

**You Can't Be
Extraordinary without an
Extraordinary People
Development System**

*Andrew Reed, CPA/System Analyst
Multi-View Incorporated*

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Evolution or De-Evolution?



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**Anyone that thinks teaching and
developing people is easy or
comes innately needs to do
some serious "self-work."**

*Teaching Well...takes tremendous energy and work as you
will ideally be going beyond intellectual understanding
and address emotional/spiritual understanding. You will be
addressing the essence of human behavior...*

**Effective Teaching is Perhaps the
Greatest Accomplishment in Life**

*Why not base our People Development System
on the most outstanding practices known?*

**Why is this so
important?**

**It is a complete fantasy to think
an organization can be
extraordinary without an
extraordinary People
Development System because
the mission is only
accomplished through people.**

People can't give what they don't have.

You can't be what you are not.

The Variable of Care Problem in Hospiceland

**There are tremendous differences in
the quality of care provided by
different hospices as well as
individual clinicians within hospices.**

Variability of Care/Quality

- **RN A**
 - Creates an excellent patient/family experience
- **RN B**
 - Creates an average patient/family experience
- **Hospice Aide A**
 - Creates a great patient/family experience
- **Hospice Aide B**
 - Creates a horrible patient/family experience

The Paradigm Shift to a Teaching Organization, First & Foremost

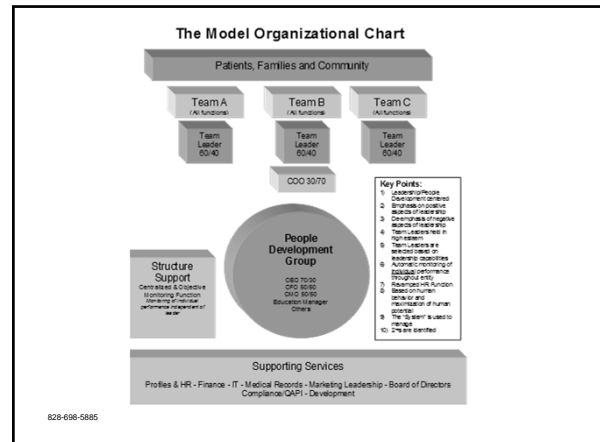
A Composite of the Practices of the 90th Percentile

**We are a Teaching
Organization, FIRST,
that provides care...**

The Paradigm Shift to a Teaching Organization, First & Foremost, is a Strategic Decision.

*Most hospices will NOT do this, so don't worry. The
hospice herd is slow...*

**People
Development
Is the center of the
Universe!**



Our Training Commitment: You will be trained in the habits of performing your job to 100% of the standards, 100% of the time and at 100% census volume. We will never put you in situation where you can't succeed. You will always know if the standards of your job have been met. You have the power to correct any process or activity that deviates from the standards.

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The 3 Elements in the Creation of Habits

Every habit you have, good or bad, follows the same 3-step pattern.

- **Cue/Trigger/Reminder** (the trigger that initiates the behavior)
- **Routine/Action** (the behavior itself; the action you take)
- **Reward** (the benefit you gain from doing the behavior)

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**What is a
Standard?**

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A Standard is NOT a goal! It is a norm. It is an everyday activity or result.

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100% is the only acceptable Standard! Why?

If Standards are not Standards, call them suggestions...

Compound a 10% knowledge deficit by 100 employees and your screw-up factor is exponentially multiplied.

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There can be NO meaningful discussion of Accountability w/o clear Standards!

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BAD IDEA: When you train people, you should expect them to make mistakes. In fact, new staff need to make mistakes in order to learn...

If this is the case, your standards are not high enough.

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Standards Standards Standards

The 3 Attributes of Great Standards

- Clear** – Everybody understands our standards.
- Impressive** -We take pride in our standards.
- Sustainable** – Our standards do not burn people out. They are doable within our system of care. Our standards rarely change. They are so well thought-out that we can do them for decades.

Standards Standards Standards

- “I can do that!” is what you want.
- “I want to do that!”
- Standards unite a team.
- “I know at any time, whether I am “in” or “out” of our standards.” – Self-Control
- “I know at any time, whether anyone else is “in” or “out” of our standards.” – Self-Control

How Do People Learn?

How People Learn?

- ____ % from Self-Study
- ____ % from Education Department
- ____ % from the Immediate Manager
- ____ % from Informal means
- ____ % from IDT
- ____ % Annual Testing
- ____ % Audio Reinforcement
- ____ % IRM Tools

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Can we boil People Development down to this...

How will people remember what to do and do it?

This being whatever is being taught.

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The Revelation or Damascus Experience

Ultimately, we all have to turn our own lights on...

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All working policies and procedures must be able to be memorized or recalled in order to be operationalized.

No of sight, out of mind = not done...

