



Improvement Knowledge and Skills Guide

Everyone

Team

Champion

Advisor

**Development
Assessment Tool
for all staff**



Building a
Better Health
Service

Seirbhís Sláinte
Níos Fearr
á Forbairt



For all staff



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1. Introduction



In healthcare everyone has two jobs: to do your work and to improve it.

Professor Paul Batalden, Senior Fellow,
Institute for Healthcare Improvement, 2007



Improvement is everyone's role and responsibility and this is clear from the improvement initiatives already being undertaken by frontline staff and teams in our health service. We must find new and better ways of working together within hospital groups, community healthcare organisations and the national ambulance service to deliver high quality care and services to patients, service users and their families. This is essential in fulfilling our commitment to achieving real and sustained improvements. The aim of this guide is to support the ongoing learning and professional development of all staff both clinical and non-clinical by providing a list of improvement knowledge and skills which can help to educate, train and guide staff on how to deliver improvement in the health service.

2. Purpose of the guide

The purpose of the guide is to:

1. Assist individuals to self assess their:
 - current knowledge and skills in relation to improvement
 - learning and development needs for current or future roles
2. Assist hospital groups, community healthcare organisations and the national ambulance service to assess and build improvement capability and capacity that enable staff to participate in and lead improvement initiatives
3. Assist health sector trainers, third level colleges, institutions and professional bodies to design academic curricula and education and training programmes for improvement

3. Who is the guide for?

The guide is designed for all staff both clinical and non-clinical working in the Irish health service. For example, whether you are providing direct care in mental health, social care, primary care, acute services, disability services or health and wellbeing or providing critical support services in catering, finance, human resources or information communication technology, this guide may be used by you. While our roles may be different our purpose is the same – to deliver high quality care and services to patients, service users and families in Ireland through the best use our resources.



This list shows the different types of improvements that may be undertaken by a variety of staff and teams. These are examples only.

• Clerical staff who would like to improve scheduling for outpatient department appointments
• Primary care physiotherapy service who would like to decrease clinic 'Do Not Attend rates'
• Post anaesthetic care unit nurses who would like to reduce delayed discharges from the recovery room
• Microbiologist who would like to reduce health care associated infections
• Porters improving how patients are booked in for transfer between hospital locations
• Physiotherapy team who would like to improve access to their service
• Non-consultant hospital doctors who would like to improve out-of-hours paging system
• Primary care team who would like to reduce falls in a home
• Multidisciplinary team who would like to reduce pressure ulcers
• Clinical nurse manager who would like to improve patient experience in the ward
• Healthcare assistant who would like to improve compliance with hand hygiene in the ward
• Pharmacist who would like to improve medication reconciliation for acute medical patients
• Chief medical scientist who would like to reduce the number of inappropriately ordered tests
• Community mental health team who would like to ensure all new referrals are allocated a key worker within 7 days of referral
• Orthopaedic trauma unit and emergency department unit who would like to get 100% of clinically fit patients with hip fractures to theatre within 48 hours of admission

4. How you might use the guide?

For an individual:

- To assess yourself against the knowledge and skills listed to identify areas for development
- To identify resources, tools, education and training programmes that would support your knowledge and skills development and your personal development plan
- May be used in conjunction with performance achievement to identify continuous professional development objectives
- For career development in relation to becoming skilled and proficient in improvement

For the organisation:

- To inform organisational curricula and education and training programmes for improvement
- May inform job descriptions and competencies for use in recruitment and selection of staff
- May be used for performance achievement, staff retention and resource planning
- May be used for inclusion within staff inductions and employee handbooks



For third level colleges/institutions and professional bodies

- May inform undergraduate and postgraduate curricula and education and training programmes for improvement
- To create a common and consistent language for improvement by connecting service providers of improvement education across the Irish health service
- To help embed a culture of continuous improvement that is person centred

Please note, it is not expected that any one individual would have or should have all the improvement knowledge and skills listed. This guide is not a training manual or a methodology on how you should approach improvement. It is simply a guidance resource that lists the improvement knowledge and skills which may be used by individuals, teams, organisations, third level colleges, institutions and professional bodies. The improvement knowledge and skills listed are supported by hyperlinks to relevant resources. Please visit www.qualityimprovement.ie for more information.

5. Your learning and development journey

The learning and development journey in improvement for everyone working in the Irish health service is shown in Figure 1. The improvement knowledge and skills apply to four levels. Your manager, clinical team lead or colleague may support you in assessing your knowledge and skills for improvement and in planning your learning and development needs as you progress along your journey.

You can self assess yourself against the improvement knowledge and skills that apply to your role or future roles. If you are not sure which set of knowledge and skills apply ask your manager, clinical team lead or colleague first. Your learning and development needs may be identified through personal development planning, performance achievement, coaching and mentoring.

