

# Good to Great

Helping organizations that support  
people with disability labels move  
from good to great

# Our Mantra for the Day

**A Plan  
is Not an  
Outcome!**

Helping people get better lives

Not just better plans

# From the perspective of senior managers

- Coping with external and internal pressures
- Time being spread across too many number 1 priorities
- Not having a way to tie in being person centered with budget, personnel, and other crisis issues

# External Context

Licensing & accreditation

Community Expectations

Family expectations

OSHA

Workforce issues, wages & demographics

Wage & hour rules

Funding rules & amounts

# Culture of Support

• mediating • buffering • structures & processes • transforming

# Some of this weeks meetings

- PCP committee
- Work force development committee
- Budget committee
- Outcomes review committee
- Strategic planning committee
- Unusual incident review committee

# Doing all the “right things” but -

- the outcomes don't match the effort

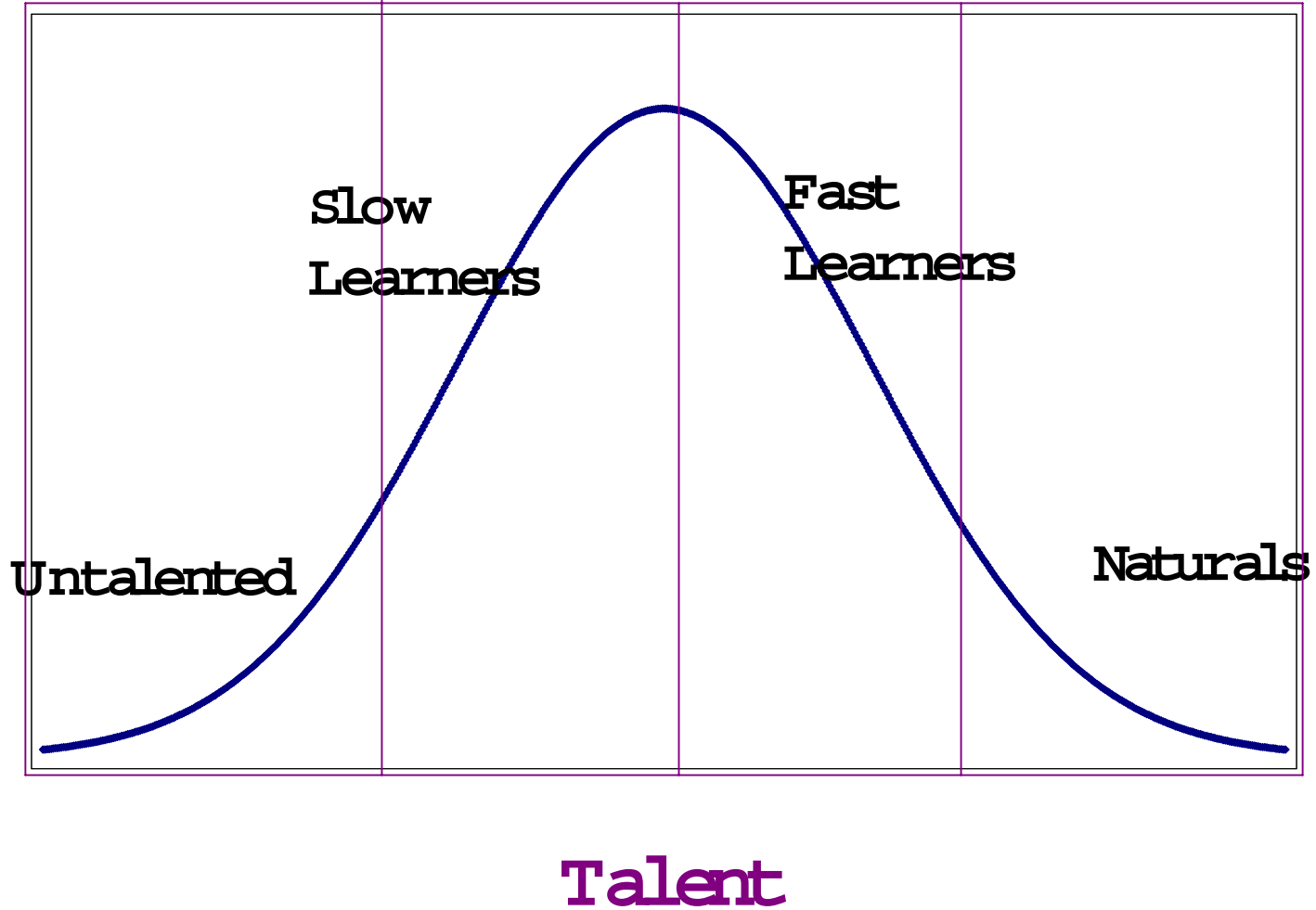
# From “my” perspective

- We have learned how to teach people how to write good plans
- We have seen our efforts result in positive changes
  - But
- The outcomes don't match the effort

