Evidence-Based Leadership
Janie Schumaker, Heartland Regional Medical Center
Engagement

• Without engagement all other goals go unrealized.

• “An employee’s involvement with, commitment to, and satisfaction with work.”
Evidenced-Based Leadership

• Is the path to engagement because of:
  • High Accountability
  • High performers work with high performers
  • Low performers are moved up and out
  • Connection to purpose
  • Feedback is constant to reach consistent practice
  • Employee input is heard and acted upon
  • Employees are developed through good leadership
    • Story telling
    • Inspirational videos
    • Self assessments / insight
Always or High Performers

- Highly valued employees who *consistently* serve as a role model for the behavioral standards expected
- There are fewer employees in this category – they make up less than 20% of the workforce
- This employee contributes to quality and service excellence
- A consistently high achieving employee – every effort should be made to RECOGNIZE, RETAIN, and DEVELOP them
- Note: ALWAYS/HIGH performers are highly marketable, do not WANT to (nor do they have to) work alongside RARELY/LOW performers, and have the most ability to leave the role and/or organization if they do not have growth or stretch opportunities
Conversations with Always / High Performers

• Tell them where the organization is going

• Thank them for their contribution and articulate the specific value of their work

• Ask what they need to be a long term employee and what you can do for them- support? Training? Mentoring? Other?

• (optional) Coach the individual to take on new responsibilities (provide the what and the why)

• Restate your appreciation and support
Solids or Middle Performers

- Valued employee who may need support or development in certain areas
- Easily completes routine activities, and usually is effective with team members and end customers and patients
- With appropriate identification of developmental needs and a plan for correction, the organization is confident of the employee’s ability to progress
- They make up the majority of the workforce. Sometimes they do excellent work, but the difference between them and the ALWAYS / HIGH performers is consistency. They prefer stable and solid work environments and may struggle with applying new learning to their work situation. Lower SOLID / MIDDLE performers may be more susceptible to the poor attitudes of RARELY/LOW performers—they perform better when alongside higher performers and worse when alongside lower performers
Conversations with Solid / Middle Performers

- Tell them where the organization is going—Ensure that your goal is to retain the caregiver
- Support: Describe what they do well that you want them to continue, be specific
- Coach: Identify one single thing they can improve, provide specifics and benefit of doing this
- Ask for their ideas or recommendations for training or support
- Support: Ask how you can assist or support them in developing this skill
- Discuss when you will follow up on their progress
Rarely or Low Performers

• Employee does NOT meet behavioral standards although they possess the required skills for their job

• Low behavior performance is detrimental to department and organizational goals and strategies. Employee requires significant supervision

• Significant improvement in identified areas is expected in order to achieve behavioral standards

• There are generally less than 5% of all employees who are assessed into this category, however the impact they have on unit or department is often disproportionate to their numbers

• The focus of a RARELY critical conversation is to clearly articulate the behaviors and issues impacting performance and to move the RARELY performer UP or OUT
Rarely or Low Performer Conversation

- Start the conversation in a very serious manner. Do NOT reassure
  - Describe what has been observed
  - Explain the impact of behavior (specific)
  - Show or tell what needs to be done
  - Know the consequences of continued poor performance
- Schedule follow-up conversation within the improvement timeframe (specific)
- Stakeholder engagement – notify your one-up and HR
Rounding

• Out of the office!

• Give your employees a head’s up and then head out!

• Takes notes real time.
# Rounding on Staff

**Rounding for Outcomes Staff**

<table>
<thead>
<tr>
<th>STAFF MEMBER</th>
<th>Relationship Learning</th>
<th>What is working well today?</th>
<th>Staff recognized and why</th>
<th>Departments recognized and why</th>
<th>Physicians recognized and why</th>
<th>Systems not working as well as ideas to fix</th>
<th>Tools and equipment needed</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Susie Q</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Willie Make It</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3. Seymour Butts</td>
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</tr>
</tbody>
</table>

*Smarter emergency care: everywhere, every time.*
Stop Light Report: Rounding Follow-up

- **Completed!** These are opportunities that we answered right away.
  
  Ordered more stools for the rooms. Stools will be here on Monday April 22nd.

- **Work in Progress:** These are opportunities that we couldn't answer right away, but are working on.
  
  Working with Lab on POC testing capabilities. Will have an update at the May staff meetings.

- **We can’t do now and here is why:** These are requests that we cannot do at this time and the reason why.
  
  Renovation for the fast track area is not possible right now due to limited capital funds.
## AIDET Audits on Employees

### AIDET Rounding - Patient Rounding at the Bedside

<table>
<thead>
<tr>
<th>Caregiver</th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledge</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Interaction &amp; conversation</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Manage up our Medics &amp; ER</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Make patients comfortable</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Introduce</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce self &amp; other UC caregivers</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Introduce paramedics</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Duration</th>
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<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Informed of expected wait times</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Informed of ETA of EMS</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Explanation</th>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Explain procedures performed</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Explain treatment plan with pt./family/EMS all together</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Explain transfer process</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Thank you</th>
<th></th>
<th></th>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Thank the pt &amp; family for coming to us for care</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
<tr>
<td>Thank the medics for giving our pts. &quot;very good care&quot;</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
<td>Y</td>
<td>N</td>
</tr>
</tbody>
</table>

**COMMENTS**

Connect to Purpose!
## Leader Rounding on Patients

Heartland Regional Medical Center - St. Joseph, MO 64506

**Key words** “comfort, safety, privacy”

### Rounding for Outcomes – Patients

**Unit:** Emergency Department  
**Manager:**  
**Nurse Leader:**  
**Date:**

Key survey question addressed: Comfort/concern

<table>
<thead>
<tr>
<th>Patient</th>
<th>Introduce self and manage up competencies, training and certifications</th>
<th>Clinical commitment made to patient/family – very good</th>
<th>Can you tell me what does “very good care” look like to you? And how did we do that for you?</th>
<th>Staff or department to be recognized for very good care and why</th>
<th>Have we done a very good job in keeping you/family informed today?</th>
<th>Do you have any suggestions for us to improve upon?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
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<tr>
<td>2.</td>
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<tr>
<td>3.</td>
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### Feedback, Track & Trend

**Heartland Regional Medical Center - St. Joseph, MO 64506**

**Key words** “comfort, safety, privacy”

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<td>1.</td>
<td></td>
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</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td>Friendly Patient Took Care of me Quickly</td>
<td>Susie Q</td>
<td>Explained what they were doing and how long it would take</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>13</td>
<td></td>
<td></td>
<td>It’s been ok today</td>
<td>I have not seen my nurse in a really long time. Not sure what is going on.</td>
<td></td>
<td>No one</td>
</tr>
</tbody>
</table>

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Build an Accountability Model

- Trust but verify
- Get out of the office – be visible
- Log the number of rounding encounters. Write them down, set goals, track and trend
- Report progress weekly
- Hourly, daily, weekly, monthly feedback to staff
  - Expectations must be clear
  - Goals must be set
  - Feedback about their contribution must be front and center
Resources
Use of Videos

http://www.ted.com/talks/kid_president_i_think_we_all_need_a_pep_talk.html

TED Talks
www.ted.com

LifeVest
www.lifevestinside.com