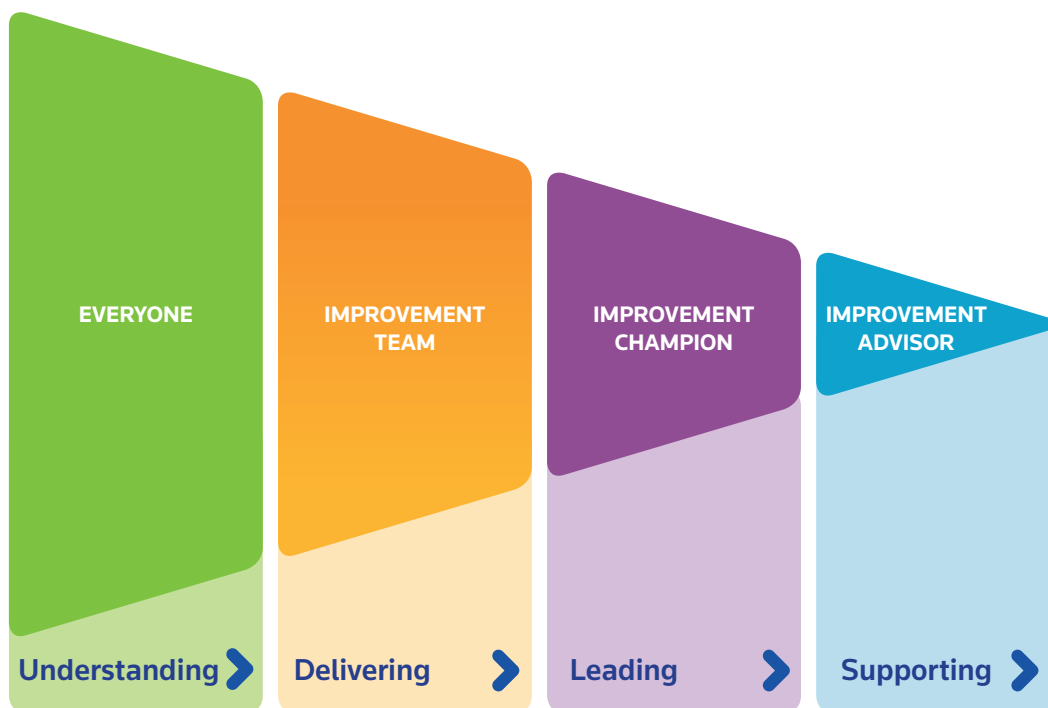


Figure 1: Learning and Development Journey in Improvement



Everyone: Refers to the foundation knowledge and skills for improvement. This will give you an understanding and knowledge of the basic techniques and concepts for improvement. This applies to all staff both clinical and non clinical working in the health service as everyone can initiate and deliver improvement.

Improvement Team: Refers to the improvement knowledge and skills for a team and are in addition to the knowledge and skills in 'Everyone'. The knowledge and skills listed supports a team to plan and deliver improved care, services and implement sustainable improvement. Please remember that you do not have to be part of a team to deliver improvement.

Improvement Champion: Refers to the improvement knowledge and skills for a champion. The knowledge and skills listed supports a champion to lead improvement initiatives across a team, organisation or service. Please remember, anyone can be a champion, you don't have to work in a leadership role to champion improvement.

Improvement Advisor: Refers to the improvement knowledge and skills for an advisor. The knowledge and skills listed supports advisors to coach, mentor and train staff and teams in improvement.

6. Structure of the guide

The improvement knowledge and skills are structured around the six drivers of the [Framework for Improving Quality](#) and the four levels of the learning and development journey for improvement. The six drivers are required to successfully implement and sustain improvement in healthcare. Focusing on only one driver within a service will not give the desired effect for improvement. It's the combined force of drivers working together that creates the environment and acceleration for improvement. The six drivers are shown in Figure 2.



Figure 2: Framework for Improving Quality in our Health Service



At the heart of the Framework for Improving Quality is developing a culture of person-centred care. Person-centred care and practice views the people using health and social care and support services as equal partners in planning, developing and monitoring care to make sure it meets their needs. This means putting people and their families at the centre of decisions, working alongside professionals to get the best outcome.

Everyday thousands of health service staff live the values of **care, compassion, trust and learning**. The **Values in Action** is a behaviour and cultural change initiative which aims to bring about real sustainable cultural change. The Values in Action has translated the values into nine behaviours that reflect three dimensions: the individual, work and patient dimension.

7. Development assessment tool

Using the embedded development assessment tool, follow the scale below to assess your learning and development needs and tick as appropriate against the knowledge and skills listed within your driver and level:

Confident: I feel confident about my knowledge and skills in this area

Consider:

- I understand and know the knowledge and skill
- I can give an example of when I successfully applied the knowledge and skill

Some development: I require some development in my knowledge and skills in this area

Consider:

- A knowledge and skill that needs strengthening

A lot of development: I require a lot of development in my knowledge and skills in this area

Consider:

- I don't understand or know the knowledge and skill
- I can't give an example of when I successfully applied the knowledge and skill

At the end of each section there is a space called **"Areas I require development in"**. Use this space to note actions that may be included within an action plan or personal development plan. Identify HSE or external resources, education and training courses that best meets your development needs and use the hyperlinks provided for the improvement knowledge and skills to guide you. Please visit www.qualityimprovement.ie for more information.