# Current training efforts

- Teach a large group about person centered thinking
- Teach a small group how to write plans
  - Then
- Those who have been trained do what they will

# Distribution of Gifts for Person Centered Planning



“Quality cannot be inspected into a product... Inspection to improve quality is too late, too costly, and too ineffective... Quality must be designed in.”



Deming, 1991

“Taking a direct, frontal approach to changing values is fraught with difficulty, resistance, and strong human emotion. We therefore start with behavior instead. We start with the behavior that will lead to the desired change in attitudes and values.”

W. Warner Burke, Organization Change p. 13

**For every complex problem  
there is a simple solution ---  
and it is wrong.**

**Peter Senge quoting Oscar Wilde**

# Local change strategy

## Current –

- Outcomes for those supported
- Organizational culture
- Knowledge and skills
- Policies, practices, and structures

Organizational  
Change  
Efforts



## Desired –

- Outcomes for those supported
- Organizational culture
- Knowledge and skills
- Policies, practices, and structures

# Good paper versus good lives

**In a culture in which good paper takes precedence over a good life -**

- **The mission/vision is about helping people get good lives**

**BUT**

- **Efforts to get good lives are not noticed**

**WHILE**

- **The behavior of senior managers tells front line managers that good paper is rewarded and bad paper is punished**

**AND**

- **The people who use the services often have good plans but lives where what is really important to them is absent**

# Crisis Culture

## In a crisis culture -

- You only have time for the “quick fix”
- All temporary solutions are permanent (until they create a new crisis)
- Time to think things through is seen as a luxury
- Those good at crisis management find it addictive

# Blame culture

## You have blame culture when -

- Real responsibility is avoided
- “Thinking outside the box” results in psychic decapitation
- Advice from others focuses on risks more than rewards and the importance of “CYA” activities
- A strong blame culture kills creativity, distorts learning, and eventually drives out many of those you want to retain.

# **Accountability versus Blame Culture**

- In an accountability culture you know what the boundaries are before you meet them**
- In a blame culture you discover the boundaries by crossing them**

# Passive (only professionals learn) Culture

- In planning meetings the less time you spend with the person the more you get to talk
- The closer you are to the person the less you are expected to think
- The learning done by the person and those closest to them is not recorded
- Much of the “data” generated is fabricated

# Partnership

- **Partnership is built on a foundation of –**
  - **Respect and**
  - **Trust**
- **Partnership requires that everyone is clear about their roles, responsibilities – while being flexible**
- **Partnership is about sharing power and about following the rules of trust**

# Creating the ground rules for partnership

How do you know if –

- Respect is present in the workplace
- Trust is present in the workplace
- Partnership is present in the workplace
  
- Vote for the top 5 and then, with discussion, pick no more than 10

# Learning culture

## A learning culture requires –

- That everyone is heard & feels their voice matters
- Learning is continuous – not just during review or planning meetings
- What is learned is recorded as it is learned
- People are supported in acquiring the skills they need – and opportunities to enhance skills are routine

# In a learning culture there is “Good paper”

- Our memory, a place to record what we have learned
- What helps new people to meet the person
- It serves to focus our efforts, our learning
- Helps with problem solving
- Is useful in day to day support

# Accountability


- **Everyone knows what the expectations are for their job – what the boundaries are**
- **They can be creative without fear**
- **Those who do not meet the expectations, who cross established boundaries, are held accountable**

# Teach person centered thinking skills that -

- Change how people think about support
- The expectations and practices
- And create discontent with what is

# In response to what is learned

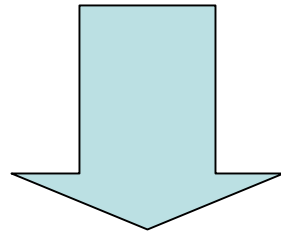
- Make the changes that can be made within the existing structures
- Begin to describe the changes that are needed in structures, practices, etc.

