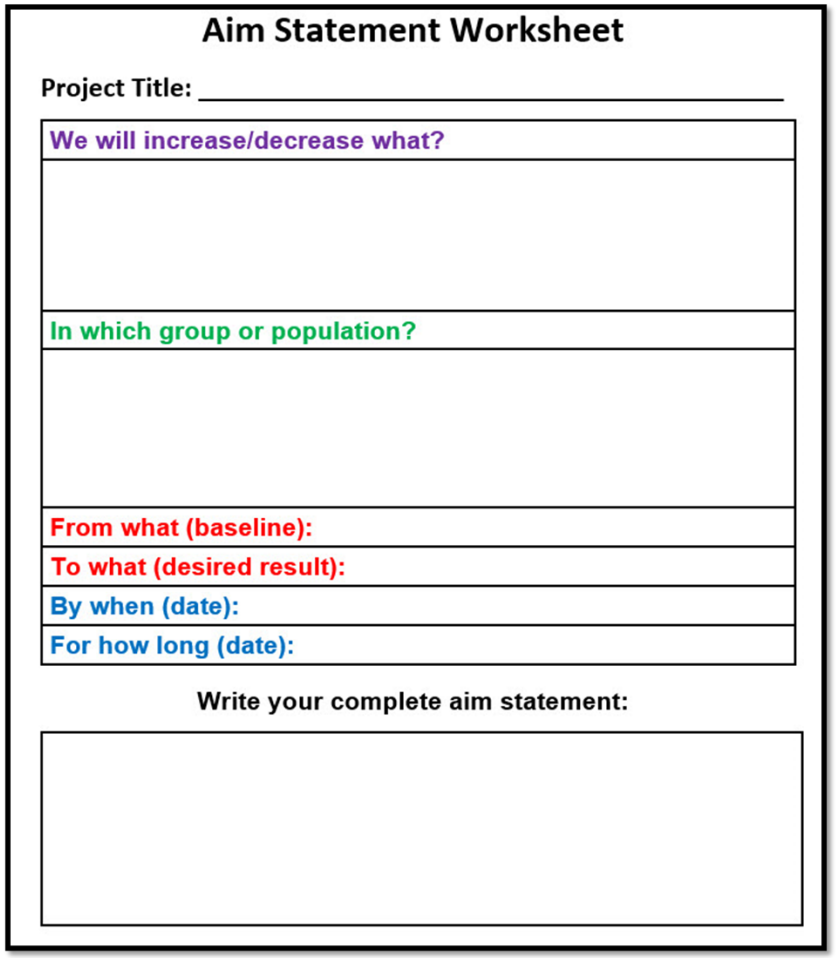
- An aim is a **concise**, **measurable** description of results expected from the improvement effort
- An aim statement should be SMART
  - **S**pecific
  - **M**easurable
  - **A**ttainable / **A**ctionable
  - **R**ealistic
  - **T**ime-bound



Elements of a Good Aim Statement

To ensure the aim statement is **SMART**, the components are color coded:

1. What will the project increase or decrease?
2. Who is the group or population that will be affected?
3. Baseline status (from what) and desired result (to what)
4. Time frame (by when and sustain for how long)



Aim Statement Worksheet

Project Title: _____

We will increase/decrease what?
In which group or population?
From what (baseline):
To what (desired result):
By when (date):
For how long (date):

Write your complete aim statement:

Quality Improvement in Primary Care Practices and Behavioral Health Organizations

Why focus on QI?

What are the **barriers** to working on QI projects in your organization or practice?

Project Title:

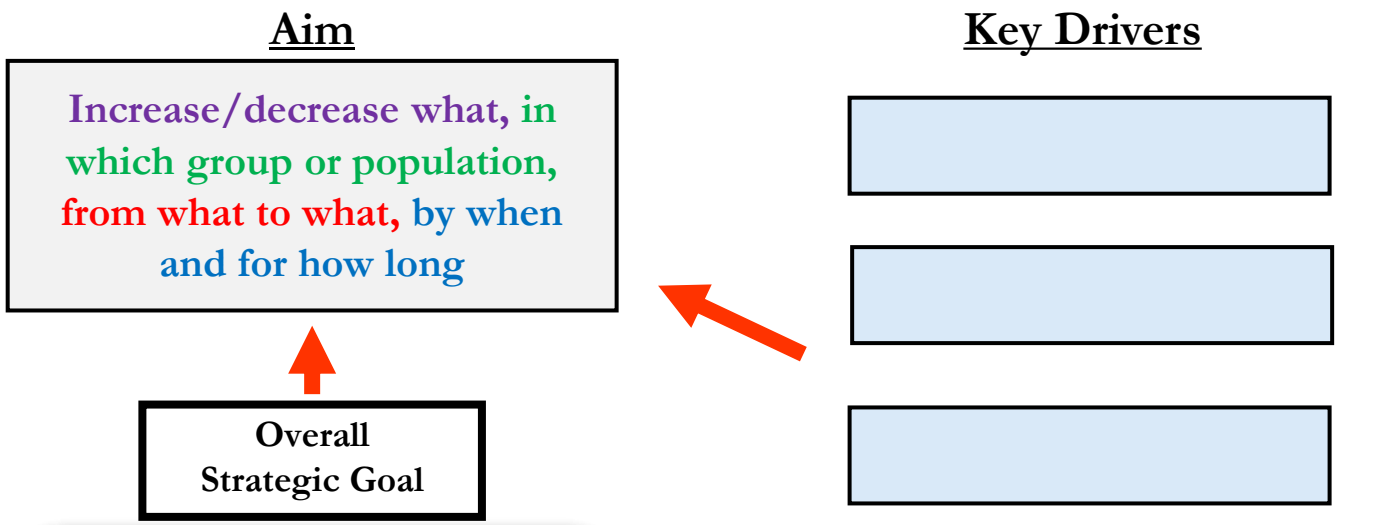
Project Leader:

Creation/Revision Date:

What is a Key Driver Diagram?

A **Key Driver Diagram**:

- Shows the team's theory of how to achieve a project's expected results
- Uses Institute for Healthcare Improvement Model for Improvement framework
- Has 3 main components: The **Aim**, **Key Drivers**, and **Interventions**



The **Aim:**

- Is a specific, measurable statement of the results expected from an improvement effort
- Helps us answer the questions, "What are we trying to accomplish?" and "How will we know that a change is an improvement?"
- Relates to a broad **Strategic Goal**

Key Drivers:

- Are significant causes, or essential needs, that influence the Aim
- Are stated as short, positive phrases expressed as nouns

What are Key Drivers?

- A group of causes or factors that **influence the aim** and help the team focus on specific interventions or changes
- We might ask:

What is preventing us from achieving our aim?

What are the main influences which contribute *directly* to the aim?

Focus on Drivers First

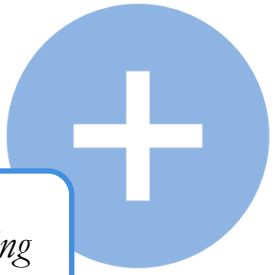
Avoid common tendency to start thinking of interventions

Drivers are **nouns** or noun phrases

(people, places, things)

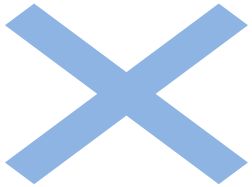
Reword into (short) positive phrasing

Cannot start to find solutions until you know cause(s)



If lack of something led to failure, state as critical need

Risks in Not Identifying Key Drivers First



Make or accept invalid assumptions

Fail to learn effectively from tests

Waste time testing change not relevant to Aim

QI FEUD

Name a "Best Practice" for improving visit compliance

1	5
2	6
3	7
4	8

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Move On to KDD

Educate patient and family on visit importance

PRACTICE LOGO HERE

DATE

To the Parent or Guardian of {Patient},

PRACTICE NAME is committed to your child's health and well-being. Our records indicate that {Patient} is due for an asthma follow-up visit. Asthma follow-up visits are recommended, at least every 6 months, for patients who have asthma or are prescribed an albuterol inhaler for shortness of breath, wheezing, or cough. Asthma follow-ups allow us to review your child's level of asthma control, asthma action plan, triggers, and medications.

Please call our office at XXX-XXX-XXXX within the next 2 weeks to schedule an asthma follow-up visit.

Ask your provider about sending prescriptions to PHARMACY NAME: INFO ABOUT PHARMACY

We hope to see you soon!

To schedule an appointment, please contact our office:

OFFICE PHONE NUMBER/OFFICE ADDRESS/OFFICE HOURS

- Provide patient with well care education during sick visits
- Utilize social media to educate patients and families
- PFK outreach: well visit posters, letters, tear-off pads, postcards

Opt-out scripting

Instead of saying:

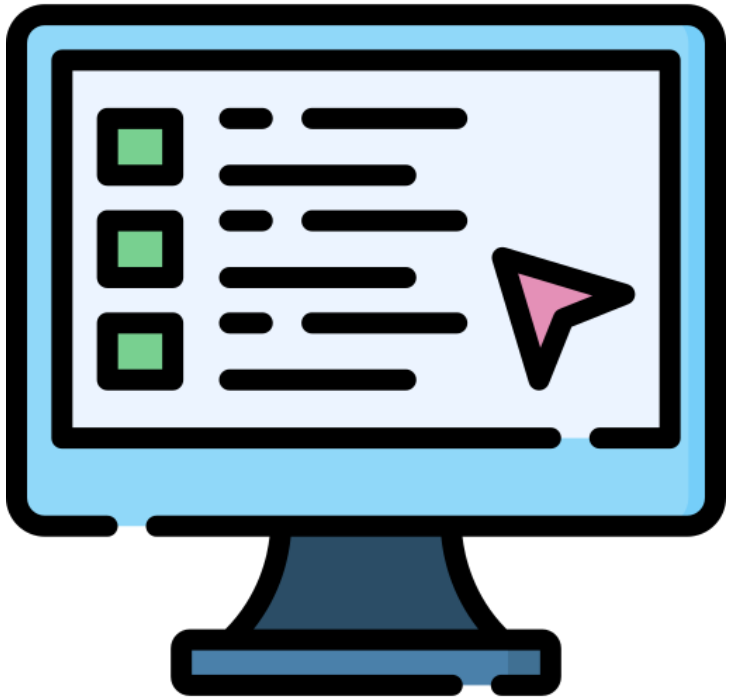
"Can we get you scheduled?"

