# Lab Quality Confab New Orleans 3<sup>rd</sup> day Workshop Oct, 23<sup>rd</sup> 2014

# 10 Essentials of Successful, Rapid Change Management in the Lab

Rev. JE I 09/15/14

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# Robert's Intro:

Rev. JE | 09/15/14

Why this workshop. Who the speakers are. Anything else.

**Jim's Intro:** The value of this workshop is that all of the techniques, tricks and basics are all here in one package. They are presented in a logical sequence to be applied to any change management project. Each section is formatted with a description, how-to's, example/s, tools, references & statements to remember.



Start with Welfare picture example of a change. State what process was before. Applying mistake proofing to a bad process. <u>Success</u> in whose mind? <u>Rapid</u> – yes, easy to implement. <u>Change</u> – yes, I can see before and after. <u>Management</u> – missed the boat on getting input from the customer and creating value for the customer.

We have chosen the words to the title of this workshop with purpose:

Successful – in the eyes of your customer, adds value, operational definition, what would success look like, how would you measure it & know when it is achieved? Rapid – 1<sup>st</sup> project 30 days or less, majority 90 days or less, max. 12 months. Change – operational definition, measurement before & after, and time bound Management = Leadership, YOU!

Apply the 10 essentials in the order presented and you have a very high probability of success. Start small. Steep learning curve. Practice makes perfect. Let's get started!

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# Agenda - 10 Essentials of Successful, Rapid Change Management in the Lab:

1.	Learning to "Think"	JE
2.	Learning to "See" the Opportunities	LS
3.	Prioritize the Opportunities - Make your Shortlist in Priority Order	LS
4.	Define Success for each change (measure of success, time frame, impact)	JE
5.	Pick your team (Stakeholders, Team Captain, Players)	LS
6.	Gantt your time line for the complete project (all steps of DMAIC)	JE
LUNCH	1	
7.	Learning to "Execute" your Plan (detail out all steps of DMAIC, communicate progress to goals)	
	LS 8	k JE
8.	Create a "Job Jar" of Future Changes as you go along but stay FOCUSED on current change	
9.	Presentations to Stakeholders, Customers and Team including "Profit Improvement Proposal" (PIP)	LS
10	Learning to "Count" - Sustain the Gain with a good control plan, including SOP's, and work on the next opportunities	JE
		JE
Summ	ary of Workshop/Closing Remarks LS 8	k JE
Intera	ctive Session with Q&A LS 8	k JE

### 1. Learning to "Think" (JE)

**Description:** 1<sup>st</sup> become "Ready & Receptive". Become in the mindset that you are **ready** to embark on a change. Then, be **receptive** to accepting "I don't know what I don't know". I am assuming you are ready to acquire some new knowledge and are receptive to learning new skills. I am also assuming that you want to take on a leadership role in initiating successful, rapid change within your laboratory and institution. By using the "10 Essentials of Successful, Rapid Change Management" provided today you will have a roadmap to be used in the order presented as a guide in helping you achieve your change goal/s.

**The first tool** to be introduced in this section really helps get at "Thinking". How do you think? Ever thought about that? I think, doesn't everybody? But doesn't everybody think like I do? NO! So what? To be a successful leader you need to understand that people do think differently than you and because of that you may not be able to lead/influence them to achieve the change you desire. Here's a tool that has been around for at least 40 years but is still very useful in helping uncover the "Styles" of thinking that are predominant in a Western business culture. You can read all about this in detail by going to the book "The Art of Thinking" by A. Harrison & R. Bramson (#1 ref. at end of this section). Applying the knowledge gained by the use of this tool will allow you to more correctly select your change team members in order to accelerate your change project and assist you in influencing those that have to fund and approve your change project.

# Do exercise of different thinking and introduce the styles and behaviors and show J. Ellis test results.

Now you are in a state of R&R and you are aware of 5 distinct styles of thinking and how those styles could impact your leadership success in leading a successful, rapid change management project. You now should consider what other "thinking" approaches, from people that have successfully done this, do I need to know about?

# Hints & Suggestions of how to "Think" for success in successful, rapid change management projects: (give examples when presenting)

- Think you are in a game/war with winners & losers. Who is your competition? Apply knowledge from sources such as "The Art of War", "Guerilla Tactics". Strategic Thinking!
- 2. Think Selling You are the seller, who is your buyer? What is the "Pain" of your Buyer? What will add Value for my customer? WIFM (What's In It For Me?). Backwards thinking Success (how it is measured & when does it have to occur). Exceed expectations know how to measure them. Have an Elevator Speech, 30 seconds. Learn about selling LAMP, Cons. Selling and PIP. MBA on your team research purchasing, finance accounting. Tactical Thinking!
- 3. **Think Business** MBA "stuff", Profit Improvement Proposal from Cons. Selling, Financial Business Case for Capital Investment, Purchasing vs. Finance, Alignment with Vision, Goals, etc., How to Account for Variable and Non-Variable Expense,

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Depreciation, Methods of Acquiring Capital, How to evaluate a capital expenditure, **Tactical Thinking!** 

4. Think as "The Little Engine that Could" – I think I can, I think I can, I think I can! Exude this "aura", let it be contagious, demand it from your team. Behavioral Thinking!



A second tool that falls into the "learning to think" bucket is a tool that can be used to gauge your proficiency in learning a new skill, e.g. successful, rapid change management. It is referred to as **The Four Stages of Competence** (see below). It is beneficial to be knowledgeable of this tool and helpful to use this tool to gauge yourself, your team/s and your team members as to where they fall in the 4 stages of skill competency:

The Four Stages of Competence (Abraham Maslow, 1940)

Grid yourself and track your progress. Today's workshop of the "10 Essentials" should provide you a systematic process to guide you through the 4 stages of competence to achieve proficiency in the skill of rapid, successful change management.

#### 1. Unconscious incompetence

The individual does not understand or know how to do something and does not necessarily recognize the deficit. They may deny the usefulness of the skill. The individual must recognize their own incompetence, and the value of the new skill, before moving on to the next stage. The length of time an individual spends in this stage depends on the strength of the stimulus to learn. "I don't know what I don't know". Do I accept this? If yes, then begin your search for knowledge.

#### 2. Conscious incompetence

Though the individual does not understand or know how to do something, he or she does recognize the deficit, as well as the value of a new skill in addressing the

deficit. The aking of mistakes can be integral to the learning process at this stage. "I know what it is I need, but I don't know how to do it." Training, buying expertise, learning to fish!

#### 3. Conscious competence

The individual understands or knows how to do something. However, demonstrating the skill or knowledge requires concentration. It may be broken down into steps, and there is heavy conscious involvement in executing the new skill. "I know what it is I need, and I know how to do it, but I am not very proficient at doing it." Practice, Practice, Practice. Get a tutor. Accelerate your skill proficiency by doing it!

#### 4. Unconscious competence

The individual has had so much practice with a skill that it has become "second nature" and can be performed easily. As a result, the skill can be performed while executing another task. The individual may be able to teach it to others, depending upon how and when it was learned. "I am a pro, I do the skill without even thinking about it, I am at Nirvana." Now I lead others and teach others and replicate the process that leads to more unconscious competents.