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- Regular, everyday use of person centered thinking skills will:
    - Change what people pay attention to
    - Reinforce desired values
    - Result in changing how people are supported

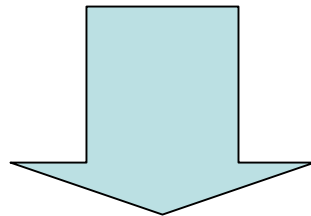
# “Pressure” Exercise

How are you being pushed and pulled?

Learning new ways of seeing/looking/evaluating  
what causes discontent when what could  
be/what should be is not present



Discontent creates pressure for change



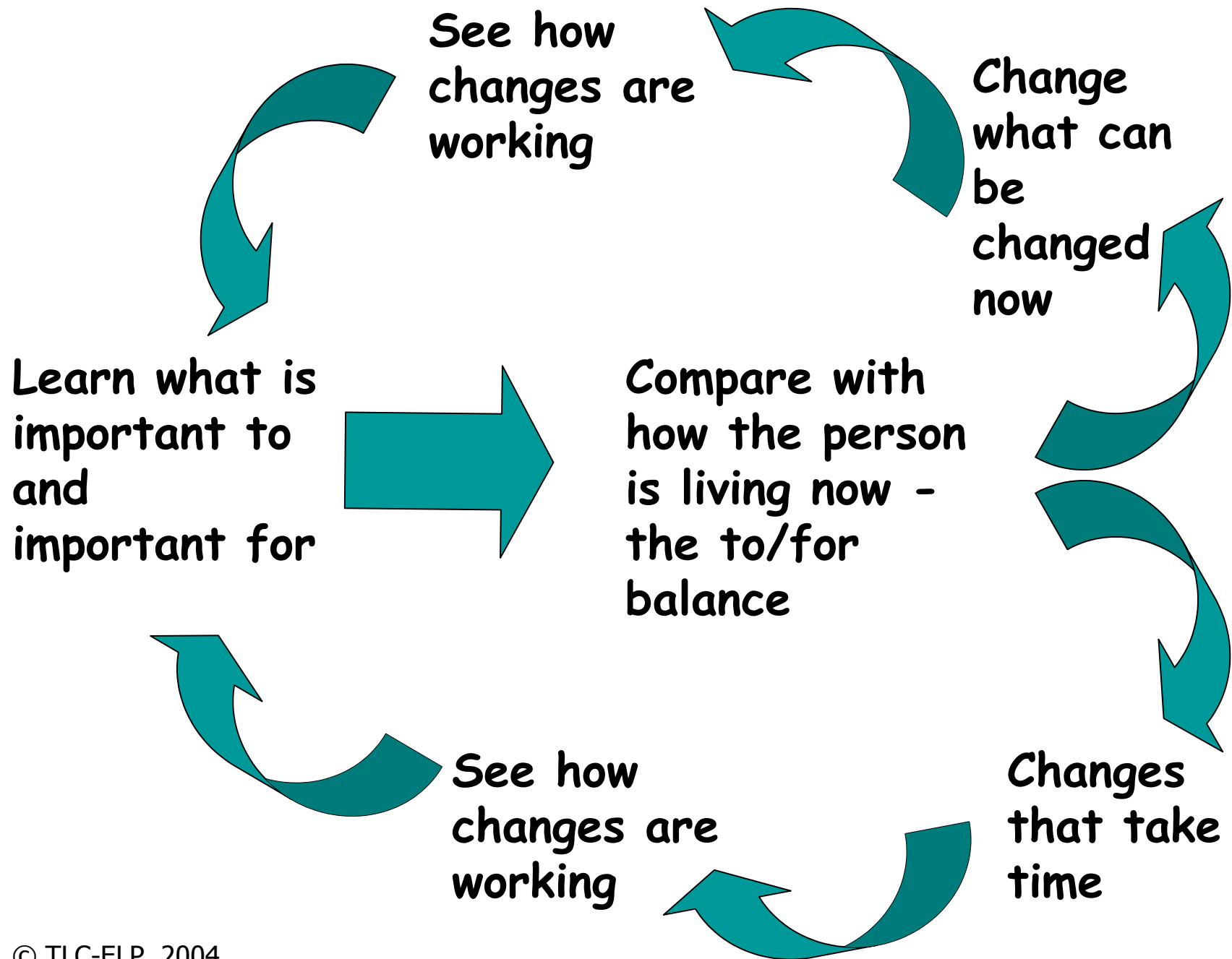
Change happens at 2 levels

# 2 levels of change

- Level 1 change –
  - those changes that can be made without becoming a change target –
  - without changing core structures, responsibilities, etc.
  - E.G. – helping people with their morning rituals, honoring what is important that doesn't require that people move or major changes in staff responsibilities

