

**Facilitator's Guide to
Implementing
*STAR: Health Care Sessions***

STAR
SUPPORT. TRANSFORM. ACHIEVE. RESULTS.



Health Care

Facilitator's Guide to Implementing STAR Sessions

A STAR Workplace is a commonsense rethinking of how we work and live. In a STAR, people think less about 'shifts' and putting in hours and more on resident well-being. The contents of this guide will help you transform your facility, bringing about a change that will create the ultimate in accountability, while also giving everyone the freedom to live their life to the fullest.

Welcome to the future of work.

Disclaimer: A STAR Workplace challenges all of our assumptions about what work looks like. At the same time, facilities still have to comply with local, state and federal labor laws as well as industry regulations.

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Welcome Message

Welcome to the beginning of a new way of working and a better way of living. This Guide contains the materials you need to transform your facility from one that measures and rewards people based on time and physical presence to one where the only thing that matters is results. It's a profound transformation, one that takes hard work, courage and determination, but it's also a change that is necessary.

About STAR

STAR stands for Support. Transform. Achieve. Results. It is an innovative process for creating an effective and productive work culture. STAR guides teams to find ways to decrease unnecessary work, increase productivity, and increase everyone's control over their time. STAR also includes coaching for managers on how they can support their employees more effectively. The facilitators guide for these activities (weSupport training and tracking) can be found on [the same Toolkit page](#) where this guide was found.

The STAR initiative is based on both academic research and real-world experience. The initiative was jointly developed by CultureRx, the creators of Results-Only Work Environment – ROWE – and a Work, Family & Health Network research team of psychologists, sociologists, and occupational health scholars who have studied many workplaces and the various ways that work affects health and personal life.

Results-Only Work Environment – ROWE – is a management strategy conceived by Cali Ressler and Jody Thompson, co-Authors of the book, *Why Work Sucks and How to Fix It: The Results-Only Revolution*. In a ROWE, employees are evaluated on performance, not presence. People focus on results and only results – increasing the facility's performance while cultivating the right environment for people to manage all the demands in their lives...including work. Learn more about ROWE by visiting gorowe.com. To access the Work, Family & Health Network go to: www.workfamilyhealthnetwork.org.

Research and real-world experience points to the importance of two elements of workplaces with regard to implementing a change such as this. The first element is Supervisor Supportive Behavior. Part of STAR is that managers support their employees by fully accepting that each person can have control over their work and life and that this will look different for each person depending on their family commitments and responsibilities in their personal lives. Most managers try to be supportive of their employees, but may have never had any training or a chance to think about and discuss the kinds of support they provide for the people they lead.

The second element is Employees' Sense of Control over the time and timing of their work. You will be helping get everyone focused on the key results they're driving

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toward and help them let go of outdated or ineffective work practices and expectations. Everyone will experience a greater sense of control over their work and lives.

Managers will be responsible for providing both performance support and personal and family support to their employees. STAR will help them do that more consistently and thoughtfully.

The contents of this Guide are based on a very simple idea. If you give people clear expectations about their job, and then give them the freedom and control to do their job, then they will produce outstanding results.

In a STAR, everyone is given ultimate control over their time. Everyone is also given the support they need to manage their work and life by having clear direction on specific, agreed-upon results. Once a facility is aligned with these two fundamental ideas, it adapts to a new way of working. People stop wasting their time because it's theirs. People perform to the fullest of their potential because the expectations are crystal clear. The job gets done like never before. The entire facility adapts to this new way of thinking and behaving.

The change isn't easy. While you're going through the change the future state is being discovered. You are moving into an unknown. When people give themselves over to this type of change some level of distress is inevitable. They have naturally become comfortable in their habits, attitudes, and beliefs, and when they are required to "lose" those closely held beliefs, they grieve. They struggle. They have to work to adjust. But if the change is to take place, they must endure the examination of their beliefs and open themselves to the new.

STAR is a social change, and you will be a facilitator in the true sense of the word. You are not about to train individual people in STAR. Rather, you are about to guide the entire group into a STAR work environment. As a result, any expectations you have about typical teach-and-train programs needs to be thrown out the window right now. You are the conductor, steering them through this process of moving from a traditional work environment into this new set of beliefs and behaviors. You will provide the music, but they will play it.

Along the way you will undoubtedly feel how other pioneers have felt when embarking on new territory. You're about to see new sides of people (both good and bad) that you've never seen before. You're about to learn things about yourself as well. You're about to be challenged in ways you might not be able to imagine.

Cali Ressler and Jody Thompson, the founders of ROWE – a foundational element of STAR – have spent years refining and honing the concepts and techniques in this Guide.

It's a remarkable journey, and one that people in other facilities are experiencing today. We'd like to leave you with two final thoughts. First, make it fun. Because this is social change it's important that people feel like they're in this together. People bond over adversity; they also bond over good times. Migrating into a STAR is an intense experience. You can do a lot for them by having a sense of humor.

Second, and this is perhaps the most important message to not only hear, but to internalize before you begin: You may modify the way you present the ideas in this guide, but you must not change the ideas themselves. Creating a STAR is not like baking cookies. You can't substitute M & Ms for chocolate chips or leave out the nuts because you're afraid someone might be allergic. You can't water it down. It's all or nothing.

During our journey in making STAR possible there were many moments when both staff employees and managers pushed back at us to water down STAR. We realized that if we wavered then the whole point of STAR would be lost. If STAR can be suspended by management because everyone's too busy, then it's not STAR. If STAR comes with guidelines and policies and procedures that are not state or federal mandates, then it's not STAR. If STAR is treated as a privilege for the few (as opposed to a right for all), then it's not STAR.

In the end, your reward for this change will be nothing short of greatness. You will have done something that makes irrefutable sense. You will be giving people back their lives. Your facility will be more efficient and profitable. Your people will be happier. You might not be personally recognized and celebrated right away, but eventually if this change takes hold, you will be a hero, a magician, a rock star. You will also have done something necessary. You will have done something right. Work can feel bad. But you're about to make it all better.

How To Use The Materials

This Guide provides overviews of each session, guidance for how to pace the migration, scripts for leading sessions, and so forth. Everything in this guide has been designed to make the change happen. Please do not customize.

The **activities** (Sludge Eradication and Do Something Different) are designed to help you lead this change by giving the participants a chance to play with the ideas behind STAR. Because migration requires social change, these activities are essential for making this transformation an experience that will change people forever. In the session scripts, you will see reference to weSupport activities (weSupport Training and weSupport Tracking). These scripts include the basic information you need to discuss weSupport activities in the STAR sessions but the weSupport materials and more detailed instructions can also be found in the weSupport materials available at workfamilyhealthnetwork.org.

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The **PowerPoint slides** are also used in the various sessions. The slides contain important information (such as the 6 Guideposts) and provide the kind of content you need to run the sessions without having to become an expert on STAR.

Please keep in mind that all of these materials are designed to work together. Use them all, as instructed. We also recommend reviewing all materials in advance in order to ensure a smooth performance.

Migration Overview

We call the transformation from a traditional facility environment to a STAR Workplace a “migration.” What follows is a brief narrative overview of what happens in each phase, as well as a step-by-step run through of all the individual components. Use this overview to prepare yourself for the entire experience. You can also use it as a place to check in on your progress.

Your goal is simple: to completely transform your facility, to take people from one way of thinking about work to a new, better one.

We’ve perfected the migration experience into a proven, systematic process. It’s absolutely vital that you follow these steps from the beginning to the end. Follow the exact order and skip nothing. And remember: even though people are going through this incredible transformation, the work is still getting done.

How Migration Works

Phase 1: Prepare for the Change

In Prepare for the Change, the facilitator's job is to plan and schedule the entire group's migration as well as to give managers and peer leaders a preview of the change that is about to come. At the management level, you will also need to build just enough support for this change. You'll never have 100% commitment from the top, but healthy skepticism is enough to get the migration started.

Phase 2: Set the Change in Motion

Phase 2 is when the bulk of the change happens. The Steering Team 1 session with managers and non-manager peer leaders, and the Team Induction/Sludge session wake people up to how their outdated beliefs about how work needs to happen are not only hurting them as individuals, but also sub-optimizing resident care.

The Sludge portion of the Team Induction/Sludge Session is designed to teach people that how they express their beliefs about work in toxic language is what holds everyone (including themselves) back. This session is also crucial in helping people understand that it's the culture of work that is broken, and that everyone is complicit. After the Sludge Session, employees are released back into the wild to practice Sludge Eradication.

After a successful Team Induction/Sludge Session, people will never be able to look at staffing and shifts the same way again. The change is already in motion. Then Managers and Peer Leaders have a Steering Team 2 Session to help them adjust their role as leaders – leaders who are supportive of both personal & family goals and performance goals. They will discuss practical and logistical concerns that a STAR will create for them.

Culture Clinic is the place where people practice working through the practical and logistical concerns that a STAR creates, like how to re-think coverage and scheduling. At the end of this session teams Go Live.

Phase 3: Learn and Evolve

The Learn and Evolve phase is designed to help the facility cement their new attitudes and behaviors surrounding work. The Forum is an opportunity for teams to work through challenges and successes they are having with STAR.

The STAR Migration Step by Step

Phase 1: Pre-Migration

- ✓ Review Pre-migration section of facilitator's guide
- ✓ Communicate the overall migration schedule to the facility

Phase 2: Migration

Steering Team 1 Session

- ✓ Read Steering Team 1 section of facilitator's guide
- ✓ Run Steering Team 1 Session
- ✓ Conduct weSupport Training and Tracking Round #1

Team Induction/Sludge Session

- ✓ Read Team Induction/Sludge section of facilitator's guide
- ✓ Run the Team Induction/Sludge Session
- ✓ Run Sludge Eradication Activity

Steering Team 2 Session

- ✓ Read Steering Team 2 section of facilitator's guide
- ✓ Run Steering Team 2 Session

Culture Clinic

- ✓ Read Culture Clinic section of facilitator's guide
- ✓ Run Culture Clinic Session
- ✓ Go Live
- ✓ Run Do Something Different Activity
- ✓ Conduct weSupport Tracking Round #2

Phase 3: Learn and Evolve

Forum

- ✓ Read Forum section of facilitator's guide
- ✓ Run Forum Session

Before you begin: A Special Message for Facilitators

Leading a group of people through a migration might challenge you in ways other changes at your facility haven't. Facilitators who lead this transformation will need to draw on different qualities than a typical teach-and-train program.

Confidence

There is a human case and a business case for STAR. Individual employees thrive because they get control over their time and their lives. They are happier and healthier and more fulfilled. But facilities also excel, because employees are more productive,

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more focused on high value work, and more engaged in serving residents. The traditional workplace pits employee versus management. In a STAR, both sides win.

Frankly, it doesn't matter to us which aspect of STAR appeals to you more. Both are valid. But we strongly suggest you pick something about STAR that gives you confidence. People are going to be coming at you from all sides. They are going to challenge what you're doing. They are going to be emotional. So it's vital that you stay confident throughout the entire process.

Every person is different when it comes to finding what sustains them. For some facilitators the thing that gives them the most confidence is the fact that right now, out in the world, STAR is working for real people. Find whatever gives you strength and hold it close.

Calm

Even though we're supposed to be detached and professional and rational at work, everyone knows that in fact work is incredibly emotional. People have their egos and their pride on the line. People have their job security, their financial stability, even their entire identities wrapped up in work.

So going in with STAR and challenging the way that work looks is no small thing. You are going to rile some people up. You are going to scare people. You are going to threaten them. Even when people know it's all for the good it's not always easy. The people in your facility are going to look to you for the answers to the millions of questions they have about STAR. You might not always have the answer. (In fact, as you'll see, often they have to answer the question themselves.) But your calm will help them work through this change. In some cases it's the greatest gift you can give them.

Understanding

Migration doesn't happen overnight. In fact, the full process takes about a year. Along the way people are going to struggle, and some more than others. If you're leading this change, chances are you "get it" on a deeper level than most. There will be times when you'll wish that people would just hurry up and come along for the ride. There will be times when you can't believe how stubborn someone is being. But even those managers who think people will slack off and take advantage deserve your understanding. You don't have to be a saint, and certainly you don't want to become self-righteous. But cutting the bad guys some slack is important. The good news is that eventually almost everyone comes around. Your patience will reward you.

Support

Because this is social change, you can't do this alone. Part of being a successful facilitator is finding key people in your facility who will help you stay energized and

connected. You will be leading people, but you can't lead everyone individually. You'll need allies, fellow travelers and like-minded souls to carry out this work for you. A good early ally is someone who doesn't have those blanket philosophical objections to STAR. They see the possibilities, and they demonstrate an ability to start working through the logistics on their own.

As you move forward you'll gain more allies. Later on it's good to tap into the connectors, those people who organize and galvanize others. As the transformation takes place you'll find that this kind of support forms naturally. By the end of the migration, you might even discover yourself doing less and less as staff take over and make the change happen on its own.

