

Leaning Forward Program

Leaning Forward is a comprehensive leader development training program, where participants learn the process and techniques of establishing and sustaining operational excellence and overall continuous improvement. Through this process, participants will learn and apply the tools and concepts of Change Management, Emotional Intelligence, Conflict Resolution, Continuous Improvement (e.g., PDCA, Lean and where appropriate Six Sigma) to achieve their improvement goals and change how they manage.

It outlines and demonstrates the essential tools and practices that can be applied in a healthcare environment to decrease costs, increase efficiency and quality of service, improve patient and employee satisfaction and create an ongoing culture of continuing improvement. The program develops staff to a point where they are competent in leading continuous improvement initiatives independently.

A blended teaching model is utilized where cohorts learn new content online by accessing the “lectures” via the web week(s) before scheduled classroom training. Cohorts then apply the learnings through an assigned project. The classroom will be used for team presentations, project discussion and feedback, and focused learning. This will provide participants the opportunity to learn by doing a project and by teaching fellow students the concepts they applied to their project. This teaching methodology is based on a concept called “Flipped Classroom.”

It allows the cohorts to learn at their convenience where the traditional model creates a hurry up and wait scenario. Where project teams may be ready to move on, but are held up because the next scheduled training session isn’t for another week. Additionally, research shows adults learn better by doing and teaching. A benefit of this style includes the cohorts teaching their cohorts. Nothing encourages an individual to retain what they learn than by having to teach it to a co-worker!

By the end of the training, cohorts gain a greater understanding of the philosophy, concepts and systematic process of overall process improvement. Participants will learn “how to” lead and implement these philosophies and practices at HFS. Participants learn through lectures, classroom simulations, and actual application of the tools and techniques in their department. At each session, participants learn a new tool, then, apply the tool in a “hands-on” simulation. There is also a project requirement, and competency checks for successful completion of this course.

Training Objectives:

- Learn how to effectively lead, implement and sustain a continuous improvement project.
- Learn how and why to align the organizational objectives with an overall business improvement initiative.
- Learn and apply the tools, process and keys to lead, monitor, and control a continuous improvement projects.
- Learn how to conduct a high impact, team oriented, continuous improvement projects.
- Learn and understand how to use Change Management, Lean and Six Sigma (where appropriate) tools to achieve operational excellence and sustainable business improvement.
- Learn how to establish, and monitor key departmental and organizational metrics.
- To lead and think differently.

Upon completion of this training the designated leaders will:

- Understand change management, lean and six sigma (where appropriate) philosophies and how they can be applied to healthcare.
- Know when, where and how to apply value stream mapping techniques to internal processes.
- Apply problem solving techniques and A3 tools to internal situations to obtain better results.
- Apply the appropriate tools to processes to improve quality, cost and delivery of services.
- Demonstrate new leadership techniques to help your organization make the cultural transition to continuous improvement.
- Apply principles from the science of improvement to accelerate progress toward your organizational aim.

Proposed Course Summary**Independent Learning/Project Work**

Prior to attending the first training session participants will be expected to complete three short “Learning” Modules, assigned readings and homework. This component is designed to jump start the training program by introducing the participants to the basic concepts of continuous improvement (e.g., Change Management and Lean) prior to the first scheduled session.

1. Web Module 1: Lean Overview
2. Web Module 2: Change Management
3. Web Module 3: Value and Waste in Healthcare
4. Assigned Readings
5. Complete Homework as Assigned

Classroom Session 1: Assess - 4 Hours

Assess - This is the most critical step in your continuous improvement journey. In medicine, professional skills are used to assess and evaluate a patient. In a continuous improvement project, similar assessment skills are used to evaluate an area or process. We will cover the following during as part of the classroom session:

1. Participants present their homework and provide project updates.
2. Review of Change Management, Lean and Six Sigma as they relate to healthcare.
3. Introduction to A3 Thinking. Participants will be introduced to Project A3s and will begin applying A3 thinking to their projects. This includes:
 - Charter
 - Problem Statement
 - Current State (e.g., goals, metrics, etc)
 - Value/Process Mapping

Independent Learning/Project Work –

In between Session One and Session Two participants will be expected to work on their project and complete a couple short “Learning” Modules, the assigned readings and homework. This includes:

1. Web Module 4: Voice of the Customer
2. Web Module 5: Practical Charting, e.g., Pareto, Paynter, Run, etc.
3. Assigned Readings
4. Complete homework as assigned

Classroom Session 2: Diagnosis – 4 Hours

Diagnosis - A stethoscope, EKG, lab results, etc. assist in determining a diagnosis of a patient. In a continuous improvement project, additional tools are used to identify and gather information for an in-depth analysis of the issue or problem. Diagnosis will provide the transition from assessing an area or process to ensuring the correct treatment is identified and applied.

