STEERING THE ELEPHANT

Balancing Change Management Lessons
from the Business World
with the Emotional Heart of Pediatric Education

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Ann & Robert H. Lurie
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McGAW MEDICAL CENTER
of NORTHWESTERN UNIVERSITY

CHANGE

For a lot of us,
change can be
a big scary word.

In the end,
change
is all about motivation.

*"Great things are done by a series
of small things brought together."*
– Vincent Van Gogh

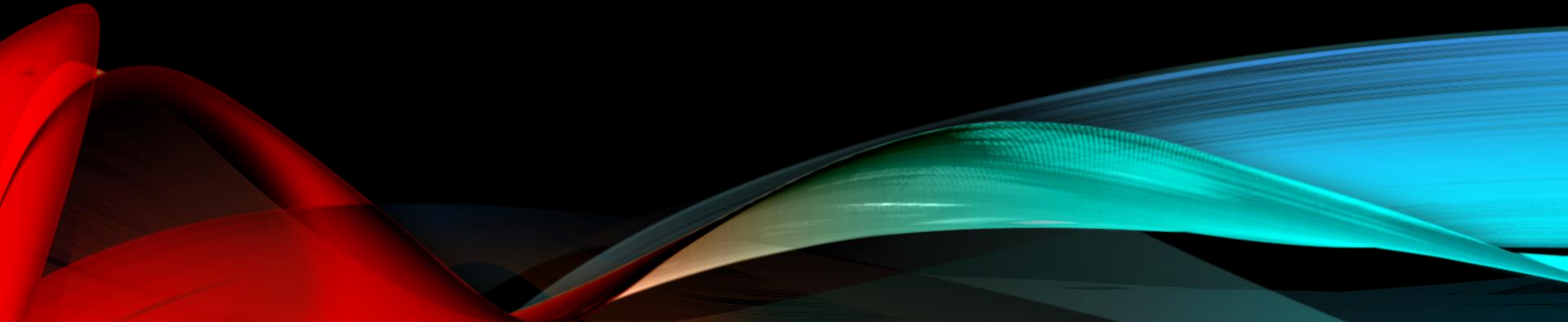# CHANGE

Let's review these motivation questionnaires.

- ☑ Even Numbers
- ☑ Odd Numbers

CHANGE
IN THE GME ENVIRONMENT

GME WORLD

- Pre-2011:   Annual Program Written Action Plans
- 2011:   Current Duty Hour Guidelines
- 2012:   Annual Institutional Program Monitoring
- 2012:   Faculty and Resident Annual ACGME Surveys
- 2012:   Program Evaluation Committee
- 2012:   Milestone Assessment of Resident Competence
- 2013:   Clinical Competency Committee
- 2013:   ACGME Annual WebAds Program Information
- 2014:   CLER Institutional Site Visits
- 2014:   NAS Program Self-Studies and Site Visits
- 2015:   Implement Entrustable Professional Activities
- 2016:   ?????

Change in Learner (Resident/Fellow)

- Increased draw to technology
  - ▸ Ability for instantaneous communication via email
  - ▸ Demand coordinator responsiveness
  - ▸ (Mis?)Interpretation of written communication

- Accountability given constant communication
  - ▸ Lapses in resident/fellow responsiveness
  - ▸ Resultant need for excessive follow-up/follow-through

MEDICAL

Change in Institutional Environment

- Duty Hours Changes
  - ▸ Residents/fellows working on different schedules
  - ▸ Less in-person communication; Challenges to build rapport
  - ▸ Creative communication methods

- Hospital/Institutional Demands
  - ▸ On-boarding/certifying
 - ▸ Patient safety/quality initiatives
  - ▸ Practice metrics

Change in Training Programs

- Increasing amount of daily/weekly tracking elements
  - ▸ On-going requirements for residents/fellows
  - ▸ On-going requirements for faculty

- Increasing amount of annual tracking elements
  - ▸ Milestones and competencies/Clinical Competency Committee
  - ▸ Annual program evaluation/Program Evaluation Committee
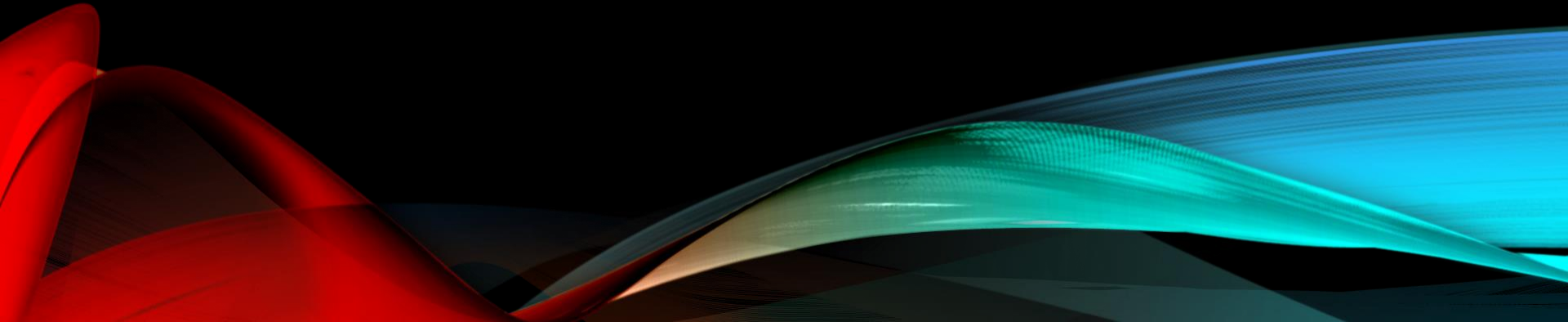 - ▸ NAS/Self-studies and site visit
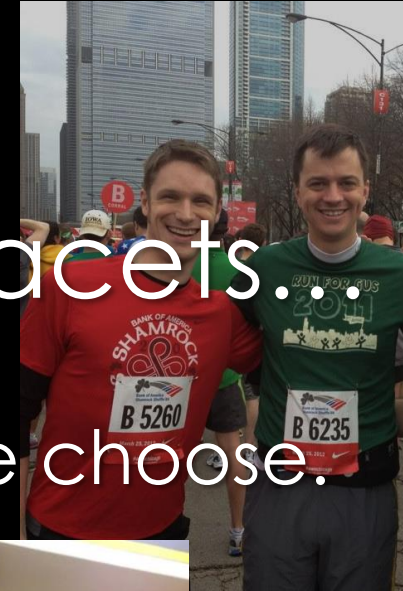
CHANGE
CONCEPTS & EXAMPLES
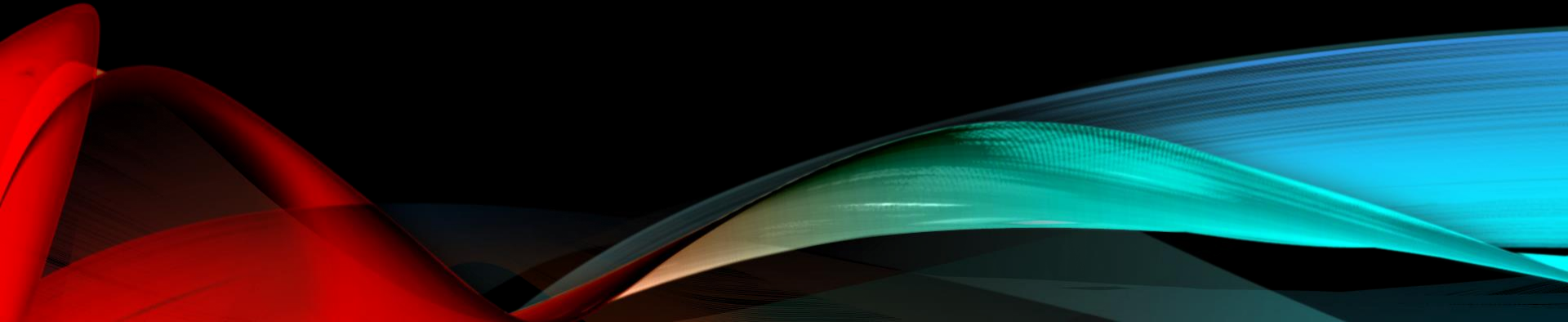
Why are we talking about business?