A Sense of Humor

People's beliefs about work are funny. Getting people to laugh at the absurdities of the workplace is a great tool. Best of all, you can move past the underlying sense of helplessness that people can have when they make jokes about work. Laugh at yourself, laugh (gently) at others and never forget that you have the answer.

CHAPTER 1

PHASE I: PRE-MIGRATION

Prepare for the Change: A Message

We always say that STAR is a people's movement because it's the people that make it work. The rank-and-file are the ones who adapt to this change. They are the ones who solve the logistical problems that come up in a STAR Workplace. They are the ones who figure out how to stay focused, to meet their expectations, to communicate efficiently, to transform the workplace from one where people watch the clock into one where people are all about resident happiness.

At the same time, leadership is essential. If leadership doesn't go along on the journey, then it seems like this is for their employees and not for them. That's how so called "work-life balance" programs work in the traditional workplace. For it to be a STAR, everyone has to adopt the new way of thinking and behaving. If leaders opt in, if they truly walk the walk, then the entire workforce is unleashed.

Prepare for the Change is designed to prepare the facility for the change to come. First, you'll want to start a conversation about the true nature of your culture. Then, the managers' portion of the Steering Team Session is there to give managers their own time and space to react to what transitioning from a traditional work environment to a STAR will entail. They may object. Some may even freak out. Let them. If you can plant the seed, then eventually they will come along. In the end you might find that some of the biggest objectors will become some of STAR's biggest supporters.

There are two keys to a successful pre-migration:

Managers and Peer Leaders have to come to the Steering Team sessions. If key managers aren't going to attend, then reschedule. You can't do it without them.

Managers are going to be resistant to STAR. That's fine. You don't need complete buy-in. If you can create an atmosphere of healthy skepticism, then you have succeeded.

Where your workplace is today

Before you begin you'll want to assess the state of your workplace today. Depending on your facility, you may formally or informally survey employees about how they perceive the culture of where they work. If you have no direct process in place for

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getting this kind of information, there are other measures you can use, such as voluntary turnover rates. If people are leaving your facility at a high rate, then that tells you something about the kind of culture you have in place.

The more clearly you can see where you are now, the more clearly you'll see the dramatic results STAR has on your facility. STAR affects all aspects of your facility, lowering stress, increasing engagement, and boosting productivity. If management requires certain metrics, then the time to take the "before" picture is now. You'll notice the change even if you don't have any measurements in place, but you know your facility best.

Either way, it's important to begin the migration process by starting a conversation about the reality of your workplace. Even if you just spent \$25,000 to have a consultant come in help you run more efficient meetings, if people still say that they are wasting their time in meetings, then that is what you listen to. If your people say that managers don't give clear expectations about what they need to accomplish, then that is what the truth is, even if none of the managers in the room think they're bad at giving direction. One of the great things about a STAR is that you don't have to pretend anymore.

Steering Team 1

Steering Team 1: A Pep Talk

Now you're ready for the Steering Team 1 session. This is when you roll out the concepts of STAR to management so they can get their first full taste of what a STAR Workplace is and what it will mean to them, their people and the facility.

Before we begin, we need to make something very clear: Resident care does NOT halt while you're orchestrating this transformation. People will be doing their jobs and making this change at the same time. In fact, just starting the migration from a traditional work environment into a STAR has an energizing effect on the workforce. If managers (or you) are worried that STAR will somehow disrupt the daily flow, please be assured that other facilities have undergone this change without compromising resident care.

Nevertheless, some managers are going to have concerns. We've found that STAR has an immediate polarizing effect. The idea that in a STAR Workplace people can gain ultimate control over their time, as long as the work gets done, creates strong reactions, both positive and negative. Even the idea, talked about in the abstract, of a STAR Workplace is like a personality test. There is almost never a middle ground. One of your main jobs as facilitator is to watch how people take this personality test. It's not pass or fail, but rather a spectrum of reactions from "this sounds great" to "this will never work." You don't have to worry as much about the people who immediately embrace STAR. But how you react to those who resist is vital.

Managers' reactions will fall into two basic categories and it's important that you not confuse the two.

One common objection is practical:

"How are we going to make sure the right people are here to cover the shifts and meet acuity?" This kind of question has to do with the logistics of a STAR. There are a million questions like these and some can be challenging, but the questioner isn't necessarily objecting to the basic ideas behind STAR.

The other kind of objection is philosophical:

"How are we ever going to explain this new way of working to residents' families?" This kind of question has nothing to do with the logistics. This is about the person's fears about the change. They've already judged this idea as a nonstarter.

The practical questions are easier to deal with. Because no matter how complicated a process is, or how detailed the question is, people will ultimately find a way. People have figured out how to get things done in a traditional work environment. They'll figure out how to get work done in a STAR. If you trust them to do their jobs, and if you

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reward them with control over their time, then not only will they figure out a way to get the work done, but they will also probably find an even better way.

The philosophical questions are harder to address. Someone who is asking a practical question is not necessarily challenging the core ideas behind STAR. They are challenging the consequences of that core philosophy. However, the person who raises the philosophical objection probably doesn't believe that people can be trusted to do their job. They hold a 'glass is half empty' view of humanity. They believe people will slack off and take advantage. They believe if there isn't structure there will be chaos. Perception trumps reality.

As a facilitator, you need to be aware of these philosophical objections to STAR, because they can be real killers. And there are a million variations on the same theme of distrust:

“Resident care will suffer if we don't have rules in place.”

“Some people just need to be supervised.”

“People will take advantage if we give them freedom.”

The people who will have the philosophical objections may surprise you. The most free-spirited person might not stand up for other people's freedoms. And the most button-down, Type A, control freak might believe that everyone should be allowed to do whatever they want, whenever they want, as long as the work gets done. That's why your general awareness of the room is very important in the Steering Team 1 session. You'll see a lot of negative body language, and you just have to keep going. Here is another way of looking at resistance from managers. You're not only challenging beliefs about work, but you're also challenging beliefs about work that managers have been successful in overcoming.

It's hard to say to a roomful of people who have scratched and clawed their way to the top – those who have put in long hours, played the game, who hustled and positioned themselves, that now the game they have played and won is going away. It's hard to say to a room full of people who feel like they have earned freedom and control over their time, that everybody, regardless of seniority or pay grade or education level or whatever, are now going to enjoy the same freedoms.

What works in your advantage is that you're also talking to a room full of people who care about superior resident care. You're talking to people who probably have a financial and personal interest in getting better results out of their people. The idea is to build that bridge between what they currently believe is true about themselves (that freedom and accountability leads to outcomes) to what could also be true for everyone in the facility. This is what we mean when we say you need to cultivate “healthy skepticism.”

If there is one truth about STAR that answers both kinds of concern it's this: In a STAR the entire focus of everyone in your facility is on results – the ultimate in resident care. In other words, for the first time in their working lives, people's primary concern is getting their work done, as opposed to getting something done while also playing the game. True, people do get control over their time and the support they need to live their lives. They might use that newfound control to spend more time with their kids, or go back to school or pursue a hobby. And while they're doing this they might not be in the typical shift mentality they used to, or they may conference in to a meeting instead of attending in person. But they are always working on the results. They are always contributing. If they don't deliver results that is what is unacceptable. That standard never wavers.

Bottom line: in a STAR the work gets done. The work gets done because results are the only thing that matter. You can repeat that idea in any setting at any time, even to yourself should you start to doubt. No matter what kind of objections people raise to this change—and they will raise them—you can always tell them that it's always all about results.

Steering Team 1: Overview

The goal of the Steering Team Session is to guide participants through a journey towards the development of a STAR workplace. Peer Leaders are direct care employees who act as sounding boards and guides for their peers. They will understand their role in the change, having specific activities that they can utilize in helping their peers create a STAR Workplace.

The purpose is to indoctrinate a core group into the STAR Workplace philosophy and have them become the champions of STAR by helping their facility to begin solving for process/technical changes, and introduce the strategy for removing toxic workplace language.

Session content will build around achieving buy-in to two desired outcomes that are intended to create the STAR Workplace:

1. Schedule Control: Employees sense of control over the time and timing of work
2. Supervisor and Coworker Support: performance support, and personal and family support

Note: Peer Leaders need to attend at least one of each upcoming Team Induction/Sludge and Culture Clinic sessions. This will help connect employees with Peer Leaders and give Peer Leaders opportunities to hear what employees want to change, and ideas they may have.

A twenty (20) minute introduction will explain this to all the Steering Team members, which will include the Steering Team receiving Peer Leader Handouts and the STAR and SLUDGE Overviews. Non-manager peer leaders will then be asked to leave after the third slide has been explained.

You will be expected to:

- ✓ Endear yourself to the audience – develop allies.
- ✓ Hold true to the STAR philosophy.
- ✓ Be unwavering in your own belief about the change.
- ✓ Be confident but not arrogant.
- ✓ Educate but not humiliate or shame.
- ✓ Adapt when necessary based on participant reactions.
- ✓ Be both a teacher and mentor.

Time: You have three hours. You will develop your own pacing as you do multiple sessions.

Session Participants: Administrator, DON, ADON, Scheduler, Unit Managers, 1+ CNA per unit/shift; 1+ nurse per unit and shift, nurse practice educator, weekend shift supervisor if possible, evening shift supervisor.

Session Logistics: The best room layout is U-shaped. This allows you to get close to everyone during the session, and also give everyone a 'front row seat'.

What you need to be armed with:

- ✓ Laptop and PowerPoint Presentation
- ✓ Whiteboard or flip chart
- ✓ Whiteboard or flip chart markers
- ✓ LCD projector
- ✓ Screen
- ✓ Positive attitude; energy and confidence

Part 2: Facilitator Supplies:

- ✓ 4-3x5 cards with Sludge phrases
- ✓ Whiteboard or flip chart markers
- ✓ Flip chart paper that says: Each person has the support they need to have control over their work and life as long as the work gets done. (STAR definition)
- ✓ Flip chart paper that says: Safe, Legal, Cost Neutral
- ✓ Flip chart paper that says: Name that Sludge, Sludge Justification, Sludge Anticipation, Back Sludge, Sludge Conspiracy

Note: Sludge is identified after each scenario is acted out on the same flip chart used to identify the feelings surfaced from the Sludge scenarios

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- ✓ Flip chart paper that says:
 - Is there something I can help you with right now?
 - Is there something you need?
 - How can I help you?
- ✓ Flip chart paper or whiteboard: 4 quadrants, one with the title 'STAR IS'.
- ✓ Flip chart with the title "STAR IS..." and another with the title 'TODAY' and followed by 'SHIFTS', 'CONSISTENCY OF CARE/PRIMARY ASSIGNMENTS', and 'CALL OUTS'
- ✓ Tape or Poster Putty

Handouts:

- ✓ Peer Leader Role/Activities
- ✓ STAR Overview
- ✓ Sludge Overview
- ✓ Tips for Managing in a STAR workplace

Flyers/Poster:

- ✓ Communication Flyer (for Administrator to copy and post or distribute)
- ✓ STAR Poster

Steering Team I: YOUR SCRIPT

This script will go slide by slide and guide you through how to lead the session. Let's begin!

SLIDE 1: STAR LOGO

 SAY:

Welcome to your STAR Steering Team Session. I'm _____ and I'll be leading you through the session today. By the end of this session, you'll understand what a STAR workplace is, your role in creating a STAR workplace, and what's coming up over the next few months.

In the following week, I will assist you with training that you will do on the computer and with an activity that will allow you to track some of your behaviors that we are interested in. We'll review the STAR process, including the computer-based trainings, in full detail, at the end of this session. See the [STAR:Health Care Toolkit page](#) for the weSupport facilitator's guide and resources.

STAR stands for Support. Transform. Achieve. Results.

It's a workplace where each person has the support they need to have control over their work and life as long as the work gets done.

STAR will help you realize a workplace that fully utilizes employees' talents and energizes but doesn't over-stress them, burn them out, or drive them away.

You are the pioneers of an idea that you will create – a workplace for a resident care facility that no one else in the world has. A place where residents receive the best care, families are happy, and you are supported in living the life you want to live.

We're not benchmarking to see how others are creating resident-centered facilities. You're going to BE the benchmark for others. You are going to pave the way.

SLIDE 2: PEER LEADERS

 SAY:

Some of you here today have been chosen to be Peer Leaders. You have a specific role to play and we're going to talk about that now. After we discuss your role, you will leave the session.

You have been selected as Peer Leaders to help champion change and create a STAR workplace.

This is the definition of a STAR: Each person has the support they need to have control over their work and life as long as the work gets done.

Two primary goals of STAR include:

1. more supervisory support to help employees meet professional expectations and family & personal needs and at the same time
2. discovering how to increase the control employees have over time and the timing of their work.

You are being asked to engage employees, lead discussions, participate in learning circles, etc. to help employees solve problems.