1. Participants present their homework and provide project updates
2. Review of Learning Modules (as appropriate).
3. A3 Thinking. Participants will be introduced to additional components of the Project A3 and how they can apply A3 thinking to their projects. This includes:
 - Problem Analysis
 - ◆ Who will be impacted by changes in this process?
 - ◆ What is the detailed process flow?
 - ◆ Can we use a fishbone diagram to find and show any likely problem areas?
 - ◆ How much waste is there in the process?
 - ◆ Have we asked the “five whys” for each step? Do we understand the root cause of the problem?
 - ◆ Can we show that we have identified the major problems using a Pareto chart?
 - ◆ Have we used an Impact / Effort matrix or other tool to prioritize the wastes / problems we will address in this project?

Independent Study/Project Work

In between the second and third sessions participants will be expected to work on their project and complete a couple short “Learning” Modules, the assigned readings and homework. The Lean Coach will be available to support project work via email, Skype or in person as needed. Proposed activities include:

1. Module 5: A3 Thinking
2. Module 6: Kaizen Events
3. Readings as assigned

Classroom Session 3: Treat – 4 Hours

Treat - In medicine, the ultimate goal is to achieve wellness for a patient. In a continuous improvement project, treatment involves the application of the appropriate tool to a process or area to attain a standardized process used as a base for continuous improvement, free of waste, error and variation.

1. Participants present their homework and provide project updates.
2. Review of Learning Modules (as appropriate).
3. A3 Thinking. Participants will be introduced to additional components of the Project A3 and how they can apply A3 thinking to their projects. This includes:
 - Analysis and Recommendations
 - ◆ What gaps are there between the Current and Future State, and what changes in the process (improvements) should be taken to address these?
 - ◆ What improvement tools and resources will we need to make the recommended improvements?
 - ◆ What stakeholders will be involved in the action plan?
 - ◆ What is the communication plan?
 - ◆ Can we show a high-level summary of process steps that need to be changed?
 - Action Plan:
 - ◆ What steps need to be taken to accomplish the improvement plan?
 - ◆ Who will take the lead for each step?
 - ◆ What timeframe will be required? When will the new process be implemented?
 - ◆ What is the training / education plan?
 - ◆ What data will continue to be collected, and how often will it be collected and reported?
 - ◆ How will feedback be obtained from customers and stakeholders?
 - ◆ Can we show a high-level WWW for this project?

Independent Study/Project Work

In between the third and fourth sessions participants will be expected to work on their project and complete a couple short “Learning” Modules, the assigned readings and homework. The Lean Coach will be available to support project work via email, Skype or in person as needed. Proposed activities include:

1. Module 7: 5S
2. Module 8: Standard Work
3. Readings as assigned

Classroom Session 4: Prevent – 4 Hours

Prevent. The old saying "An apple a day keeps the doctor away" is analogous to maintaining a healthy (i.e., error free, value added) process once it has been improved. In medicine, often rehabilitation, life style change, continued medications, yearly checkups, etc. are used to ensure that the ailment the patient experienced does not reappear. In comparison, this applies to process improvement. This is achieved through controlling the improvements implemented in the previous phases through effective measurements, visual controls, Total Employee Involvement (TEI), and reward and recognition from management. The Prevent Phase ensures that the solution is sustained, and shares the lessons learned in the improvement project throughout your organization.

1. Participants present their homework and provide project updates.
2. Review of Learning Modules (as appropriate).
3. A3 Thinking. Participants will be introduced to additional components of the Project A3 and how they can apply A3 thinking to their projects. This includes:
 - Results:
 - ◆ Can we show a chart or graph to display the process “before and after” to answer the question: Is there a difference?
 - ◆ What are the comparative metrics?
 - ◆ Is the new process meeting the target?
 - ◆ Do we have a WWW to represent any additional work that will be needed?
 - ◆ How will the results continue to be shared with stakeholders and customers?
 - ◆ Can we summarize what we have learned from this improvement project?

Independent Project Work -

In between the fourth and fifth sessions participants will focus on wrapping up their project. Additionally, they will be asked to complete several short “Learning” Modules, the assigned readings and homework (as needed). Continuous improvement coach is available to support project work via email, Skype or on-site as needed. Proposed Learning Modules includes:

1. Module 9: Sustainability
2. Module 10: Learnings and Debrief
3. Assigned Readings

Classroom Session 5/Session 1 - Project Report Out/Celebration

During this final session participants and their team will present the results of their projects.