What do you know about it?

How does it apply to me?

We all have many facets...

...which we can

bring into our work if we choose.

Think about a current **challenge**.

using your HEAD

- Gather data

- Analyze the situation

- Assess possible solutions

using your HEART

- Gather opinions

- Analyze the motivation

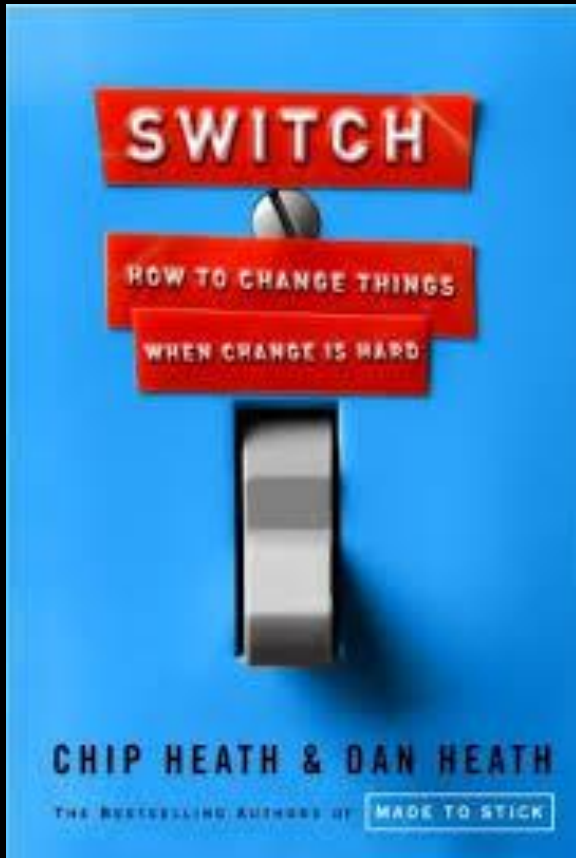- Assess possible feelings and emotions

CHANGE

HEAD & HEART

- Where do tensions exist between facts and feelings?

- Analyze the motivation

- Assess possible feelings and emotions

A DUAL APPROACH

For successful change, you must both **motivate the elephant** and **direct the rider**.

Switch:
How to Change Things When Change is Hard

Chip Heath & Dan Heath
New York: Broadway Books
2010

THE ELEPHANT

emotional

STRENGTHS

- Energy, drive, instinct
- Love, compassion, sympathy, loyalty
- Gets things done

WEAKNESSES

- Can be lazy or skittish
- Small goals & short-term focus
- Unresponsive to facts

THE RIDER

rational

STRENGTHS

- View toward destination & big picture
- Ability to plan ahead
- Understanding of multiple factors

WEAKNESSES

- Overly analytical
- Indecisive

3-Part Framework

- Direct the Rider

- Motivate the Elephant

- Shape the Path

3-Part Framework

DIRECT THE RIDER:

Provide clarity to reduce resistance

How can we reduce obesity?

3-Part Framework

DIRECT THE RIDER:
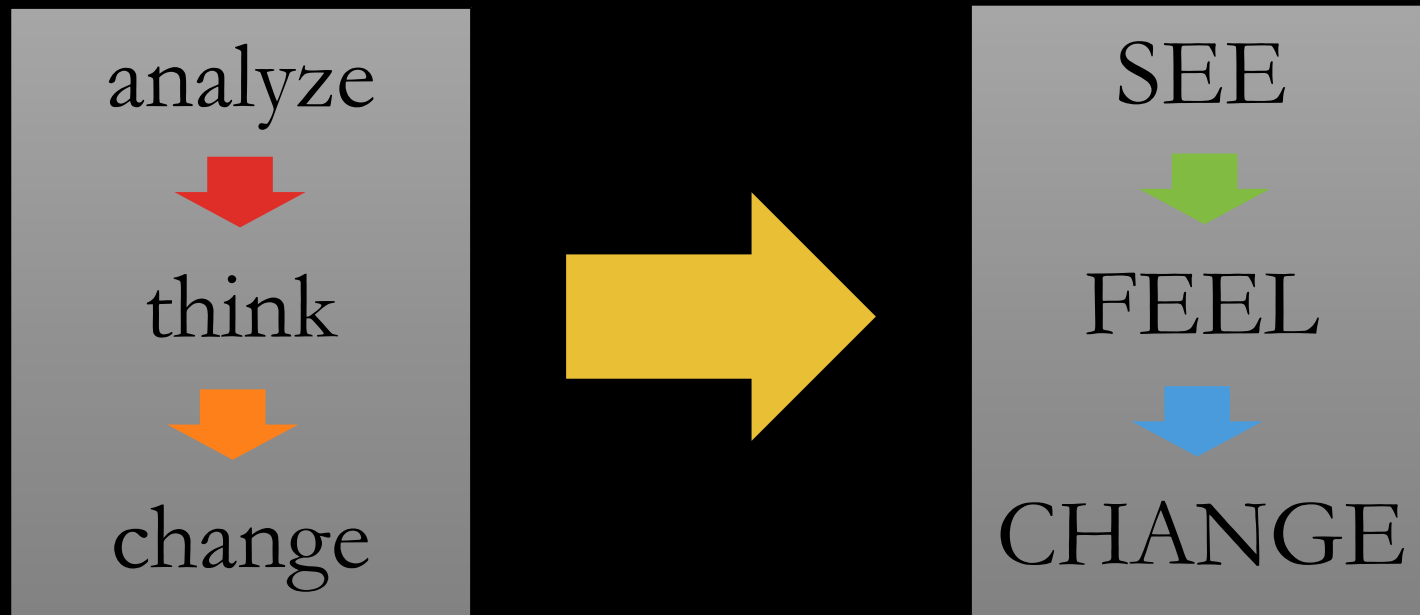
Provide clarity to reduce resistance

eliminate carbs?
eat better food?

cut portion sizes?
exercise more?

3-Part Framework

MOTIVATE THE ELEPHANT:
Find the emotion. Energize to combat exhaustion and reach the goal.

| analyze → think → change | → | SEE → FEEL → CHANGE |

3-Part Framework

MOTIVATE THE ELEPHANT:
Energize to combat exhaustion and reach the goal.

When you engineer early or frequent successes,
you are really engineering hope.
Hope is precious to a change effort. It's elephant fuel.

3-Part Framework

MOTIVATE THE ELEPHANT:
Energize to combat exhaustion and reach the goal.