"We have you scheduled for July 5th for your next visit, will this work for you?"

Appointment reminders

- Postcards
- Text reminders
- Portal outreach messages
- Phone calls

EMR flag for appointment due

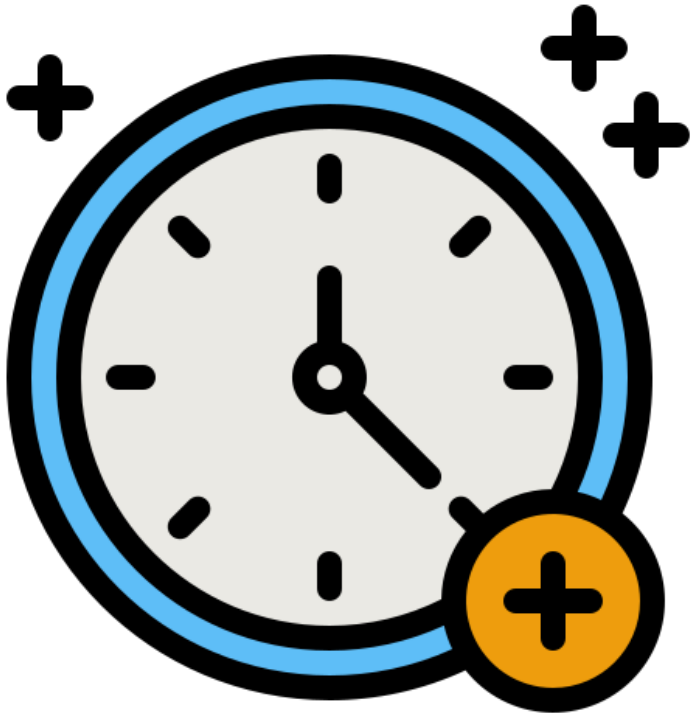


- Leverage technology to identify patients who are due or overdue for well care
- Use chart alerts to identify patients at point of care who are due for preventive services
- Create EMR flags for patients due for certain immunizations

Schedule next visit at check-in/check-out

- Create a sign to encourage patients and families to stop at front desk before leaving
- Add step in process to have clinical staff walk patients and families to front desk before they leave
- Have registration schedule next visit when patient arrives

Expanded hours

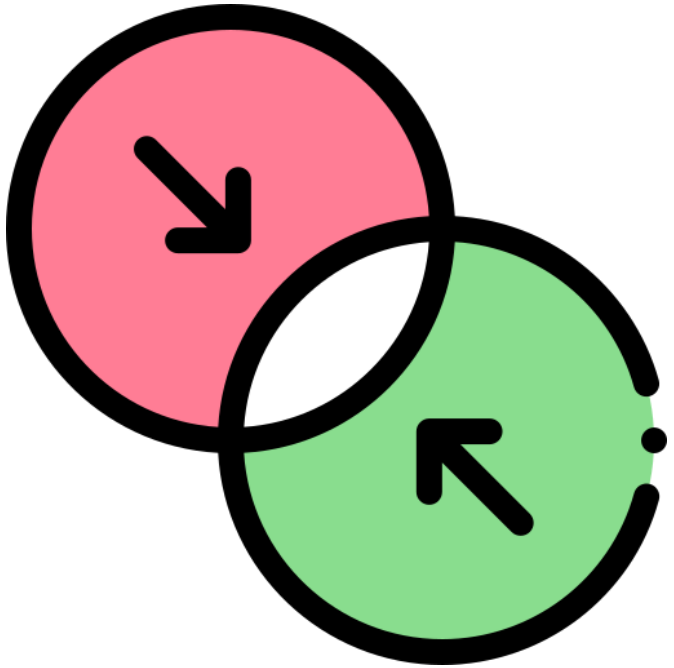


- Add a late clinic or walk in hours
- Open an hour earlier 2 days during the week
- Not closing during lunch 2 days a week

Follow up on no-shows

- Call patients to reschedule day of no show
- Pull report that identifies no shows and create process to follow up with them
- Send text reminders to patients after a missed appointment

Modify or combine visit types



- Develop process for converting sick visits to well visits during triage
- Incorporate well care into chronic care visits, including ADHD or other behavioral health follow-up visits and asthma visits
- Perform well care at the time of sports clearance

Project Title:

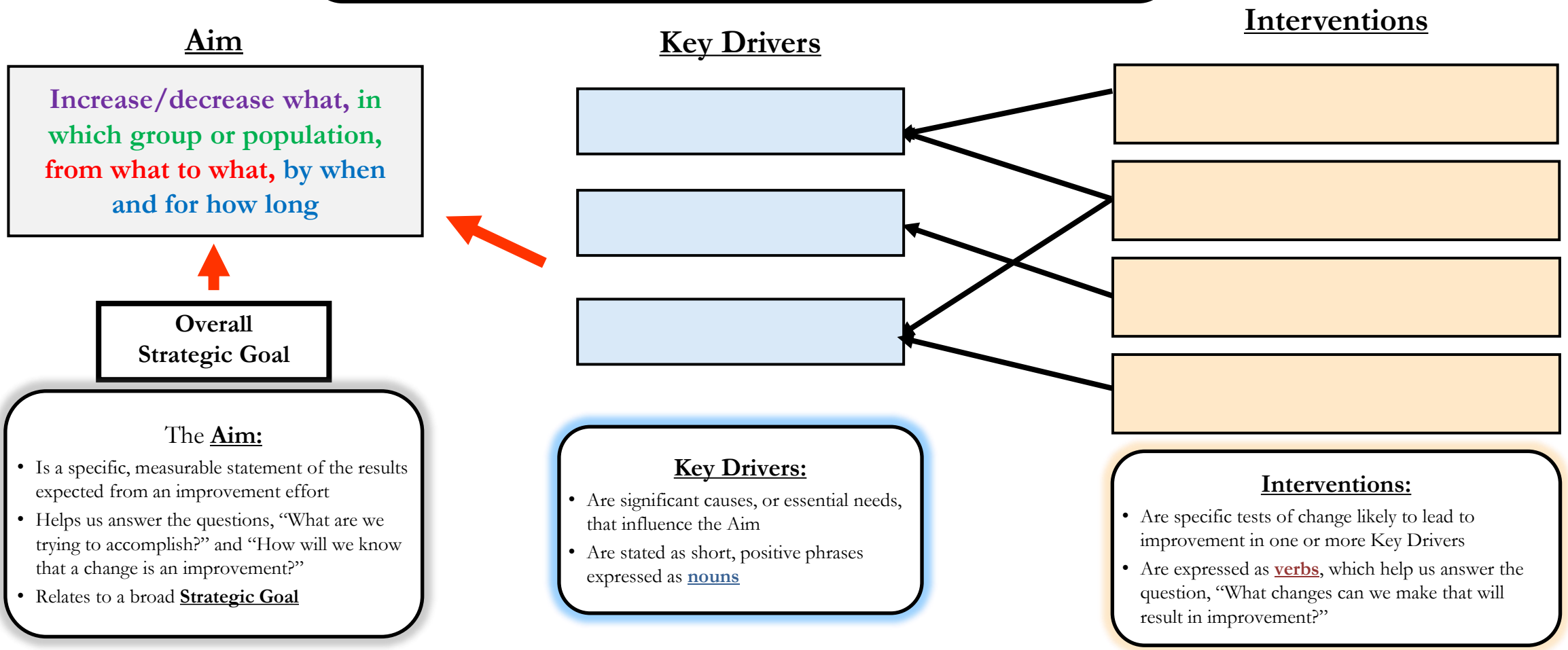
Project Leader:

Creation/Revision Date:

What is a Key Driver Diagram?

A **Key Driver Diagram**:

- Shows the team's theory of how to achieve a project's expected results
- Uses Institute for Healthcare Improvement Model for Improvement framework
- Has 3 main components: The **Aim**, **Key Drivers**, and **Interventions**



The **Aim:**

- Is a specific, measurable statement of the results expected from an improvement effort
- Helps us answer the questions, "What are we trying to accomplish?" and "How will we know that a change is an improvement?"
- Relates to a broad **Strategic Goal**

Key Drivers:

- Are significant causes, or essential needs, that influence the Aim
- Are stated as short, positive phrases expressed as nouns

Interventions:

- Are specific tests of change likely to lead to improvement in one or more Key Drivers
- Are expressed as verbs, which help us answer the question, "What changes can we make that will result in improvement?"

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Interventions

An intervention is a specific test of change that will facilitate accomplishing the Key Driver(s)

Use relationship arrows to **show the connections** between the intervention and the driver(s)