# 2 levels of change

- Level 2 changes –
  - Changes that make you a change target
  - New responsibilities, practices, structures



“Frames are both windows on the world and lenses to bring the world into focus. Frames filter out some things while allowing others to pass through easily. Frames help order our experience and decide what action to take... Frames are also tools for action, and every tool has its strengths and limitations.” (Bolman and Deal, 1991)

# Process/skill experts

- Know how to write person centered plans
- Know how to teach person centered thinking

# Content experts

- Know the people, have a personal relationship with the person
- Know what should go inside the person centered plans
- Know what the person centered thinking exercises should say about each person

# Context experts

Know the context of the workplace –

- Relationships (esp. informal power relationships)
- Organizational culture (the way things are done around here)
- Language (professional and organizational)
- Know how to make change happen (or stop change)

# Person Centered thinking skills – 1& 2

- Sorting important to from important for (and finding a better balance between)
- Determining staff responsibilities using the donut

**What is -**

**Important to .....**

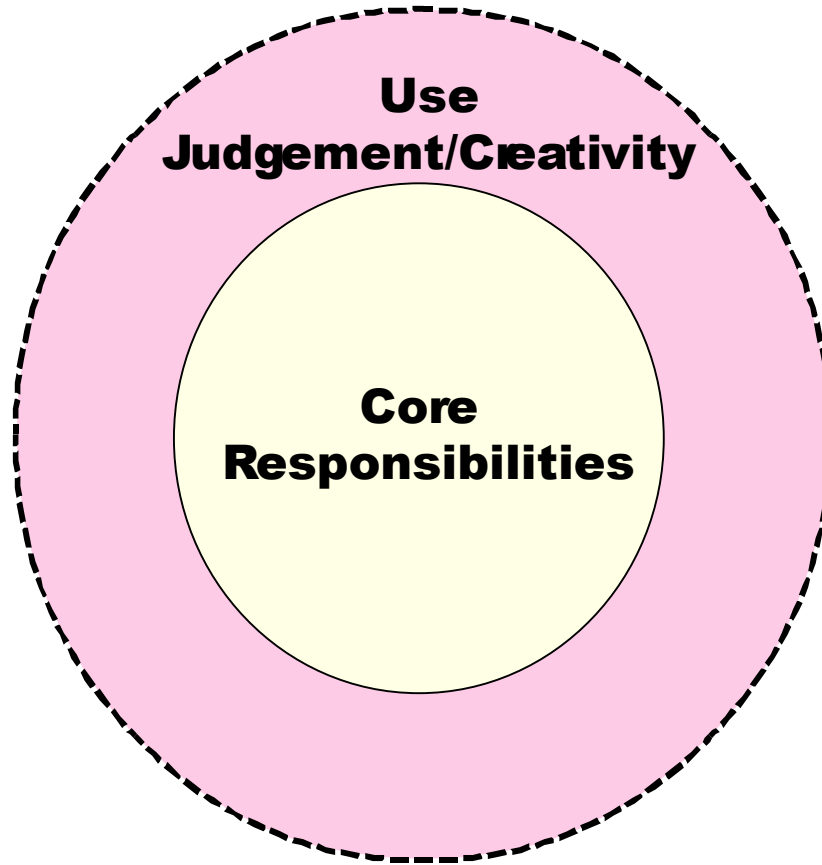
**Important for ....**



**What else do you need to learn/know?**

# Inside a Person's Life

**Not Our "Paid" Responsibility  
(Domain of friends)**



# **What is - Important to Bob**

**To be one of the guys**

**To keep his friends**

**To be in charge of his own  
life**

**To have a “typical” life**

**To stay healthy**

# **Important for Bob**

**To stay healthy –**

**•Take his medications as  
prescribed**

**•Stay out of the  
hospital/not cycle**

**To be connected to his  
community**

## **What else do you need to learn/know?**

**How dangerous is it for him to go off his medication and have a couple of beers? Would it be OK for him to drink 1 or 2 beers and be on his medication?**