Partnership for a Drug-Free America

For immediate & specific actions, appeals to **negative** emotions - fear, anger, rage - **can** work.

"This is your brain on drugs" or LBJ's 1964 "Daisy" election ad are examples of a negative appeal.

3-Part Framework

SHAPE THE PATH:

Modify the environment
to make change more likely

Two students just can't get to class on time.

SHAPE THE PATH:

1. TWEAK THE ENVIRONMENT.
Lock the door when the bell rings so latecomers are stuck in the hallway.
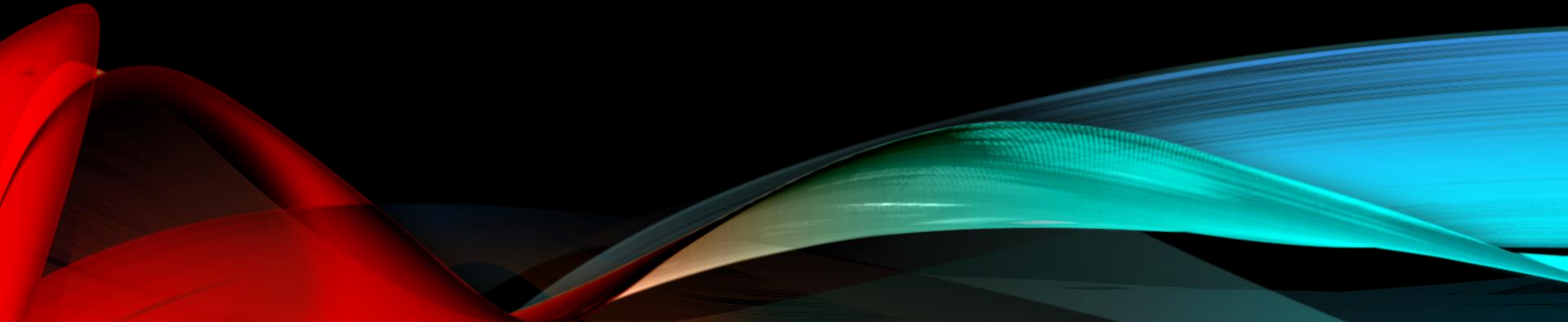
2. BUILD HABITS.
Start a quiz with 1-2 quick questions at the beginning of every class. If the two students aren't present, they'll fail.

3. RALLY THE HERD.
Post an "on-time" record. Maybe when the two offenders see that they're the only regularly tardy students, they'll adapt.

SHORT-TERM ACTIONS

- THE QUESTION
  - Is what you are asking clear?
- THE RESPONSE
  - Is it clear how to act?
- THE TIMING
  - Is it clear when a reply is due?
- THE WORDING
  - Is your desired end goal clear?
  - Will you know how to recognize it?
  - Will it give you the feedback you want?

SHORT-TERM ACTIONS

DIRECT THE RIDER

Provide clarity to reduce resistance

- Script the Critical Moves
- Point the Direction
- Find the Bright Spots
- Vary the Media

SHORT TERM ACTIONS

SCRIPT THE CRITICAL MOVES

- **Clearly define** both the "ask" and the response.

- Solicit **another person's eye** on the wording:
Do they understand what you're going for?

- Format **action items** so that they are separate and stand out. If explanation is required, give a brief recap.

- Always provide **a deadline** and at least one **reminder**.

- Garbage in, garbage out!

SHORT TERM ACTIONS

POINT THE DIRECTION

- In one respect, you are asking.
  *(But functionally, you are **telling people what to do**.)*

- Appeal to the fact-lover in us: give a **brief background** (where we are) and a picture of the **desired outcome**.

  - *"This survey is key for accreditation purposes. We currently are at 49%. 70% is the required response rate."*

- Reduce options if possible: we like the *idea* of choice, but too many options keep us from acting.

  - *"Eat healthy" – vs. "Drink 1% Milk"*

- If you don't clarify choices or define the response, **people will stall**.

SHORT TERM ACTIONS

VARY THE MEDIA

- Be conscious of too many systems/sign-ins/passwords
- Recognize different tools work for different people
- Beware email fatigue
- Try multiple approaches
- Provide a key (or an FAQ) as a later reference

SHORT TERM ACTIONS

FIND THE BRIGHT SPOTS

- Shows positive examples
- Models that it CAN be done
- Can ask and learn from those who have achieved success
- Creates unconscious healthy competition

CASE DISCUSSION

CASE DISCUSSION

- Goals
  - Designate one group member as spokesperson
  - Review your group's case
  - Prepare to answer the following discussion questions:

DISCUSSION QUESTIONS

- What is your immediate/gut reaction to this scenario?
- Which of the strategies discussed might apply to this scenario?
  - SCRIPT THE CRITICAL MOVES
  - POINT THE DESTINATION
  - VARY THE MEDIA
  - FIND THE BRIGHT SPOTS
- How would you address the situation using those strategies?

SHORT-TERM SCENARIOS

- Susie has been a senior on the wards for the last month and has overseen several medical students. Senior resident evaluations of medical students comprise 50% of the students' grades. Susie has not completed any medical student evaluations, despite being contacted multiple times by her program coordinators. Medical student grades are overdue and the medical student rotation faculty members are anxious to submit grades in order to stay in good standing with the dean.

DISCUSSION QUESTIONS

- What is your immediate/gut reaction to this scenario?
- Which of the strategies discussed might apply to this scenario?
- How would you address the situation using those strategies?

- Today is interview day #47. The end is near and you are seeing glimpses of the light at the end of the tunnel. You have seven bright-eyed applicants who show up to the hospital, despite sub-zero temperatures and the fact that this is their 15th interview. You have zero residents signed up to have (free) lunch with the applicants and zero residents signed up to give them a tour of the hospital.
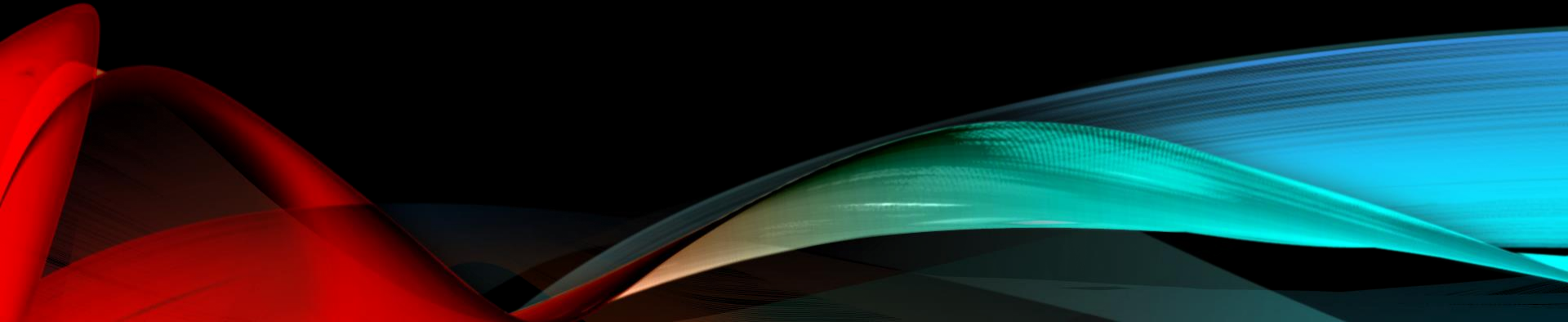
DISCUSSION QUESTIONS

- What is your immediate/gut reaction to this scenario?
- Which of the strategies discussed might apply to this scenario?
- How would you address the situation using those strategies?