You are being asked to work side-by-side with employees and management to find solutions and create a STAR workplace.

You are also being asked to bring employees up to speed if they have missed a STAR session or if they are having difficulty with STAR concepts.

You are going through this change as well. Therefore, you should not feel obligated to be the answer bank. Ask questions. Ask for ideas. Involve as many people as you need to help create a STAR workplace.

SLIDE 3: BACKGROUND/GOALS

 SAY:

The STAR initiative is based on both academic research and real-world experience. The initiative was jointly developed by CultureRx, and a research team of psychologists, sociologists, and occupational health scholars who have studied many workplaces and the various ways that work affects health and personal life.

CultureRx is a team of organizational change agents who have re-shaped the culture of several companies.

Both the research and our own experience points to the importance of 2 elements of workplaces:

1) Supportive supervisors

We will be providing managers with tools such as computer-based training and behavior tracking activities to help you effectively adapt to the new workplace.

After this session, I will set up time with you to complete the computer-based training that will provide you with information on the importance of being a supervisor who is supportive of employees' family and personal issues, and who focuses on providing performance support. I will also introduce a behavior tracking activity which will help reinforce behaviors that enable employees to perform at their best, and also demonstrate respect and support for their personal commitments, family responsibilities, and goals outside of work. We'll refer to actions that enhance supportive supervisors as "performance support" and "personal and family support."

2) Employees' sense of control over the time and timing of their work

We'll be getting everyone focused on the key results they're driving toward and help them let go of outdated or ineffective work practices and expectations. Everyone will experience a greater sense of control over their work and lives. All in all, residents will receive superior care, while at the same time, employees feel supported and respected.

As managers, you will be responsible for providing both performance support and personal and family support.

Before we get into the nuts and bolts of STAR, we do want to acknowledge that you may be feeling very anxious about how STAR will look, and how it will work, for your workplace. The change is not easy, but everyone will be involved and accountable for making it successful.

SLIDE 4: SAFE, LEGAL, COST NEUTRAL

 SAY:

As you and your staff are creating the new work workplace, we will be asking everyone to focus on these 3 things as they consider making changes:

1. Is the change SAFE for workers, coworkers and residents?
2. Is the change LEGAL?
3. Is the change COST NEUTRAL?

Obviously, we don't want to be doing anything that will put employees or residents in dangerous situations, or do anything that will be illegal.

This is one thing everyone needs to be clear about: We're not adding employees as part of this intervention. Open positions will be filled, but no new additions will be made. That wouldn't be cost neutral.

If the answer to these three questions is yes, then the change is acceptable.

Staff will be able to answer these questions themselves and make change without getting permission from Management.

Remember: It's your role as managers to provide performance support and personal and family support.

Facilitator's note:

In this session, you may get the question "how are we going to measure results?" It's not your job to decide this; ask instead "how do you measure results today?" Guide the discussion by asking questions that help them see that they already have the answers.

Example: How often do you measure that result? Is it the right measure? Is it measuring what's important? Is that measure driving behaviors that aren't in alignment with what you know about STAR so far?

We want people to use COMMON SENSE in terms of what they measure. It's important that they come to the consensus that they need to do things for the right reason, and the survey results (resident home ratings) will follow.

SLIDE 5: STAR DEFINITION

SAY:

This is the definition of a STAR: Each person has the support they need to have control over their work and life as long as the work gets done.

The kind of workplace we're talking about is solely focused on RESULTS.

It's also is a workplace where employees feel supported by you, as managers, to meet personal and family demands at the same time.

Performance Support: Supporting employees by focusing on the results you and your employee have agreed on is important. The less subjective performance measures are, the more effective your employees will be.

Personal Support: Today, your employees may ask for a day off to take care of something in their personal lives, or they may ask for a different schedule. They have little or no control over whether or not either of these events can take place. In STAR, they will have the power to make this happen – without management intervention.

Your role is to provide both performance and personal and family support.

SLIDE 6: TYPICAL WORKPLACE

SAY:

There are many elements of work culture that span all organizations, regardless of industry, size, or geographic location. [You should insert some language here about why the Corporation is doing this and something about the benefits they hope will come from participating in this process. For example, it may be that the focus of initiatives is usually on improving the customers' experience and STAR is focused on improving the employees' experience, or it may be that the facility is striving to be an employer of choice, etc.]

In many health care facilities, there is a strong desire to ensure residents receive the best care possible as well as have employees live their best life. However, there are some practices in the workplace and ways that employees interact – sometimes leading to a lot of tension among coworkers – that are impeding the highest quality of care that residents could be receiving. These practices are also not supportive of people's personal and family needs.

Through the STAR implementation, together we will identify ways that processes and resident care can be improved, and employees feel supported to work and live in a healthy manner. It's not the work that people don't like; it's the way it's done that creates tension.

SLIDE 7: QUADRANTS

SAY:

These four pictures are a snapshot of the resident-care facility workplace.

Notice the woman in the upper right corner. She's tired. She may be working a double shift because of a coverage issue. Maybe she was up all night with a sick child or maybe she has a migraine.

The woman in the bottom right is reading to a group of residents.

Sometimes you may feel understaffed and it's hard to get everyone together for activities with all of the conflicting and urgent demands placed on you.

In the bottom left corner you see a lot of binders. The work you do requires you to fill out a lot of paperwork. Some paperwork is necessary, some may not be.

ASK:

Do you have any paperwork today that you feel is unnecessary that you continue to do?

Facilitators Note:

This is a place you can take mental note of which paperwork activities are required for regulatory purposes and which paperwork activities could be eliminated to ease stress on workers and enable them to spend more time on what's important.

SAY:

And the woman in the upper left hand corner is sitting at the nurse's station. We heard through our research that this shows hierarchy/power. Sometimes this hierarchy creates tension among the nursing staff including nurses and nurses' aides.

SLIDE 8: DEMANDS/CONTROL

SAY:

Today, people have many, many demands in their lives. Demands include things people need to do in their lives and things people want to do.

ASK:

What types of things do you need to do in your lives each week?

Facilitator's note:

You will get responses like: grocery shopping, sleeping, picking up kids from daycare, laundry, taking care of aging parents.

ASK:

What types of things do you want to do each week?

Facilitator's note:

You will get responses like: exercise, golf, spending time with friends and family, gardening, reading or going to a movie.

SAY:

Today, we have many demands in our lives but not very much control over how we use our time.

We often hear people say "There's just not enough time in the day." This causes stress. We aren't going to do anything with the demands side of the equation – those are going to stay the same. But we can change the level of control you have.

The goal through STAR is to raise the level of control you have over your lives to the highest possible level so that you can meet the demands both at work and in your personal lives.

Remember: As managers, it is your role to provide both performance and personal and family support. We will be discussing in more detail how you can show this support in future sessions.

Facilitator's Note:

When people are able to experience life in a way that is fulfilling for them, they are happier and more engaged in the work they do. Based on experience in health care facilities, we know that frequently employees are under a lot of stress, and often, they bring that stress home. The stress level is understandable – employees are dealing with human lives. STAR won't change that fact, but through this intervention and our guidance, employees will develop more efficient, collaborative ways to care for residents that will help reduce their stress levels.

STAR also increases managers' support for work and personal life. STAR emphasizes the importance of supporting employees, not only on the job, but off the job as well. The work stays the same – everyone still needs to achieve or exceed in terms of their commitments. But the way that happens changes.

SLIDE 9: TRUST

SAY:

Besides the typical things in the workplace you can see, there's also things like trust that are harder to see but you certainly know if it exists or not.

Organizations often say the right words – “I trust you.” Sometimes the words are even written on the walls of workplaces.

Trust is something we all want and is of great value. The right words might be there – whether they are on the walls or coming out of managers' mouths – but if the behaviors don't match the words, people have a hard time TRUSTING.

Facilitator's note:

The STAR intervention will strengthen the level of trust among everyone in the workplace and ensure that trust is fostered in a way that improves resident care.

You can use examples to show how mistrust is masquerading as trust in the workplace. Say to a participant or two:

“I really trust you – you do good work. But I've noticed your breaks are getting longer . . .”

“I trust you! But didn't you go to an appointment last month when you were scheduled to work?”

SLIDE 10: THE TRIANGLE

SAY:

To help your team set STAR in motion, we're going to talk about three impediments that exist in Traditional Work Environments that we need to examine in order to achieve a people-centered workplace where each employee feels equally supported to live and work in a healthy and successful manner.

These three things are:

1. Power of time
2. Beliefs we have about the way work needs to happen
3. Judgment

It is critical to understand that it is the interconnectedness of the impediments that truly creates the essence of the traditional work culture and, in turn, inhibits our ability to move to a true STAR workplace.

Time has power. It dictates when we do things, where we do things, and sometimes how we do things – inside and outside of the workplace.

In a STAR workplace, the power of time is mostly seen within the shift-driven mindset that exists. The clock says whether we're late or early. Working a double-shift may be seen as dedication or evidence of working hard .

Next, let's talk about Beliefs. Our beliefs cause us to behave certain ways. We also have beliefs about the way work needs to happen. Here are some examples:

I believe the day shift . . .
does all the work
is the preferred shift
has access to all the supplies
gets the benefit of management support

I believe that with self-scheduling . . .
It can be effective if support is available
people who get there first will get the best shifts
people will lose their preferred patterns
people will need a lot of guidance and support

I believe people with kids...
shouldn't bring their children to work with them
get special privileges

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get school vacation weeks off (preference)
get the best holidays off

During the STAR process, we'll be working with employees and managers to examine these beliefs, and others. Some of these beliefs will turn out to be things that you've been holding onto, but might not be true or the best way to continue doing things. Our beliefs can also get in the way of each person having the support they need to have control over their work and life as long as the work gets done.

Facilitator's note:

As we conducted our research, there were a number of beliefs that surfaced about the way things should happen in a nursing home setting:

- *The only way to run a nursing home is to have shifts.*
- *People with more seniority should get the best vacation slots.*
- *Certain care should happen at certain times of day.*
- *Because nurses are more educated, they should run the show.*
- *If we gave the power to the employees to schedule themselves, patients would not be cared for.*
- *Shifts need to be eight hours.*
- *Shift handoffs need to be face-to-face.*
- *Certain care should be delivered by certain people*
- *People who work in transitional care have it easier than others.*
- *If I'm not there, my patient isn't getting cared for. This causes me to always be thinking about work even when I'm not working.*
- *Nurses and management can do some work at home, but no one else can.*
- *Certain shifts need to be expected to do certain things (bathing, meals, etc.).*

SAY:

Judgment in the workplace is called SLUDGE. It's a judgment about how people are spending their time. It sounds something like this:

"Boy those smokers get a lot of breaks!"

"The day shift works so much harder because all the cares are done during the day."

"Did you hear Joanne called out again because her kid is sick? Wish I had a kid!"

This language has no place in a STAR workplace. This language doesn't have anything to do with the work, and does not demonstrate performance support, or personal and family support.

When it's spewed into the workplace, it makes people feel guilty, frustrated, disrespected, angry, and not trusted. When Sludge exists,

people do not have the support they need to have control over their work and life as long as the work gets done.

The power of time, the beliefs we have about the way work needs to happen, and judgment work together to keep the culture stable.

I'm going to demonstrate how these three things work together by starting with a piece of SLUDGE, illustrating the belief behind the SLUDGE, and how time plays a role:

SLUDGE	Boy those smokers get a lot of breaks.
BELIEF	People that smoke don't work as hard as the rest of us.
TIME	People who smoke put in less work.

SLUDGE	We have so much to do during the day and the night shift can't even toilet the people before we get in.
BELIEF	The night shift does as little as possible.
TIME	11pm – 7am is when work doesn't happen.

Later in this session we're going to work on a strategy to eliminate SLUDGE from your workplace. We will interrupt the cycle of the triangle between SLUDGE and BELIEFS and you will become "Environmental SLUDGE Eradicators"!

SLIDE 11: DEFINITION

ACTIVITY: Socially Acceptable/Unacceptable

Purpose: To demonstrate how certain excuses are more acceptable than others when people are trying to manage work and family conflict. With STAR, where supervisors are supporting both performance and work and family needs, excuses are not divided by acceptable and unacceptable.

Set up: For this activity you will need a flip chart, or a whiteboard divided into two columns. To get started write at the top of one column 'Socially Acceptable' and on the top of the other column 'Socially Unacceptable'.



Divide the participants into two groups. One group will be the socially acceptable group, and the other group will be the socially unacceptable group.



We are now going to do a short activity to demonstrate what gets in the way of making the definition of a STAR real.

This half of the room (pick a half) will be the socially acceptable group, and the remaining half will be the socially unacceptable group. We're going to start with the socially acceptable group.

ASK:

Socially acceptable group, what are the socially acceptable reasons for changing your schedule or 'calling out'?