IRMs™
Image Recall Mechanisms

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Steps to Create



1. Define What (Habit Creation: Action)
2. Explain Why (Habit Creation: Reward)
3. Attach a Visual Image (Habit Creation: Cue/Trigger)
4. Attach a Word or Phrase (Habit Creation: Cue/Trigger)



Eye-Level Lean-In



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A People Develop System has 4 Processes

- People Attraction Process
- People Selection Process
- People Development Process
- People Retention Process

The word "Talent" is a more powerful description than "People."

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Training Sequence Example

Step	Unit	Video	How
People Attraction Process			
1	Great Compensation	IRM	Individualized
2	Impartation (Social) Atmosphere	IRM	Individualized
People Selection Process			
A	Screening - Education Regarding Sunny Day's Vision, Values and Objectives	IRM-VR	Self-Directed
B	Screening - Technical Competencies	IRM-VR	Self-Directed
C	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
D	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
E	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
F	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
G	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
H	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
I	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
J	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
K	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
L	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
M	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
N	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
O	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
P	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
Q	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
R	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
S	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
T	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
U	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
V	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
W	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
X	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
Y	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
Z	Screening - Technical - FEASIBLE OF Values Judgment	IRM-VR	Self-Directed
People Development Process			
1	Provide Self-Directed Module	IRM	Self-Directed
2	Self-Directed Values & Objectives	IRM	Self-Directed
3	Overview of the "Sunny Day" Model	IRM	Self-Directed
4	Visit the Sunny Day Store in person	IRM-VR	Self-Directed
5	Visit the Sunny Day Store in person	IRM-VR	Self-Directed
6	Visit the Sunny Day Store in person	IRM-VR	Self-Directed
7	Visit the Sunny Day Store in person	IRM-VR	Self-Directed
8	Visit the Sunny Day Store in person	IRM-VR	Self-Directed
9	Visit the Sunny Day Store in person	IRM-VR	Self-Directed
10	Visit the Sunny Day Store in person	IRM-VR	Self-Directed
People Retention Process			
1	1st Day of the Central Leader	IRM	Self-Directed
2	Leadership and Personal Development Program	IRM	Self-Directed
3	Great Compensation	IRM	Self-Directed
4	Impartation (Social) Atmosphere	IRM	Self-Directed

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Where to Start?

Here is an example of a sequence and structure for the educational area.

- 1) Complete Basic Visit and Phone Interactions Work
 - a. Open portals for best ideas
 - b. Define each phase
 - c. Define each action
 - d. Assign IRM
 - e. Put into a visual format (this would be in every conference training center and strategically positioned in tools and vehicles)
 - f. Create an initial video of the BASIC structure
 - i. Create "flavored" visits and have students find the mistakes/misleading elements
 - ii. Assemble the "best" and "worst" video library
- 2) Develop the 3 Core Curricula
 - a. All Staff
 - b. Leadership
 - c. Board of Directors
 - d. Develop Tests (Zip-Scan, Computerized On-Line Survey/Testing)
 - i. Make it suitable for Annual Review Testing
 - ii. 100% is the only acceptable standard
- 3) Create WOW! Instructors
 - a. Base them on the practices of top educators
 - b. Release and video for critical review — these are serious teachers!
- 4) Create "Meeting" Structures that embody the characteristics of your hospice's culture
- 5) Create a Conditioned Training Space. Give your space a face-lift.
 - a. Colors
 - b. Props
- 6) Create a Synthetic Patient Environment (for a more pronounced and physical demonstration of learning).
- 7) Cross Quality Preceptor/Preceptee Relationship — This is where the trainee is prepared to the extent that he or she can determine when the interaction/episode deviates from standards. This trainee actually becomes a quality control measure. The preceptor's role remains the same.
- 8) The Preceptor reports back to class or to the teacher on what they "saw" and the experience that was created.

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Where Does Learning Take Place in Our Organization?



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Therefore, the **1st Duty** of all leaders or managers is the responsibility to train the people they lead.

This is the **ONLY** way excellence can be replicated and multiplied...

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Recognized Truths and Ideals

1. All human activity is time-controlled.
2. Human behavior is based on habits.
3. The Clinical Leader will contribute as much as 70% to an employee's development. The remaining 30% is done through other means.
4. The 1st Duty of the leader is the development of team members. "My job is to help you be successful in the Sunny Day System."
5. All great teachers are self-educated. If teaching is what we do and those with teaching predispositions are the type of individuals we attract, then we can create self-learning modules and give people the time and tools to learn independently with re-enforcement in other settings.
6. Teachers must use visuals to minimize mental variability. Teachers must learn to teach to visuals.
7. Teachers must create experiential learning and teach to the "feeling."
8. The system and leader must make the job easy to do. The standards must be easy to achieve. "I can do that!" is what we want.
9. The job must be sustainable.
10. We must have people with excellent judgment as much of our work is done independently.

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Lead by Example

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