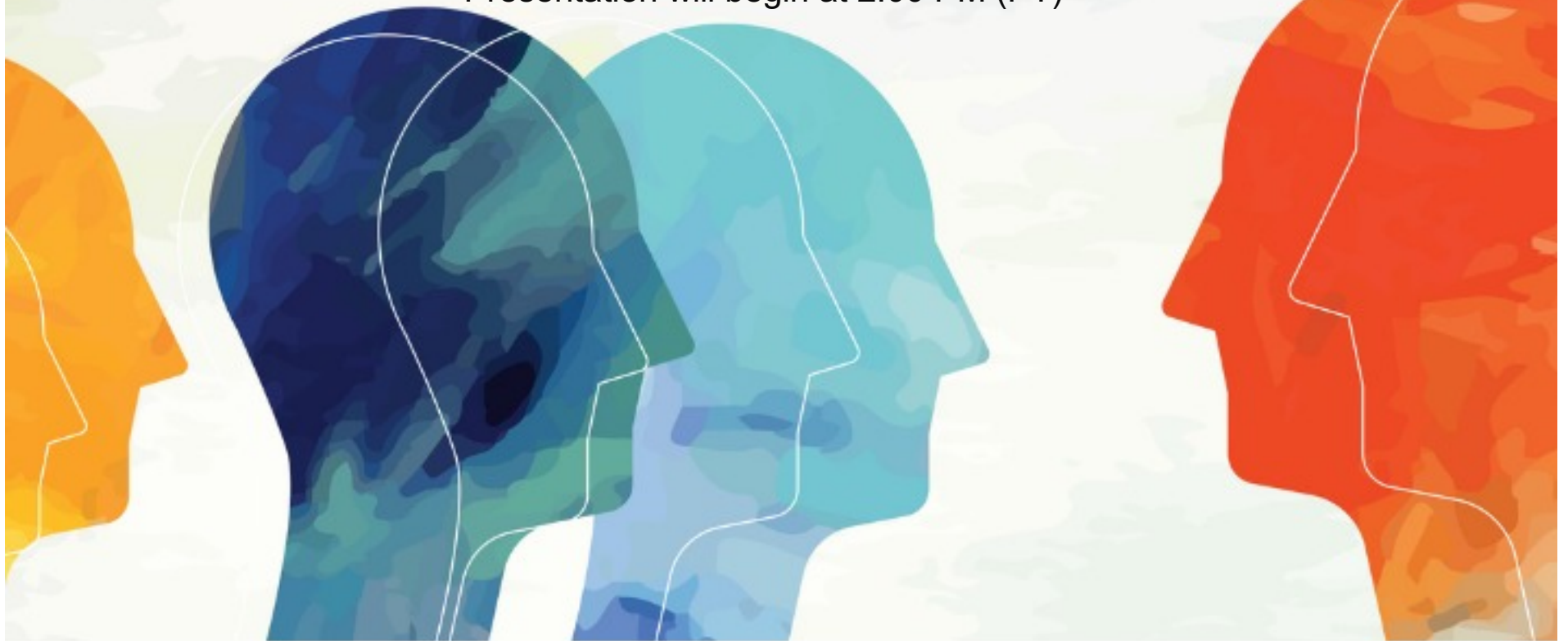


Career Development Series 2020

Supercharge Your Research Team: The Lean Skills Every PI Should Know

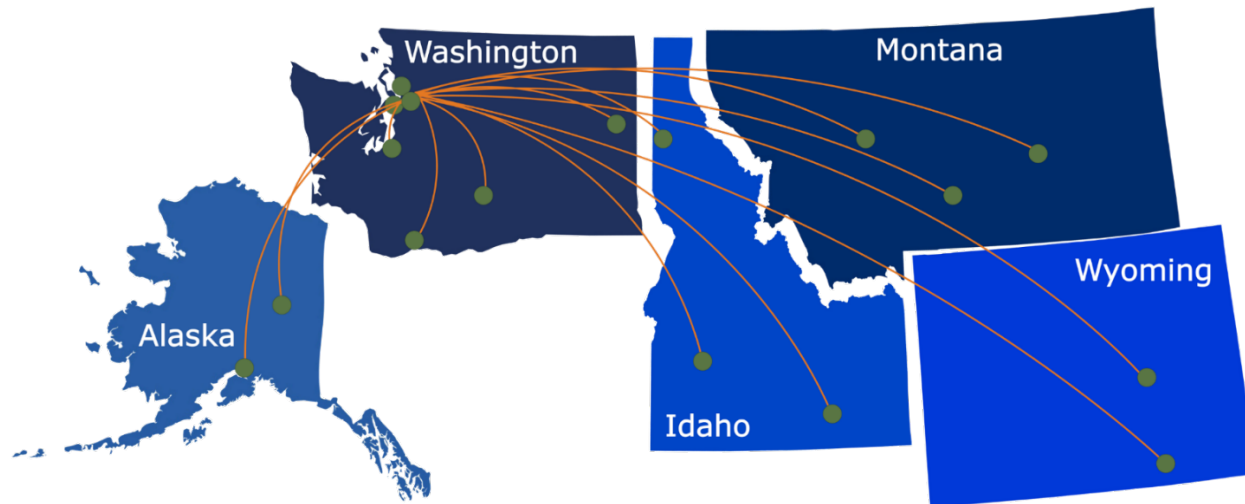
Presentation will begin at 2:00 PM (PT)



ITHS

Institute of **Translational** Health Sciences

ACCELERATING RESEARCH. IMPROVING HEALTH.



What We Offer:

- 1 Research Support Services:** Members gain access the different research services, resources, and tools offered by ITHS, including the ITHS Research Navigator.
 - 2 Community Engagement:** Members can connect with regional and community based practice networks
 - 3 Education & Training:** Members can access a variety of workforce development and mentoring programs and apply for formal training programs.
 - 4 Funding:** Members can apply for local and national pilot grants and other funding opportunities. ITHS also offers letters of support for grant submissions.
-

Contact our **Director of Research Development**



- **Project Consultation**
- **Strategic Direction**
- **Resources and Networking**

Melissa D. Vaught, Ph.D.
ithsnave@uw.edu
206.616.3875

Upcoming Career Development Series 2020

May 27 – How to be an Amazing Reviewer

**June 3 – Responding to reviewer comments:
Turning your good manuscript into a great
publication**

June 11– Crafting and Delivering Your Elevator Pitch



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Feedback

At the end of the seminar, a link to the feedback survey will be sent to the email address you used to register.

Supercharge your Research Team: The Skills Every PI Should Know



Thomas H. Gallagher, MD &
Jennifer Sprecher, ITHS