Facilitator's note:

As they give examples, write these examples under the socially acceptable column on the flip chart or whiteboard. You will get examples like: A sick child, a dentist appointment, the flu. Get six or more examples.

ASK:

Socially unacceptable group, what are the socially unacceptable reasons for changing your schedule or 'calling out'?

Facilitator's note:

As they give examples, write these examples under the socially unacceptable column on the flip chart or whiteboard. You will get examples like: Getting a pedicure, I don't feel like working, going to a child's sports game. Get six or more examples.

DO

Point to the definition of STAR.

ASK:

In your STAR workplace where each person has the support they need to have control over their work and life as long as the work gets done, is there a line between these two lists? (Answer: NO)

Facilitator's note:

The point to make here is that whatever the reason is, it's important to that person. It's not up to us to judge whose excuse is better.

SAY:

Now that you know the definition of a STAR workplace, I'm going to paint a picture of what the workplace looks and feels like.

I'm going to show you a list of statements which we call Guideposts, that will become TRUE as a STAR evolves.

Some of these statements are pretty radical. You will be working on this for many months to make them as true as possible.

SLIDES 12-13: GUIDEPOSTS

ASK:

Which of these guideposts made you uncomfortable? Which did you like?

Facilitator's note:

The purpose here is to spark discussion to better understand how participants have reacted to the guideposts. Do they see possibilities? Which ones were the hardest for them to believe? Which ones, if true, would make people feel supported from both a performance and personal/family perspective?

Also, you may see certain people in the room really attaching to the concepts and already beginning to lead and influence others in the room. Make a note of who the early adopters are; they can help you in subsequent sessions.

SLIDE 14: SAFE, LEGAL, COST NEUTRAL

SAY:

It's important to remember the three things everyone will focus on as you work together with your employees to make STAR a reality:

1. Is the change SAFE for workers, coworkers and residents?
2. Is the change LEGAL?
3. Is the change COST NEUTRAL?

SLIDE 15: OUR PROCESS

SLIDE 16: PROCESS

SAY:

Today you are in your Steering Team 1 Session. I will be contacting you after this meeting to set up your Computer Based Training & Manager Supportive Behavior Tracking activity.

Soon, staff and Peer Leaders will come together for the Team Induction/Sludge Sessions. While similar to the session today, it will be important for you, as managers, to show support by encouraging Peer Leaders to attend with Staff.

Steering Team 2 and Culture Clinics will be held several weeks after Team Induction/Sludge. In these sessions, we will be getting into the nuts and bolts of how STAR will work for the facility.

Employees will participate in two activities – one right after Team Induction/Sludge and one right after Culture Clinic – to practice and reinforce the concepts discussed in the session.

As Managers, you will receive additional opportunities to learn more about STAR and practice encountering management challenges in a STAR during the managers' portion of the Steering Team 2 session before Culture Clinics.

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You will be experimenting with your new ideas for about 4 weeks. I will be staying out of your way during that time.

To complete your STAR implementation, I'll be back 4 weeks after Culture Clinics to facilitate a Forum for staff and managers to celebrate wins and solve for challenges.

Facilitator's note:

Refer to process slide during this conversation. The STAR calendar should also be posted in the break room, near the schedule, or at the nurses' stations for employees to refer to.

ASK:

What questions do you have?

SLIDE 17: STAR

SAY:

We're now going to take a 15 minute break. When we come back, we are going to learn about Sludge – judgment in the workplace that is toxic to the overall well-being of the workplace – and how to eradicate this toxic language. See you back here at [time].

BREAK

DO

Create flip charts and hang the flip chart papers on the walls in the room. Fold bottom of paper up to meet top of paper to cover content (use tape or poster putty to adhere them to the wall.)

SAY:

Welcome back!

Let's review what STAR is. It stands for Support. Transform. Achieve. Results. Today.

In STAR, each person has the support they need to have control over their work and life as long as the work gets done.

Facilitator's note:

Unfold definition flip chart paper and read definition.

SAY:

This is the definition of what you are going to make a reality here. You will show support for each other as you take more control of the timing of your work as you work together to build staffing strategies. Support can look like trading schedules, or covering for each other.

ASK:

Do you remember the Triangle from the first part of today's session?

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Facilitator's note:
Most people will remember the Triangle.



Unfold the triangle flip chart paper on the wall to display the triangle.



The three things in the workplace that we are working to change are judgment, the power of time, and the beliefs we have about the way work needs to happen.



Does anyone remember any examples of Judgment or Sludge in the workplace? What does it sound like?

Facilitator's note:
Prompt the participants to give examples of Sludge. They will say things like "I wish I could have 12 smoke breaks a shift" or "So-and-So doesn't do any work. I do all of their work" or "How many times are you going to call-out next month?"



Great examples. Language like this does not show support. And, it doesn't focus on results or what matters for the residents.

There are also our beliefs about work.

Facilitator's note:
Prompt for examples. They will say things like "people with kids have the best excuses for call-outs" or "people with kids don't have to work double shifts".



Good. And it's our beliefs about things that drive our behavior and how we judge other people in the workplace.

Now, we are going to interrupt the cycle between judgment and beliefs. By removing judgment from the language of the culture, we will slowly change our beliefs about the way work needs to happen, and the power that time has over us will diminish.



Point to jagged line (lightning bolt) between judgment and beliefs on the triangle chart.

Facilitator's note:
For the next exercise, you will be using the flipchart with 4 quadrants – or a whiteboard where you've divided it into four quadrants. The upper right-hand quadrant has the title "A STAR is:"



First we're going to review what STAR is. Right now you probably have some ideas in your head about what STAR might mean for you, your workplace, and the residents.

ASK:

Can you give me a word or a short phrase about what you think or perceive a STAR workplace is?

Facilitator's note:

Jot down the participants' words/phrases in the upper right-hand quadrant. They will say things like "Teamwork. Freedom. Collaboration. Fun. Flexible". If a participant mentions a negative word or phrase, note it on the paper – in a new column or in a different color to refer to later. If participants are somewhat quiet, use the following prompts to get them talking: "What will this new workplace be like?" "What will be happening in the STAR workplace?" "What will be different in the workplace from what you experience now?" Keep prompting for words.

SAY:

Good! That's what STAR is all about. It's the workplace you imagine it can be and you are going to create it and make it true. A place where each person has the support they need to have control over their work and life as long as the work gets done.

Now we're going to play a fantasy game. Pretend it's one year from today...and you have long since created your new workplace...and everything is going great.

You have a place where (read some of the words/phrases that describe STAR from the upper right-hand corner of the chart). In fact, you're able now to do some of the things you want to do in your life that you've given up on.

- You're going to your kids' sporting events.
- You're getting more rest.
- You've taken up a hobby.
- You feel supported both from a performance and a personal/family perspective.

ASK:

When you are in this new place, how do you FEEL?

Facilitator's note:

On the bottom right-hand quadrant of the flip chart write the feeling words. Keep prompting for 'feelings'. If someone says "I'm going to be able to go back to school" ask "how would you feel if you could go back to school?"

You will get words like: Free, empowered, happier, stress-free, supported, respected, relaxed, rejuvenated, and productive. If participants mention words

and phrases that aren't positive, remind them that you're asking them to think about how they would feel after they've gone through the change – when things are [read some of the words and phrases that describe STAR from the upper right-hand part of the quadrant].

If they insist that they would still feel the negative words and phrases, note them on the paper in a new column or different color. When you refer to the feelings later, circle the positive feelings and refer to those.

SAY:

These are great words. This is exactly how we want you to feel.

If you feel (read words), then you will have more energy for your work and this will be apparent to the residents and their families. And, each person will have the support they need to have control over their work and life as long as the work gets done.

Now we are going to come back to today – the workplace you are currently working in. Today you are working in a system where there are shifts, call-outs, lots of hours, beliefs about workers with kids.

DO

Write the words shifts, call-outs, primary assignments in the upper left hand quadrant of the flip chart paper or whiteboard.

ASK:

What are some of the things we believe about shifts? What do we believe about the night shift? What do we believe about people with kids?

Facilitator's note:

Prompt the participants for examples of beliefs about people with kids. You will get examples like: "people with kids have all the best excuses to get off work" and "people with kids never have to work holidays", etc. You may also get positive statements like "people with kids are very hard working". This is good, too. It's a belief.

Do the same thing with call-outs as you did with the beliefs about people with kids.

SAY:

The beliefs we have drive the way we do work. You like your work and the residents you care for, but sometimes it's the WAY we do work that isn't the most productive.

Let's talk about what it's like for you today. You have work. You have all the other things you need to do and want to do in your lives. You may be missing out on things you want to do. You may have trouble keeping up with the things you need to do. You have work, and you have life.

ASK:

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With the way things are today, how do you FEEL in general?



Write the feelings on the bottom left-hand quadrant of the flip chart paper or whiteboard.

Facilitator's note:

You will get things like: stressed out, tired, overwhelmed, left out, sad, disrespected, not valued, etc. You may also get positive words like happy, fulfilled, joyful (though you will mostly get more negative words).



Good. These feelings are very common for people who work in any sort of traditional work setting. But you are going to create a workplace where you feel less tired, overwhelmed, sad, etc. and more free, empowered and supported both from a performance and a personal/family perspective.

The way we're going to do that is by moving you in the direction of the right-hand quadrants of our chart.



Draw a line across the bottom from the bottom left-hand quadrant to the bottom right-hand quadrant. Make the line an arrow pointing right.



In order to have a workplace where people feel [read some words and phrases that describe how participants would feel in a STAR from the lower right-hand part of the quadrant], we have to remove the toxic language, Sludge, first.

Removing this language is KEY.

As long as this language exists, people will feel [read some words and phrases that describe how participants feel in today's workplace from the bottom left-hand part of the quadrant.]

For the next activity, I need three [or four] people to volunteer. You will be reading off of a 3x5 card. You can stay seated.



Who would like to volunteer?

Facilitator's note:

Usually someone will volunteer right away. Encourage others to volunteer. As they volunteer, you will be handing them a 3x5 card with a Sludge statement on it. Use 3 or 4 cards (statements listed below.)

- *Boy it's been busy the past couple of hours. I wish I could come in at 8:00 am!*

- *How many smoke breaks do you need anyway?*
- *Can't somebody else stay home with your kid when he's sick?*
- *How many times do you think you're going to call out this month?*
- *I wish I had time to sit around like you guys do on the night shift!**

**Use this one only for the day shift sessions.*

SAY:

Thank you for volunteering!

What I'm going to have you do is read the statement on the card to yourself. Then you're going to pick someone in the room to say what's on the card to. I'd like you to say it with lots of drama and conviction!

Facilitator's note:

Encourage the volunteers to have fun with these role plays. Have each person with a Sludge card take their turn saying what's on the card to someone else in the room. The purpose of this activity is to demonstrate how these statements make people feel, and what's behind each statement – identify what they are reinforcing by saying these things in the workplace.

After each person directs their statement to someone in the room, debrief by asking:

1. *Why would we say something like that in this culture? What's behind the statement?*

Ex. For the statement "how many smoke breaks do you need anyway?" participants might say that what's behind this statement is that they feel like they are doing more work, it's not fair that smokers get so many breaks, etc.

2. *What does it feel like to have that statement said to you?*

Answers may include: guilty, unappreciated, angry, etc.

After each person demonstrates Sludge, collect the Sludge card.

SAY:

This language is not about the work or what needs to be done to support the residents or your coworkers. It keeps the culture from changing for the better and creates tension among workers.

This language has no place in a STAR workplace where each person has the support they need to have control over their work and life as long as the work gets done. The Sludge you just demonstrated is toxic.

Now we're going to go deeper and see how Sludge comes in different forms. Before we can eradicate it, we need to identify the types of Sludge that exist.

To do this, we're going to play a game called "Name That Sludge". You will all be participating in this game. Each type of Sludge will be acted out and it will be up to you to try to name it.

Facilitator's note:

Use the flip chart paper with Name that Sludge on top. Make sure that the types of Sludge are covered up in the beginning of this activity. As participants identify the types, you will uncover each type in order beginning with Sludge Justification, then Sludge Anticipation, and then Back Sludge.

 DO

Pick the person that had the Sludge card "Boy it's been busy the past couple of hours. I wish I could come in at 8:00 am!" (Note: this statement works well for the day shift. For the night shift, use the card "Can't somebody else stay home with your kid when he's sick?")

Ask this person if they will help you out. Give the card back to them. Have the participant say the statement to you.

Participant: "Boy it's been busy the past couple of hours. I wish I could come in at 8:00 am!"

Facilitator: "I know it's been busy but I can't come in at 8:00— I have to get my daughter to daycare and it doesn't open until 7:30. Then I often run into a lot of traffic on my way here. I do stay two hours longer."

 ASK:

I was just Sludged and what did I do?

Facilitator's note:

You just demonstrated Sludge Justification. When you got sludged, you automatically went to a socially acceptable explanation of why you came in 'late' (shift starts before 8 am).