- Bobby is a frequent Facebook user and has an opinion about everything. While scanning through Facebook one evening you see the following post: "Worst day ever… apparently I can't even use the term "Down Syndrome" anymore. #INEEDADRINK"

DISCUSSION QUESTIONS

- What is your immediate/gut reaction to this scenario?
- Which of the strategies discussed might apply to this scenario?
- How would you address the situation using those strategies?

- The ACGME now requires that institutions have oversight of resident duty hours. Your institution supports a fairly stringent policy of duty hour logging on a daily basis through a new computer system. This has not been the requirement in the past and the residents are not pleased. You understand that logging duty hours is just another administrative task that does not add to resident education.

DISCUSSION QUESTIONS

- What is your immediate/gut reaction to this scenario?
- Which of the strategies discussed might apply to this scenario?
- How would you address the situation using those strategies?

…AND IN OUR PROGRAM

SHORT-TERM ACTIONS

…yeah but…

What does this all mean on the ground?

…here are a few (positive & negative) examples…

SHORT TERM ACTIONS

POINT TO THE DESTINATION

- We learned that the faculty advisors were providing inconsistent support to our residents.
  - Set a clear expectation and timeframe:
    - Meet with residents THREE TIMES.
    - Meet once informally for coffee or lunch to introduce yourself and show willingness to be a resource. (Prior to 10/1)
    - Meet between mid-November and mid-December to evaluate adjustment to the program, review progress on individualized curriculum, and discuss evaluation feedback.
    - Meet between mid-April and mid-May to discuss curricular goals for the coming year, advise on elective contacts and scholarship, and discuss evaluation feedback.
    - After each meeting, return a completed advisor form.
  - A reminder message is sent at the beginning of each period, with a link to all relevant advisor materials.

SHORT TERM ACTIONS

SCRIPT THE CRITICAL MOVES

- In an overall **rotation evaluation**, we added a question to address the idea of **resident autonomy**.

RESIDENT AUTONOMY
Inpatient Services
July-December 2015
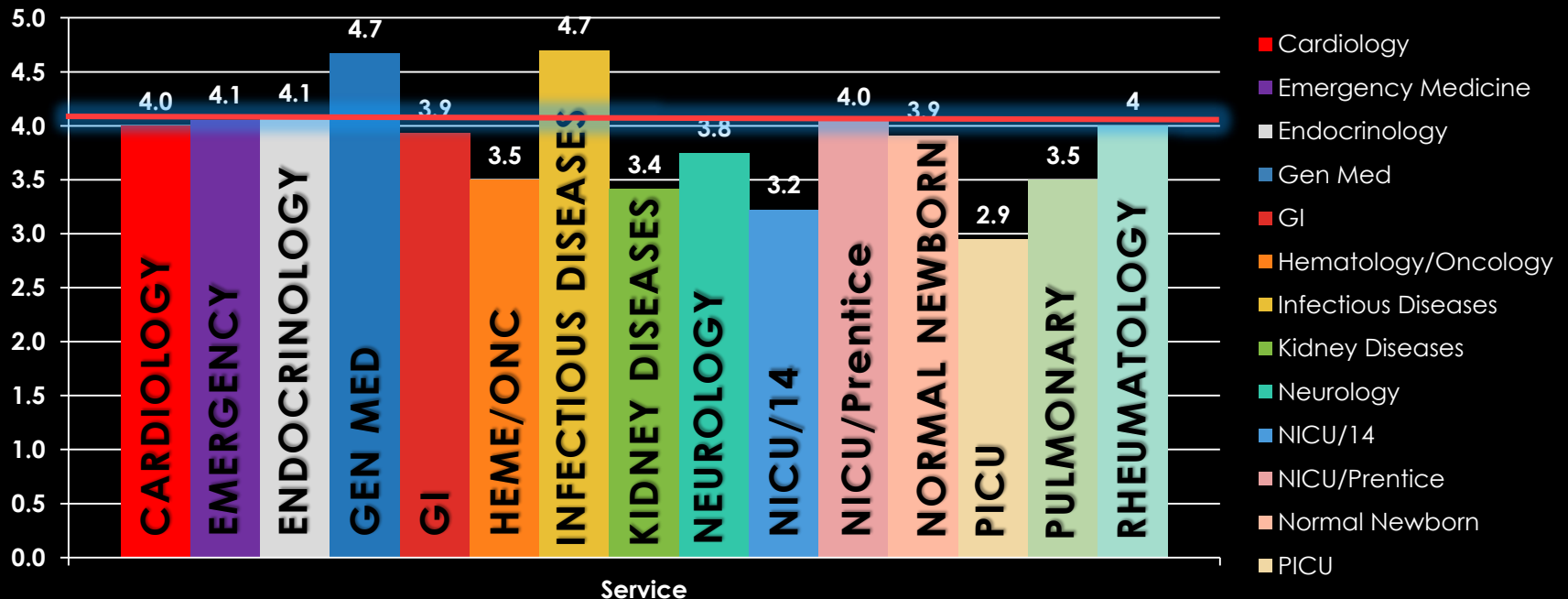
Legend:
- Cardiology
- Emergency Medicine
- Endocrinology
- Gen Med
- GI
- Hematology/Oncology
- Infectious Diseases
- Kidney Diseases
- Neurology
- NICU/14
- NICU/Prentice
- Normal Newborn
- PICU

Values by Service:
- CARDIOLOGY: 4.0
- EMERGENCY: 4.1
- ENDOCRINOLOGY: 4.1
- GEN MED: 4.7
- GI: 3.9
- HEME/ONC: 3.5
- INFECTIOUS DISEASES: 4.7
- KIDNEY DISEASES: 3.4
- NEUROLOGY: 3.8
- NICU/14: 3.2
- NICU/Prentice: 4.0
- NORMAL NEWBORN: 3.9
- PICU: 2.9
- PULMONARY: 3.5
- RHEUMATOLOGY: 4

SCRIPT THE CRITICAL MOVES

- In an overall **rotation evaluation**, we added a question to address the idea of **resident autonomy**.

Please choose the most accurate statement related to autonomy on this rotation.

- Residents are allowed a sufficient and appropriate amount of autonomy in clinical decision-making situations. (5)
- Residents are mostly allowed appropriate amount of autonomy, with some exceptions. (4)
- Resident autonomy varied considerably between too much and not enough. (3)
- Residents need more autonomy and independence on this rotation. (2)
- Residents were perhaps given too much autonomy; they may need more support and guidance on this rotation. (1)

LITTLE MISS
WHOOPS
Roger Hargreaves

In our rush to get feedback on this issue, we built a questionnaire with an inconsistent scale …
*and got **very inconclusive data**.*

We eventually added a consistent Likert scale about autonomy with a comment box.

SHORT TERM ACTIONS

FIND THE BRIGHT SPOTS

- We had poor completion rates for resident evaluations of faculty and peers.

- We recognized a systems issue: residents didn't always know what they had and hadn't done.