Leading a successful, rapid change management project requires you to "Learn how to Think" probably a little differently than you have in the past. Recognize that everyone thinks differently and that in your quest to be successful you will most likely run into all 5 Thinking Styles and combinations of them. Use various behavioral approaches for each individual that you must influence in order to be successful with your change project. Recognize the competency level of yourself and your team members as you progress through your project. Appropriately coach, assist, train, etc. for each team member based upon their competency level of the desired skill. Use the "Thinking" hints from those that have been successful leading change management projects. At the end of this step you will be ready to "Learn how to See" your change opportunities.

<u>How to:</u> Apply the concepts introduced in this "Learning to Think" section. Read! Talk to peers. Go to seminars like the Lab Confab, War College, etc. Hire consultants that teach you how to "think" in change terms. Train your stakeholders, your change team and the active and passive recipients of your change in "Learning to Think".

#### Example: Major Large Reference Lab with multiple sites - IA Inf. Disease Change Project

- Had a core stakeholder & deployment team that was R&R and trained in Change Thinking. Team was primarily loaded with hybrids of Analysts and Realists. Competency was at a Stage 3.
- 2. **Strategic Thinking** Analyze the competition, couldn't win on traditional head-to-head, used a guerilla tactic to carve out new space of Price vs. Value and Process vs. Technology Features.
- 3. **Selling Thinking** what was value (success) for the customer, how could it be measured, when did it need to be delivered, how much would it cost?
- 4. **Business Thinking** what positive impact would it have on operations, what did the financial business case look like over multiple purchasing options, was it a good investment in the end?
- 5. **Behavioral Thinking** could my team deliver on expectations and time frame, how did we get each site to be R&R and acting like the "little train"

Results: Won the contract, was not the lowest price bidder, demonstrated total overall lower cost due to process + product approach that delivered more value than competitive bid and current state. Delivered the major change over multiple sites with an excellent implementation plan that beat goal by 6 months. Exceeded expectations of the customer. Contract was renewed twice and still has not gone out for RFP.

- Tool/s:5 Styles of ThinkingThe Four Stages of Competence
- Reference/s:The Art of Thinking A. Harrison & R. Bramson, 1982<br/>The Four Stages of Competence A. Maslow, 1940<br/>The Art of War Sun-tzu, 1994<br/>Guerilla Marketing J. Levinson, 1984<br/>Consultative Selling M. Hanan, 1995<br/>Successful Large Account Management (LAMP) R. Miller & S. Heiman, 1991<br/>The Little Engine that Could W. Piper, 1930

#### **Other Books to Consider:**

Sacred Cows Make the Best Burgers – R. Kriegel & D. Brandt, 1996 Who Moved my Cheese – Dr. S. Johnson, 1998

#### Statement/s to Remember:

"You don't know what you don't know." "The only constant is change."

## 2. Learning to "See" the Opportunities (LS)

**Description:** Now that your mind has learned to "Think" you are ready to go out and learn to "See" the opportunities available to you. Doing this stage right is critical to your success! Doing it wrong could lead to failure. Take your time and get some outside help (outsiders will see things that you simply accept because you have become accustomed to them)– experts who can come in and help you "see". Seeing means identifying the opportunities that will **add value to the institution** with the use of your resources, products and services. For the lab, you will need to know the current perception of the value of the lab from those outside the lab that use your resources, products and services. **Are you considered a Core Competency for the institution or are you a target for outsourcing?** Knowing this simple fact will help you choose the path you need to take for change. At the end of this step you will have a defined <u>list of opportunities</u> that you "saw" that could add value to the institution by changing something within your control.

<u>How to:</u> Firstly, as a leader, you need to demonstrate that the "status quo" is not sustainable. This is easier when there is a crisis than when only you and/or a few other leaders see the rationale for change. This is your "burning platform" that helps you to "see" the opportunity. Your job is to explain and show the burning platform to your team members and staff. Just what the burning platform may be is not the issue; it is "recognizing it" and understanding that the current model is not working or will not work in the future. It is important to show them WHY it is so important that they recognize the need in concrete terms that may or will impact them.

# It's That "Vision Thing"

 "The very essence of leadership is that you have to have a vision. It's got to be a vision you articulate clearly and forcefully on every occasion."

> *—Theodore Hesburgh President of the University of Notre Dame*

**Example:** In today's healthcare environment, we are constantly being asked to do more with less. You have to ask yourself, "Why do we do something this way?' Usually it's because we were taught that way and our teachers were taught that way, etc., etc. Your job as a leader is to step up and find a way to do it differently and better. Do you really need to do it a certain way? Why? Ask the "5 WHYS". Once you get to the 5<sup>th</sup> why, you have a good idea if you can effect partial or total change. The 1<sup>st</sup> WHY gets you the symptom, the 2<sup>nd</sup> WHY gets you the excuse, the 3<sup>rd</sup> WHY gets you the blame, the 4<sup>th</sup> WHY gets you the cause and the 5<sup>th</sup> WHY gets you the root cause.

**Example #2:** Your test volume is decreasing or even worse, the revenue is decreasing and you are asked to reduce your staffing level. This is happening to all of us all of the time. How do you and your team address this? Here is your opportunity! Take a look at "HOW" you do your work? Are there bottle necks, repetitive checks, are your people multi-tasking? Once you have identified the issues, you can begin to use process improvement tools to address this. Do you have too much clutter – look at 5S. Why do you do what you do – ask the 5 why's. Do you understand your complete process – look at SIPOC, Value Stream Map, Process Map.

- <u>Tool/s:</u> 5 WHY's 5 S SIPOC Value Stream Map
- Reference/s:Learning to SeeLean Hospitals (2nd Edition) M. Graban, 2009The LEAN ToolboxLEAN SIGMA, A Practitioners Guide

#### Statement/s to Remember:

- 1. "If you always do what you've always done; you'll always get what you always got."
- 2. "The definition of insanity is doing the same thing over and over and expecting a different result."

# 3.Prioritize the Opportunities - Make your Shortlist (5 or less) in Priority Order (LS)

**Description:** Now that you have a list of good change opportunities from your "Learning to See" exercises, it is time to prioritize them into a short list of 5 or less and then down to one to work on. This is where your leadership ability comes into play. It is critical to realize that you cannot eat an elephant in one bite, or even in one sitting. Here is where tools used, in this order, like Brainstorming techniques, the Kano, FMEA, Prioritization Matrix and Impact vs. Effort Diagram can really help objectively choose the "right" one project to work on. If the leader is a rookie at this, this would be a good time to bring in an expert to assist with prioritization. Analyze the opportunity that has presented itself. Determine t he three (or less) items that can have the most impact on addressing the shortcomings of your opportunity. Examine the opportunities that should be or could be exploited. (Save the rest for item # 8) At the end of this section you should be ready to Define Success for the one opportunity you have decided to move forward with. Prioritization matrix is being used as an example in this exercise.

How to Prioritize: Prioritization matrices are especially useful if problem-solving resources, such as people, time or money, are limited, or if the identified problem-solving actions or CTQs are strongly interrelated. To create a matrix, you must judge the relative ability of each possible action to effectively deliver the results you want compared to every other identified action. The product of your work is a weighted ranking of all the possible actions you are considering. The finished matrix can help a team make an overall decision or determine the sequence in which to attack a problem or work toward an objective. Funnel down to 3 or less and then one with the use of specific methods and tools.