Encourage people to guess what type of Sludge you just demonstrated. They will say things like 'excuse Sludge' or 'you were justifying yourself'. When they get close you can uncover the first type of Sludge.

 SAY:

Good! The first type of Sludge is called Sludge Justification.

Sludge Justification is used when someone Sludges you. It's human nature to want to explain or justify yourself. This keeps Sludge going. It does not eradicate it.

We will talk about how to eradicate it after we uncover all of the types of Sludge. Now let's identify the next type of Sludge.

Facilitator's note:

For this demonstration you are going to ask someone in the room to say to you when you walk by them: "Hey! Are you going on another break?"

You are going to demonstrate what thoughts are in your head by speaking them out loud.

SAY:

Facilitator: "Well, things are going well around here. I've taken care of my tasks for the moment and my residents are all doing okay. I think I'll go outside for 5 minutes and enjoy the fresh air."

Participant: "Hey! Where are you going? Are you taking another break?"

Facilitator: "No. I was just on my way to Betty's room to take her to activity hour."

Facilitator's note:

What you are demonstrating here is that people will automatically get ready for Sludge by having a socially acceptable excuse in their back pocket in case they get Sludged. They may lie because telling the truth won't be acceptable.

ASK:

What kind of Sludge was that?

Facilitator's note:

You will get things like 'preemptive Sludge' or 'lying Sludge'. When they get close you can uncover the second type of Sludge.

SAY:

Good! The second type of Sludge is called Sludge Anticipation.

People will automatically get ready for Sludge by having a socially acceptable excuse in their back pocket in case they get Sludged. They may feel it's necessary to lie because telling the truth won't be acceptable. This is very stressful for people and does not demonstrate trust or support of each other.

Now let's identify the third type of Sludge.

Facilitator's note:

Pick a participant in the room to help you demonstrate this type of Sludge. You have gotten a good feel for participants by now. Pick someone that you know will

be very demonstrative. You are going to pick a third person in the room that you and the person who's demonstrating with you are going to Sludge about.

SAY:

[Participant's name] and I are going to talk/Sludge about [participant being sludged about]. We're going to be big Sludgers together. I'll start first and then [participant's name] will say something.

Facilitator's note:

The participant will get what you're doing. Here is an example of how it might play out:

Facilitator: [Participant being sludged about] is ALWAYS out on a smoke break. I have to do all of her work.

Participant: Tell me about it! Not only does she go out on smoke breaks every hour, she takes a long lunch.

Facilitator: I don't know how she gets away with it. I feel like taking up smoking so I can get out of work too!

Go back and forth a few times. You can also draw someone else into the demonstration so there are 3 people sludging.

SAY:

Good job! We were Sludging [participant being sludged about] and [participant being sludged about] wasn't even in the conversation.

ASK:

What kind of Sludge was that?

Facilitator's note:

Prompt participants to name the Sludge. You will get things like 'gossip Sludge' or 'nasty Sludge'. When they get close you can uncover the third type of Sludge.

SAY:

Good! The third type of Sludge is called Back Sludge.

It's when people are talking about other people behind their backs. When two people are talking behind someone's back it's Back Sludge. But when others join the conversation, it becomes a Sludge Conspiracy.

Facilitator's note:

You can reference how in high school it's human nature to want to be in the cool group that's talking about someone else. You do not want to be the one talked about. But in STAR, it's cool to be a Sludge Eradicator, not a Sludger.

SAY:

Now we are going to learn how to eradicate the three types of Sludge and then you will be Environmental Sludge Eradicators!

Let's start with Sludge Justification.

Facilitator's note:

Use the same participant who helped you demonstrate Sludge Justification. Ask them to say the Sludge statement to you again. Make it clear that they are still a big Sludger and that you are a Sludge Eradicator. Explain to the group that you are going to show them how a Sludge Eradicator combats and eliminates Sludge Justification from the workplace.

SAY:

Participant: "Boy it's been busy the past couple of hours. I wish I could come in at 8 am!" (Note: this statement works well for the day shift. For the night shift, use the card "Can't somebody else stay home with your kid when he's sick?")

Facilitator: "Good morning. Is there something I can help you with right now?"

Facilitator's note:

Pause here for dramatic effect.

ASK:

When [participant's name] Sludged me, what did I do?

Facilitator's note:

You want people to see how you stopped the Sludge in its tracks by not justifying yourself and getting right to what is important in the moment. Participants will say things like "you didn't feed into it" or "you didn't give excuses".

SAY:

That's right! I didn't fuel the flames of Sludge! Instead, I brought the conversation right to results – what is important in the moment.

In STAR you will not be making excuses anymore.

DO

Uncover the flip chart with the Sludge eradication phrases.

SAY:

Here are the phrases that will eradicate Sludge Justification.

Now, let's eradicate Sludge Anticipation.

Facilitator's note:

Have the participant who demonstrated this type of Sludge with you help you out again.

SAY:

Facilitator: “Well, things are going well around here. I’ve taken care of my tasks for the moment and my residents are all doing okay. I think I’ll go outside for 5 minutes and enjoy the fresh air.”

Participant: “Hey! Where are you going? Are you taking another break?”

Facilitator: “Is there something I can help you with right now?”

This time I did not lie. In fact, I didn’t use any excuses. I just went right to what is important and that’s what needs to be done right now.

If the person does not have anything I can help them with, then they’re just Sludging. If they do need something, I can choose how to help them – either immediately, or when I get back.

Now let’s eliminate Back Sludge.

Facilitator’s note:

Ask the same participant who helped you demonstrate Back Sludge to help you with this. Have the participant begin Sludging about someone else in the room.



Participant: “[Name] is always taking smoke breaks. When does she work?”

Facilitator: “Do you need something from [name]?”

In this situation, I did not get drawn in to the Sludging. I demonstrated that rather than talk about someone behind their back – which accomplishes nothing – the right thing to do is go directly to the person to ask for what you need.

If you do not get resolution from talking directly to the person, then it’s appropriate to go to their supervisor. We will be working with supervisors on providing immediate and effective performance support.

Now you know how to begin eliminating Sludge from your workplace. Using the phrase “is there something I can help you with right now?” is an effective way to eliminate language that is unproductive.

Facilitator’s note:

To see if the participants understand how to eliminate this language, test it out on a few participants. Sludge them and then point to the flip chart with the eradication phrases to help them use this method.

If you Sludge someone and they answer the Sludge question with a yes/no before using the eradication strategy you'll need to point out that answering with a yes/no reinforces cultural elements/beliefs that we don't want to reinforce in a STAR.

SAY: Facilitator: Are you leaving early again on Friday?

Participant: Yes. Is there something you need right now?

Facilitator's note:

Saying 'yes' is reinforcing that leaving at a time that isn't the normal shift ending time is leaving early. Repeat this to a few participants. Encourage participants to go directly to the eradication phrase without answering the question with a yes/no.

SAY: Eradicating Sludge from your workplace will open the door for supportive behaviors to emerge.

Before you go forth to eradicate Sludge from your workplace, I'd like to see how you're feeling about it. We're going to go around the room and you're all going to give me a number between 1 and 10.

Facilitator's Note:

If time is running very short, have the group hold up their fingers to give their numbers vs. going around the room.

ASK: On a 1-10 scale, 1 being "I don't get this Sludge thing. I don't understand how it will help us at all. I'm not going to do it" and 10 being "I get it. This will make a big difference in our workplace. I can't wait to get started", where do you fall right now?

Facilitator's note:

Have each person give you their number or have participants hold up fingers to "vote" and note where people are. Generally, participants will fall between 5 and 10. This is good. Give positive reinforcement to the fact that they are ready to work the strategy.

If anyone is below a 5, have a conversation about why they are feeling this way. They might say "I can't do this with my manager" or "It feels disrespectful".

This is where you can facilitate a short discussion in the room to help the participant gain perspective. They will probably still feel uncomfortable with the strategy, but will appreciate your understanding in terms of how hard this is going to be.

SAY:

Everyone did a great job today. You're ready to eradicate Sludge from your workplace.

You will all be in different places as you work on eradicating Sludge. As you saw today, some of you feel like you're a 9 or a 10, and others feel like 5's and 6's.

It's very important that you all support each other in eradicating Sludge – hold each other accountable and give each other pats on the back when you do a good job. As you use the phrase a few times, it will become easier and easier and you'll feel liberated from the toxic language!

DO

Hold up the Sludge Eradication Posters [See weSupport website for templates for posters]

SAY:

To help you focus on eradicating Sludge, we will have posters up where you can stamp each time you have a Sludge-Free Day and each time you use the Sludge-Eradication Strategy – remember that is asking “Is there something you need?” – for the next two weeks. This will keep the idea of Sludge front and center for everyone in the building.

In a few weeks we will be getting back together for Steering Team 2 and Culture Clinic. In Culture Clinic we will focus on how STAR is going to work on a day-to-day basis. In Culture Clinic you will begin to make decisions about changes you want to make to how work happens around here. We will be tackling Staffing strategies. You and your Peer Leaders, along with the Scheduler, will work together to figure out the best strategies for your facility.

DO

Uncover the Safe/Legal/Cost Neutral flip chart paper.

SAY:

As you are creating the new workplace, we will be asking everyone to focus on these 3 things as they consider making changes:

- 1) Is the change SAFE for workers, coworkers and residents?
- 2) Is the change LEGAL?
- 3) Is the change COST NEUTRAL?

If the answer to these three questions is yes, then the change is acceptable.

You are now Environmental Sludge Eradicators!

Now we're going to work through some specific challenges you will have as managers in a STAR workplace.

Facilitator's note:

This Facilitator's Guide assumes you are integrating the STAR sessions and weSupport for Supervisors activities. See the weSupport Facilitator's Guide and materials also [on the Toolkit page](#). If you are not including weSupport activities in your implementation, you will need to adjust the description of the next steps.

SAY:

First I'm going to introduce weSupport.

We've talked about your role as showing support from a professional perspective as well as a personal and family perspective. weSupport will help you do that.

weSupport for Supervisors will help you create your new way of working. This includes weSupport Training that will be completed on a computer, as well as an activity called weSupport Tracking where you will use an iPod Touch device to track your performance and personal supportive behaviors and apply what you learn during the weSupport training.

The weSupport Training will highlight how being a supportive supervisor can impact your health and the health of your employees as well as resident care and the facility's bottom line.

The weSupport Tracking activity will help you set goals and track how you currently support your employees. This tool helps you to recognize the supportive behaviors that you are already doing, as well as help you think of new ways to support employees. You'll do this once after your weSupport Training, and once again after Steering Team 2 and Culture Clinics. I will be contacting you to set up a time to start the weSupport activities.

Now we're going to talk about how you're feeling so far about what you've learned.

DO

Ask the following questions to spark discussion and note responses on a flip chart.

1. What positive outcomes do you think the Center will experience as they adopt STAR?
2. What can you do to help your peers and staff to see the positive outcomes that you see?

3. What do you think the main challenges will be for managers? (They will probably talk about performance/accountability. This is where you can find out how they are dealing with performance issues today. How are they holding people accountable? What are the consequences for non-performance?)

SAY:

Now we're going to look at a few scenarios and discuss/practice responding to them as a manager in a STAR workplace.

Facilitator's note:

Have managers pair up. Give each manager pair a couple of scenarios to work on. You can determine how many scenarios to give each pair based on how many pairs you have. If you have an odd number, one group will have 3 participants. Alternatively, you can present several scenarios one at a time to the whole group and solicit responses from everyone.

SAY:

I am going to hand out some scenarios to each group. Look at your scenarios and determine how you would respond to the scenario using the STAR workplace mindset. You'll have 5-7 minutes to come up with your responses to the scenarios. Then I'd like you to share your responses with the group.

ASK:

What questions do you have?

Facilitator's note:

Answer any questions about the activity. Here are the scenarios you will be passing out:

SITUATIONS:

ASK:

Situation #1: An employee asks you if he/she can have Friday 'off' to take his/her mother to a doctor appointment. What should you do?

Facilitator's note:

Productive Discussion: Managers talk about how the STAR workplace is based on making sure resident needs are being met (performance) and that employees are also supported from a personal/family perspective. The employees need to work on making sure residents' needs are being met at the same time they are meeting their own personal needs. This will require them to work with their coworkers to make sure coverage levels are met. When managers focus on performance, employees feel more supported on a personal/family level.

Unproductive Discussion: Managers join in a chorus of complaining that no one will want to come to work in STAR.

ASK:

Situation #2: An employee comes to you and says, “Whenever I’m trying to get help, I can’t find anyone around to help me.” What should you say?

Facilitator’s note:

Productive Discussion: Managers talk about diagnosing what the root of the problem is from a performance perspective. What does the employee need help with? Has the employee had conversations with coworkers about what they need? If the employee has asked for what they need and the issue hasn’t been resolved, the manager’s role is to go directly to the team and facilitate a performance/support discussion.