- We created a grid to show tracking in real time, and linked to it with all reminders.
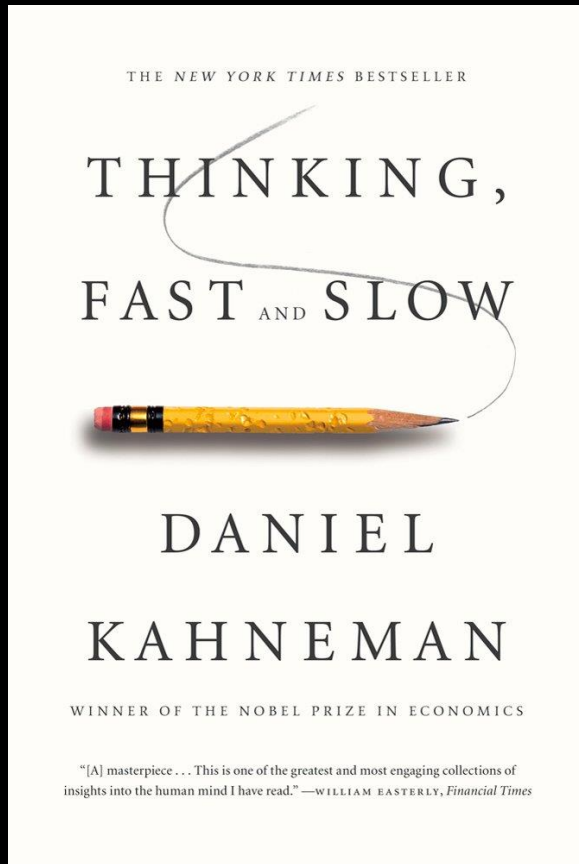
for further reading…

Leading Change

John P. Kotter
Harvard Business School Press
2010

Thinking, Fast and Slow

Daniel Kahneman
Farrar, Straus and Giroux
2011

THE *NEW YORK TIMES* BESTSELLER

THINKING,

FAST AND SLOW

DANIEL
KAHNEMAN

WINNER OF THE NOBEL PRIZE IN ECONOMICS

"[A] masterpiece . . . This is one of the greatest and most engaging collections of
insights into the human mind I have read." —WILLIAM EASTERLY, *Financial Times*
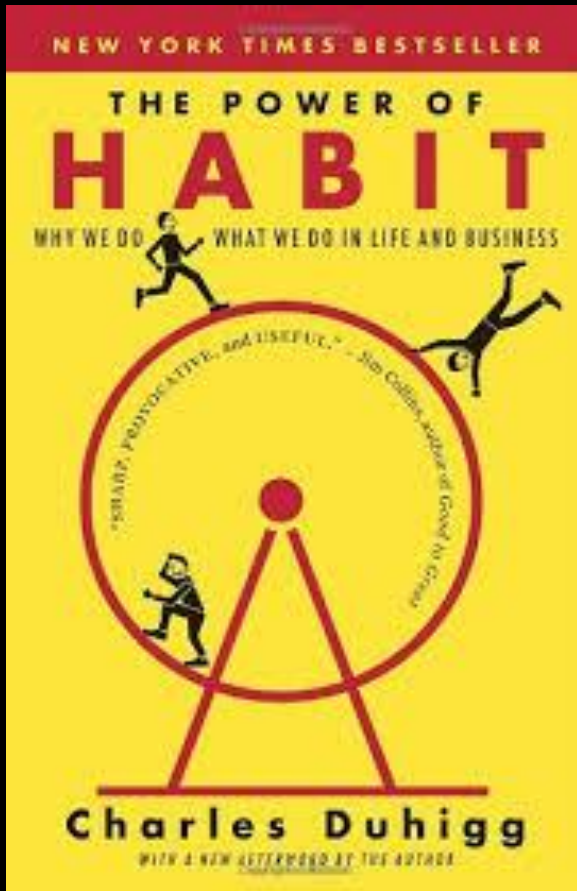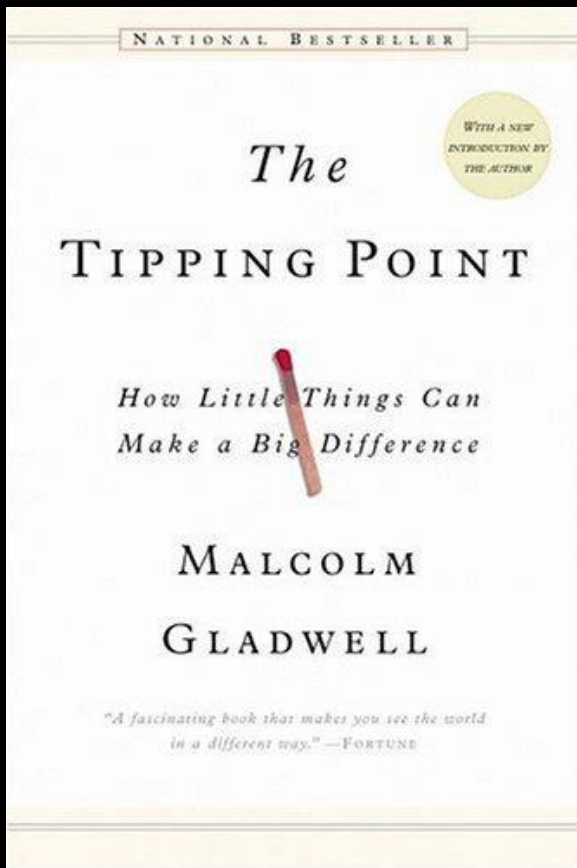
The Power of Habit:
Why We Do What We
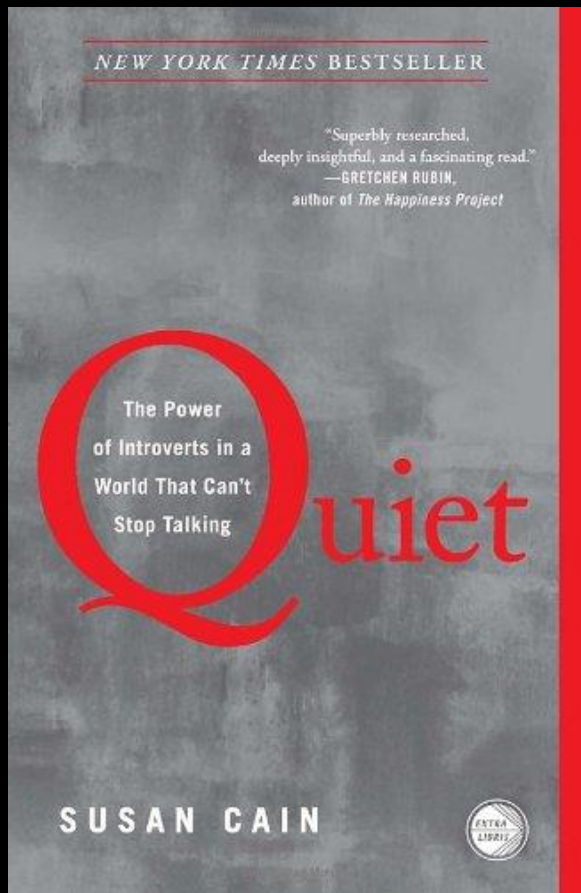Do in Life and Business