#### You should consider creating a prioritization matrix if:

- You cannot do everything at once,
- You are uncertain about the best use of your resources or energy or
- You are looking toward specific improvement goals.

This tool can also help you make a decision in situations where the criteria for a good solution are known or accepted, but their relative importance is either unknown or disputed. For example, a prioritization matrix might be used to help decide the purchase of a major piece of equipment or the selection of a single-source supplier. Depending on how much time you have and how complex your problem is, there are a number of options for constructing a prioritization matrix.

#### Step 1: Agree on the ultimate objective

#### Step 2: List Criteria Needed to Meet the Goal

For example, if the team is considering which improvement step to attack first, some of their criteria might be:

• Low investment cost

- Maximum use of existing technology
- High potential dollar savings
- High improvement potential for process speed
- High improvement potential for defect reduction
- High customer satisfaction potential
- Minimum impact on other processes
- Ease of implementation
- High probability of quick results

#### Step 3: Compare Relative Importance of Criterion

Once the total list is developed, the next step is to judge the relative importance of each criterion compared to every other criterion. To do that, make an L-shaped matrix with all the criteria listed on both the horizontal and the vertical legs of the L. Compare the importance of each criterion on the vertical side of the matrix to each criterion listed along the horizontal side using these numeric weightings:

1.0 = The criterion being considered is equally important or equally preferred when judged against the criterion you are comparing it to.

5.0 = The criterion being considered is significantly more important or more preferred.

10.0 = The criterion is extremely more important or more preferred.

0.2 = It is significantly less important or preferred.

0.1 = It is extremely less important or preferred.

	Criteria being compared to Row										
	Low cost	Use of technology	Potential Savings	Increased	Decreased defects	Customer Satisfaction	Minimal impact	Easy to implement	Quick Results	Total	%
Criteria	a.	b.	C.	d.	e.	1.	g.	h.	L,		
a. Low Cost		5	0.1	0.2	0.1	0.2	1	5	1	12.6	7.5%
b. Use of Technology	0.2		0.2	0.2	0.2	0.2	5	1	1	8	4.8%
c. Potential Saving	10	5		5	5	5	10	10	1	51	30.3%
d. Increased Speed	5	5	0.2		1	1	1	5	1	19.2	11.4%
e. Decreased Defects	10	5	0.2	1		1	5	5	1	28.2	16.7%
f. Cutomer Satisfaction	5	5	0.2	1	1		5	5	5	27.2	16.2%
g. Minimum Impact	1	0.2	0.1	1	0.2	0.2		1	0.2	3.9	2.3%
h. Easy to Implement	0.2	1	0.1	0.2	0.2	0.2	1		0.2	3.1	1.8%
I. Quick Results	1	1	1	1	1	0.2	5	5		15.2	9.0%
Column Total	32.4	27.2	21	9.6	8.7	8	33	37	10.4	168.4	100.0%

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Add the values recorded in each row, then add the row totals to get the grand total. The grand total across the columns should agree with the grand total down the rows. If it does not, check your work. Divide each row total by the grand total. This percentage is the weighting that shows the relative importance of each criterion. Your finished product should look similar to this:

	Criteria being compared to Row										
	Low cost	Use of technology	Potential Savings	Increased	Decreased defects	Customer Satisfaction	Minimal Impact	Easy to implement	Quick Results	Total	%
Criteria	a.	b.	C.	d.	e.	1.	g.	h.	L.		
a. Low Cost		5	0.1	0.2	0.1	0.2	1	5	1	12.6	7.5%
b. Use of Technology	0.2		0.2	0.2	0.2	0.2	5	1	1	8	4.8%
c. Potential Saving	10	5		5	5	5	10	10	1	51	30.3%
d. Increased Speed	5	5	0.2		1	1	1	5	1	19.2	11.4%
e. Decreased Defects	10	5	0.2	1		1	5	5	1	28.2	16.7%
f. Cutomer Satisfaction	5	5	0.2	1	1		5	5	5	27.2	16.2%
g. Minimum Impact	1	0.2	0.1	1	0.2	0.2		1	0.2	3.9	2.3%
h. Easy to implement	0.2	1	0.1	0.2	0.2	0.2	1		0.2	3.1	1.8%
I. Quick Results	1	1	1	1	1	0.2	5	5		15.2	9.0%
Column Total	32.4	27.2	21	9.6	8.7	8	33	37	10,4	168.4	100.0%

#### Step 4: Evalute Your Options Against Weighted Criteria

Now that you know the relative importance of each criterion, the next step is to evaluate how well each of your possible choices meet each of the weighted criteria. Those possible choices could be such things as which improvement steps to take first, which piece of equipment to buy or which supplier to use. To complete this step, make a new L-shaped matrix with all your possible choices on both the horizontal and the vertical legs. If you are considering which improvement steps to take, your possible choices might look something like this.

Α.	Error prevention training	F.	Rewrite procedures for clarity
В.	Purchase new equipment A	G.	Implement bar-coding
С.	Purchase new equipment B	н.	Cellularize operation 1
D.	Refurbish existing equipment C	١.	Cellularize operation 2
Ε.	Refurbish existing equipment D		

#### Step 5: Evaluate Criteria Against Every Other Criterion

Pick the first criterion you wish to consider and compare each possible choice with every other possible choice by asking how well it will deliver that criterion or characteristic. For example, if the first criterion you were considering was high potential dollar savings, you would compare each option with every other option, in terms of its potential to deliver high monetary savings. Build the matrix as you did when initially evaluating the relative importance of the criteria by putting numeric values in the matrix intersections:

1.0 = The choice being considered is equally able to deliver the desired criterion or equally preferred when judged against the choice you are comparing it to.

5.0 = The choice being considered is significantly more important or more preferred.

10.0 = The choice is extremely more important or more preferred.

0.2 = It is significantly less important/preferred.

0.1 = It is of negliable importance or preference. Complete the matrix; add the rows and columns and calculate the percentages as you did with the criteria matrix.

For Criterion:		Option being compared to									
c. High Money Saving Potential	Proofing	New Equipment A	P Equipment A P Equipment B	Equipment C	P Equipment D	- New	ia Barcoding	= Cellularize	Cellularize Option 2	Total	%
Option		b.									
a. Error Proofing		5	1	5	10	1	0.2	5	1	28.2	16.7%
b. New Equipment A	0.2		0.2	1	1	0.2	0.1	0.2	1	3.9	2.3%
c. New Equipment B	1	5		5	5	5	0.2	5	1	27.2	16.2%
d. New Equipment C	0.2	1	0.2		0.2	0.2	0.1	1	0.2	3.1	1.8%
e. New Equipment D	0.1	1	0.2	5		1.	0.1	5	0.2	12.6	7.5%
f. New Procedures	1	5	0.2	5	1		1	1	1	15.2	9.0%
g. Barcoding	5	10	5	10	10	1		5	5	51	30.3%
h. Cellularize Option 1	0.2	5	0.2	1	0.2	1	0.2		0.2	8	4.8%
i Cellularize Option 2	1	1	1	5	5	1	0.2	5		19.2	11.4%
Column Total	8.7	33	8	37	32.4	10.4	2.1	27.2	9.6	168.4	100.0%

#### Step 6: Compare Possible Choices For Remaining Criteria

In the same way; complete a matrix comparing each of the possible choices for each of the remaining criteria. If we did that for all our criteria, we would have to create a total of nine matrices comparing every combination of possible choices for its relative ability to deliver on each of the identified criteria.