Tips

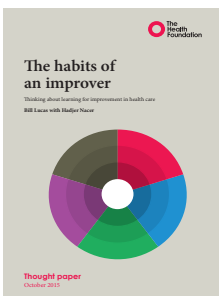
- ✓ Before starting your assessment, you may find it helpful to discuss the list of knowledge and skills with your manager, clinical team lead or colleague
- ✓ Some of the knowledge and skills listed are subjective, be honest with yourself when thinking about your role and your learning and development needs and rate them realistically
- ✓ Keep in mind that while you may feel confident in a particular knowledge and skill, can you give an example of when you successfully applied the knowledge and skill?



- ✓ Remember that not all drivers, levels and knowledge and skills listed will be applicable – This will depend on your current role
- ✓ Use the development columns to prioritise development actions

8. Habits of an improver

We encourage you to express what you value and how those values motivate you to continuously strive for improvement. As you go on your learning and development journey in improvement, we can share, based on academic research, the common habits of effective improvers which you can use as a guideline as you embark on your journey and discovery of what values and behaviours are important to you.



Research by Bill Lucas and colleagues, published by the [Health Foundation as The Habits of an Improver](#) is increasingly being used as a way of framing improvement activity at an individual, team and organisational level. The habits of an improver model offers a way of viewing the field of improvement from the perspective of staff that deliver and co-produce care and services on the ground. The choice of the word ‘habit’ is deliberate. Knowing something or even being skilled at doing something does not by itself lead to improvement. It is only when people habitually use their knowledge and skills in the real-world context of providing care and services that behaviours develop.

Figure 3 describes 15 habits which improvers repeatedly demonstrate. These habits complement the knowledge and skills which healthcare workers need to have in relation to undertaking improvement.

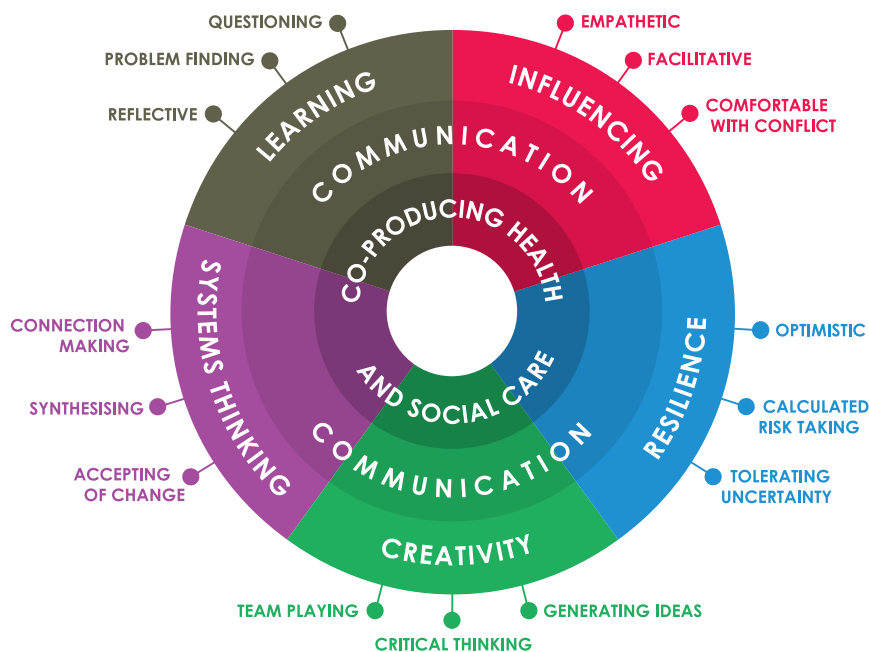


Figure 3: Habits of an Improver



Section A

Improvement Knowledge and skills for **'Everyone'**



Development Assessment Tool

Everyone - Understanding

This section of the guide identifies the foundation knowledge and skills for improvement. It will give you an understanding and knowledge of the basic techniques and concepts for improvement.

Who is it for?

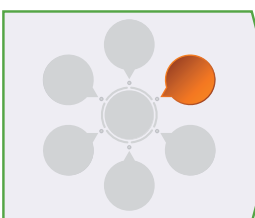
This applies to all staff both clinical and non-clinical working in the health service as everyone can initiate and deliver improvement.



Leadership for Quality

Leadership is not about job titles or professions, anyone can be a leader. A leader is someone who can create a clear vision for the future, motivates and inspires people to engage with that vision, and has the ability to influence and guide people in achieving that vision.

Everyone	Knowledge and Skills	Confident	Some development	A lot of development
1.	I know how to communicate effectively			
2.	I understand how to use effective questioning to challenge the views of others			
3.	I know how to build working relationships with others			
4.	I understand the importance of developing self - awareness .			
5.	I know how to manage my own time effectively			
6.	I know how to recognise and manage stress			
7.	I understand the qualities of good leadership			

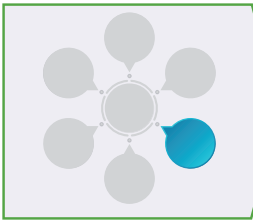


Person and Family Engagement

This is about how healthcare organisations ask for and listen to patient, service user and family needs and preferences to make sure they are delivering [person centred care](#).