Director of Lean

Learning Objectives

By the end of this session, you will be able to:

- Identify how a charter can support project success
- Discuss the core skills involved in facilitating effective team communication and creating high trust teams.
- Describe 3 methods of continuous improvement that will lead to optimal team functioning

Listening and Communicating

- Most breakdowns in team functioning (and clinical care!) stem from poor communication
- Key dimensions of communication
 - Information sharing
 - Creating shared mental model
 - Emotion handling
 - Conflict management
- Communication on research teams is complex
 - Interprofessional power differentials and dynamics
 - Time pressure



Characteristics of High-Functioning Teams

- Clear goals that everyone on the team works towards
- Clear team member's role and contributions
- Clear and open communication
- Effective decision making
- Engagement of all members in the work of the team



Characteristics of High-Functioning Teams

- Appreciation of diversity (generation, culture, profession, and thinking)
- Effective conflict management
- Trust among members
- Cooperative relationships
- Participative leadership



High-Trust Teams

- Mistakes are allowed
- Ownership is freely given
- Being a “yes man” is discouraged
- Reviews aren’t feared
- Laughter can be heard

Empathic Communication Skills

Your team members want to be heard. They won't listen until they are heard. Clear the emotion first.

- Seek first to understand
- Get the full message (words, tone, volume, body)
- Acknowledge and Validate
- Repeat
- Rephrase
- Summarize the essence