Unproductive Discussion: Managers feed into the complaint by complaining themselves about how employees are less available now than ever before. They feel the need to make excuses for the team’s behavior.

ASK:

Situation #3: You’re concerned that your employees will not be as attentive to resident needs as they were before STAR. What should you do?

Facilitator’s note:

Productive Discussion: Managers talk about trust, clear communication and expectations, and resident safety measures. Managers talk about how they will reinforce the importance of performance in addition to empowering their employees to take care of the residents in the best way possible.

Unproductive Discussion: Managers don’t mention trust or expectations. They focus instead on language that ‘rules by fear’ and talk about their employees like they’re children incapable of making common sense decisions.

ASK:

Situation #4: Your employee expresses that he/she doesn’t feel you support the STAR workplace. What should you say?

Facilitator’s note:

Productive Discussion: Managers have the courage and the self-awareness to question whether or not they are doing everything they can to support this change, both from a performance and personal/family perspective.

Unproductive Discussion: Managers use their employees’ doubts as proof that a STAR workplace can’t work. And they exclaim that they are doing everything right and the employees will never be happy no matter what they do.

ASK:

Situation #5: You’re receiving feedback from residents’ families that they feel their loved one is not getting the care they require. What should you do?

Facilitator's note:

Productive Discussion: Managers know to focus on coaching performance and not dictating new guidelines or simply issuing a reprimand. They are clear that this is a performance issue and is a coaching/mentoring opportunity for the staff.

Unproductive Discussion: Managers use negative feedback as an excuse to opt out of the STAR workplace and go back to the status quo.

ASK:

Situation #6: An employee comes to you and says 'whenever I follow so and so's shift, 50% of the beds are full. This is the only person this happens with.' What should you do?

Facilitator's note:

Productive Discussion: Managers assure the employee that they will investigate immediately. Managers know that providing immediate performance coaching supports both the employee who brought the issue forward, and the employee who is not pulling their weight.

Unproductive Discussion: Managers talk about how you can't expect some employees to perform because they are either new or inexperienced or whatever.

ASK:

Situation #7: An employee makes a change around eliminating unnecessary paper work. They have been going through the lens of safe, legal and cost neutral. The change is positive and the paperwork eliminated was redundant. What should you do?

Facilitator's note:

Productive discussion: Managers talk about how recognizing and rewarding this behavior is how they can show support to their employees. It fosters empowerment and engagement.

Unproductive discussion: Managers talk about how employees shouldn't be making any changes without going through the proper channels, asking management if it's okay and getting approvals.

DO

Have pairs read their scenario to the group and report what they think the appropriate response would be in a STAR workplace. Ask the rest of the group for their feedback to the response.

Facilitator's note:

The room will come to a consensus.

SAY:

This was a great discussion. You are thinking in a way that is performance-based, as well as supportive from a personal/family perspective.

Now we're going to review some tips on how you can provide support under the three headings of personal/family, performance and schedule control.

Facilitator's note:

Hand out the Manager Tips document. Focus managers on the first page where the tips are broken into three support areas.

SAY:

Let's take a look at the tips under the headings of personal/family, performance and schedule control on page 1.

Starting with performance support let's review the bullet points. Performance Support is key in a STAR workplace. Everyone is accountable to make sure the residents are happy.

Facilitator's note:

You can have the managers read the bullet points to themselves, or go ahead and read each one out loud. The points you want to make are listed below.

SAY:

Performance Support: Focus on providing performance support every day. Act immediately when a performance issue is brought to your attention. Provide immediate and consistent recognition for success at all levels around results for both individuals and the team.

Facilitator's note:

Often managers put aside performance issues because there's no time, or because it's difficult to talk to employees about poor performance. It's important to point out to managers that in a STAR workplace, they must act on performance issues immediately. Performance issues create hostility among workers and act as a deterrent to residents getting proper care. Also, when managers provide consistent recognition for good performance – or a simple 'thank you' to employees who are doing the right things, it goes a long way in terms of employees feeling valued. Praising employees makes them feel good about their work and this affects the residents.

SAY:

Focus conversations on activity that is directly linked to performance goals.

Facilitator's note:

When managers talk to employees, make it a point to mention that what they are doing on a daily basis to provide care for residents will help employees achieve their performance goals. Their job is to make sure everyone has performance goals and that they understand what their goals are in the STAR workplace.

SAY:

Talk about results rather than schedules or random activities. Think about maintaining a “wins” review during meetings that review difficult situations that recently happened and how they were handled effectively for positive results.

Facilitator’s note:

Talk to managers about making it a point to think about and recognize the bigger picture – what is the purpose of the work? Focusing on the broader vision that will be set by employees in Culture Clinic is something to refer to often when thinking about how to have STAR workplace performance or results discussions.

SAY:

Share learnings and successes with your peers. Use a performance-focused approach to planning, and ask your employees to do the same.

Facilitator’s note:

Tell managers that if they have an epiphany, or if something they are doing managing employees works really well, to make it a point to share it with their peers. When planning, always keep performance and performance measures top of mind. They should model this for their employees by their words and actions.

ASK:

How are you showing performance support today? What performance measurement tools are you using?

Facilitator’s note:

On a flip chart or whiteboard, list how managers are supporting or driving performance. Note in the discussion what they feel is working well and not working well. It’s important to steer managers away from behaviors that in a traditional workplace may not appear to be performance issues but in a STAR they are performance issues. If someone is ‘late’ for their shift, this is poor performance. If someone does not show up when they promised to cover for another employee, this is a performance issue. When everything comes down to performance (not tardiness or absence for example), it’s much easier to determine who is performing well and who isn’t.

SAY:

As you review current performance management strategies, keep in mind that performance issues must be dealt with immediately and any behavior that compromises the health and well-being of residents or workers is poor performance.

The following questions will help further the performance discussion:

1. Why is it difficult to manage performance?
2. Why do performance issues slide by?
3. When it comes to performance, is everyone treated on a level playing field?
4. What practices cause workers to have chronic performance issues?

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5. How do performance issues cause hostility in the workplace?

Now let's look at Schedule Control.

Facilitator's note:

You can have the managers read the bullet points to themselves, or go ahead and read each one out loud. The points you want to make are listed below.

SAY:

Schedule Control: Give your employees the freedom to test out different options for how they do work.

Facilitator's note:

In Culture Clinic, managers will be working primarily on people-centered Staffing. The employees will be taking more control over their time and schedule. Managers need to be available to provide coaching if they ask, and be open to how employees are re-engineering staffing.

SAY:

Allow employees to optimize their own work patterns based on the needs of the facility, residents, and activities outside of work.

For example, in one Health Care facility, a book was created with a theme which was The 3 Cs: Communicate, Cooperate and Care for your patients. They set up principles and listed them in the book as to how to schedule and they had a place in the book for individual schedule preferences and availability for trading shifts.

Facilitator's note:

Managers can utilize the vision set by employees to help everyone stay focused on what's important: supporting each other's work/family needs as well as making sure residents are cared for 24/7. The scheduler has a more strategic role. She will oversee scheduling and how coverage is working, being ready to provide coaching around scheduling conflicts and issues.

SAY:

Now let's look at Personal and Family Support.

Avoid creating new policies and guidelines that lock workers into fixed processes, rules or schedules that do not allow them to use common sense to manage work and personal pursuits. This practice will give them the personal and family support they need to live healthy and productive lives.

Facilitator's note:

It's up to employees and managers together to work on what guidelines make sense in a people-centered staffing environment. Making policies and guidelines

behind closed doors will not appear supportive or collaborative, but rather reinforce old hierarchical management styles.

SAY: Be realistic about what your employees should resolve and what you should take responsibility for.

Facilitator's note:

Employees, not you, need to be responsible for making sure there is appropriate coverage to meet the needs of the residents. If people need to call-out, then employees need to figure out together how to ensure coverage. The Scheduler can step in to provide coaching and support if the employees cannot rectify the coverage dilemma.

SAY: Now let's take a look at the next section that says 'ask yourself'.

These three points are important for you to think about as you manage in a STAR workplace.

Facilitator's note:

You can have the managers read the bullet points to themselves, or go ahead and read each one out loud. The points you want to make are listed below.

SAY: Ask yourself:

1. Are my employees meeting the expected outcomes of the position?

Facilitator's note:

Managers will need to get clear around what's expected from each position and how that's going to be measured. This is their work, not yours.

2. Are resident and family needs being met?

Facilitator's note:

Ask them how they are measuring whether or not resident/family needs are being met – this is an outcome-based focus that is critical in a STAR workplace.

SAY: 3. Are employees making decisions using common sense that fall under the guidelines of safe, legal and cost neutral?

Facilitator's note:

Obviously, we don't want to be doing anything that will put employees or residents in dangerous situations, or do anything that will be illegal. This is one thing everyone needs to be clear about at all times. If the answer to these three questions is yes, then the change is acceptable. Staff will be able to answer

these questions themselves and make change without getting permission, but rather making management aware of the change.

You may get the question during the Steering Team 1 session “how are we going to measure results?”. It’s not your job to decide this; ask instead “how do you measure results today?” Guide the discussion by asking questions that help them see that they already have the answers.

Example prompts: How often do you measure that result? Is it the right measure? Is it measuring what’s important? Is that measure driving behaviors that aren’t in alignment with what you know about STAR so far?

We want people to use COMMON SENSE in terms of what they measure. It’s important that they come to the consensus that they need to do things for the right reason, and the survey results (resident home ratings) will follow.

SAY:

You can go ahead and review the remainder of the document after the session.

STAR is about supporting individuals to make change. People will be questioning processes and procedures, making suggestions, and trying new approaches to meeting the needs of the residents and their personal lives. You are not expected to have all the answers, but rather to help create an environment of support, respect, and trust. We have made great progress today, and your participation is appreciated.

Going forward, please let me know if you have questions. I can be reached at (provide contact information).

ASK:

Before we adjourn, are there any questions?

CHAPTER 2

PHASE 2: MIGRATION

Set the Change in Motion: A Message

Phase 2 forms the heart of the STAR transformation. The Team Induction/Sludge Session and Culture Clinic sessions are fun, harrowing, inspiring, scary and absolutely essential. The migration wakes people up to the real reasons why work and life can feel unmanageable, but the experience also gives people the tools to make the change. We'll be blunt. You are about to challenge every belief the direct care staff have about work. You are also about to offer an alternative that for some people will sound too good to be true. But the magic of STAR is that once you begin introducing these ideas into your workplace, they take on a life of their own. This isn't a change that happens in a conference room under your control. You are planting the seed, introducing the idea virus, and then the people make the change happen.

There are two keys to a successful migration:

Stand strong. There are some Guideposts that everyone can agree on. The idea that people have the freedom to work any way they want doesn't sound like a radical idea. People will fight Sludge Eradication. In the Culture Clinic there will even be people who resist changing how they do daily activities. Your job as facilitator is to be the person who never backs down.

Momentum. The sessions are designed to be intentionally short. If you keep people in the room with these ideas for hours on end you'll lose energy. Keep the presentations upbeat and positive and moving forward. Fire them up and then set them free.

TEAM INDUCTION/SLUDGE

Team Induction Section: A Pep Talk

You are about to wake up your entire facility. People are going to see the truth about the workplace - why they are robbed of the chance to be innovative, creative and effective. Most important, your people are going to learn that they are the ones who are holding each other (and themselves) back. The entire culture of the workplace is broken and it's everyone's responsibility to fix it.

What works in your favor is that everyone already knows the truth. People may not have a language for why work is broken, but deep down they know it is. They know that the way things are operating on a daily basis is counterproductive, draining and demoralizing. Everyone knows it.

One of the great things about facilitating a Team Induction/Sludge Session is the relief and even joy people will demonstrate when you start telling them the truth. Because instead of coming in there with the flavor of the month, you're going to address them like real people. You're going to be straightforward and human, and even if they resist, they're going to be grateful that at least you didn't give them more lies.

Still, this a challenging session. There might be some dark moments as well, as people come to realize that the workplace treats them like children and robs them of the ability to control their lives, to spend time with their families, to take care of themselves, and to realize their dreams. So it's important to make it fun. You'll use every bit of energy you create.

As for the content of the session, we have laid it out in a way that takes people from abstract ideas about why the workplace in general is broken to why their own attitudes about work are broken. Eventually people in the room will start to realize that they're responsible. The dream state of STAR begins to feel not only like something they'd like to have, but also something they have to have.

A final thought: keep your cool when people ask questions. Just like the Steering Team 1 session, you've just stirred some strong emotions. It's a strange truth about the workplace, but even if people are miserable, it's more frightening to move into the unknown. You may see people fight the benefit of this, even if rationally they know it's a good change. Emotionally they are going to struggle. There will be questions at the end of the Team Induction/Sludge Session, but the key is to remember that all of these questions are ways people are showing their beliefs. Keep the Q & A short and positive and if you don't know the answer to a question, that's okay. These questions will resolve themselves in time. And remember that even though you've shaken their assumptions, they are still going to do their work.