Everyone	Knowledge and Skills	Confident	Some development	A lot of development
1.	I know what person and family engagement means			
2.	I know how to involve patients, service users and families in shared decision - making			
3.	I know how to encourage patients, service users and families to ask questions			
4.	I know how to ask patients, service users and families if they understand the language I use			
5.	I know how to introduce myself to patients, services users and families			
6.	I know how to treat patients, service users and families with dignity, compassion and respect			
7.	I am aware of approaches that address patient, service user and family health literacy , cognitive abilities and numeracy needs			
8.	I am aware of person and family engagement initiatives			





Staff Engagement

Staff are engaged when they feel valued, are emotionally connected, fully involved, enthusiastic and committed to providing a good service... when each person knows that what they do and say matters and makes a difference.

Everyone	Knowledge and Skills	Confident	Some development	A lot of development
1.	I know what staff engagement means			
2.	I know the benefits of staff engagement			
3.	I know how to ask for and listen to colleagues ideas for improvement			
4.	I know how to encourage colleagues to ask questions			
5.	I know how to introduce myself to colleagues			
6.	I know how to show appreciation to colleagues			
7.	I am aware of staff engagement initiatives			



Improvement Methods

Improvement Methods, also known as improvement science is about finding out how to improve and make changes in the most effective way. It is about systematically examining the methods and factors that work best to facilitate improvement.

Everyone	Knowledge and Skills	Confident	Some development	A lot of development
1.	I know what quality means			
2.	I know what an improvement aim statement is and what the term SMART means			
3.	I know what the term PDSA means and what ' A small test of change ' means			
4.	I know what patient flow means			
5.	I know what identifying waste means			
6.	I know how processes such as incident management , risk management , audits and complaints can be used to identify opportunities for improvement			

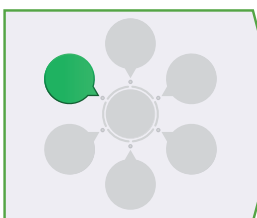




Measurement for Improvement

This is the analysis and presentation of qualitative and quantitative data in a format that allows us to identify opportunities for improvement and demonstrate when a change has resulted in an improvement.

Everyone	Knowledge and Skills	Confident	Some development	A lot of development
1.	I understand what measurement for improvement means			
2.	I understand the value of using measurement to know if a change is an improvement			
3.	I understand the value of using suitable charts to show data over time			
4.	I understand the value of using both quantitative and qualitative information to measure the quality of a service			



Governance for Quality

This involves having the right structures, processes, standards, oversight and accountability in place for delivering and sustaining improvement.

Everyone	Knowledge and Skills	Confident	Some development	A lot of development
1.	I can advise patients, service users and families on how to make a compliment or a complaint			
2.	I am aware of the process for raising safety concerns, identifying and communicating risk			
3.	I understand the local and national standards that relate to my work			
4.	I know how to access policies, procedures, protocols and guidelines that relate to my work			
5.	I am aware of the quality and safety committees in place within my organisation			
6.	I know the organisation structure for my department and the health service			
7.	I know the mission, vision and values of my organisation and the health service			



Section B

Improvement Knowledge and skills for **'Team'**



Development Assessment Tool

Improvement Team - Delivering

This section of the guide identifies the improvement knowledge and skills for a team and is in addition to the knowledge and skills listed in 'Everyone'. You will increase your understanding of terminology, concepts and principles that relate to improvement. You may need help from a champion or advisor from time to time but you can usually perform the skills independently.

Who is it for?

This section may be completed collectively by a team who are planning to deliver an improvement, or it may also be completed by individual staff or team member. Please remember that you do not have to be part of a team to deliver improvement.



Leadership for Quality

Leadership is not about job titles or professions, anyone can be a leader. A leader is someone who can create a clear vision for the future, motivates and inspires people to engage with that vision, and has the ability to influence and guide people in achieving that vision.

Team	Knowledge and Skills	Confident	Some development	A lot of development
1.	I know what our team's aim is			
2.	I know what makes an effective team			
3.	I am aware of the different types of individual and team assessment tools			
4.	I understand the different types of roles within a team			
5.	I understand emotional intelligence			
6.	I know how to recognise, value and integrate diversity within a team			



Person and Family Engagement

This is about how healthcare organisations ask for and listen to patient, service user and family needs and preferences to make sure they are delivering person centred care.

Team	Knowledge and Skills	Confident	Some development	A lot of development
1.	I understand the terms ' co-production ' and 'co-design' and how they relate to the patient, service user and family			
2.	I know how to incorporate shared decision-making and self-management support into our care pathway process			
3.	I know how to use various strategies for capturing the experience of patients, service users and families including narratives, focus groups and surveys			
4.	I know how to invite and support patient, service user and family representatives to take part in project teams			
5.	I know how to use patient, service user and family stories effectively to improve experience			

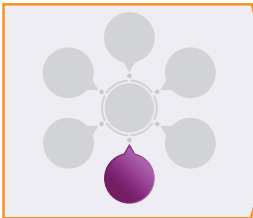




Staff Engagement

Staff are engaged when they feel valued, are emotionally connected, fully involved, enthusiastic and committed to providing a good service... when each person knows that what they do and say matters and makes a difference.