A single intervention may **impact** several drivers

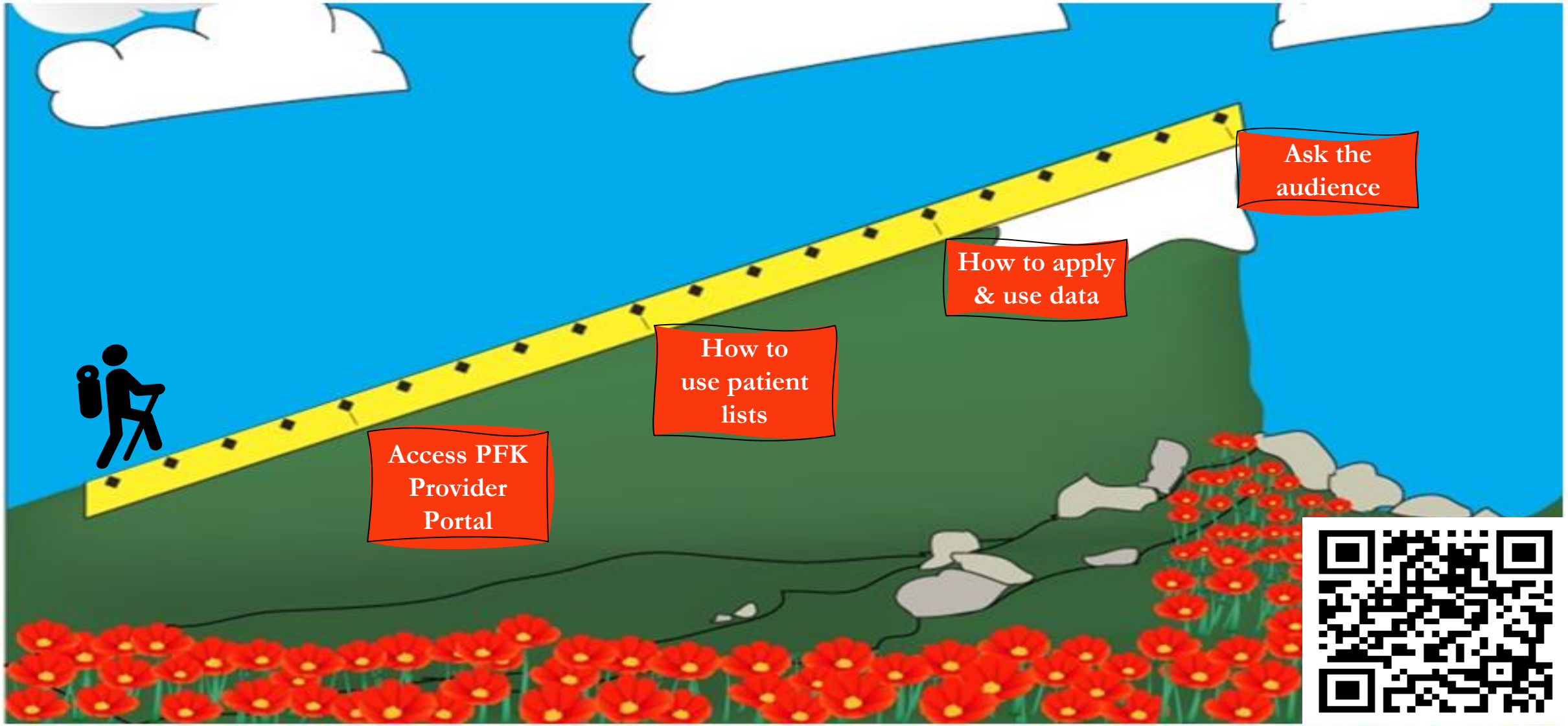
"Doing" phrases (verbs)

Often generated from **multidisciplinary** brainstorming *after* drivers identified

How to identify interventions?

- Change Concepts
- Best Practice
- Expert Consensus

Journey to the Top of the Quality Improvement Mountain



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Accessing PFK Provider Portal

To set up your PFK Provider Portal account you will need to:

- Let your PFK contact know!
- Receive email from PFK's system and "Accept invitation"

Step 1

- Follow steps to create password
- Verify your email

Step 2

- Set up authentication method – to ensure information is secure

Step 3

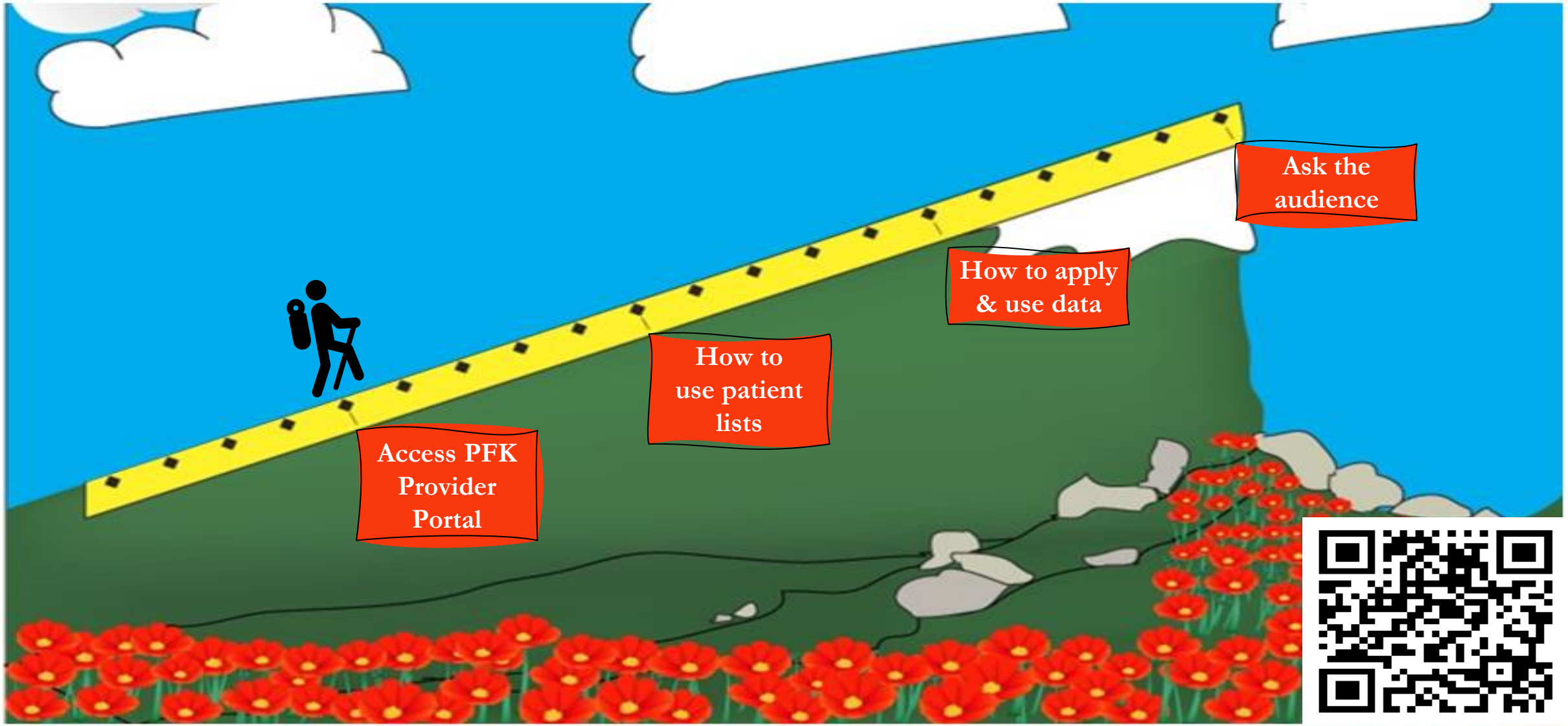
- Review and accept Technology Use Agreement

Step 4

- You're in!

Step 5

Journey to the Top of the Quality Improvement Mountain



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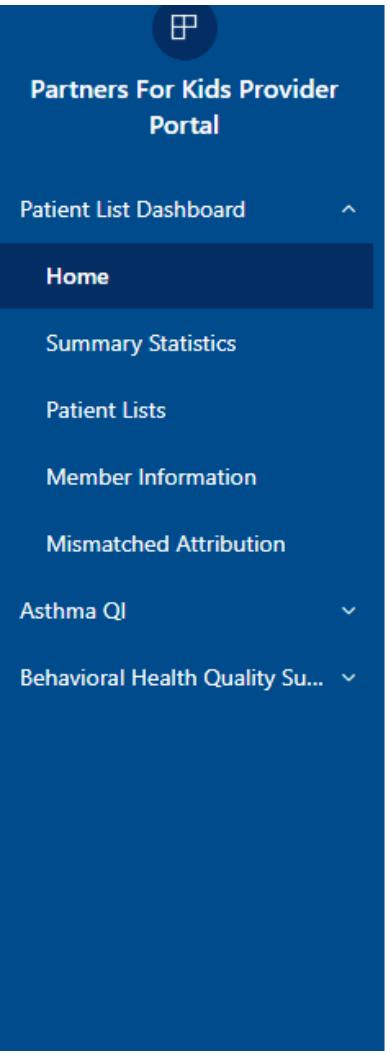
How To Use Patient Lists