**Is there another medication where 1 or 2 beers would be OK?**

**How well does he understand the risks that he is taking?**

**Would he be willing to drink non-alcoholic beer?**

**What role does his girlfriend play in this?**

## **Core responsibilities**

- **Helping Bob make an informed choice**
- **Informing Bob of the risks of his behavior**
- **Informing yourself of the actual risks and alternatives**
- **Making sure that Bob's psychiatrist knows about Bob's drinking**
- **Making an effort to explore with Bob alternative ways to get what is important to and important for him**

## **Use judgment and creativity**

- **What you do to meet your core responsibilities around helping him make an informed choice –**
- **Informing Bob of the risks**
- **Educating yourself**
- **Exploring alternatives**
- **If part of the “problem” is the response of the psychiatrist – helping Bob find another**

## **Not our paid responsibility**

- **Whether or not Bob drinks**
- **What Bob's psychiatrist does in response to the information**

# Person centered thinking skills - 3

- Analyzing situations using what works/doesn't work (also known as the makes sense/doesn't make sense analysis)

	<b>What makes sense? What works?</b> <b>What needs to be maintained?</b> (The Upside Right Now)	<b>What doesn't make sense?... What needs to change? What doesn't work?</b> (The Downside Right Now)
from Julie 's perspective	<ul style="list-style-type: none"> <li>• <b>Shopping as often as possible, daily even, for favorite things</b></li> <li>• <b>Having lots of jewelry and watches to choose from and no one getting into them until I tell them it's OK</b></li> <li>• <b>Having my sister, Joanne, who lives in Seattle in my life</b></li> <li>• <b>Lots of clothes in my favorite colors, blue, red and black</b></li> <li>• <b>Getting my nails polished in many colors and many layers</b></li> <li>• <b>Living with my new friend, Teddy, the Yorkshire</b> <ul style="list-style-type: none"> <li>○ <b>Sleeping on my bed at night</b></li> <li>○ <b>Snacks from my plate</b></li> <li>○ <b>In my lap when I watch TV</b></li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• <b>Staff don't let me drink whatever I want</b></li> <li>• <b>The dog has to go in the other room during mealtime</b></li> <li>• <b>When there's no work to do at WAC Inc</b></li> <li>• <b>When I go shopping staff don't let me buy some things I want</b></li> </ul>
from staff perspective:	<ul style="list-style-type: none"> <li>• <b>Favorite people doing activities with her, especially John Dandy</b></li> <li>• <b>Keeping Julie from falling</b> <ul style="list-style-type: none"> <li>○ <b>Reminders to use her walker</b></li> </ul> </li> <li>• <b>Blood sugar kept level</b> <ul style="list-style-type: none"> <li>○ <b>Staff know Julie's signs of low and high blood sugar</b></li> </ul> </li> <li>• <b>Joanne is active in Julie's life</b></li> <li>• <b>Planning before she goes shopping what she is going to buy</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Julie is less steady on her feet and falling more than she used to</b></li> <li>• <b>If you don't make a plan with her before shopping, she will want to buy more than she has money for</b> <ul style="list-style-type: none"> <li>○ <b>Julie may get very upset which can alter her blood sugar</b></li> </ul> </li> <li>• <b>Julie gives Teddy food off her plate which means staff can't accurately track her nutrition</b></li> </ul>

# What does and does not make sense within the Alpha Organization (examples)

## **Makes sense, is working**

- Generally people are supported by staff who really care about them.
- Most people are supported by staff who have known them a long time;
- In many homes, people are supported by staff who are respectful naturally

## **Doesn't make sense, not working**

- A few people are supported by staff where there is no personal connection
- Some people are supported by staff who are working 60 to 80 hours per week
- There are staff who are disrespectful, not aware of it, and not corrected.

# Person centered thinking skills - 4

- Using the ‘4 questions’ to focus on learning and acting on that learning –
  - What have we tried?
  - What have we learned?
  - What are we pleased about?
  - What are we concerned about?
- And then
  - What should we try/do based on what we have learned?



Person centered thinking skill 6 –

Where people communicate more clearly with their behavior...