Team	Knowledge and Skills	Confident	Some development	A lot of development
1.	I understand the evidence base for staff engagement			
2.	I can apply the principles of staff engagement			
3.	I am aware of the resources and tools that support meaningful staff engagement			
4.	I know how to use social media and other communication channels for engagement			
5.	I know how to collaborate effectively with individuals and teams for improvement			
6.	I know how to use staff stories effectively to improve experience			



Improvement Methods

Improvement Methods, also known as [improvement science](#) is about finding out how to improve and make changes in the most effective way. It is about systematically examining the methods and factors that work best to facilitate improvement.

Team	Knowledge and Skills	Confident	Some development	A lot of development
1.	I am aware of how quality in healthcare is defined both nationally and internationally			
2.	I understand and know an improvement methodology			
3.	I have an understanding of improvement theory			
4.	I am able to write a SMART aim			
5.	I know how to develop a driver diagram			
6.	I know how to run a PDSA cycle			
7.	I know how to map a patient flow or process			
8.	I am aware of creative thinking techniques to generate ideas for improvement			
9.	I know how to construct a project story board or presentation to share benefits and learning			
10.	I know how to develop a communications plan			



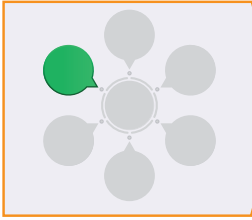


Measurement for Improvement

This is the analysis and presentation of qualitative and quantitative data in a format that allows us to identify opportunities for improvement and demonstrate when a change has resulted in an improvement.

Team Member	Knowledge and Skills: for a more detailed description of the knowledge and skills required to perform specific tasks related to measurement for improvement, please refer to the Measurement for Improvement Curriculum, available on line at: http://bit.ly/2fIPETE	Confident	Some development	A lot of development
	A characteristic of effective improvement teams is that at least one team member has confidence in data analysis and takes the lead in measurement tasks, or alternatively that the team has access to a measurement advisor. Because of this, the team section is divided into two roles: <ol style="list-style-type: none"> (1) Knowledge and skills team members should have (2) Additional knowledge and skills the measurement lead should have 			
1.	I understand the advantage of illustrating variation rather than using red, amber and green traffic lights when it comes to motivating teams and making informed decisions			
2.	I understand the importance of including subject matter experts when interpreting data or charts			
3.	I understand the difference between outcome, process and balancing measures			
4.	I understand the importance of planning measurement			
5.	I know how to draw and interpret a run chart			
6.	I can interpret a funnel chart			
7.	I know what control charts are and understand how to interpret them, and when to look for advice on their appropriate use			
8.	I understand the difference between common and special cause variation			
9.	I understand the value of annotating charts to highlight when changes were made and their impact			
10.	I understand what qualitative methods are and their value for measurement for improvement			
11.	I understand how to create a simple survey			
Measurement Lead	Knowledge and Skills	Confident	Some development	A lot of development
1.	I know how to create bar charts, run charts , basic control charts and other illustrative charts on behalf of the team			
2.	I understand the rationale for setting and recalculating the centre line and control limits for control charts			
3.	I can design and administer surveys and understand different types of scales such as Likert			
4.	I can analyse survey results or know when to seek advice on survey analysis			
5.	I can design and conduct interviews , focus groups , storytelling sessions and observations to gather qualitative data			
6.	I can analyse qualitative data or know when to seek advice on qualitative analysis			
7.	I understand the team's responsibilities in complying with relevant local and national policies on informed consent, ethical approval and data governance			





Governance for Quality

This involves having the right structures, processes, standards, oversight and accountability in place for delivering and sustaining improvement.

Team	Knowledge and Skills	Confident	Some development	A lot of development
1.	I know the team roles and responsibilities for our improvement initiative			
2.	I know how to develop an improvement plan (project plan)			
3.	I know how our team's improvement plan aligns to organisation and national goals			
4.	I know the person we are accountable to for the delivery of our improvement initiative			
5.	I am aware of the processes used by our team to communicate, raise issues and plan actions			



Section C

Improvement Knowledge and skills for '**Champion**'



Development Assessment Tool

Improvement Champion – Leading

This section of the guide identifies the improvement knowledge and skills for a champion. You can perform the actions associated with the knowledge and skills without assistance. You are recognised as ‘a person to ask’ when difficult questions arise about improvement. You consistently provide practical ideas and perspectives on process or practice improvements. You participate in discussions about the sustainability and spread of improvement within your department, organisation or service.

Who is it for?

Anyone can be a champion for improvement. You may work in leadership role or lead a team or service within your organisation. However, you do not have to work in a leadership role to champion improvement.

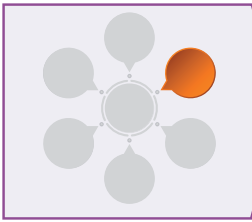


Leadership for Quality

Leadership is not about job titles or professions, anyone can be a leader. A leader is someone who can create a clear vision for the future, motivates and inspires people to engage with that vision, and has the ability to influence and guide people in achieving that vision.