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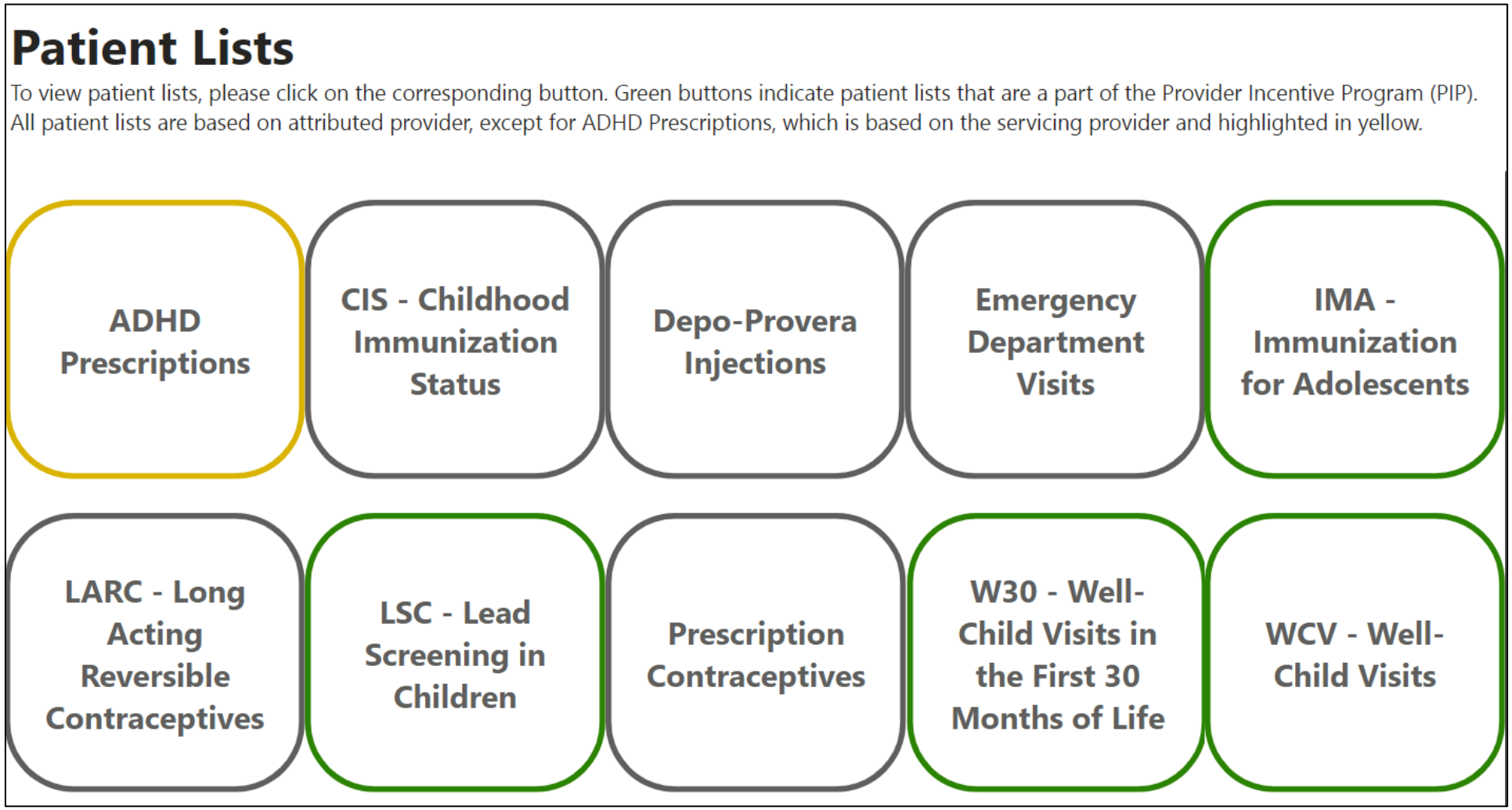
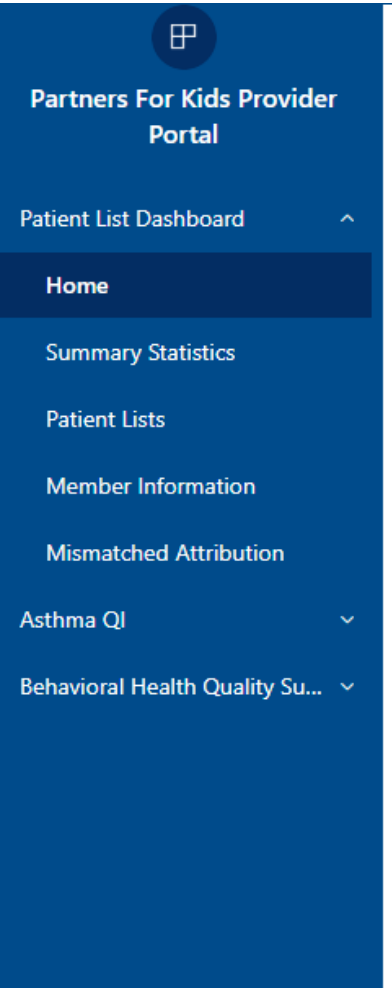
Provider Portal

How To Use Patient Lists



How To Use Patient Lists



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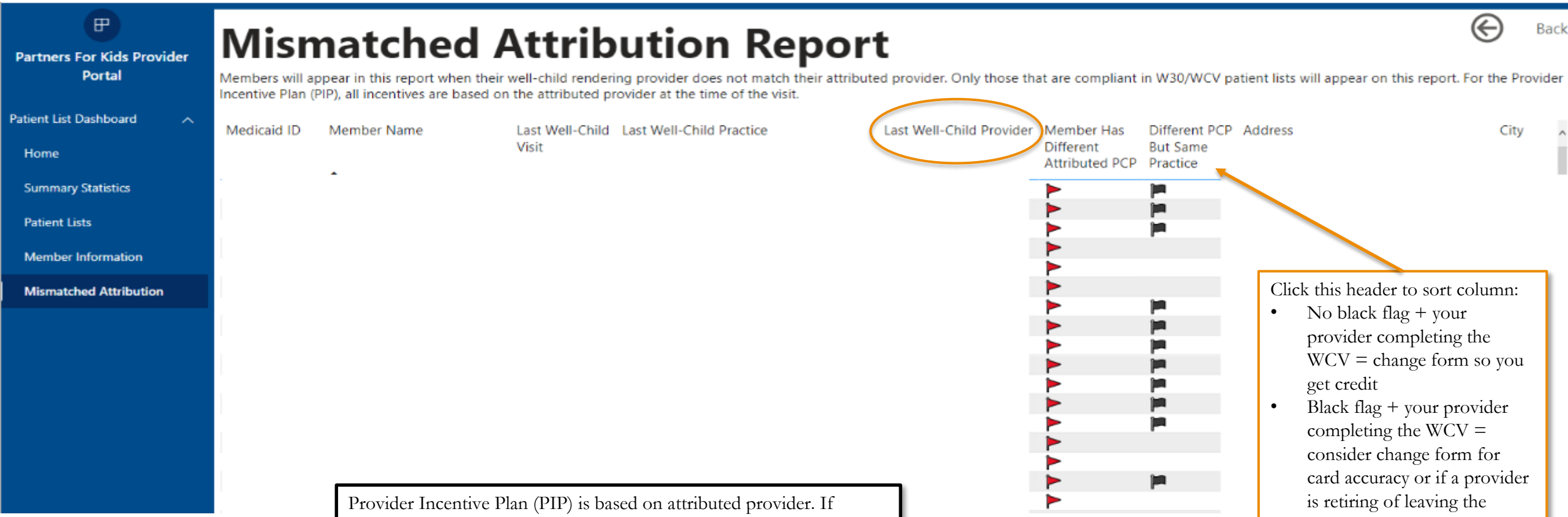
Provider Portal

Summary Statistics | Patient Lists | Member Information | Mismatched Attribution

How To Use Patient Lists

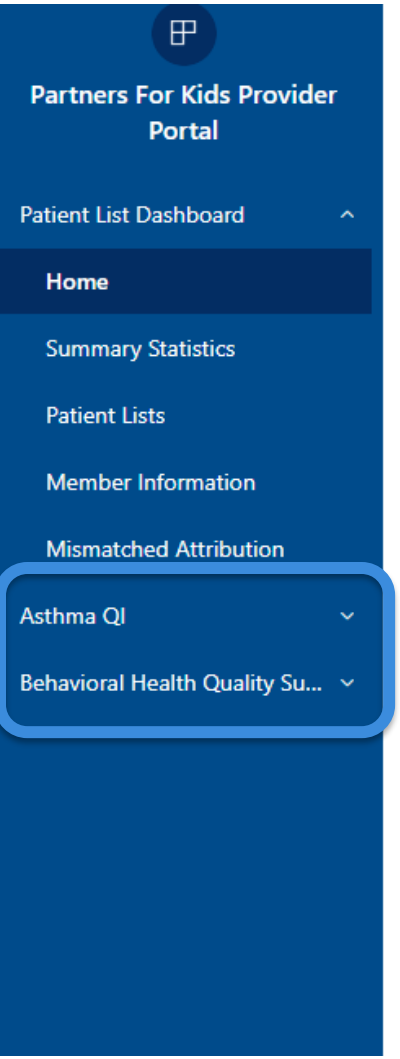


Provider Incentive Plan (PIP) is based on attributed provider. If patient is attributed to a PFK credentialed provider at your practice and has a completed quality measure (TBD) by ANY provider your practice will receive incentive pay

Click this header to sort column:

- No black flag + your provider completing the WCV = change form so you get credit
- Black flag + your provider completing the WCV = consider change form for card accuracy or if a provider is retiring of leaving the practice and patient is being converted to different provider

How To Use Patient Lists



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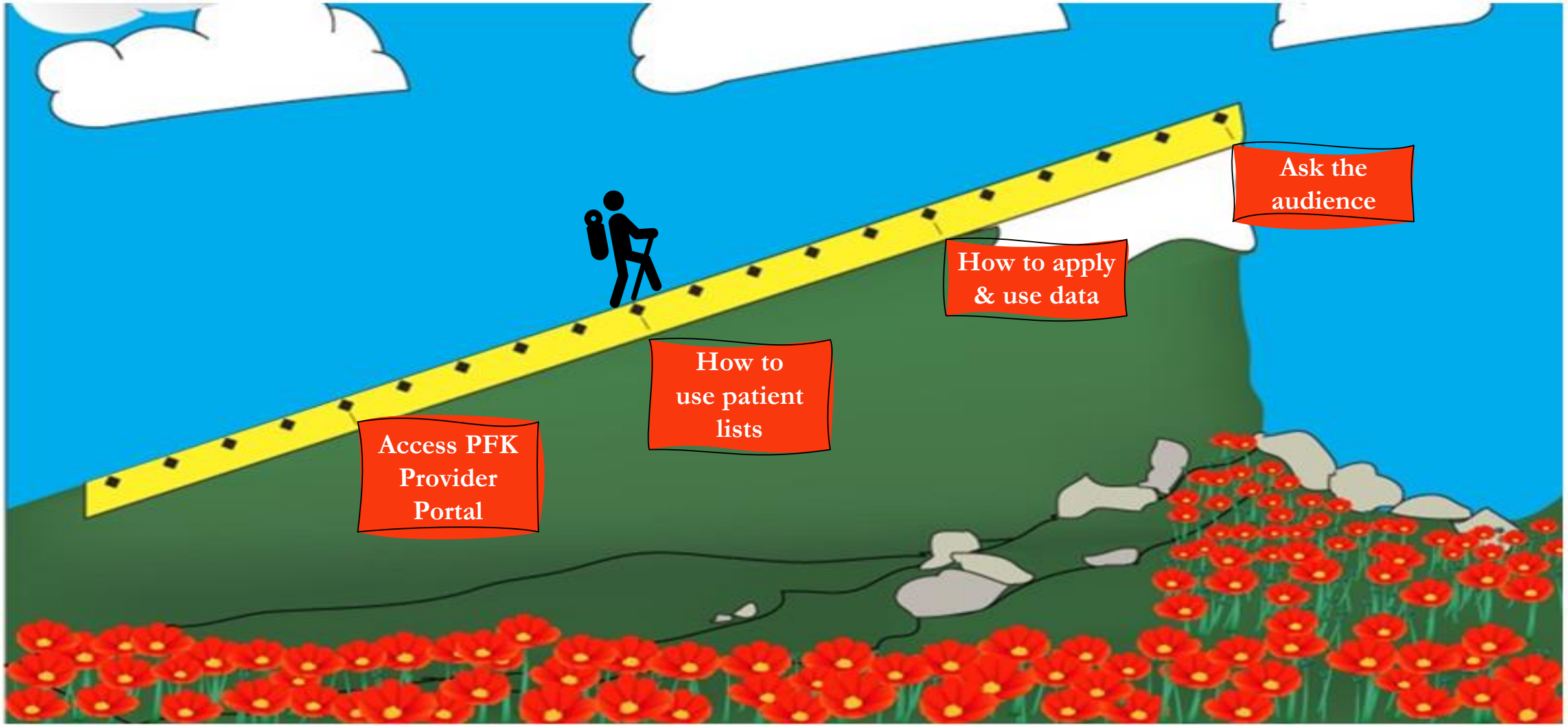
Provider Portal