<b>What is happening</b>	<b>_____ does</b>	<b>We think it means</b>	<b>And we should</b>

<b>What is happening</b>	<b>Rhonda does</b>	<b>We think it means</b>	<b>And we should</b>
You are pushing Rhonda	Locks her chair	I don't want to go there	Figure out with Rhonda where she wants to go
Rhonda is at the front door	Kicks the door	I want to go out	Help her outside (unless there is <del>too</del> much pollen, about to rain, etc.)
Rhonda has stopped eating	Catches your eye, pulls down napkin	I'm done eating	Take leftovers away <b>now</b>
You didn't remove her food	Rhonda sweeps the food off her tray	I told you I was finished & you didn't listen	Clean up and do better next time

# Building skills within existing services

**Supporting  
Dreams**

**Connecting - Circles  
Relationships**

<b>Matching staff and those using services</b>	<b>Communication chart</b>
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**Collecting/reinforcing learning  
with the 4 questions**

**Using what is working/not working**

<b>Important to/Important for and the balance between them</b>	<b>Clearly defining staff responsibilities</b>
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# Requirements for success

- Commitment
  - From senior managers to do what it takes
- Persistence
  - To carry through in changing the behaviors that will change the culture
- Willingness to be a change target
  - Everyone likes being a change agent but real change requires that you do some of the changing

# Expected outcomes

- The people supported by the agency will have better lives as those who support them are more empowered to listen and act on what they hear
- The agency will –
  - experience a decrease in turnover among those staff it wishes to retain
  - experience more creativity and better problem solving from those closest to the person
  - find that its services are more flexible and responsive
  - have a stable cadre of skilled managers
  - be less dependent on leaders with passion to ensure a culture of quality that remains focused on the person

## **6 questions that relate to retention**

1. Do I know what is expected of me at work?
2. Do I have the materials and equipment needed to do my work right?
3. At work, do I have the opportunity to do what I do best every day?
4. In the last seven days, have I received recognition or praise for good work?
5. Does my supervisor, or someone at work, seem to care about me as a person?
6. At work, do my opinions seem to count?

Buckingham & Coffman, First, break all the rules (1999) pg 33

# Next steps

How you are going to move  
forward

# The 2 day person centered thinking training

- Who to invite –
  - 100% of those in senior/mid level management positions
  - 150% of those who you think might be good pc thinking coaches
- What to expect –
  - Everyone to walk away with things to do tomorrow
  - Everyone to have ideas about what will be hard to do it

# Characteristics of pc thinking coaches

- People who are good at it (naturals)
- People who will be listened to because of who they are not just the position they have – they are credible
- People who will have the time to coach, preferably because of what they do day to day
  - Often these would be direct support professionals and/or 1<sup>st</sup> level managers

# Characteristics of pc thinking coaches

- People who already “walk the talk”
- Very good listeners
- Good at figuring out how to do things, creative and persistent
- Good at sharing learning

# What we expect them to know and do

- Be good at the 6 basic pc thinking skills
- Use the skills/show others how to use the skills in everyday situations
- Use the skills for organizational issues as well as individual issues
- Share the learning within and between the agencies
- Create a buzz, an enthusiasm for the efforts

# Person centered thinking coaches – roles and responsibilities

## **Core responsibilities**

- Seek opportunities to use the 6 skills and use them effectively
- To model the desired behaviors – consistently walk the talk
- Understand & use the resources available
- Identify what is and is not working – and share
- Participate in agency problem solving efforts

## **Use judgment and creativity**

- In how learning is shared
- Encouraging others to walk the talk
- How to utilize/sell the resources
- Sharing what isn't working in ways that people can hear
- How to contribute to problem solving
- Looking for the “low hanging fruit” – opportunities
- Creating a buzz

## **Not our paid responsibility**

As a person centered thinking coach –

- Make people learn, walk the talk
- Make people use resources
- To have every effort work
- To develop person centered plans
- Make changes in how the organization works, policies, structures

# OTAC staff – roles and responsibilities

## **Core responsibilities**

- Teach the 6 skills – provide ongoing support (coaching/mentoring)
- Model the behavior – always walk the talk
- Serve as, identify, & offer resources
- Provide processes to share information
- Facilitate the use of the information on what is and is not working
- Offer assistance in agency problem solving
- Work with agencies to establish clear and effective measures

## **Use judgment and creativity**

- Adapting the teaching and ongoing support to individuals
- Encouraging others to walk the talk
- Show utility of resources
- Adapting problem solving techniques to agency issues
- Assisting in identifying “low hanging fruit”
- Sustaining the buzz
- How we give feedback to agencies

## **Not our paid responsibility**

As OTAC “good to great” project consultants –

- Make people learn, walk the talk
- Make people use resources
- To have every effort work
- Make changes in how the organization works, policies, structures
- To act as agency managers or agency person centered thinking coaches