Charles Duhigg
Random House
2012

for further reading…

The Tipping Point: How Little Things Can Make a Big Difference

Malcolm Gladwell
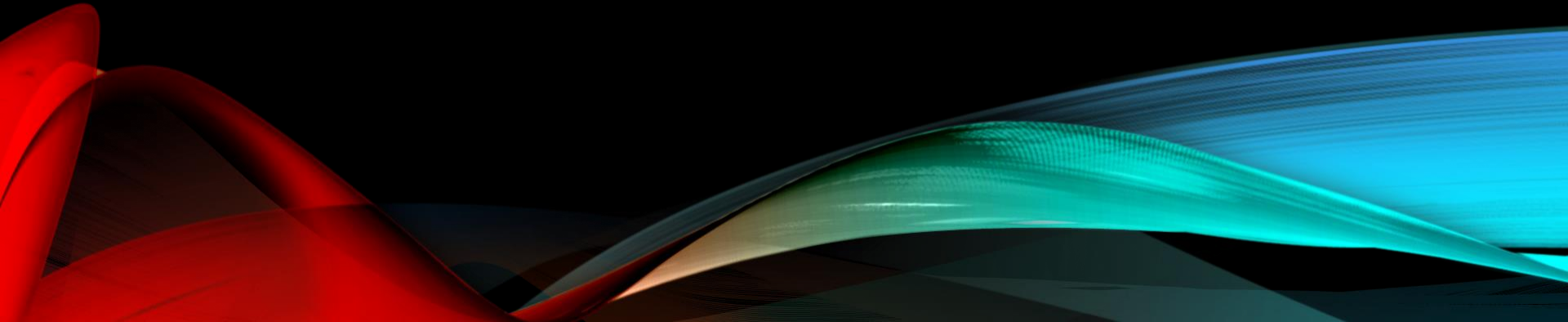Little, Brown & Company
2000

Quiet: The Power of Introverts in a World That Can't Stop Talking

Susan Cain
Crown Publishing
2012

CHANGE

BREAKING IT DOWN

LONG TERM ACTIONS

SHRINK THE CHANGE

- **Break up** the problem into steps
- **Show progress** along the way
- As there is progress, **celebrate achievements**
- …and **remind people** of the next step

LONG TERM ACTIONS

FIND THE FEELING & RALLY THE HERD

- **Consider the emotions** involved.

- Successful change involves **modifying behaviors** on an individual level.

- It takes a compelling **emotional appeal** to a person's feelings to adjust behavior.

- Once you've made your case to the heart, you can **back it up** with an appeal to the head.

  - People are more inclined to believe statistics if they are already emotionally aligned with your case.

- Find a way to **move the full group** along.

  - People tend to look to others for answers or wait for cues.

LONG TERM ACTIONS

TWEAK THE ENVIRONMENT

- Consider the bigger picture. Are there emotions or systems in play?

  - Which elements do you have control over? The people? In your area? In another area?

- Are there ways that you can build or reward "good habits"?

  - Actions ▶ habits ▶ behavioral change ▶ systematic change

- Just like in the theater, you can do things on-stage and off.

  - Is there a "backstage" approach you can take to make things easier?

OUR "TOOLBOX"

DIRECT
THE RIDER

- Script the Critical Moves *
- Point to the Destination *
- Find the Bright Spots * †

MOTIVATE
THE ELEPHANT

- Vary the Media *
- Find the Feeling * †
- Shrink the Change †
- Grow the People †

SHAPE
THE PATH

- Tweak the Environment * †
- Build Habits †
- Rally the Herd * †

* = generally applicable
 to short-term situations

† = generally applicable
 to short-term situations

LONG-TERM SCENARIOS

CASE DISCUSSION

- Goals
  - Designate one group member as spokesperson
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DISCUSSION QUESTIONS

- What is your immediate/gut reaction to this scenario?
- Which of the strategies discussed might apply to this scenario?
  - SHRINK THE CHANGE
  - FIND THE FEELING & RALLY THE HERD
  - TWEAK THE ENVIRONMENT
- How would you address the situation using those strategies?

CASE 5

- The program wants to develop a track or pathway in global health but is unsure of how to bring it to fruition. How do you decide who does what? How do you know what elements to include – and how many are needed to complete the pathway? You don't even know where to start.

DISCUSSION QUESTIONS

- What is your immediate/gut reaction to this scenario?
- Which of the strategies discussed might apply to this scenario?
- How would you address the situation using those strategies?

- Three of your residents have asked you the same question about something you emailed out last week. You desperately want to shake them and say "Search your email inbox before interrupting me!!" but you want to maintain a decent working relationship.

DISCUSSION QUESTIONS

- What is your immediate/gut reaction to this scenario?
- Which of the strategies discussed might apply to this scenario?
- How would you address the situation using those strategies?

CASE 7

- An ACGME Self-Study visit is right around the corner. This review, which you know is quite important, seems low on the priority list of your busy and admittedly somewhat disorganized program director.

DISCUSSION QUESTIONS

- What is your immediate/gut reaction to this scenario?
- Which of the strategies discussed might apply to this scenario?
- How would you address the situation using those strategies?

- Diversity has been a big problem in your residency program. The program has had difficulty in recent years recruiting applicants of diverse racial, social and ethnic backgrounds. Your program directors and chief residents are all for recruitment of diverse applicants but don't have any ideas as to how to attract these candidates.

DISCUSSION QUESTIONS

- What is your immediate/gut reaction to this scenario?
- Which of the strategies discussed might apply to this scenario?
- How would you address the situation using those strategies?
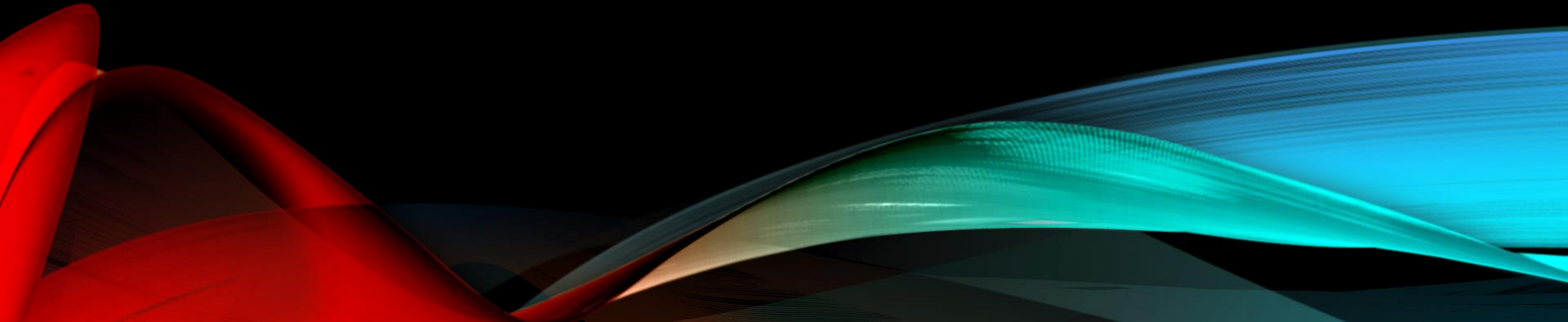
LONG TERM ACTIONS

SHRINK THE CHANGE

- We have had a number of large initiatives being developed and launched: new schedules, new assessments, new evaluations, new programs.

- Each time, we start by **outlining the process**, soliciting **feedback from multiple sources** on the proposal, and then **piloting the program** on a limited basis.

- In this way, before we devote lots of resources toward one potentially giant failure, **we learn as we make progress** on lots of little steps!