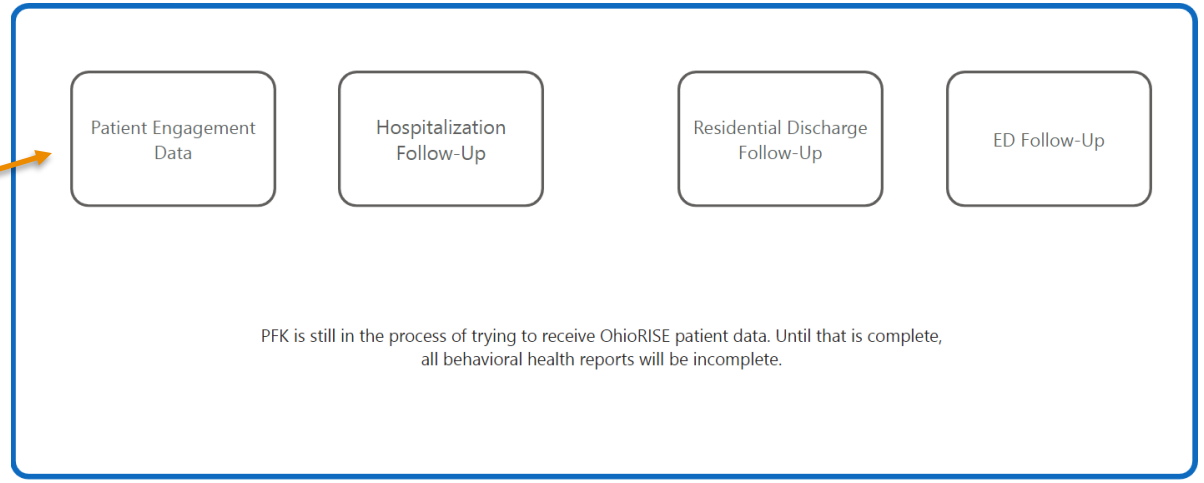
Summary Statistics | Patient Lists | Member Information | Mismatched Attribution

Journey to the Top of the Quality Improvement Mountain



How To Apply and Use Data

You can use the patient level data to identify those patients who may need to be seen to meet compliance of the measure.



Patient Level Engagement

Member Name	Medicaid ID	DOB	Organization	Onboard Start	Compliance Month	Visit Counts	Total Visits	Compliant
[redacted]	[redacted]		[redacted]	[redacted]		01, 00, 00	1	
					March 2020	05, 03, 00	8	✓
					October 2021	05, 04, 02	11	✓
						02, 00, 00	2	
					May 2020	17, 13, 09	39	✓
					June 2020	03, 02, 02	7	✓
					November 2021	06, 03, 03	12	✓
						11, 00, 00	11	
					December 2020	05, 06, 04	15	✓

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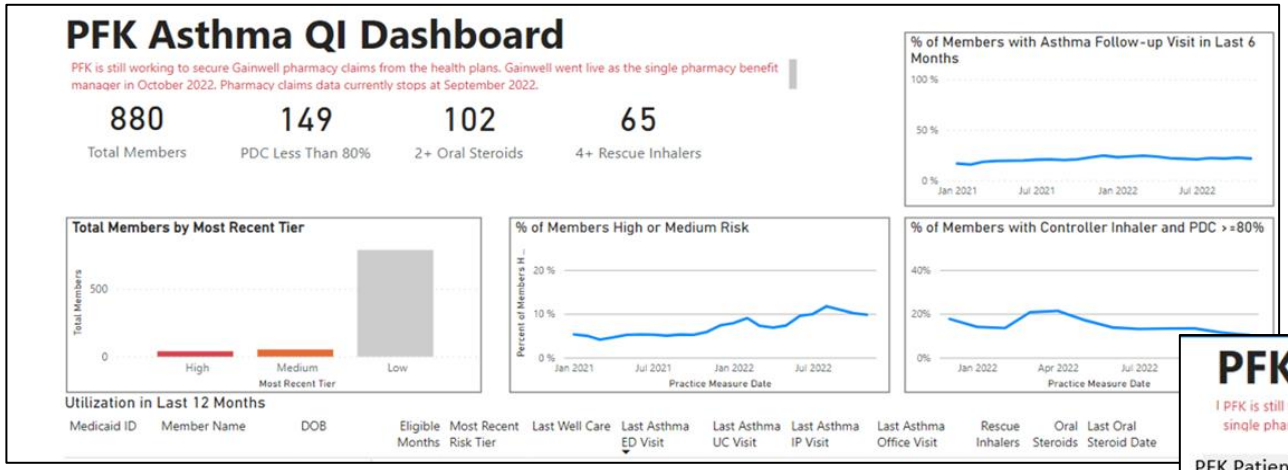
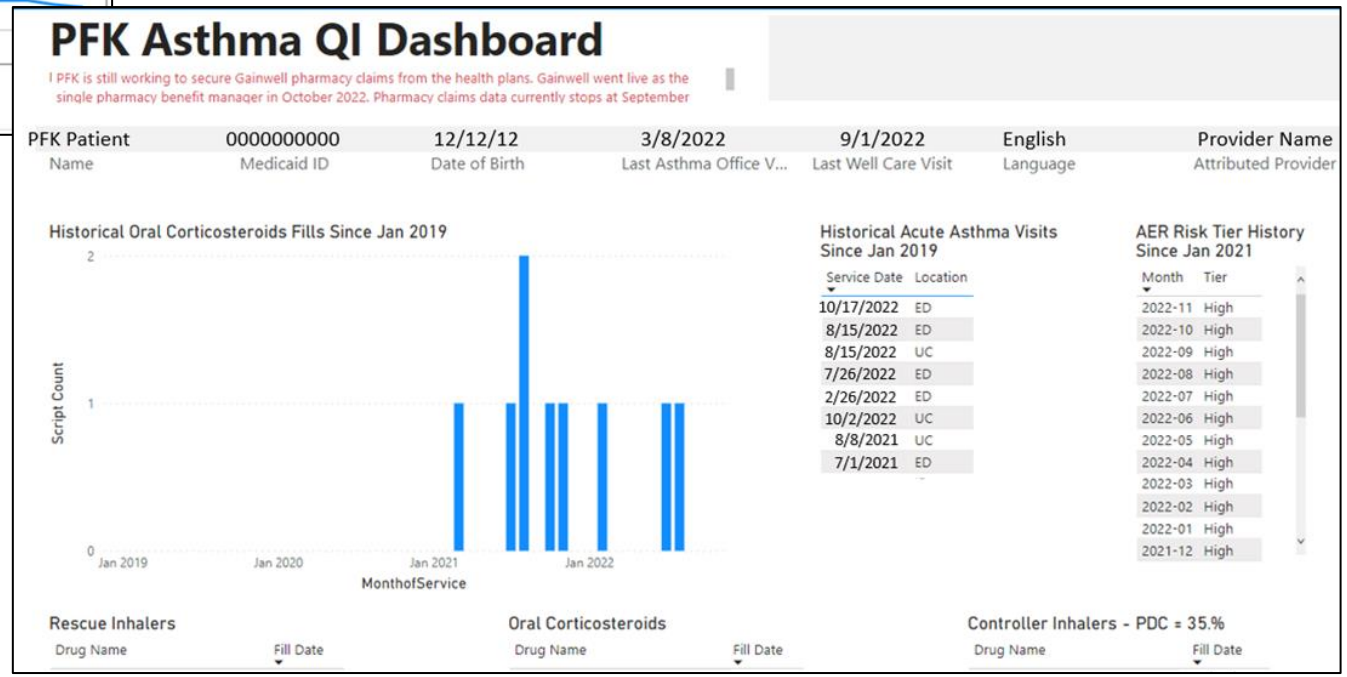
How To Apply and Use Data



Asthma QI Dashboard:

- Provider/practice level data
- See patients who are at the highest risk of having an asthma-related ED/IP in the next 12-months
- Asthma patients with a 6-month follow-up



Individual Patient Profiles:

- Last asthma office visit
- Last well care visit
- Historical acute asthma-related visits
- Asthma medication fill history