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Sludge Section: A Pep talk

The great thing about migrating into a STAR is that a lot of your work as a facilitator is done for you outside the session. People will be talking about the Guideposts. They will be talking about why work sucks. They will be noticing those old, broken norms about time. Without any prompting from you, they will have these moments of clarity. Maybe it's when they were rushing to work to be in "on time" or maybe they were in a meeting that felt aimless and pointless. So they come in with knowledge that can't be unlearned. The Sludge Session builds on that.

Sludge is what we call the corrosive, toxic language that holds people back. Sludge is what keeps the workplace from being focused on results. Because as we'll see, if you are focused on results, there is no room for Sludge.

The most important thing about a Sludge Session is for people to take ownership. We are all responsible for creating the rules and norms of a traditional work environment. Even the coolest, most progressive boss still has moments when they mind the clock, or when they judge people by how they are appearing to work as opposed to what they are getting done.

So everyone, from the bottom to the top, has to take responsibility for the things they say, and for the consequences of those words. The Sludge Session is designed to be fun, but there is also a dark underside. If people begin taking responsibility for their judgments of other people, they often are taking responsibility for not being the best person.

Your awareness, your compassion, and your resolve will be tested in the Sludge Session because it's very easy for it get away from you. A Sludge Session gone wrong will turn into a kind of massive bitch session, where people say things about others, but don't take ownership for their own misconceptions, misjudgments, and general nonsense.

You'll open by giving people a chance to voice concerns or thoughts from the Team Induction section of this session. People will often express doubts at what they heard. The point of this first talk is just to get people talking about STAR so you make sure there aren't any runaway definitions. Stay firm and positive.

Then, you're going to ask them to dream about an ideal culture. They get to be the CEO of their own life. People are going to feel tentative about this idea. Part of the power of even the idea of a STAR is that once people get it they can sense how a STAR could affect their life, but they don't necessarily believe. They've had so many years of fake trust, and fake flexibility, that when you offer them real trust and real control, they won't believe it.

While you're asking people to talk about the current workplace and the ideal STAR workplace, you're looking for feeling words. You'll need to be comfortable with a range of emotions, some bad and some good. Work is complicated, so it's okay if some people think meetings in the traditional workplace have their uses. And it's also okay if people express fears about STAR. It's all part of the transformation.

Next up, the Sludge Game. How much you want to play this up is up to you, but we like to make it dramatic. It's that social change thing again. If people feel like they are bonding over this, then it's easier for the ideas to take hold.

Once they get Sludge it's ultimately up to them to eradicate it. It's like any kind of obvious, commonsense human thing. Do you think you should have a right to food that is clean and safe? Do you think women should be allowed to vote? Once you remove fear barriers (we can't do it this way because it can't be done) and logistical barriers (too expensive, too time-consuming) what are you left with? You're left with what's the right thing to do.

That's essentially what you're saying as you send people off to eradicate Sludge. If we focus on results, we don't need to judge each other based on time. And if we're judging people on time and how work should look, then we can't focus on results. It's a leap of faith based on common sense. Now go forth and eradicate.

Team Induction/Sludge: Overview

Your goal is to get employees jazzed up about creating a STAR workplace:

1. The difference between the current work environment and STAR
2. How the change is going to happen based on the Triangle (Time, Beliefs, Judgment)
3. The Guideposts
4. Review Impediments
5. Position Sludge Eradication as a Tool
6. Define Outcome – Environmental Sludge Eradicators
7. Identify the Gap between Current/Future Culture
8. Part 1: What is a STAR?
9. Feelings
10. Part 2: Current State of the Culture at Health Care Facilities
11. What is Culture?
12. Identify Corporate/Health Care Industry Cultural Attributes
13. Identify Beliefs about Attributes
14. Feelings
15. Choose a Culture
16. Position Gap as the 'language' that keeps culture in current (stable) state
17. Sludge Identification and Eradication Strategy
18. Sludge Activity

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19. Directing Sludge at others and Why we Sludge
20. Types of Sludge
21. Justification
22. Anticipation
23. Back Sludge
24. Sludge Conspiracy
25. Sludge Eradication Strategy
26. Wrap-up
27. Next Steps

You will be expected to:

- ✓ Endear yourself to the audience – develop allies.
- ✓ Hold true to the STAR philosophy.
- ✓ Be unwavering in your own belief about the change.
- ✓ Be confident but not arrogant.
- ✓ Educate but do not humiliate or shame.
- ✓ Adapt when necessary based on participant reactions.
- ✓ Be both a teacher and mentor.

Time: You have 90 minutes for the Team Induction/Sludge session. You will develop your own pacing as you do multiple sessions.

Session Participants: Employees love the idea of a STAR Workplace – they want to have the freedom and autonomy to work in a way that makes sense. Some will be openly adamant about not believing their manager is ‘on board’. You will need to reassure them EVERYONE is part of the STAR workplace, and everyone, even their manager, is going through the change. Expect 1/3 to understand STAR, 1/3 to be on the fence, and 1/3 to openly and strongly oppose your ideas.

Session Logistics: The best way to facilitate the Sludge section of this session is by using a large whiteboard. If no whiteboard exists, prepare to use a lot of flip chart paper. You’ll need sticky flip chart paper, or, if paper is not sticky, masking tape to tape paper to the wall.

What you need to be armed with:

Team Induction

- ✓ Laptop with PPT on desktop
- ✓ Wireless clicker
- ✓ Positive attitude; energy and confidence.
- ✓ Whiteboard or flip chart
- ✓ Whiteboard or flip chart markers
- ✓ LCD projector

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- ✓ Screen

Sludge

- ✓ 4-3x5 cards with Sludge phrases
- ✓ Whiteboard or flip chart markers
- ✓ Flip chart paper that says: Each person has the support they need to have control over their work and life as long as the work gets done. . (STAR definition)
- ✓ Flip chart paper with the Triangle (Judgment, Beliefs, Time)
- ✓ Flip chart paper that says: Name that Sludge, Sludge Justification, Sludge Anticipation, Back Sludge (or on whiteboard)
- ✓ Flip chart paper that says: Is there something I can help you with right now? Is there something you need? How can I help you? (or on whiteboard)
- ✓ Flip chart paper or whiteboard: 4 quadrants, one with the title 'STAR is' (or use a whiteboard)
- ✓ Tape or Poster Putty
- ✓ Sludge activity example poster/handout for group behavior tracking game

Team Induction/Sludge Session: YOUR SCRIPT

SLIDE 1: STAR LOGO

SAY:

Welcome to your STAR Team Induction/Sludge Session. I'm _____ and I'll be leading you through the session today.

STAR stands for Support. Transform. Achieve. Results.

It's a workplace where each person has the support they need to have control over their work and life as long as the work gets done.

STAR will help you reshape your workplace. In fact, you are the pioneers of an idea that you will create – a workplace for a resident care facility that no one else in the world is doing. A place where residents get the best care, families are happy, and everyone is supported to live and work in a healthy manner.

SLIDE 2: PEER LEADERS

SAY:

Peer Leaders have been selected to help you with the STAR journey. They will help people share ideas and connect those ideas to action. They are going through the change too, so Peer Leaders are not to be considered decision makers, but rather to assist you with solving issues,

finding information, organizing communications, and helping you create a STAR workplace.

SLIDE 3: BACKGROUND/GOALS

SAY:

The STAR initiative is based on both academic research and real-world experience. The initiative was jointly developed by CultureRx , and a research team of psychologists, sociologists, and occupational health scholars who have studied many workplaces and the various ways that work affects health and personal life.

CultureRx is a team of organizational change agents who have re-shaped the culture of several companies.

Both the research and our own experience points to the importance of 2 elements of workplaces:

1) Supportive supervisors

We will be working with supervisors here to provide performance support, meaning how to focus with employees on the results and outcomes of work. Another focus is on personal and family support which means that supervisors support employees with regard to their lives outside of work.

We will provide managers with tools such as computer-based training and supportive behavior tracking activities to help them further develop these skills and to effectively adapt to the new workplace.

2) Employees' sense of control over the time and timing of their work

We'll be getting everyone focused on what's important, and help you let go of outdated or ineffective work practices and expectations. Everyone will experience a greater sense of control over their work and lives. All in all, residents will receive superior care while at the same time you feel supported and respected.

There are three things we will be asking you and your coworkers to focus on as you build the new work culture.

SLIDE 4: SAFE, LEGAL, COST NEUTRAL

SAY:

As you and your staff are creating the new work workplace, we will be asking everyone to focus on these 3 things as they consider making changes:

1. Is the change SAFE for workers, coworkers and residents?
2. Is the change LEGAL?
3. Is the change COSTNEUTRAL?

If the answer to these three questions is yes, then the change is acceptable.

You will be able to answer these questions yourself and make change without getting permission from your Manager.

Remember: It's your manager's job to provide performance support and personal and family support. Managers will have their own activities and sessions to help them with the tools they need to make changes to their management styles.

Your role is to get clear with your managers about what success looks like and make common sense decisions on how to achieve your goals.

Facilitator's note:

In the Team Induction/Sludge session, you may get the question "How will I know I'm not going to get in trouble?" Assure participants that Corporate is supporting all change efforts as long as they fall into the 3 guidelines. It's important for everyone to use common sense in terms of changes they make.

SLIDE 5: STAR DEFINITION

SAY:

You saw the mission of STAR. This is the definition of a STAR workplace:

STAR is a workplace where each person has the support they need to have control over their work and life as long as the work gets done.

The kind of workplace we're talking about is solely focused on RESULTS. It also is a workplace where you will feel supported by managers to meet personal and family demands at the same time.

Today, you may ask for a day off to take care of something in your personal life, or ask for a change in your schedule. You have little or no control over whether or not either of these events can take place. In STAR, you will have the power to make this happen – without getting permission.

SLIDE 6: TYPICAL WORKPLACE

SAY:

There are many elements of work culture that span all organizations, regardless of industry, size, or geographic location. [You should insert some language here about why the Corporation is doing this and something about the benefits they hope will come from participating in this process. For example, it may be that the focus of initiatives is usually on improving the customers' experience and STAR is focused on improving the employees' experience, or it may be that the facility is striving to be an employer of choice, etc.]

In many health care facilities, there is a strong desire to ensure residents receive the best care possible as well as have employees live their best life. However, there are some practices in the workplace and ways that employees interact – sometimes leading to a lot of tension among coworkers – that are impeding the highest quality of care that residents could be receiving. These practices are also not supportive of people's personal and family needs.

Through the STAR implementation, together we will identify ways that processes and resident care can be improved, and employees feel supported to work and live in a healthy manner. It's not the work that people don't like; it's the way it's done that creates tension.

SLIDE 7: QUADRANTS

SAY:

These four pictures are a snapshot of the resident-care facility workplace.

Notice the woman in the upper right corner. She's tired. She may be working a double shift because of a coverage issue. Maybe she was up all night with a sick child or maybe she has a migraine.

The woman in the bottom right is reading to a group of residents.

Sometimes you may feel understaffed and it's hard to get everyone together for activities with all of the conflicting and urgent demands placed on you.

In the bottom left corner you see a lot of binders. The work you do requires you to fill out a lot of paperwork. Some paperwork is necessary, some may not be.

ASK:

Do you have any paperwork today that you feel is unnecessary that you continue to do?

Facilitators Note:

This is a place you can take mental note of which paperwork activities are required for regulatory purposes and which paperwork activities could be eliminated to ease stress on workers and enable them to spend more time on what's important.

SAY:

And the woman in the upper left hand corner is sitting at the nurse's station. We heard through our research that this shows hierarchy/power. Sometimes this hierarchy creates tension among the nursing staff including nurses and nurses' aides.

SLIDE 8: DEMANDS/CONTROL

SAY:

Today, people have many, many demands in their lives. Demands include things people need to do in their lives and things people want to do.

ASK:

What types of things do you need to do in your lives each week?

Facilitator's note:

You will get responses like: grocery shopping, sleeping, picking up kids from daycare, laundry, taking care of aging parents.

ASK:

What types of things do you want to do each week?

Facilitator's note:

You will get responses like: exercise, golf, spending time with friends and family, gardening, reading or going to a movie.

SAY:

Today, we have many demands in our lives but not very much control over how we use our time. This causes stress.

The goal is to raise the level of control you have over your lives to the highest possible level so that you can meet the demands both at work and in your personal lives.

Facilitator's Note:

When people are able to experience life in a way that is fulfilling for them, they are happier and more engaged in the work they do. Based on experience in health care facilities, we know that frequently employees are under a lot of stress, and often, they bring that stress home. The stress level is understandable – employees are dealing with human lives. STAR won't change that fact, but through this intervention and our guidance, employees will develop

more efficient, collaborative ways to care for residents that will help reduce their stress levels.