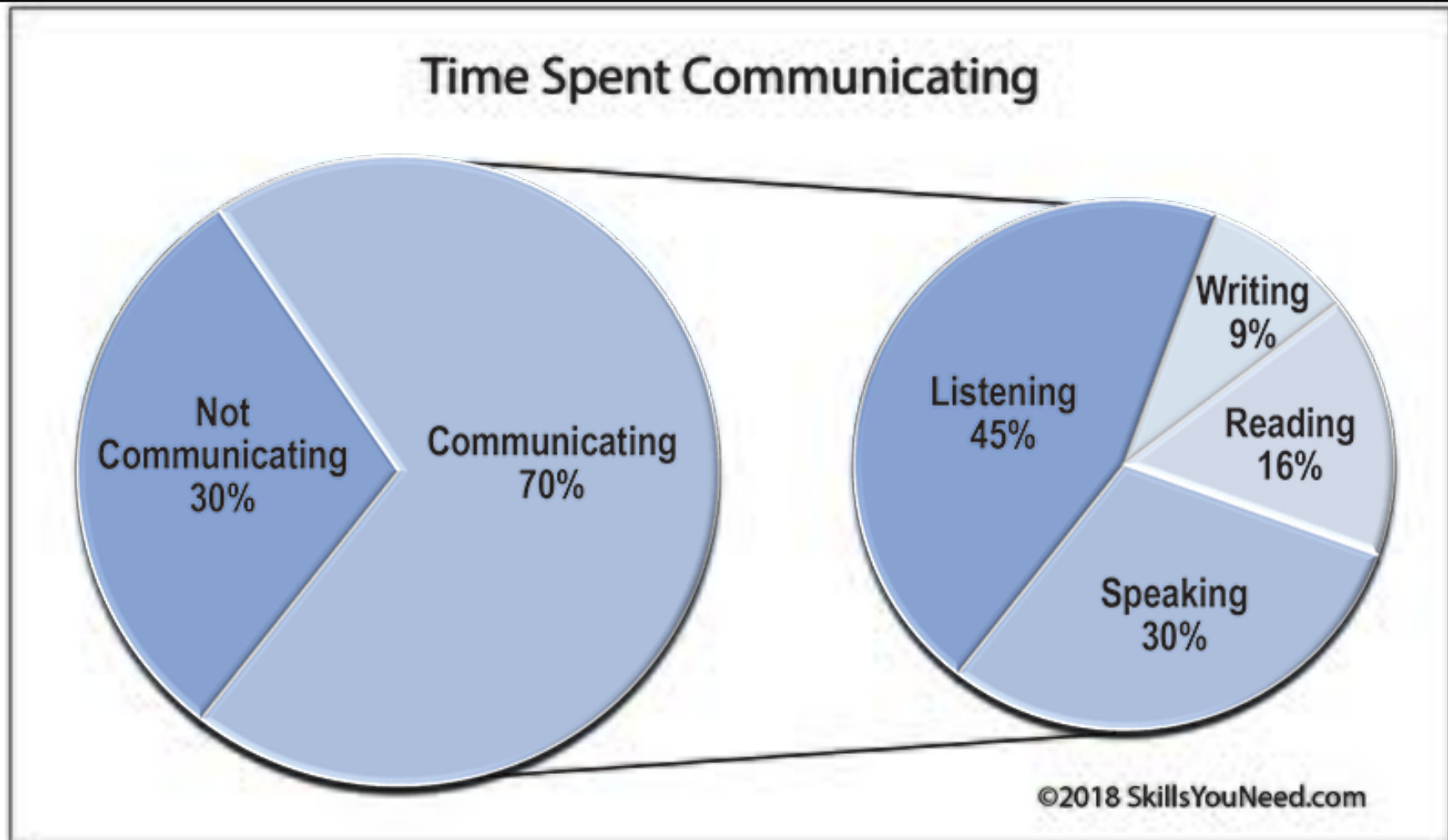
Improving Communication with Tools

- Communication is a skill that can be learned and improved
- How could the following team communication skills from the clinical environment be adapted for use on your research team?
 - SBAR
 - Read-back
 - CUS
- 360 degree feedback tools
- Norm Discussions

It's Not About the Nail – YouTube Video

- <https://youtu.be/-4EDhdAHrOg>

Listening



Listening Skills

- Listen, question, clarify
- Open ended questions: How, What, Where
- Listen for meaning behind the words
- Summarize
- Acknowledge & verify
- Move from emotion to problem solving
- Appreciate inquiry
- Stay balanced
- Restate
- Repeat



“Most people do not listen with the intent to understand; they listen with the intent to reply.”

— **Stephen R. Covey**

Communication Exercise

- Write down 3 communication strengths
- Write down 3 areas of communication improvement
- What concepts might you apply in your communication?