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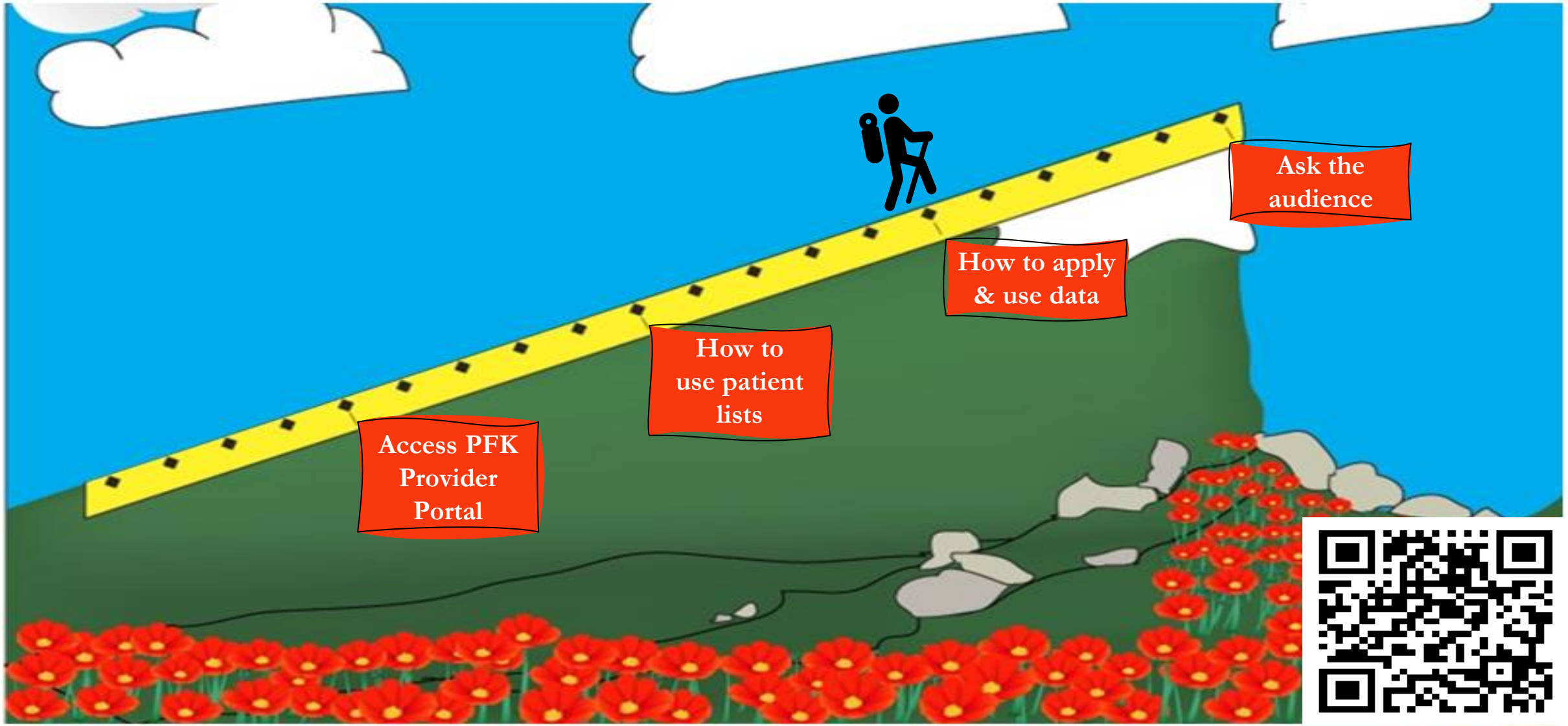
Journey to the Top of the Quality Improvement Mountain



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Questions?

Please type your questions into the chat box

For more information on PFK QI Coaching program, please email: PFKQICoaching@NationwideChildrens.org

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Leveraging Strengths of Your Teammates

BPI: Preventing and solving operational problems *together*

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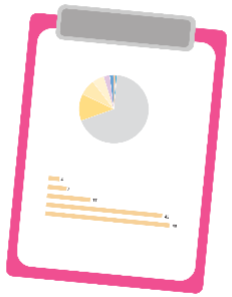
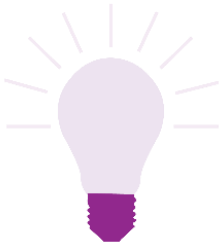
Hey!!
FAMILY
2022

Business Process Improvement Services



Project Facilitation



Training and Development

Consultations

Utilize Lean, Six Sigma, Institute of Healthcare Improvement & Change Management Tools

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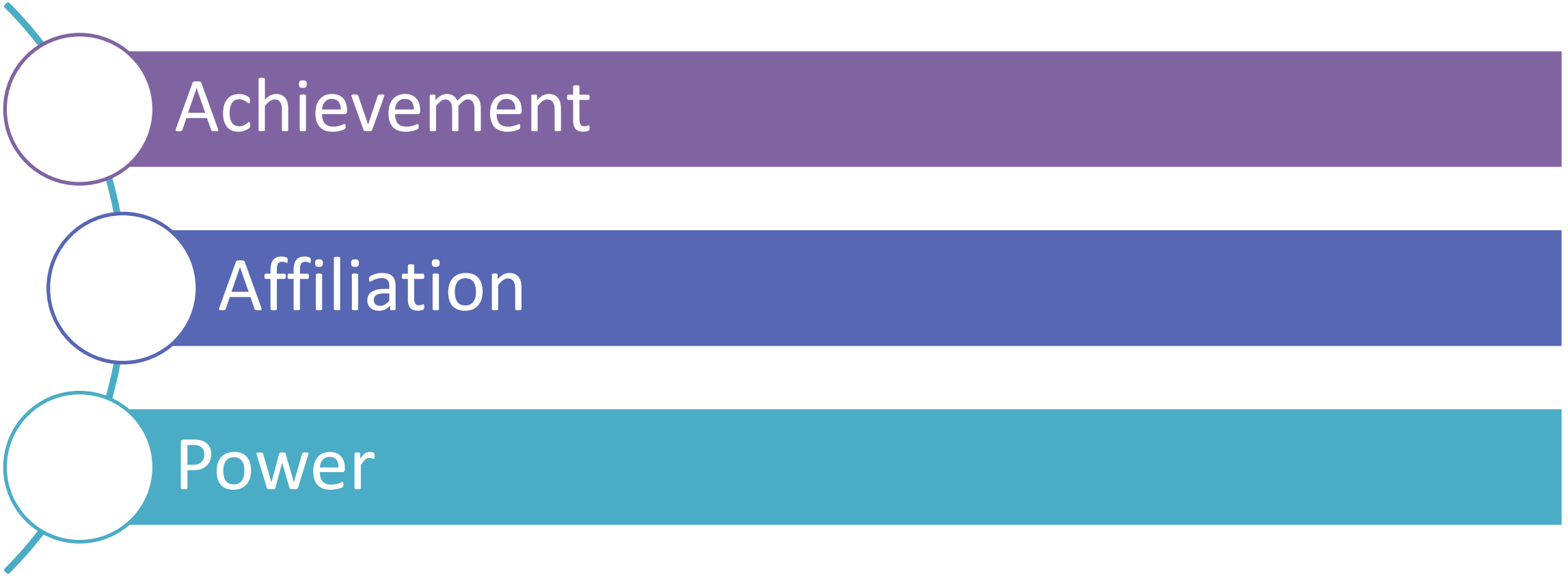
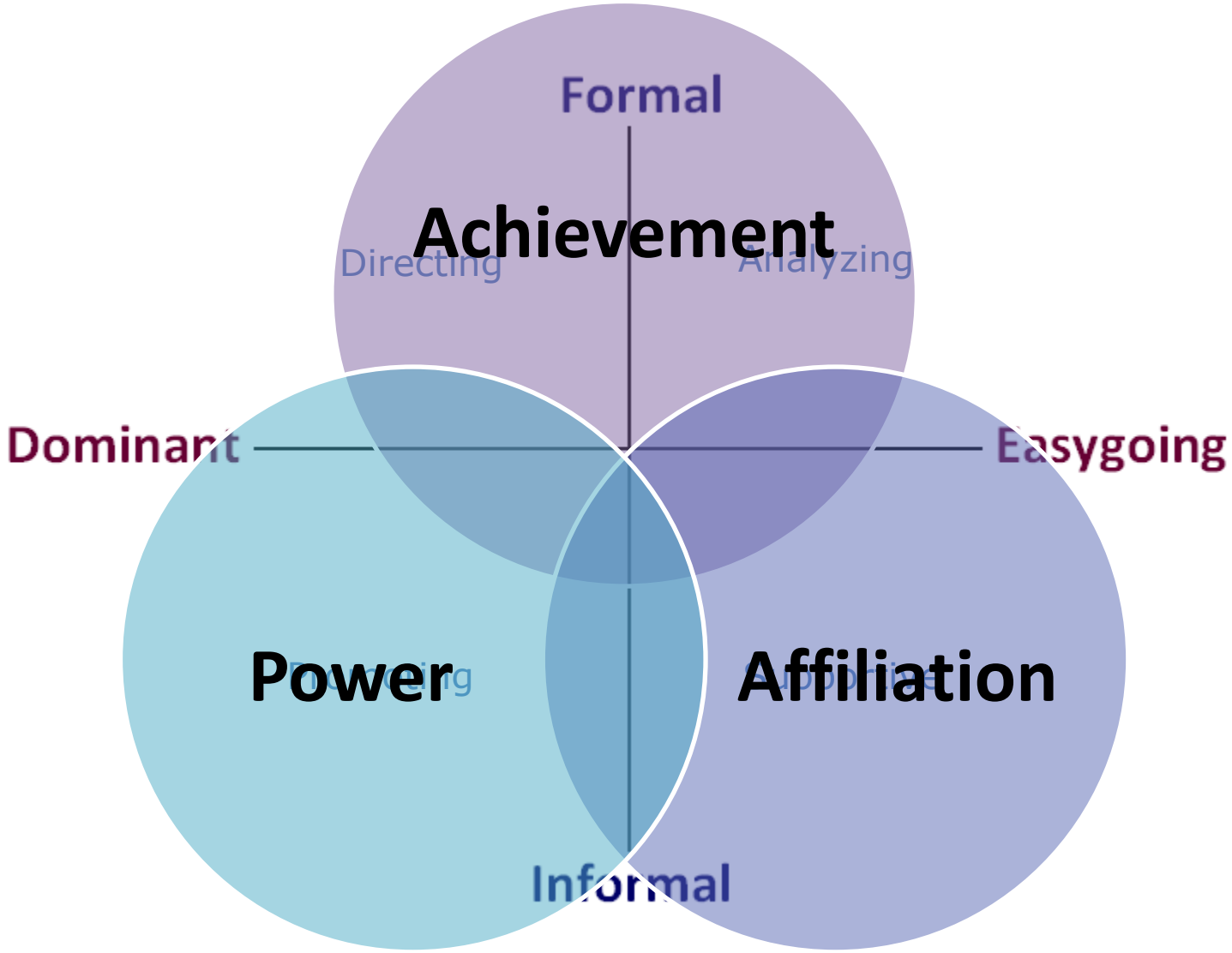
Objectives