You may choose to simplify this process by eliminating some criteria that had a very low percentage weighting. (In our example, we limited ourselves to the five highest-ranking criteria. Besides the matrix for high potential dollar savings, we would create additional matrices for high improvement potential for process speed, high improvement potential for defect reduction, high customer satisfaction potential and high probability of quick results. These additional matrices are not shown here.)

#### Step 7: Bring it All Together

The final step in the Full Analytical Criteria Method is to merge the relative ability of a possible choice to deliver a desired criterion with the relative weighting of that criterion. To do this, make a new L-shaped matrix with all the options or possible choices on the vertical leg and all the criteria considered on the horizontal leg. Make the columns fairly wide to allow some calculation.

Again, in our example, we eliminated some of the criteria to make things simpler.

- Under each criterion, in the weight row, note the percentage weighting you got from your first matrix, the one that compared each criterion with every other criterion.
- In each criterion column, enter the percentage numbers you got when you compared each option with every other option for that criterion. (The actual matrices for criteria d, e, f and i are not shown.) Enter these numbers as the first numbers in each column of the completed prioritization matrix.
- Multiply each option percentage by the criterion percentage weight for that criterion. (The results are the second numbers, the ones after the equal signs in our example.)
- Add the results of your multiplication down each column. The result for each column should be approximately the same as that criterion's percentage weight (the number in the weight row).
- Add the column total row to come up with a grand total.
- Now, add the results of your multiplication across each row, and add the row total column. The result should be the same as the grand total you got by adding the column total row.
- Divide each row total by the grand total to get the percentage for each option. (Add the percentage scores as a check. The sum should be approximately 100 %.) This is the answer to your question.

These numbers show the relative value of a number of options or possible choices when considered against a collection of independent criteria or critical to quality (CTQ) characteristics.

#### The final product should look like the example below.

Г	)		Criteria						
		c. High potential savings	d. Highpotential speed	e. High decrease of defects	f. Customer satisfaction	l. Quick Results	Total	%	
Γ	Options	Weight .303 X	Weight .114 X	Weight .167 X	Weight .162 X	Weight .090 X			
a	Error Proofing	.167 = .051	.111=.013	.074 = .012	169 = .027	.167=.018	0.121	14.4%	
b.	New Equipment A	.023 = .007	.131=.015	.060 = .010	.041 = .007	.028 = .003	0.842	5.0%	
Ċ.	New Equipment 8	.162 = .049	.091 = .010	.089 = .015	.153 = .025	.096 = .009	0.108	12.9%	
đ	New Equipment C	.018 = .005	.223=.025	.087 = .015	.113 = .018	.079=.007	0.070	8.4%	
e	New Equipment D	.075 = .023	.184=.021	.173 = 029	.274 = .044	.224 = .020	0.137	16.3%	
ſ.	New Procedures	.090 = .027	.029=.003	214 = .036	.029 = .005	.091 = .008	0.079	9.4%	
a	Barcoding	.303 = .092	.037 = .004	.101 = .017	.147 = .024	.063 = .006	0.143	17.1%	
ħ	Cellularize Option 1	.048 = .015	.104=.012	.093 = .016	.044 = .007	.175= .016	0.066	7.9%	
Ĩ,	Cellularize Option 2	.114 = .035	.090=.010	.109 = .018	.030 = .005	.047=.004	0.072	8.6%	
	Column Total	0.304	0.113	0.168	0.162	0.091	0.838	100.0%	

#### Now what?

The discipline of a prioritization matrix allows you to avoid setting arbitrary priorities that have less likelihood of helping you reach your desired objectives. The Full Analytical Method does take considerable time and effort, however, and should be used only if the risks or potential benefits make it worthwhile.

Contributor: Steven Bonacorsi

Tool/s: DMADV

DMAIC Brainstorming Techniques Kano Diagram FMEA Prioritization Matrix Impact vs. Effort Diagram

# 4. Define Success for Each Change – (measure of success, time frame, value) (JE)

**Description**: Now that you have funneled all your potential change opportunities down to the one you are going to work on, where do you go from here? In order to be successful, complete in a "rapid" time frame and provide the leadership to accomplish these things you will need to know how to do this, what tools to use and have some examples and/or assistance from subject matter experts (SME's). This section about defining success and making it time bound is the **most important single thing to do right in your whole project plan**. Do not underestimate the importance or the amount of time it takes to do this right. Do it right and you will look like a star at the end. Exceed expectations! Do it wrong and you will fail. At the end of this section you will have an operational definition of success, a preliminary CTQ Tree and time boundaries around accomplishment of goals.

**How To:** First step is to define Success with an operational definition. And, the second step is to make Success time bound. Give yourself some room to "play" in your written documentation of hat Success would look like. Better to under promise and over deliver. Conduct VOC (voice of the customer) interviews and tabulate the data. Take time to **directly observe** and take notes of the current process. Review how to create a CTQ Tree from supplied reference sources and the slides for this section. Sort into primary and secondary CTQ's (Critical to quality needs/drivers). Complete your CTQ Tree, as much as you can, which now has some measurements, goals and time boundaries around each Secondary CTQ that is impacting your one Primary CTQ. Your Primary CTQ should be a description of the one change that you have funneled down to, e.g. Reduce Defects. Your Secondary CTQ's should be the drivers (where the pain is) that are producing Defects, e.g. one might be – too many QNS chemistry tubes. The metric for this Secondary CTQ could be Range of % QNS Chem Tubes in one work week. The goal could be - reduce my % QNS chemistry tubes from a weekly range of 28 -31% down to at least 15-18%. The time boundary for the goal could be within the next 30 days. Do this for all CTQ's and get buy off from your customer. Document this in a CTQ Tree.

#### Do CTQ exercise.

Example:	Characteristics of						
	Show slides of	CTQ Trees					
<u>Tool/s:</u>	Voice of the Customer (VOC) Interviews						
Reference/s:	The Six Sigma Memory Jogger - M. Brassard, et. al., 2002						
Statement/s to	o remember:	"Garbage in, Garbage out" – author Unknown "CTO's are to Value as Westgard Pulse are to OC" – L Ellis 2014					
		CIQ Sale to value as westgard Rules are to QC – J. Ellis 2014					

# 5.Pick your team (Stakeholders, Team Captain, Players) (LS)

**Description**: Managing change is not enough; you need to lead it. You, as a leader, need to convince people that change is necessary, and you need to create a vision of what that change should be. In order to create the vision, however, you need to have help. The key to a successful team lies in its makeup.