Lean Study Charters

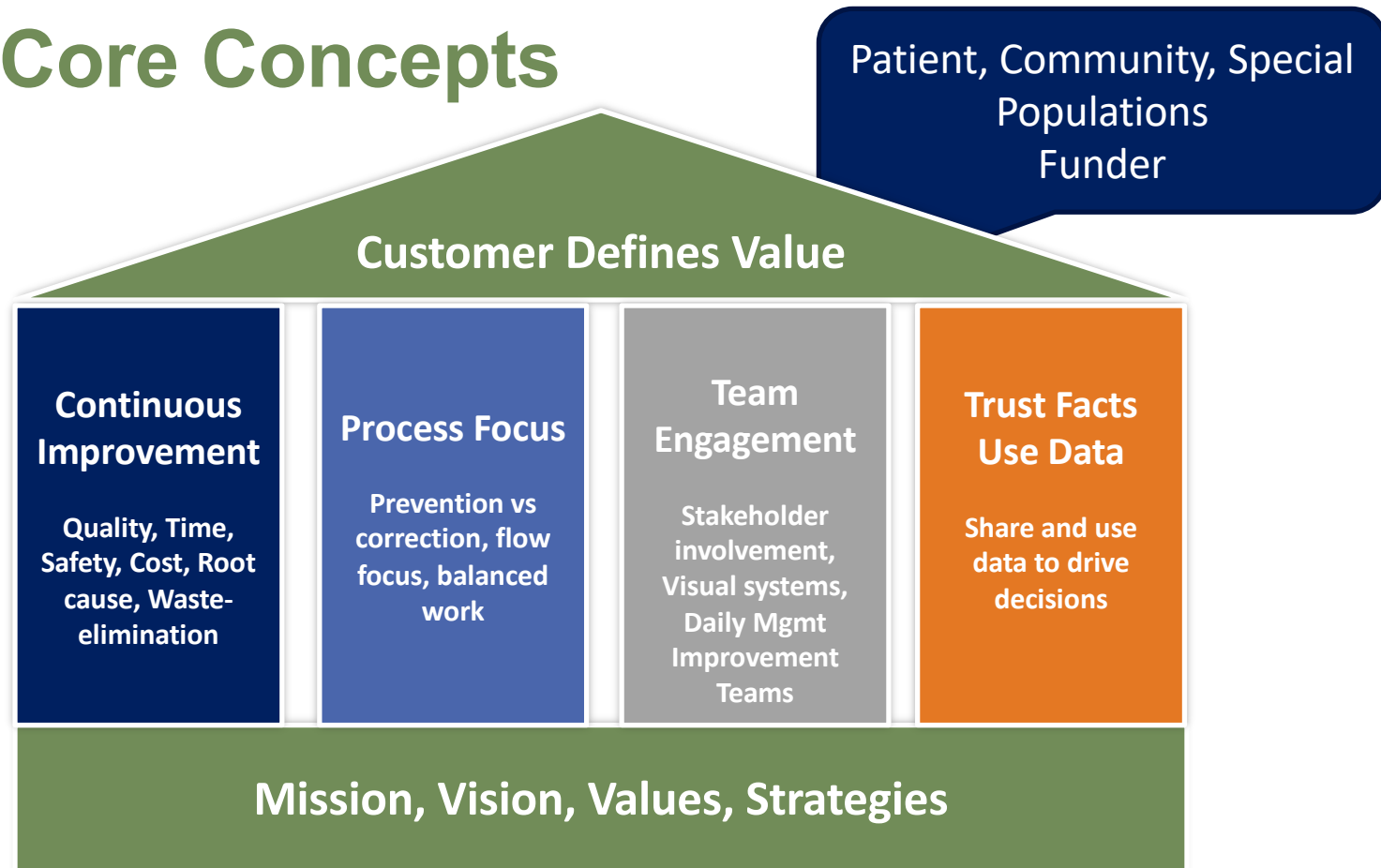
Charter is Based on concepts within:

- Project management Institute
- Continuous Improvement (PDSA)/ Agile
- Theories of Change Management
- Primary study elements