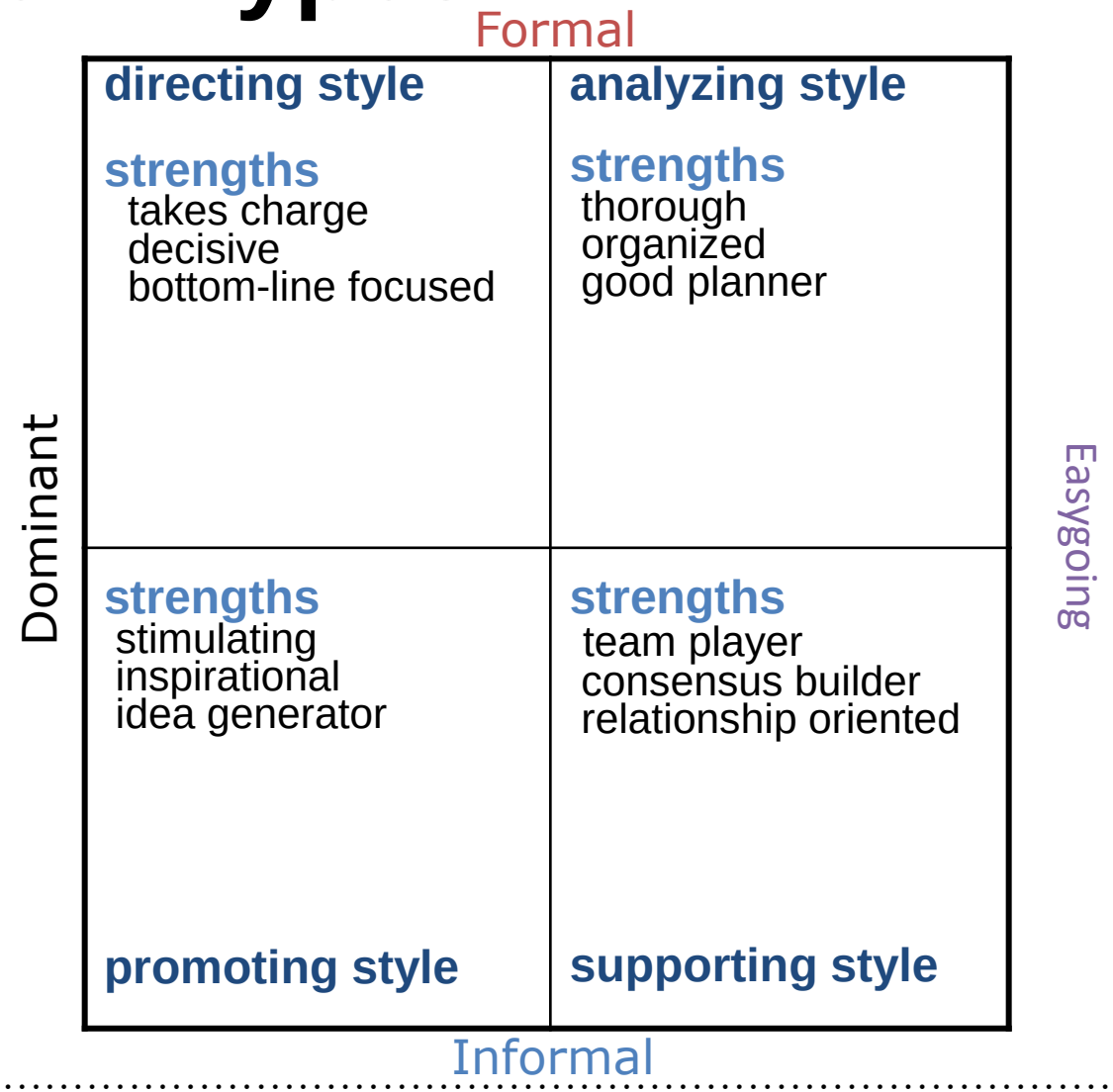
- Apply Behavioral Styles to Team Building
  - Assigning Tasks, Motivation & Leadership Types
- Review simple strategies that ALL styles value
  - Cycle of “Getting Things Done”

3 Primary Motivators

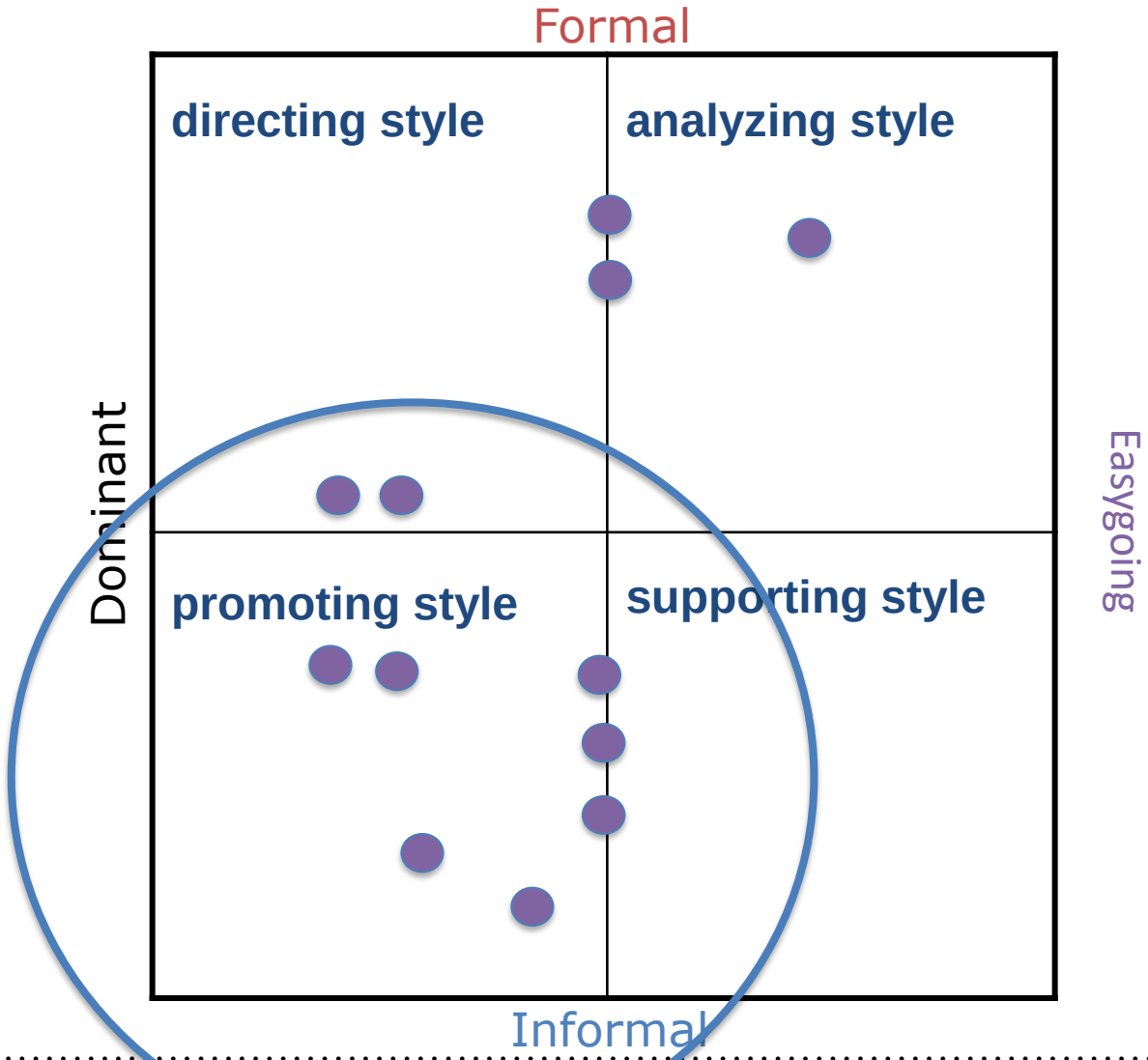



Formal
Achievement
Directing
Analyzing
Dominant
Easygoing
Power
Affiliation
Informal

Tasks for Different Types



Tasks for Different Types: BPI Example



Proceed with Caution!

Just because we are plotting people into quadrants **does not** mean we're putting people in a box

Responsibilities of Leaders:

- Help identify goals
- Anticipate and breakdown barriers to achieving goals
- Offer appropriate support/ rewards along the way

Leadership Styles: Path-Goal Theory

Leadership Style Matrix

Environment	Team Member Traits	Leadership Style to Flex
• Complex task • Established Work Group • Established/ formal authority	• Looking for Authoritative Leadership: “just tell me what to do” • External Locus of Control • Low ability/ autonomy	Directive
• Simple or Structured Task • Weak Formal Authority • No established Work Group	• Don't Want Authoritative Leadership: “don’t micromanage me” • Internal Locus of Control • High ability/ autonomy	Supportive
• Complex Task • Strong or Weak Formal Authority • New or Established Work Group	• Want to be Involved • Internal Locus on Control • High Ability/ autonomy	Participative
• Simple or Structured Task • Strong Formal Authority • New or Established Work Group	• Want Authoritative Leadership • External Locus of Control • High Ability	Achievement-Oriented

Strategies for ALL Types

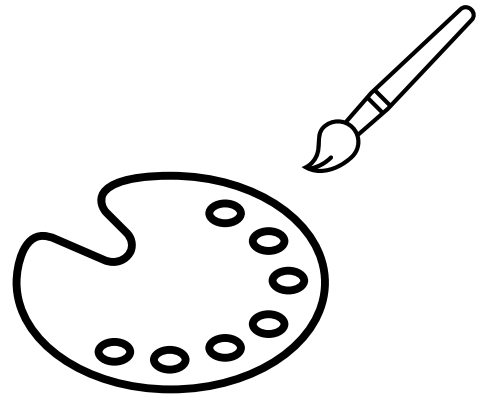
- **Clearly defined–**
  - + Goals: what are we doing?
  - + Roles: who will do it?
  - + Expectations: what will it look like when it's done?
  - + Accountability: will it matter if no one does it?
  - + Time: when will we do it, how long should it take?