- An example is a recent effort to **improve efficiency of Family-Centered Rounds**. We outlined our goals in a weekly program leadership meeting, discussed with faculty members, earned approval of our Education Advisory Board, and piloted on Gen Med rotations.

TWEAK THE ENVIRONMENT

- Duty Hour Logs. Ugh. No one likes them.

- GME demanded increased oversight. Attestations weren't enough. They wanted weekly RMS logs.

- Trainees were used to completing attestations on a monthly basis. We kept this, adding a question about duty hour log completion. This helped a little.

- We went back to GME, negotiating the response interface and timeframe details. Eventually we settled on a compromise:

  - Similar duty types were eliminated
  (Reduced from 13 to 5. Fewer options = quicker responses!)

  - Some responses were templated (*to save time!*)

  - Residents complete work hour logs monthly, not weekly

LONG TERM ACTIONS

BUILD HABITS

- We got a number of emails and calls about the same issue time after time. We tried to address in meetings and group emails, but still found ourselves repeating the information.

- Due to outdated technology, our program internal website had fallen out of use. We refreshed it and turned it into the first-step, go-to place for questions, including quick-links and an ever-developing FAQ.

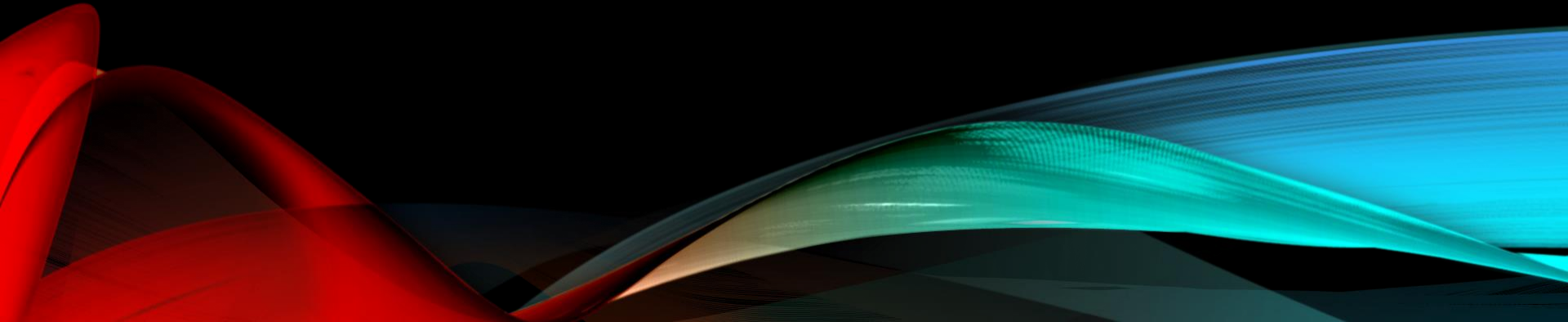*(Thanks to lessons learned at APPD about Google Sites!)*
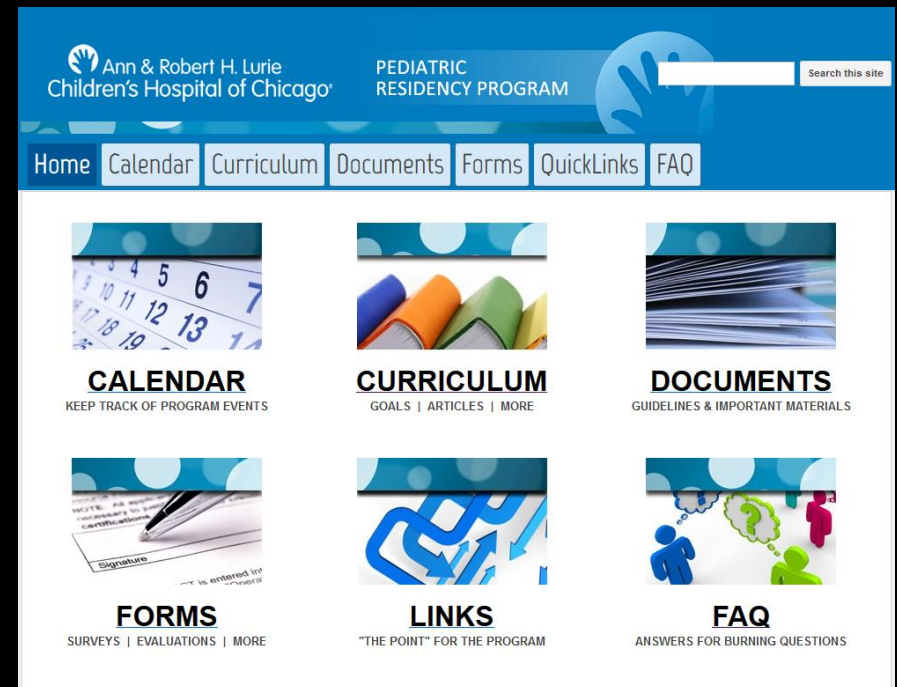
PUTTING IT TOGETHER
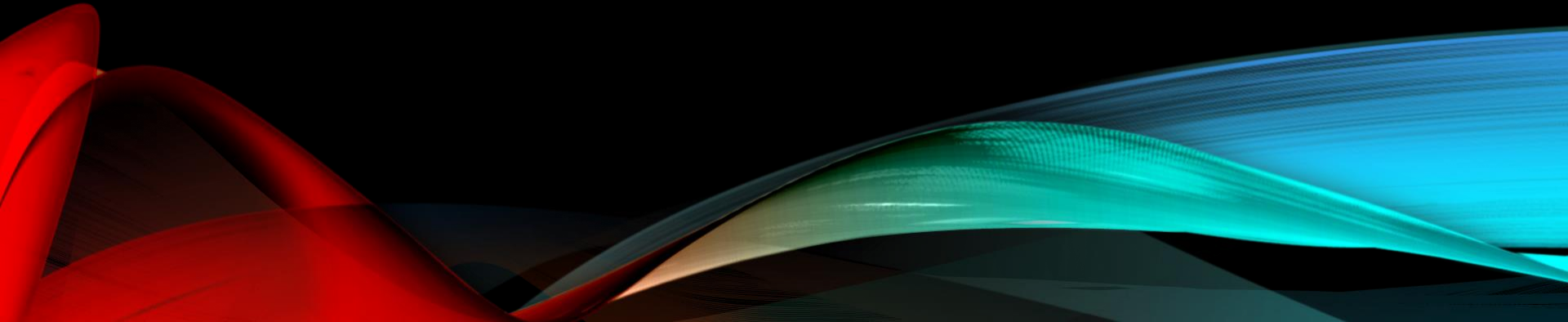
Preparation is everything.

…Set yourself up for success!