- Form a powerful coalition
  - Identify the change leaders in your organization
  - Get an emotional commitment from them.
  - Work on team building within that coalition
  - Ensure you have a good mix of talent from different areas and levels within your organization.
- Create the Vision using this team.
  - Identify the 3 priorities to accomplish the Vision
- Communicate the Vision.
  - Develop the 90 second elevator speech
  - Apply the vision and talk about it address people's concerns and anxieties honestly and openly.
- LEAD BY EXAMPLE

**How To:** There are leaders and then there are leaders. Think Eisenhower and Patton; both great leaders but they led in very different ways – yet they had numerous qualities in common. One of the things that they had in common was team selection. While each had a different approach to operationalization, both selected team members carefully.

When a team is assembled to accomplish significant results in a short period of time, the best and brightest people the organization has to offer should be chosen. Unfortunately, when a manager is asked to provide someone to be a part of a newly formed team, the logic often goes something like this: "Sharon's my best person, but she is already working on three projects that are critical to the department's success. Harry's pretty good too, but if I send Harry, will I get him back? George, hasn't been performing very well lately, and frankly I've been meaning to talk to him about that. Oh well, we could get along fine without George, so I guess I'll send George." Teams composed of Georges are doomed to failure.

To achieve High Performance a team needs diversity in the orientation of its individual team members:

- Some team members will be needed who are primarily oriented towards task and target date accomplishment.
- Other team members will be needed who hold process, planning, organization and methods in the highest regard.
- Teams also need members who nurture, encourage and provide communication nodes. Otherwise, anarchy and intense frustration can result, as individuals demand that "their way" is "the only way."

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- Teams will certainly need some members who are creative and innovative. This quality is helpful when product design, inspiration, optimism or humor is needed.
- The final type of team member needed by a High Performance Team is a floater-someone who is capable of identifying with all of the above orientations and can fill in when one of the viewpoints is missing.

High performance teams are usually <u>cross-functional</u>, that is, the teams are composed of representatives who understand one or more of the collection of activities that are performed by the process. There is also value in having a team member from an entirely different area to look at things from a "different" perspective. Another key item is that the team members are all equals during the team exercise – titles are checked at the door.

**Example:** The laboratory Process Excellence team at Avera McKennan laboratory was an example of a team comprised of a variety of people with various talents and personalities.

- There was a member from the chemistry area who while very bright and technically capable and organized was seen as quiet and bland. Too laid back to be a leader.
- $\circ$   $\;$  Another member was young, aggressive, open to new ideas and working on an off shift.
- A third member was calm, detail oriented, analytical, well spoken but not aggressive about changes. Working on an off shift, this person looked for ways to reduce waste.
- A fourth member worked in Client Services very bright, nurturing, organized, detail and customer oriented.
- The fifth member had been out of the working lab for many years- very IT oriented and nurturing; a mother figure.



# Picking Your Team

The sponsor/champion of the team arrived half way through the process and was goal driven, secure in the direction of the project and experienced in the LEAN process and the removal of obstacles.

The project team was able to design an entire new process of work for the lab. Traditional disciplines were combined into functional departments. Additionally, multi-disciplinary workcells were designed that reduced the required staffing and reduced the walking, changed the flow and resulted in over a

Property of Lab Quality Confab/The Dark Report Copyright protected For more information contact J. Ellis by email at: <u>jellisaiken@gmail.com</u> L. Serrano by email at: <u>Lserrano1944@gmail.com</u> 50% reduction in time from collection to result for key laboratory tests. The team designed a totally new lab area reducing required space by over 30% and resulting in a beautiful facility that was employee friendly and functionally efficient. (see attached Core diagram).



#### Tool/s: DMAIC

#### DMADV

Brain Storming Techniques (TRY STORMING)

#### **Reference/s:** Superteams by Khoi Tu - superteams.org

LEAN/Sigma, Ian Wedgwood; Prentice Hall, ISBN 0-13-239078-7

#### Statement/s to remember:

"Sticks in a bundle are unbreakable. " Kenyan Proverb

### 6. Gantt your time line for the complete project: (JE)

**Description**: Since you have now time bound your change project when you defined Success, you better be sure that you have a documented, detailed plan to complete your project in the time period you bound it to. This plan should be easy to follow and detail each step, each Milestone, who is accountable and what is accomplished. The plan should have some flexibility built in but be rigid enough to meet or exceed your goals for completing the plan on or before the deadline. The plan needs to have approval from your Stakeholders and those affected by the change. Your core change team should have input into creating the plan and approving the final version. Your plan should be very visible and displayed in the area affected by the change. You should conduct weekly meetings to provide updates and any changes to the plan. At the end of this section then you will be ready to execute.

**How To:** Start out simple with a one change plan that can be completed in 30 days or less. Use a simple one page Excel spread sheet and follow the 5 step model of DMAIC. Color code the 5 steps. Break it down into days of the month. Color code activities that are not completed and then change the color when completed. Show who is accountable for each activity/action. Have the plan mounted on a poster board from Kinko's that you can display in your office, meetings, the area impacted, etc. Conduct weekly updates and progress meetings. Seek professional project management expertise as you take on more complex projects. Take a course in project management. Learn how to make and use Gantt charts. Have someone on your team become project management certified.

**Example:**Show slides of examples and display formatsCreate and show a 1 month typical Gantt example

- Tool/s: Gantt Chart Excel Spreadsheet DMAIC roadmap Kinko's
- Reference/s:Project Management for Dummies S. Portny, 2013Google Search for images of Gantt ChartsThe Six Sigma Memory Jogger M. Brassard, et. al., 2002

**<u>Statement/s to remember:</u>** "Make your Plan, Work your Plan" – P. Quattrini, 1975

# 7. Learning to "EXECUTE" your plan (LS & JE)

**Description**: At this point in time you have "Learned to Think", "Learned to See", Prioritized your Opportunities to one project, Defined Success & Created a preliminary CTQ Tree, Picked your Team & Stakeholders and drawn up a first pass at a Gantt time line of your project. Now you are ready to begin working your plan (executing). The execution of your plan continues to follow the DMAIC roadmap that you have illustrated in your Gantt Chart. This section begins at the Measure Phase and concludes at the end of the Control Phase. The slides provided in this section illustrate some of the type of output you can expect from execution of a change project. Other examples will be found in the slides from the final presentation section. For this section, we will use the 1 month project example shown in the <u>Gantt your project time line section</u>. Until you become proficient at the skill of project execution the best way to learn and accelerate your project is to get some expert help in this stage of your project. Again, if you start with short, less complex projects you can learn more quickly and then move to longer, more complex projects. Learn from an expert if you can so that you do it the "right" way from the beginning. At the end of this section you should have all the data you need to create a final presentation of your project.