Champion	Knowledge and Skills	Confident	Some development	A lot of development
1.	I know how to create a shared vision and aim for improvement			
2.	I know how to develop an improvement strategy to achieve an aim			
3.	I know how to create a sense of urgency and build a coalition of the willing			
4.	I understand and know the different types of leadership styles			
5.	I am aware of effective leadership behaviours			
6.	I know how to create a culture of psychological safety where it is safe to question or challenge			
7.	I know how to inspire and motivate team members			
8.	I know how to delegate tasks effectively			
9.	I know how to effectively manage team meetings			
10.	I have effective negotiation and influencing skills			
11.	I have effective networking skills			
12.	I know how to manage conflict effectively			
13.	I know how to give and receive constructive and positive feedback			
14.	I know how to assess staff improvement capability			
15.	I understand organisational power and politics			
16.	I know how to create a positive organisational culture of learning and improvement			
17.	I know how to plan the sustainability and spread of improvement after implementation			

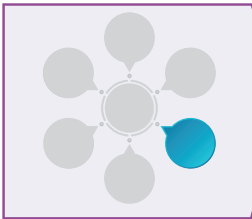




Person and Family Engagement

This is about how healthcare organisations ask for and listen to patient, service user and family needs and preferences to make sure they are delivering person centred care.

Champion	Knowledge and Skills	Confident	Some development	A lot of development
1.	I know how to involve and empower patients, service users and families in decision making			
2.	I know the factors that enable a culture of person and family engagement			
3.	I know how to measure and evaluate patient, service user and family experience			
4.	I am able to support and develop staff and teams in person and family engagement			

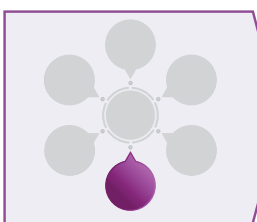


Staff Engagement

Staff are engaged when they feel valued, are emotionally connected, fully involved, enthusiastic and committed to providing a good service... when each person knows that what they do and say matters and makes a difference.

Champion	Knowledge and Skills	Confident	Some development	A lot of development
1.	I am able to effectively engage staff at all levels of the organisation			
2.	I can involve staff in the co-production or co-design of a service			
3.	I know how to encourage trust and team work to improve staff engagement			
4.	I can create space and time for staff creativity and innovation for improvement			
5.	I am able to identify and manage staff expectations			
6.	I can acknowledge and celebrate the success of staff engagement initiatives			
7.	I know the benefits of actively promoting health and wellbeing to staff			

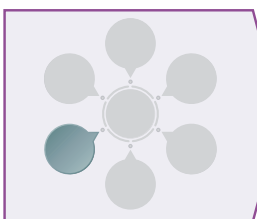




Improvement Methods

Improvement Methods, also known as improvement science is about finding out how to improve and make changes in the most effective way. It is about systematically examining the methods and factors that work best to facilitate improvement.

Champion	Knowledge and Skills	Confident	Some development	A lot of development
1.	I know an improvement method			
2.	I know how to analyse the demand and capacity of a service			
3.	I can interpret a patient and process flow diagram			
4.	I know how to evaluate the impact of a change			
5.	I know the key components of the Programme for Health Service Improvement Handbook			
6.	I know how to develop a benefits plan			
7.	I know how to initiate clinical or non clinical audits to improve care and services			
8.	I know how to use an incident report to identify opportunities for improvement			
9.	I know how to conduct a risk assessment to develop a risk register			
10.	I know how to conduct an incident review			

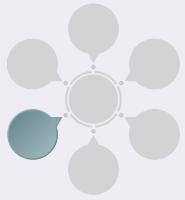


Measurement for Improvement

This is the analysis and presentation of qualitative and quantitative data in a format that allows us to identify opportunities for improvement and demonstrate when a change has resulted in an improvement.

Champion	Knowledge and Skills	Confident	Some development	A lot of development
1.	I understand the value of presenting data in a time series rather than using a 'traffic light' approach (that is red, amber and green indicators)			
2.	I know how to interpret run charts , control charts , funnel plots , bar charts, histograms and scatter plots			
3.	I know how to identify common cause variation and special cause variation and that each requires a different response			
4.	I understand the value of combining quantitative and qualitative methods in measurement for improvement			
5.	I know what is meant by a 'balanced' set of measures for example patient experience, safety, outcome, capacity and flow measures as well as staff experience measures			
6.	I know how to use measurement for improvement to drive better decision making			
7.	I know how to sustain measurement for improvement by transferring the ownership and governance for measures from a project team to a service team			





Governance for Quality

This involves having the right structures, processes, standards, oversight and accountability in place for delivering and sustaining improvement.