  = GREAT Results ☺

Task Orientation

Goals and Expectations

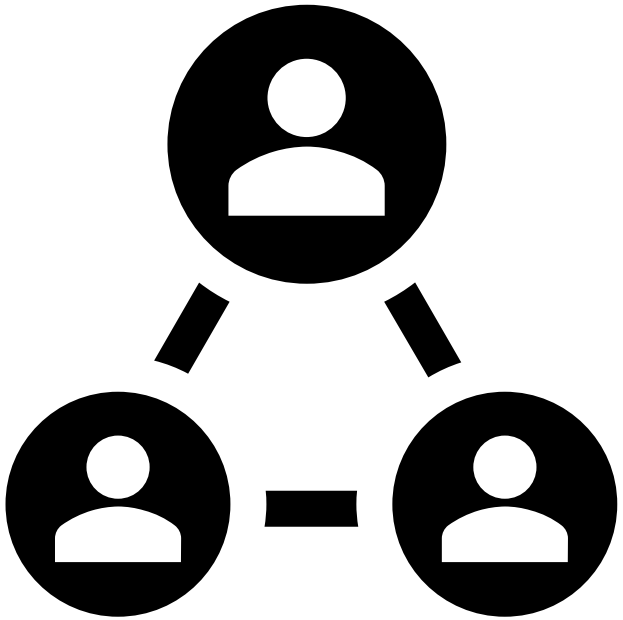
- **DEFINE** what it is you're trying to accomplish
  - Even the smallest tasks can use a "vision"
  - What does "DONE" look like?



Clear Roles & Responsibilities

Roles and Accountability

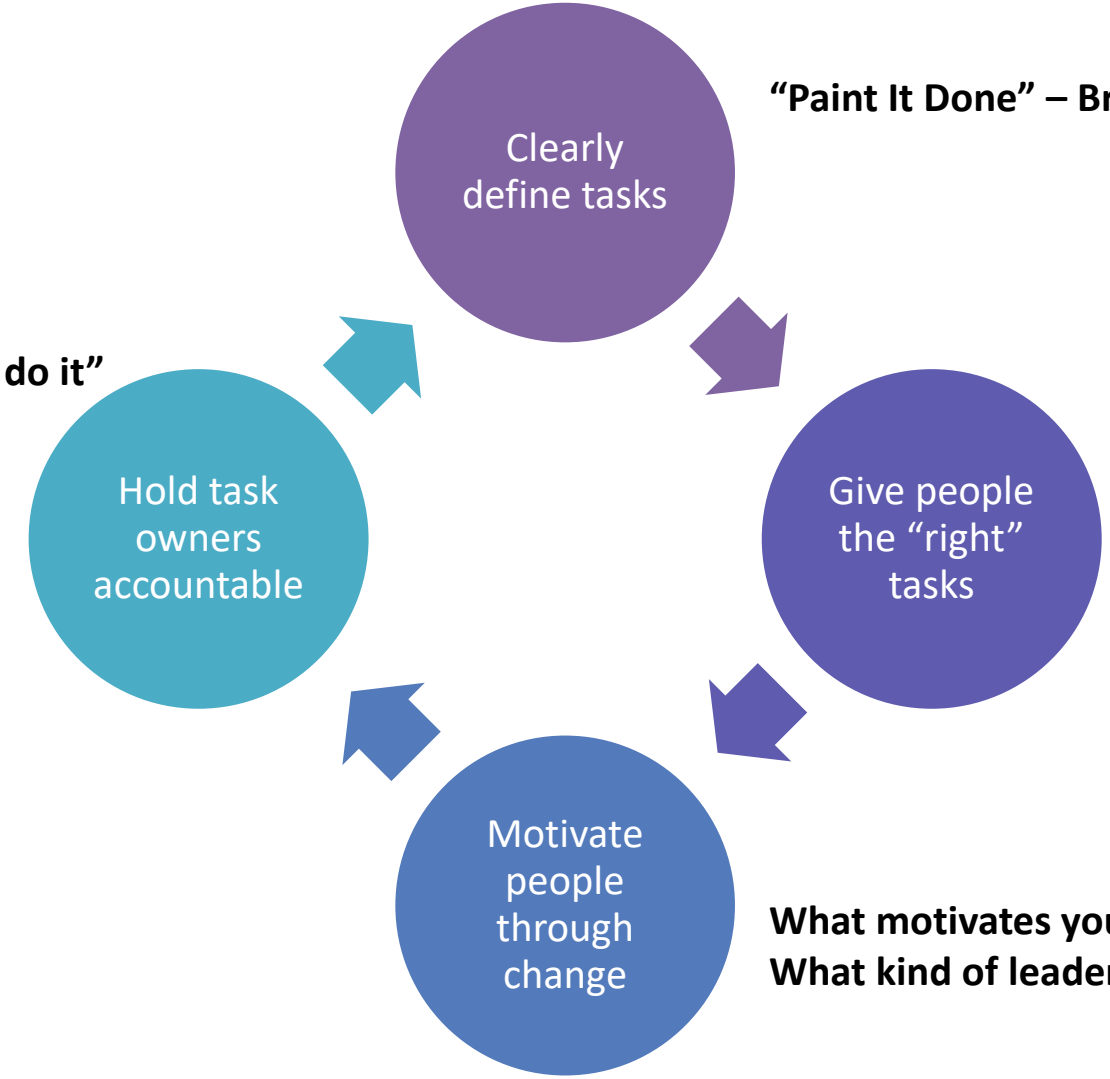
- This is where *accountability* starts
- WHO is going to do WHAT by WHEN?
  - Self-assign, or vol-assign: avoid assigning a group of people to a task when possible—it creates confusion.



Build in Accountability

This is a story of four people named
Everybody, Somebody, Anybody, and Nobody.

Cycle of “Getting Things Done”



“Paint It Done” – Brene Brown

Who might be the most “natural fit” for this task?

What motivates your individual team members?
What kind of leadership style do they need for this effort?

“If ANYONE can do it, NO ONE will do it”

Resources

Acquired Needs Self-Assessment

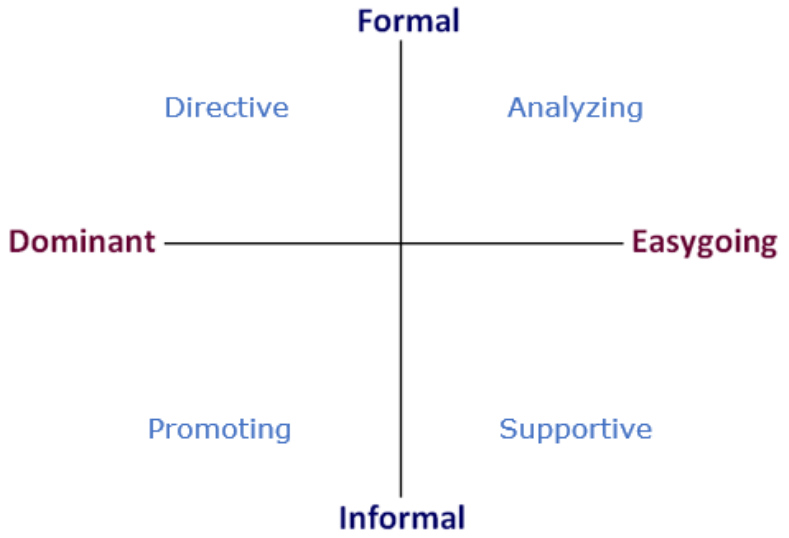
There are no right or wrong answers, so be honest when answering.
This will really increase your self-awareness!

Using the scale below, rate each of the 15 statements according to how accurately it describes you.
Place a number from 1 to 10 on the line after each statement.

Like Me			Somewhat Like Me			Not like Me
7	6	5	4	3	2	1

1. I step forward and take charge in leaderless situations ___
2. I am concerned about getting along well with others ___
3. I'm dependable; when I ay I will do something, it's done well and on time ___
4. I enjoy competing and winning, losing bothers me ___
5. I enjoy having lots of friends and going to parties ___
6. I work hard to be successful ___
7. I am outgoing and willing to confront people when in conflict ___
8. I try to see things from other people's point of view ___
9. I am a well-organized person ___
10. I want to climb the corporate ladder to as high a level of management as I can ___
11. I want other people to like me and be viewed as very friendly ___
12. I conform by following the rules of an organization ___
13. I try to influence other people to get my way ___
14. I enjoy working with others more than working alone ___
15. I am considered to be credible because I do a good job and come through for people___

Behavioral Styles Plotting



Questions?

Reach out! Rachel.Parker@nationwidechildrens.org

PFK
Quality Improvement Coaching

2023 QI Award Presentation

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We Promote Health and Well-Being

- We balance work and life demands (Central)
- We generate compassion, optimism and energy in one another (Central)
- We advance our health, and the health of our community (Central); and
- We strive for an environment in which all feel welcomed, valued, and fairly treated in order to reach their full potential (West)

And the Winner is.....

We Get Results

- We’re accountable (we do what we say we’ll do) (Central)
- We’re determined (we get the desired result) (Central)
- We’re committed to constant improvement (Central)
- We leverage our diverse strengths (Central); and
- We are the pediatric care experts and act knowing that every patient, visitor and the hospital is our collective responsibility (West)

And the Winner is…..

We Do The Right Thing

- We always act with integrity and honesty (Central)
- We are collaborative, respectful and inclusive of everyone (Central); and
- We work collaboratively to care for children, their families, and each other (West)

And the Winner is…..

We Prioritize Quality and Safety

- We put patients and families in the center of every decision (Central)
- We create a safe day every day (Central)
- We communicate clearly and completely (Central)
- We routinely seek input from others and always support our colleagues (Central)
- We make safety our first priority (West); and
- We deliver compassionate, family-centered care to all we serve (West)

And the Winner is…..

We Are Agile and Innovative

- We embrace and manage change (Central)
- We foster a streamlined and entrepreneurial environment (Central)
- We generate and share new knowledge and ideas (Central); and
- We continuously innovate to be even better today and into the future (West)

And the Winner is…..

Thank you for your commitment to improving patient outcomes!

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Polling Questions

Thank you for attending the event and have a great weekend!