#### How To:

- You need to be the "air traffic controller" and always stay at least one week ahead of the current week.
- Recap each week on Friday and set the stage for the following week. Communicate your recap and next week's plan in formal documentation.
- Foresee anything that could alter or change a date by staying in constant communication with all those doing the work.
- IT is always a wild card plan accordingly.
- Anticipate needed supplies and order with plenty of lead time.
- If you have renovations to do be sure you work closely with operations/facilities to avoid delays.
- For longer and more complex projects, set aside a "war room" (lockable) so that you have a secure, quiet place to work on your project, meet with your team and display you project plan, progress and results.
- Hold those assigned accountable for hitting deadlines customers included, nobody gets a free pass.
- Meet with your team on Monday AM to kick off the week and on Friday AM-PM to recap.
- Keep your Stakeholders informed weekly of the progress.
- No excuses, no slackers!
- Plan to beat your plan's deadline by a few days

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- Don't underestimate how difficult and time consuming a pilot and implementation can be.
- Implementation should be a gradual hand-off and transition to be sure the folks you need to "Teach how to fish" are proficient before you and your team move on.
- Consider outside help while you are learning these skills, e.g. outside consultants, outside your department, your suppliers, etc.
- Create lots of visual displays, scorecards, an audit process, SOP's, andons, mistake proofing, 5'S cleanup days, have fun, contests, prizes, visibility, communication!
- There is no substitute for direct observation, computer printouts and reports are next best, word of mouth is last resort.
- If production runs over 24 hrs., be sure you observe a few representative 24 hr production turns.

**Example:** Implementation of a "LEAN" work cell in a traditionally discipline oriented laboratory.

This requires several steps that must be prioritized and executed in a rational fashion. The 3 priorities are:

- Cross train the staff (hematology and chemistry)
- Develop the Work Cell and its processes
- Train the staff on the new process

Each of these steps has sub-steps that must follow in order for them to be successful and to allow for the subsequent step to be taken.

- **Cross Training** make sure that the staff understands the reason for the need to cross train and maximize their utility. Again, address the anxieties show them how they gain value to the organization.
- Development of the Work Cell and its processes Lay out a draft of what the work cell should look like. Now, explain the reasoning for the layout and let the staff who work in the areas have input into some of the detail. Some things are optional others are NOT. By having their input, you get buy-in. Not everyone will participate but do not bar anyone from providing input as long as it is constructive. They can have very important input into the work processes once they understand the goal of the work cell.
- Train Staff on the new processes Where possible, take one of the staff leaders, one who understands and supports the change, and have them teach and train their peers on how the new work processes should be accomplished. YOU, as the leader, need to show your support and commitment, by learning as much as possible about the workflow and process (including actually doing); so that the staff can see it is more than just lip service.

- **Example:** 1 month project sample Gantt slide to talk from Slides of key output from an executed project
- <u>Tool/s:</u> Data Collection Plan DMADV DMAIC Process Mapping Spaghetti Diagram Workplace Design
- **<u>Reference/s:</u>** The Six Sigma Memory Jogger M. Brassard, et. al., 2002 Google Search – Impact vs. Effort matrix The LEAN toolbox LEAN SIGMA

#### **Other Books to Consider:**

Execution: The Discipline of Getting Things Done – L. Bossidy, et. al., 2002

#### Statement/s to Remember:

"Innovation distinguishes between a leader and a follower" - Steve Jobs
"Creativity before Capital" - unknown author
"Make your Plan, Work your Plan" – P. Quattrini, 1975
"In God We Trust, All Others Must Bring Data" – author unknown
"The only easy day was yesterday" – US Navy Seal motto

### 8. Create a Job Jar of future changes (LS)

**Description**: In the process of implementing changes, you encounter items that need attention but were not part of the "priority matrix" or scope of the original project. In order not to detract from the project and develop the dreaded "project creep" that slows down your project; you use the "JOB JAR". Here you write down the issue that was identified and some details about it. You now place it in the "job jar" and it becomes your next Kaizen event after you have completed your project. In this manner, you continually improve your processes and keep your staff engaged. Teams for the tasks from the Job Jar can be assembled from interested staff and be led by an experienced member from the original project team. The key to the "job jar" is to incorporate it into the overall project goal but not let it derail the original goals.

**How To:** This simple tool uses a box or jar to hold the various task issues that arise during a larger project. These are tasks that while necessary would contribute to "project creep" or take the project in an undesired direction. One simply writes down the issue that has been identified together with some detail. This information is placed into the job jar. Over the course of a project, the job jar will accumulate a number of tasks to be tackled. These can be prioritized and handled by the project team or by a secondary team after the main project is completed.

**Example:** During the LEAN makeover of the laboratory, the prioritization matrix demonstrated that the biggest "bang for the buck" was in the revamping/reworking of the "core lab operations" consisting of specimen reception, hematology, chemistry, coagulation, manual kit testing and urinalysis.

As other areas were identified they were placed into the "job jar". For example:

- Courier routing and arrival affect specimen reception and processing but would be a project in and of itself.
- Microbiology specimen set up and processing affect overall microbiology turnaround but like the previous issue; it too is a project within itself.
- How to handle histology/cytology specimens and processes affects specimen reception but like the previous two issues, is a process of its own.
- Processing "referral send out tests" beyond setting them into a separate area for processing is more complex and thus becomes a necessary but unwelcome distractionit goes to the "job jar"

Now the task is to take the items in the job jar; sort and prioritize them.

- Can two smaller teams tackle some of these simultaneously with support from the affected local areas?
- Which of these items has the most impact on the overall operation of the lab?
- Based on prioritization and the original charter (improve overall <u>clinical</u> lab workflow);
  - Courier routing and arrival (affects all outreach work)
  - Microbiology setup and processing (third largest specimen volume)
- These two smaller projects can be performed simultaneously by splitting the team from the original project and supplementing them with staff from the two chosen areas.

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Tool/s: Prioritization Matrix Process Mapping Spaghetti Diagram Data Collection Tool

Reference/s: The Six Sigma Memory Jogger – M. Brassard, et. al., 2002 Google Search – Impact vs. Effort matrix The LEAN toolbox LEAN SIGMA - Wedgwood Lean Hospitals (2<sup>nd</sup> Edition) – M. Graban, 2009

#### Statement/s to remember:

"Each problem that I solved became a rule which served afterwards to solve other problems." - Rene Descartes (1596-1650), "Discours de la Methode"

Obstacles are those frightful things you see when you take your eyes off your goal." Henry Ford (1863-1947)

## 9. Presentations to Stakeholders, Customers and Team including "Profit Improvement Proposal" (PIP (JE)

Description: At this stage of your project you have executed your plan and fully implemented your change. You have established control procedures to be sure you can sustain the improvement. You have key performance metrics (KPM's from your CTQ's) in place and you are monitoring them on a real-time basis with appropriate visual aids and scorecards. You have created a job jar for future change projects. You are ready to give final presentations to stakeholders, customers, those impacted by the change plus your team members. Depending on the scope and complexity of your change project, the presentations you give will range from simple to complex. In our experience if you see an example of complex and learn the components of complex then it is very easy to scale down to any level below complex. Therefore, for this workshop we will concentrate on the components of a complex, final presentation. Final refers to a time when you are realizing all the benefits from the change plan you put in place. In a complex project you will most likely need to give presentations multiple times, e.g. at the beginning to gain approvals and funding, at specific Milestones such as pilot results, go-live, IT connected, automation in place, one-month post full go-live, etc. Again, if we concentrate on a complex, final presentation then scaling back in time and complexity will be fairly easy.