Champion	Knowledge and Skills	Confident	Some development	A lot of development
1.	I know how to assess organisational readiness to engage in improvement			
2.	I know how to identify and engage with key influencers and stakeholders for improvement			
3.	I know how to build and present a business case for improvement			
4.	I know the process for funding and resourcing improvement initiatives			
5.	I have a process for prioritising and aligning improvement initiatives to organisation and national goals			
6.	I know how to identify the interdependencies with other initiatives			
7.	I know how to design governance structures, processes, oversight and accountability for improvement			
8.	I understand the role of a sponsor in supporting an improvement initiative			
9.	I know how to oversee an improvement plan (project plan) to achieve the improvement aim			
10.	I know how to establish accountability for monitoring and sustaining improvement			
11.	I know how to influence executives and boards to prioritise quality as an agenda item			



Section D

Improvement Knowledge and skills for '**Advisor**'

Development Assessment Tool

Improvement Advisor - Supporting

This section of the guide identifies the improvement knowledge and skills for an advisor. You have demonstrated consistent excellence in applying improvement across an organisation or service and you can provide guidance and direction to teams and organisations. You are considered the 'go to person' within and outside your organisation. You are able to coach, mentor and train staff in improvement as you have a high level of expertise in improvement theory, methods and concepts.

Who is it for?

An improvement advisor is typically someone who is passionate about improvement and will focus a lot of time and effort in advising and coaching others on improvement. Improvement advisors may be leaders or coaches within an organisation who have specialised in improvement as well as their subject matter field.



Leadership for Quality

Leadership is not about job titles or professions, anyone can be a leader. A leader is someone who can create a clear vision for the future, motivates and inspires people to engage with that vision, and has the ability to influence and guide people in achieving that vision.

Advisor	Knowledge and Skills	Confident	Some development	A lot of development
1.	I can coach and train staff and teams on leadership theories and practice			
2.	I can coach staff on how to develop their leadership skills and behaviours			
3.	I understand leadership psychology and different types of psychometric testing tools			
4.	I can advise on the sustainability and spread of improvement			

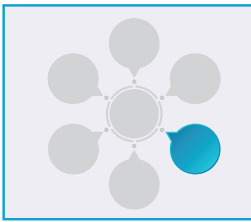


Person and Family Engagement

This is about how healthcare organisations ask for and listen to patient, service user and family needs and preferences to make sure they are delivering person centred care.

Advisor	Knowledge and Skills	Confident	Some development	A lot of development
1.	I am able to coach, mentor and train staff in the principles of person and family engagement			
2.	I can advise on the development and implementation of strategies to develop person and family engagement			
3.	I can support collaborative assessments and evaluations of person and family engagement with individuals, teams or organisations			
4.	I can present examples and case studies of person and family engagement			
5.	I can advise staff and teams on the barriers to person and family engagement			
6.	I can advise on how to measure and evaluate patient, service user and family experience			

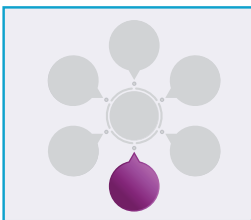




Staff Engagement

Staff are engaged when they feel valued, are emotionally connected, fully involved, enthusiastic and committed to providing a good service... when each person knows that what they do and say matters and makes a difference.

Advisor	Knowledge and Skills	Confident	Some development	A lot of development
1.	I am able to coach, mentor and train staff in the principles of staff engagement			
2.	I am able to present examples and case studies of staff engagement			
3.	I can advise staff and teams on how to overcome the barriers to staff engagement			
4.	I know how to assess staff readiness for engaging in improvement			
5.	I can advise on the development and implementation of staff engagement strategies			
6.	I can advise on how to conduct, analyse and action staff surveys			

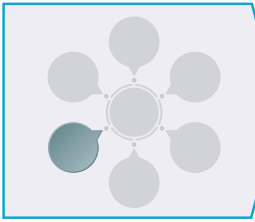


Improvement Methods

Improvement Methods, also known as improvement science is about finding out how to improve and make changes in the most effective way. It is about systematically examining the methods and factors that work best to facilitate improvement.

Advisor	Knowledge and Skills	Confident	Some development	A lot of development
1.	I can coach and train staff and teams in improvement theory, methods and tools			
2.	I understand human factors and can advise on techniques to identify and mitigate resistance to improvement			
3.	I am able to design and advise on the development of improvement strategies			

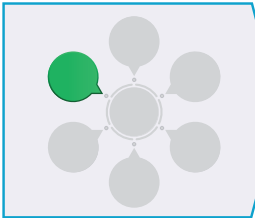




Measurement for Improvement

This is the analysis and presentation of qualitative and quantitative data in a format that allows us to identify opportunities for improvement and demonstrate when a change has resulted in an improvement.

Advisor	Knowledge and Skills	Confident	Some development	A lot of development
1.	I can coach and train staff in the Measurement for Improvement knowledge and skills listed under the 'Everyone', 'Team' and 'Measurement Lead' sections			
2.	I can advise on which is the most appropriate tool to display data			
3.	I can advise on the development of a 'vector of measures' and on designing dashboards			
4.	I can create both basic and more advanced control charts using software tools such as Microsoft Excel, Minitab, SigmaXL and QI Charts			
5.	I can analyse data using rational sub grouping or stratification			
6.	I know how to identify if a measurement activity is reliable (valid and reproducible)			
7.	I can advise on the design, running and analysis of surveys , interviews , focus groups , storytelling sessions and observations			
8.	I can advise on how to prioritise measures, manage the introduction of new measures and manage the discontinuation of old measures			