T3 Project Charter		Revision Date:	
A. Problem Statement: Potential benefits of project & needs that will be met <i>Problem statement identifies the issue or challenge that your T3 project is addressing. Be specific when identifying the "pain point" to provide a basis for doing this project and do not include direct or assumed solutions or issues in this statement. It should be clear why your project is important, what your project is, and what is the scope of your project. Include quantitative data if available or consider including a place marker until data is available. The problem statement should be neutral and SMART* (Specific, Measurable/Assessable, Attainable/Achievable, Relevant, Time Frame, Be Ambitious/Feasible).</i>		B. Goal Alignment: Institutional goals and IPCC competencies Discussion Questions: 1. What are the organizational goals? Mission and vision statements? 2. How does your project align with: a. Goals for your organization? b. IPCC Core Competencies? c. IOM Learning Continuum Model? d. Accreditation standards? e. Patient outcomes? 3. Does your project address a critical area that the learner is likely to encounter (for educational projects)? Tasks: Please complete a written statement in response to the prompts below. 1. Give a brief introduction to your T3 project and the problem that it addresses. 2. Identify the benefits of this project. 3. What is the objective of your project?	
C. Learners, End Users, and Stakeholders Discussion Questions: 1. Who are the key members that need to be part of this team? 2. Are key stakeholders and pertinent partners represented? 3. Do you have the expertise needed to develop this project? 4. Who is not at the table that should be included? 5. What is the plan for engaging end-users? Tasks: Please complete a written statement that describes the end-users for your T3 project.		D. Team Participants: Selection and Roles Discussion Questions: 1. Who are key members that need to be part of this team? 2. How is the workload and team engagement to be distributed? 3. Do the team members understand what they are there to do and when the work needs to be completed by? 4. Who is leading the project and on the project team? 5. How will team members be rewarded or acknowledged? 6. Will members be able to contribute accordingly? 7. How will you build a team or guiding coalition? Tasks: Please complete a written statement that describes the team members involved with the T3 project (include profession and role).	
E. Objectives, Deliverables, Outcome: The objective for your T3 project should clearly state what will be accomplished (using quantitative data when possible). It should describe the start date and future goals for your project including any metrics. Discussion Questions: 1. What is the overall goal of your project? 2. What outcome do you hope to achieve through your project? 3. Consider an evaluation framework to determine whether objectives were met. 4. What is included in the deliverables of your project? Please complete a written statement for the following: 1. Identify short-term (within 3 months) objectives for your T3 project that are measurable and will support your project goal. 2. Identify long-term (beyond 3 months) objectives for your T3 project that are measurable and will support your goal. 3. Identify a conceptual framework to guide and assess project (e.g., Kirkpatrick, IOM model). 4. Map IPCC Competencies to learning outcomes (where relevant).		F. Risks: Risks include all factors that may negatively impact the success of the project (achieve objectives as desired). Examples include simultaneous projects impacting available support resources, funding that may disappear, additional projects that could impact solutions of this project. Discussion Questions: 1. Are risks clearly outlined? 2. Have you identified what needs to be addressed for project completion and success? 3. Have you considered contingency plans if your project is not moving forward? 4. Is there any overlap with your project and others within your institution? 5. Have you created a communication plan to make sure that all key stakeholders and executive leadership are aware of progress? 6. How will you address conflict within the team or with external stakeholders? Tasks: Name the single greatest risk to you, your team, or your project within your organization and discuss with team.	
G. Target Metrics Discussion Questions: 1. Are the metrics measurable, meaningful, scorecard metrics that would support more focus and attention on attaining this goal? 2. Do the metrics align with objectives? 3. Consider assessment of learners/end users using Kirkpatrick Framework and evaluation of program, product or outcomes. 4. Are the data to be collected clearly aligned with the assessment strategy and will these data answer the research question(s)? During the 10-person T3 program, you will complete the following on Day 3: 1. Fill out the SMART Goal Planning (Specific, Measurable/Assessable, Attainable/Achievable, Relevant, Time Frame, Be Ambitious/Feasible). 2. Identify evaluation framework to determine whether objectives were met.		H. Approach, Milestones, & Timeframes: Includes dates and incremental deliverables needed to complete your T3 project. Discussion Questions: 1. What is the implementation approach? 2. Do the milestones and timelines define what needs to happen to move us from the current condition to achieving the objective? 3. Has each activity in the plan been specified as to when and outcome? What teaching or team strategies will be used? (e.g., simulation, virtual, clinical, classroom-based). 4. Have you identified a conceptual framework to guide your project (if relevant)? 5. Consider early on if you need to obtain IRB approval for project especially if you are gathering preliminary data for a future grant. Use the Timeline Planning Tools on Day 3 to assist your team with identifying milestones for your T3 project. Tasks: 1. Describe implementation plan for project (identify people to lead various components). 2. Provide timeline for meeting short-term and long-term objectives (use Project Planning Tool). 3. Consider scholarly outputs related to project and map out dissemination plan (articles, authors, journals, meetings).	