With the complex, final presentation you will probably have to deliver it multiple times to different audiences. Therefore, you will need to prepare multiple versions of it depending on your audience. Once again, if you build the most complete one with all details then you can scale it down for various audiences. Never give a full detail 1-2 hr presentation to anyone at the "O" level, e.g. COO, CEO, CFO, CMO, etc. Those that are impacted by your change will need to see the most detail and you will probably need 1-2 hrs to go over the full presentation. Stakeholders will need a presentation somewhere closer to the "O" level with slightly more detail. Directors, managers and supervisors will need somewhere between 30 and 60 minutes. Best to keep all your slides in an Appendix and/or hidden so that if you get asked a detail question you can quickly go to the appropriate slide/s. The key is to gauge the length and detail of your presentation to your audience.

#### Components of a complex, final presentation where you need all detail:

- Audience is a group of "Customers" impacted by the change
- Usually 1-2+ hrs. with Q&A
- Usually 50 100+ slides
- Title Slide (include a picture here if you can, e.g. institution, lab, team, change, etc.), list presentation date and presenters
- Agenda with bullets and names of presenters for each section if multiple presenters
- **"Ho-Hum Crasher" (ending of your story)** "We/You have the opportunity over the next X time to double our output with 40% less input by doing \_\_\_\_\_\_ or investing in

\_\_\_\_\_\_." In the next \_\_\_\_\_ minutes I will show you how we are or how we did do this.

Versions of this phrase above should be used at the beginning of your presentation for all presentations at all levels and at all times in your project life cycle from beginning to end. This is the "beef" and this is "What's in it for THEM". For an "O" presentation you can eliminate the agenda slide and just have your title slide say "Executive Summary of \_\_\_\_\_\_ Change Project". Complete Executive Summary should only be 5-6 slides max. You pick what slides from your full detail presentation to use to support your "Ho-Hum Crasher".

- **Description of the problem** (excerpts from a project Charter doc can be used here)
- Summary of VOC Interviews highlight your Voice of the Customer findings, especially those that refer to the pain associated with your Primary CTQ. Also, show comments that call out the Secondary CTQ's you chose.
- **CTQ Tree Very important Slide!** Summarizes what data you will collect for Current & Future State, what your key performance metrics will be to measure Success, what your success goals are compared to the Current State, and states your time boundary for the project. Remember "CTQ's are to Value as Westgard Rules are to QC".
- **Review of Data Collection Plan for Current State Measurements** focus on Secondary CTQ's, use a team agreed to formal data collection plan.
- Summary of Current State measurements expressed in metrics of your Secondary CTQ's
- Summary of Analysis of the Current State measurements is the Current State sustainable? Does it meet Customer specs 100% of the time? Does it have too much variability? Does the Voice of the Process (VOP) match up to the VOC? This analysis will indicate areas where the Current State can be improved. Be sure this is obvious in your presentation.
- Summary of the Change Improvement how did you arrive at what and how to improve the Current State? The analysis of the Current State in objective terms is how you arrive at what to improve. Each Secondary CTQ should have a plan in place to improve it for this stage. Talk about how you arrived at your improvement plan. How you piloted the improvement plan. What results you got from the pilot. What the improvement looked like compared to the Current State. How you created your full Implementation Plan and what it looks like. How did you implement? What were the results in terms of key performance metrics once implemented? Show actual results of implemented key performance metrics vs. those that came from the Current State measurements. Show that you met or exceeded the goals set from your Secondary CTQ Tree. This stage is data rich and could have 50+ slides in a full detail presentation.

At the end of the tech detail you are now going to review the Financial Business Case and show analysis of costs vs. benefits across a predetermined time frame with predetermined time intervals. This is where the Profit Improvement Proposal or PIP is presented. If this is a final presentation the PIP, if it was deemed appropriate to use, will be presented in final rev. If the PIP is to be used, which you will decide early on with your team, then at this stage in final presentation your audience will have seen it before many times and seen how it evolved from an example to a predicted form and now in its final rev. We strongly suggest when you decide to use this tool, which can be extremely powerful, that you get some expert advice and training before presenting even in example form. By this time you will have learned how your institution evaluates investments, what the criteria is for investment analysis and what is pass/fail for each criteria. You will have gotten all your costs identified and quantified the impact of your change (the benefits). Next you will run the cost vs. benefit analysis against all appropriate investment analysis criteria and produced the results. These results will be displayed in most likely an Excel spreadsheet which you will have made into a slide and a poster board. Use these for your presentation at this point in the presentation. Be sure it is all good news before you present.

When you are doing presentations before you have done a pilot of the improved Future State then this whole section would be made up of Predicted Future State outcomes around the key performance metrics. Also you would predict what the future state would look like based on the improvements you want to make. After full Implementation you would go back and compare what you predicted to the actual results. When you get good at this you want to set it up so that you always exceed expectations of the actual deliverables compared to your predicted deliverables.

- Sustaining the Gain Summary of the Control phase of your project where you have now incorporated this change into a standard operating procedure and it is now the new Current State. How did you train the folks who are impacted in the new process? What kind of Mistake Proofing did you put in place? What key performance metrics are you monitoring to insure the performance gain is being sustained? If a metric goes out of "control" what SOP/s do you have in place to get it back in "control"? What visual displays and scorecards did you setup to monitor the key performance metrics? What type of behavioral motivation plan did you put in place to incentivize those that are most impacted by the change?
- **Review your agenda** tell them what you told them, put up the "Ho-Hum Crasher Slide" as a reminder of what the end of the story was
- Next Steps Review the Job Jar and indicate what you propose to do next and ask for support and input from your audience
- **Q&A and Close** Watch your time, limit questions based on the time you have. Have a flip chart for questions that you will answer off-line. Thank them all for attending.

**How To:** Hints: Your presentation should always tell a story. Give the ending (the "Ho-Hum" Crasher!) away in the first couple of slides and then build the rest of the story around how you got to the ending. Tell them what you are going to tell them, tell them, then tell them what you said you were going to tell them. Don't throw out a bunch of "rubber chickens", be sure each feature has a benefit. Don't forget to "show them the beef". What's in it for THEM! Make multiple copies of your agenda slide and as you go through the presentation put an agenda slide before each agenda section and highlight it so your audience can see where you are in the overall story. This allows you to create smooth segues and keeps your audience flowing with

the logic path you setup in the first agenda slide. Your agenda bullets should follow a DMAIC roadmap. Only call it that if you choose to. Get training in how to create and deliver effective presentations. Look at examples of good and bad presentations that have been presented to your various audiences. And, consider bringing in outside subject matter experts to help you get up the learning curve and accelerate your project. Remember, you will have a diverse group of "thinkers" at each presentation. Review the "Art of Thinking" styles and be prepared! If there is any way to predict key attendees' thinking styles ahead of time it will be in your best interest.

Be prepared before each presentation to decide how and who will get copies of what you present. Your presentations will become intellectual capital and proprietary. Obey the rules for disseminating. Don't take it lightly. Control the value that you have created. Instead of giving it out freely, use it wisely. One trick is to setup follow up meetings with key attendees to go over the info instead of giving it to them. The PIP can be extremely valuable so plan accordingly.

At the end of this section you should be ready to take on your next project.