Governance for Quality

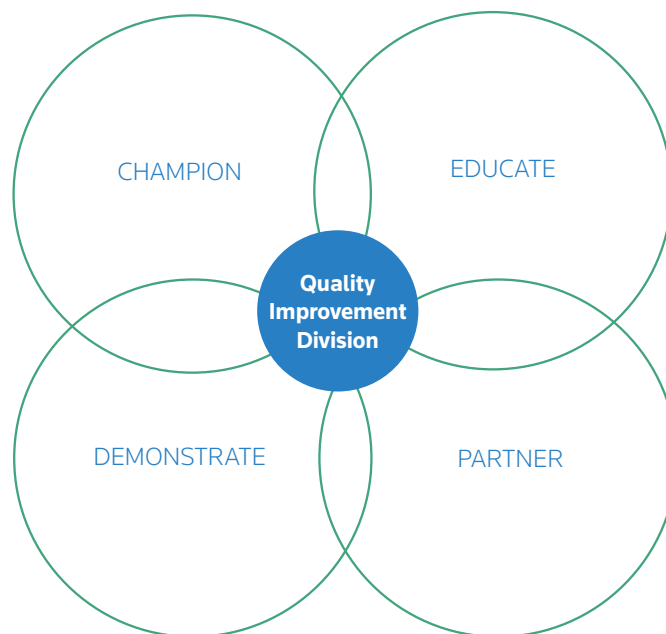
This involves having the right structures, processes, standards, oversight and accountability in place for delivering and sustaining improvement.

Advisor	Knowledge and Skills	Confident	Some development	A lot of development
1.	I can advise executives, board members and staff on how to prioritise improvement			
2.	I can advise on how to plan and structure improvement initiatives			
3.	I can assess governance structures, processes, oversight and accountability for improvement			
4.	I can advise teams on how to communicate risks for improvement initiatives			
5.	I can advise teams on how to report to the relevant quality and safety governance structures			
6.	I can advise executives on how to sustain governance structures for improvement			
7.	I can advise if an improvement initiative is at risk of not delivering on its aims and objectives			



About the Quality Improvement Division

The Quality Improvement Division (QID) was established in 2015 to support the development of a culture that ensures improvement of quality of care is at the heart of all services that the HSE delivers. The mission of the QID is to provide leadership by working in partnership with patients, service users and families and all who work in the health system to innovate and improve the quality and safety of care. The function and role of the QID is to champion, educate, demonstrate and partner.



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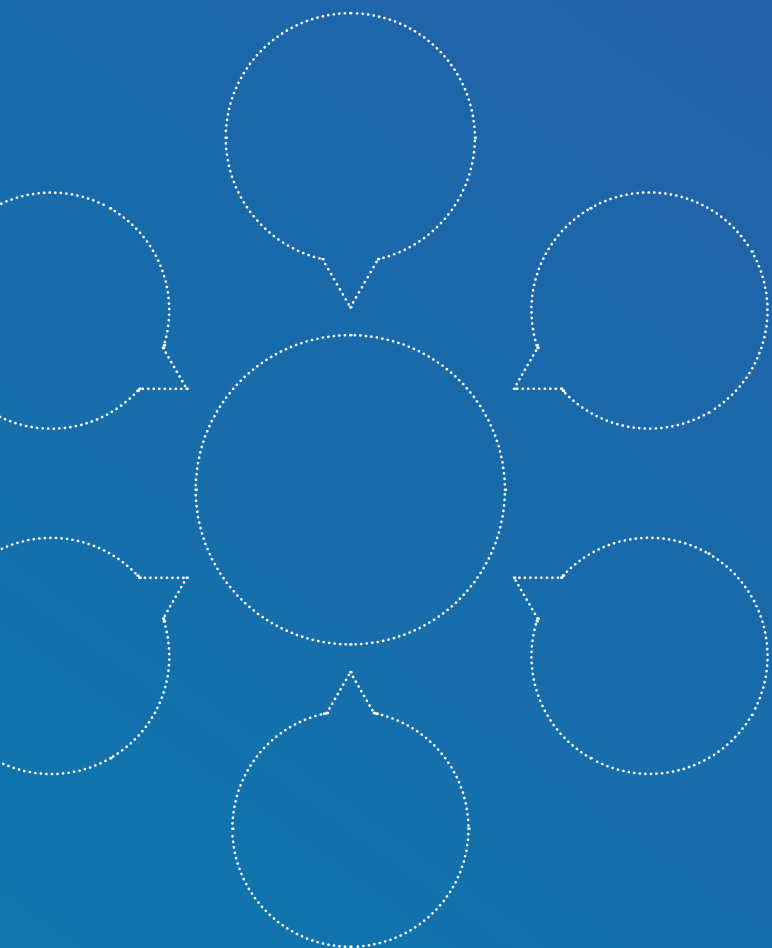
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 Further information please see www.qualityimprovement.ie





“It is not the strongest of the species that survives, nor the most intelligent that survives. It is the one that is most adaptable to change”



Building a
Better Health
Service

Seirbhís Sláinte
Níos Fearr
á Forbairt



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Development Assessment Tool for All Staff

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