What Makes A Lean Project Charter Lean?

Lean Core Concepts

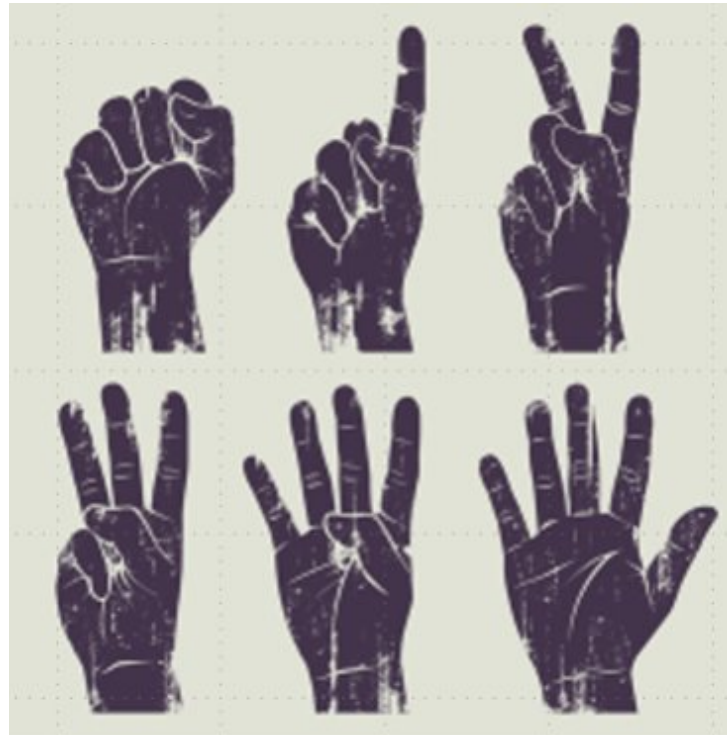


Study Vision Sharing Exercise

- Consider an existing grant for which you are on
- Open the Research Study Charter and complete section A, G, D

Continuous Improvement Tools

- +/- ▲
- Fist of 5
- Survey
- Ask



Objectives & Tools

- Vision Sharing – Lean Study Charter
- Listening and Communicating Emphatic communication, Tools: SBAR, Read Back, CUS, Listening skills
- Continuous Improvement- Plus/ Deltas, Fist of Five, Surveys

Practice

Find another person in your home OR call/zoom someone.

1. Independently, both of you jot down 5 topics that you enjoy (i.e. video games, sewing, shopping, paddle boarding, hiking, etc)
2. Swap lists.
3. Select the one topic on the list that is the most boring to you.
4. Ask open ended questions and practice listening to learn as much of that topic as you can.

Thank You

Questions?

Resources

Empathic Communication

8Steps (AMA) <https://www.stepsforward.org/modules/empathetic-listening>

Scale- <https://www.unr.edu/Documents/dhs/social-work/field-education/Forms/empathic-communication.pdf>

SBAR-<https://improvement.nhs.uk/documents/2162/sbar-communication-tool.pdf>

<https://craighospital.org/uploads/SBARReport.NurseStudent.pdf>

Read Back or Teach Back- Agency for Healthcare Research and Quality
<https://www.ahrq.gov/professionals/quality-patient-safety/quality-resources/tools/literacy-toolkit/healthlittoolkit2-tool5.html>

Resources

Cus Tool- <https://www.ahrq.gov/professionals/quality-patient-safety/hais/tools/ambulatory-surgery/sections/implementation/training-tools/cus-tool.html>

360 feedback

<https://www.sesp.northwestern.edu/masters-learning-and-organizational-change/knowledge-lens/stories/2012/improving-team-performance-through-https://www.decision-wise.com/3-tips-on-using-360-degree-feedback-to-open-team-communication/>

Resources

Fist of Five: <https://www.teachingchannel.org/video/getting-instant-student-feedback>

Project Plan tools (examples): Excel, Microsoft Project, Smartsheet.com

Feedback Survey

A link to the feedback survey has been sent to the email address you used to register.

Please get out your device, find that email, and spend a few moments completing that survey before you leave today.

Tip: If on a mobile device, shift view to landscape view (sideways) for better user experience.