Interview season
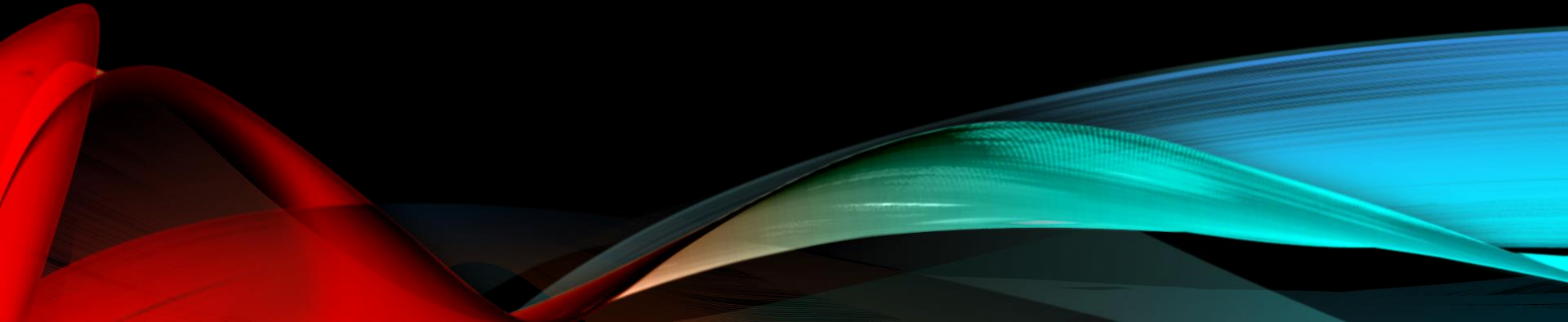# exists to **find the right fit**.

Program directors & coordinators
should be sure to discuss applicants'
timeliness/professionalism/friendliness.

Applicants can likely fake a 20 minute interview…
but if they were a pain
when setting up an interview,
they will likely be a pain for 3 years.

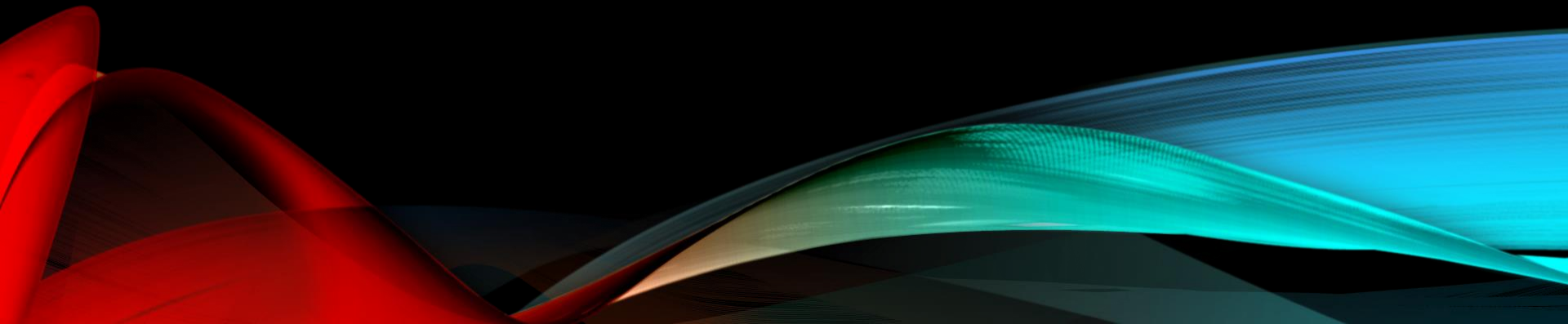# You know yourself and your people best.

How can you make them tick?

Get to know each resident
as an individual,
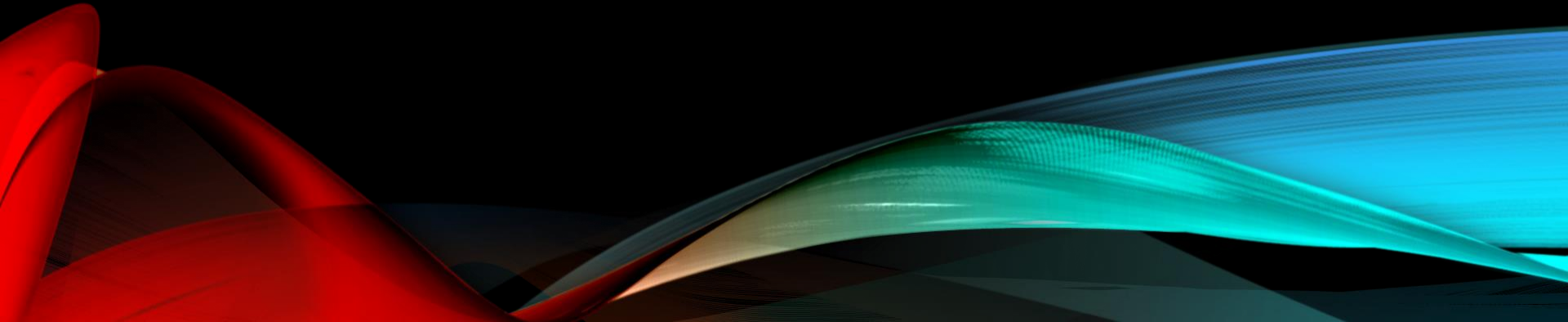and learn how they are motivated.

Some need a concrete deadline. Some find that condescending.
Some don't want to disappoint you. Some need consequences.

In the sports world, this makes a great
coach. They can discern how to get
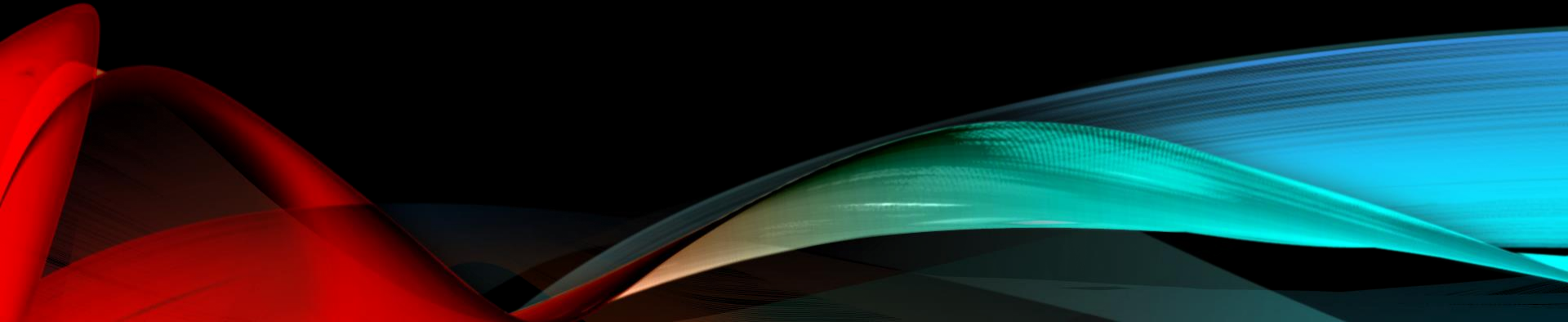the most out of each player.

Take a "Systems Issue" and approach from a "People Perspective".

…or vice versa!

Think of the tools
in your toolbox.
Pick the right one.

…and make it work!

OUR "TOOLBOX"

DIRECT
THE RIDER

- Script the Critical Moves *
- Point to the Destination *
- Find the Bright Spots * †

MOTIVATE
THE ELEPHANT

- Vary the Media *
- Find the Feeling * †
- Shrink the Change †
- Grow the People †

SHAPE
THE PATH

- Tweak the Environment * †
- Build Habits †
- Rally the Herd * †

* = generally applicable to short-term situations

† = generally applicable to short-term situations

REFLECTION

Where have we already applied these concepts in our work environments?

How will these concepts benefit our work in the future?

REFLECTION

Take a second to consider and record your past victories:

Which techniques did you use?

What new tips might you incorporate to make your next change?