Example:	Show example	s of components on slides
<u>Tool/s:</u>	Project Charter CTQ Tree Data Collection PIP Proficiency wit	r n Plan h Microsoft PowerPoint at least at Intermediate level
<u>Reference/s:</u>	Consultative Se The Six Sigma I	elling (includes how to create a PIP) – M. Hanan, 1995 Nemory Jogger – M. Brassard, et. al., 2002
<u>Other Books to</u>	• Consider: Presenting to V	Vin – J. Weissman, 2008
Statement/s to	o remember:	"To keep the idea/s alive, communicate successes often" – author unknown

## 10. Learning to "Count" (JE)

**Description**: By this time in your project/s you have completed as least one project that has helped you start up the steep learning curve to be proficient in successful, rapid change management. If you brought in some SME's to help you then you have probably accelerated your learning and have moved up further on the learning curve than if you would have done your project without the SME help. This section is presented as a "Stretch Goal" or could be considered the search and attainment of the "Holy Grail". Gathering data (numbers) and working with numbers can be play as a tremendous advantage in favor of your success and rapid time frames. The numbers start back at the beginning of your project when you begin to translate Primary CTQ's into Secondary CTQ's that have metrics associated with them. These metrics then have goals established (more numbers) along with time boundaries. You gather lots of numbers when you measure and analyze the current state. And then more numbers are added when you predict your future state, pilot the future state, implement the future state and audit the future state. That is a lot of numbers! Getting those numbers to work for you is what "Learning to Count" is all about. The "Holy Grail" is finding ways to easily access the numbers and being able to formulate the numbers into a powerful story that supports your change efforts and proves that your change was indeed beneficial and met or exceeded your "customers" expectations.

I was fortunate enough a few years back to meet an author who was a lean practitioner in the fields of accounting and finance. At the time lean was just getting started in healthcare and was not that prominent in mainstream US manufacturing either. Lean in accounting? That was an unheard of thought. This author is Brian H. Maskell. He has now written 8 books on lean accounting practices. He takes a strong and valid position on getting your accounting and finance folks on your work teams and as stakeholders to truly understand the value that your change projects can produce. The best way to get their attention is with numbers, thus the importance of "Learning to Count". Without their involvement in your project, when you go to request funds for capital and/or renovations you may face major roadblocks. Getting them involved early in your project funds. At the end of this section you should be well up the learning curve and have a few projects behind you. Once you have perfected your skills within your lab it will be time to export your skills outside the walls of your lab and teach others within your institution. The experience you gain with your lab projects can provide the means for you to lead other change projects within your institution.

**How To:** Once again if you want to accelerate up the learning curve with this section, bring in some SME's. Take your metrics from your Secondary CTQ's and funnel them down to 5 or less key performance metrics (KPM's) that can act as early warning indicators for something going wrong with your new change. Agree with your team as to what level is acceptable (green), what range is marginal (yellow) and at what point it is unacceptable (red). If these KPM's cannot be monitored in a real-time, passive manner, then create a process as to who gathers the data, who posts the data, what frequency it is posted and where it is

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posted. Be sure the process describes the action that should be taken if any metric goes yellow and what to do if it goes red. Conduct periodic reviews with your team and stakeholders about the values of these KPM's. One of the best visual formats I have used in the past has been to display these KPM's in the form of an analog dashboard gauge.

Ideally you would like to have these KPM's be generated passively and real-time and displayed in your lab for all to see. This is being done sporadically today but is not mainstream yet. The biggest roadblock to having this occur is software. If you truly believe that these KPM's which are derived from CTQ's are critical to keeping your lab running on target then you will need to make this demand known to your IT folks, your IT and middleware suppliers and your equipment suppliers. We need to create KPM monitoring software as we did with Westgard rules for QC, thus the belief we shared with you that "CTQ's are to Value as Westgard rules are to QC". The best example I have recently seen is the referenced CLN article in the July, 2014, issue pgs. 14-15, "What Does Turnaround Time Say About Your Lab?" In this issue there is a description of a passive, real-time TAT electronic monitor. This is an article worth reading. Envision all KPM's connected this way! Whether you post your KPM's manually or passive, real-time electronically, the key is to do it. This will give you the information to show that your change was good and is being sustained. Now parlay that success into your next change challenge!

- Example:Real-time TAT monitor, aka, pending monitor<br/>Performance Metrics monitoring with visual displays<br/>Weighted Scorecard to monitor performance metrics of multiple lab sites<br/>KPM dashboard gauge<br/>S. Hood presentation from Sept. 29, 2009, Lab Quality Confab, "Easy to Collect-<br/>Easy to Manage Metrics"
- Tool/s:Google Search of "Books written by Brian H. Maskell"Slides showing the examples above
- Reference/s:Making the Numbers Count B. H. Maskell, 1996<br/>Practical Lean Accounting B. H. Maskell, 2011<br/>"What Does Turnaround Time Say About Your Lab?", Clinical Laboratory<br/>News (CLN), July, 2014, pgs. 14-15.<br/>"Easy to Collect-Easy to Manage Metrics" S. Hood, Sept. 29, 2009, Lab<br/>Quality Confab (pdf available online by Google Search of "sandy hood<br/>lab confab")

<u>Statement/s to remember:</u> "In God We Trust, All Others Must Bring Data" – author unknown "CTQ's are to Value as Westgard rules are to QC" – J. Ellis, 2014

## Summary & Closing Remarks (LS & JE)

#### Remember the following highlights:

- 1) **Successful** in the eyes of your customer, adding value, operational definition, measurement of success, time bound.
- 2) **Rapid** 1<sup>st</sup> project 30 days or less, majority 90 days or less, max. 12 months.
- 3) **Change** operational definition, must add value, measurement and time bound
- 4) Management = Leadership, YOU!
- 5) Find SME's to help you accelerate
- 6) R&R (Ready & Receptive)
- 7) 5 Styles of Thinking what are you, what is your audience/customers?
- 8) You are always selling!
- 9) I think I can, I think I can, I think I can!
- 10) **4 Stages of Competence** know where you and your team are.
- 11) Core Competency or a Target for Outsource?
- 12) 5 Why's
- 13) Tools for Prioritization
- 14) Define Success Primary & Secondary CTQ's, Metrics (KPM's), Goal, Time Bound
- 15) Pick Your Team for Success
- 16) Gantt following DMAIC
- 17) Direct Observation is most accurate way to get real data
- 18) Make your Plan, Work your Plan
- 19) Communicate, Communicate, Communicate
- 20) Job Jar will locate your next opportunity
- 21) Ho-Hum Crasher disclose the ending first and then explain how you got the ending
- 22) Tell a story, order by DMAIC
- 23) Go after the Holy Grail KPM's collected passively and real-time & displayed electronically color coded
- 24) Add an accountant/finance person to your team early on
- 25) CTQ's are to Value as Westgard Rules are to QC

In Summary this written tutorial and the accompanying slides should assist you in any change management project that you encounter. We have applied the principles described in this workshop to our everyday projects over many years and have found them to be extremely useful in delivering successful, rapid change management initiatives. We hope you can benefit from our experiences and not have to go through trial and error to come up with a change management process. Contact us if you need help or advice. Good luck!

Slide presentations as Appendices