STAR also increases managers' support for work and personal life. STAR emphasizes the importance of supporting employees, not only on the job, but off the job as well. The work stays the same – everyone still needs to achieve or exceed in terms of their commitments. But the way that happens changes.

SLIDE 9: TRUST

SAY:

Besides the typical things in the workplace you can see, there's also things like trust that are harder to see but you certainly know if it exists or not.

Organizations often say the right words – “I trust you.” Sometimes the words are even written on the walls of workplaces.

Trust is something we all want and is of great value. The right words might be there – whether they are on the walls or coming out of managers' mouths – but if the behaviors don't match the words, people have a hard time TRUSTING.

Facilitator's note:

The STAR intervention will strengthen the level of trust among everyone in the workplace and ensure that trust is fostered in a way that improves resident care.

You can use examples to show how mistrust is masquerading as trust in the workplace. Say to a participant or two:

“I really trust you – you do good work. But I've noticed your breaks are getting longer . . .”

“I trust you! But didn't you go to an appointment last month when you were scheduled to work?”

SLIDE 10: THE TRIANGLE

SAY:

To help your team set STAR in motion, we're going to talk about three impediments that exist in Traditional Work Environments that we need to examine in order to achieve a people-centered workplace where each employee feels equally supported to live and work in a healthy and successful manner.

These three things are:

1. Power of time
2. Beliefs we have about the way work needs to happen
3. Judgment

It is critical to understand that it is the interconnectedness of the impediments that truly creates the essence of the traditional work culture and, in turn, inhibits our ability to move to a true STAR workplace.

Let's start with Time. Time has power. It dictates when we do things, where we do things, and sometimes how we do things – inside and outside of the workplace.

In a STAR workplace, the power of time is mostly seen within the shift-driven mindset that exists. The clock says whether we're late or early. Working a double-shift may be seen as dedication or evidence of working hard.

Next, let's talk about Beliefs. Our beliefs cause us to behave certain ways. We also have beliefs we have about the way work needs to happen. Here are some examples:

I believe the day shift . . .
 does all the work
 is the preferred shift
 has access to all the supplies
 gets the benefit of management support

I believe that with self-scheduling . . .
 It can be effective if support is available
 people who get there first will get the best shifts
 people will lose their preferred patterns
 people will need a lot of guidance and support

I believe people with kids...
 shouldn't bring their children to work with them
 get special privileges
 get school vacation weeks off (preference)
 get the best holidays off

During the STAR process, we'll be working with you and your managers to examine these beliefs, and others. Some of these beliefs will turn out to be things that you've been holding onto, but might not be true or the best way to continue doing things. Our beliefs can also get in the way of each

person having the support they need to have control over their work and life as long as the work gets done.

Facilitator's note:

As we conducted our research, there were a number of beliefs that surfaced about the way things should happen in a nursing home setting:

- *The only way to run a nursing home is to have shifts.*
- *People with more seniority should get the best vacation slots.*
- *Certain care should happen at certain times of day.*
- *Because nurses are more educated, they should run the show.*
- *If we gave the power to the employees to schedule themselves, patients would not be cared for.*
- *Shifts need to be eight hours.*
- *Shift handoffs need to be face-to-face.*
- *Certain care should be delivered by certain people*
- *People who work in transitional care have it easier than others.*
- *If I'm not there, my patient isn't getting cared for. This causes me to always be thinking about work even when I'm not working.*
- *Nurses and management can do some work at home, but no one else can.*
- *Certain shifts need to be expected to do certain things (bathing, meals, etc.).*

SLIDE 11: JUDGMENT/SLUDGE

SAY:

Judgment in the workplace is called SLUDGE. It's a judgment about how people are spending their time. It sounds something like this:

"Boy those smokers get a lot of breaks!"

"The day shift works so much harder because all the cares are done during the day."

"Did you hear Joanne called out again because her kid is sick? Wish I had a kid!"

This language has no place in a STAR workplace. This language doesn't have anything to do with the work, and does not demonstrate performance support, or personal and family support.

When it's spewed into the workplace, it makes people feel guilty, frustrated, disrespected, angry, and not trusted. When Sludge exists, people do not have the support they need to have control over their work and life as long as the work gets done.

The power of time, the beliefs we have about the way work needs to happen, and judgment work together to keep the culture stable.

I'm going to demonstrate how these three things work together by starting with a piece of SLUDGE, illustrating the belief behind the SLUDGE, and how time plays a role:

SLUDGE Boy those smokers get a lot of breaks.
BELIEF People that smoke don't work as hard as the rest of us.
TIME People who smoke put in less work.

SLUDGE We have so much to do during the day and the night shift
 can't even toilet the people before we get in.
BELIEF The night shift does as little as possible.
TIME 11pm – 7am is when work doesn't happen.

Later in this session we're going to work on a strategy to eliminate SLUDGE from your workplace. We will interrupt the cycle of the triangle between SLUDGE and BELIEFS. Later in this session, you will become "Environmental SLUDGE Eradicators"!

SLIDE 12: DEFINITION

ACTIVITY: Socially Acceptable/Unacceptable

Purpose: To demonstrate how certain excuses are more acceptable than others when people are trying to manage work and family conflict. With STAR, where supervisors are supporting both performance and work and family needs, excuses are not divided by acceptable and unacceptable.

Set up: For this activity you will need a flip chart, or a whiteboard divided into two columns. To get started write at the top of one column 'Socially Acceptable' and on the top of the other column 'Socially Unacceptable'.



Divide the participants into two groups. One group will be the socially acceptable group, and the other group will be the socially unacceptable group.



We are now going to do a short activity to demonstrate what gets in the way of making the definition of a STAR real.

This half of the room (pick a half) will be the socially acceptable group, and the remaining half will be the socially unacceptable group. We're going to start with the socially acceptable group.



Socially acceptable group, what are the socially acceptable reasons for changing your schedule or 'calling out'?

Facilitator's note:

As they give examples, write these examples under the socially acceptable column on the flip chart or whiteboard. You will get examples like: A sick child, a dentist appointment, the flu. Get six or more examples.

ASK:

Socially unacceptable group, what are the socially unacceptable reasons for changing your schedule or 'calling out'?

Facilitator's note:

As they give examples, write these examples under the socially unacceptable column on the flip chart or whiteboard. You will get examples like: Getting a pedicure, I don't feel like working, going to a child's sports game. Get six or more examples.

DO

Point to the definition of STAR.

ASK:

In your STAR workplace where each person has the support they need to have control over their work and life as long as the work gets done, is there a line between these two lists? (Answer: NO)

Facilitator's note:

The point to make here is that whatever the reason is, it's important to that person. It's not up to us to judge whose excuse is better.

SAY:

Now that you know the definition of a STAR workplace, I'm going to paint a picture of what the workplace looks and feels like.

I'm going to show you a list of statements which we call Guideposts, that will become TRUE as STAR evolves.

Some of these statements are pretty radical. You will be working on this for many months to make them as true as possible.

SLIDE 13: IMAGINE A PLACE WHERE

SLIDE 14: THE GUIDEPOSTS

ASK:

Which of these guideposts made you uncomfortable? Which did you like?

Facilitator's note:

The purpose here is to spark discussion to better understand how participants have reacted to the guideposts. Do they see possibilities? Which ones were the hardest for them to believe? Which ones, if true, would make people feel that

they had the support they need to have control over their work and life as long as the work gets done?

Also, you may see certain people in the room really attaching to the concepts and already beginning to lead and influence others in the room. Make a note of who the early adopters are; they can help you in subsequent sessions.

SAY: I am now going to pass out the STAR Overview. You can keep the handout and use it as a discussion document as you think about how STAR is going to work for you and your coworkers.

SLIDE 15: SAFE, LEGAL, COST NEUTRAL

SAY: Remember, as you work through creating a STAR workplace, ask yourselves the following questions as you consider changes:

1. Is the change SAFE for workers, coworkers and residents?
2. Is the change LEGAL?
3. Is the change COST NEUTRAL?

SLIDE 16: PROCESS

SAY: I am now going to review the process you will be going through over the next few weeks.

SLIDE 17: PROCESS DIAGRAM

SAY: Today you are in your Team Induction/Sludge Session.

A couple of weeks after that you will participate in Culture Clinic. There, we will be getting into the nuts and bolts of how STAR will work for the team.

You will be experimenting with your new ideas for about 4 weeks. I will be staying out of your way during that time.

Then we will return for Forum sessions where we will celebrate wins and solve for challenges

ASK: What questions do you have?

SLIDE 18: STAR

SAY: Now we're going to talk about Sludge.

Let's review what STAR is. It stands for Support. Transform. Achieve. Results. Today.



Unfold definition flip chart paper and read definition.



In STAR, each person has the support they need to have control over their work and life as long as the work gets done. This is what you are going to make a reality here.

You will show support for each other as you take more control of the timing of your work as you work together to build a people-centered staffing strategy. Support can look like trading schedules, or covering for each other.

Let's review the Triangle.



Unfold the triangle flip chart paper on the wall to display the triangle.



The three things in the workplace that we are working to change are judgment, the power of time, and the beliefs we have about the way work needs to be done.



Does anyone remember any examples of Judgment or Sludge in the workplace? What does it sound like?

Facilitator's note:

Prompt the participants to give examples of Sludge. They will say things like "I wish I could have 12 smoke breaks a shift" or "So-and-So doesn't do any work. I do all of their work" or "How many times are you going to call-out next month?"



Great examples. Language like this does not show support. And, it doesn't focus on results or what matters for the residents.

There are also our beliefs about work. In the first part of this session, we did an exercise about beliefs.



What did we say the culture believes about people with kids?

Facilitator's note:

Prompt for examples. They will say things like "people with kids have the best excuses for call-outs" or "people with kids don't have to work double shifts".



Good. And it's our beliefs about things that drive our behavior and how we judge other people in the workplace.

Now, we are going to interrupt the cycle between judgment and beliefs. By removing judgment from the language of the culture, we will slowly change our beliefs about the way work needs to happen, and the power that time has over us will diminish.



Point to jagged line (lightning bolt) between judgment and beliefs on the triangle chart.

Facilitator's note:

For the next exercise, you will be using the flipchart with 4 quadrants – or a whiteboard where you've divided it into four quadrants. The upper right-hand quadrant has the title "STAR is:"

SAY:

First we're going to talk about what STAR is. Right now you probably have some ideas in your head about what STAR might mean for you, your workplace, and the residents.

ASK:

Can you give me a word or a short phrase about what you think or perceive a STAR workplace is?

Facilitator's note:

Jot down the participants' words/phrases in the upper right-hand quadrant. They will say things like "Teamwork. Freedom. Collaboration. Fun. Flexible". If a participant mentions a negative word or phrase, note it on the paper – in a new column or in a different color to refer to later. If participants are somewhat quiet, use the following prompts to get them talking: "What will this new workplace be like?" "What will be happening in the STAR workplace?" "What will be different in the workplace from what you experience now?" Keep prompting for words.

SAY:

Good! That's what STAR is all about. It's the workplace you imagine it can be and you are going to create it and make it true. A place where each person has the support they need to have control over their work and life as long as the work gets done.

Now we're going to play a fantasy game. Pretend it's one year from today...and you have long since created your new workplace...and everything is going great.

You have a place where (read some of the words/phrases that describe STAR from the upper right-hand corner of the chart). In fact, you're able now to do some of the things you want to do in your life that you've given up on.

- You're going to your kids' sporting events.
- You're getting more rest.

- You've taken up a hobby.
- You feel supported both from a performance and a personal/family perspective.

ASK: When you are in this new place, how do you FEEL?

Facilitator's note:

On the bottom right-hand quadrant of the flip chart write the feeling words. Keep prompting for 'feelings'. If someone says "I'm going to be able to go back to school" ask "how would you feel if you could go back to school?"

You will get words like: Free, empowered, happier, stress-free, supported, respected, relaxed, rejuvenated, and productive. If participants mention words and phrases that aren't positive, remind them that you're asking them to think about how they would feel after they've gone through the change – when things are [read some of the words and phrases that describe STAR from the upper right-hand part of the quadrant].

If they insist that they would still feel the negative words and phrases, note them on the paper in a new column or different color. When you refer to the feelings later, circle the positive feelings and refer to those.

SAY:

These are great words. This is exactly how we want you to feel.

If you feel (read words), then you will have more energy for your work and this will be apparent to the residents and their families. And, each person will have the support they need to have control over their work and life as long as the work gets done.

Now we are going to come back to today – the workplace you are currently working in. Today you are working in a system where there are shifts, call-outs, lots of hours, beliefs about workers with kids.

DO

Write the words shifts, call-outs, primary assignments in the upper left hand quadrant of the flip chart paper or whiteboard.

ASK:

What are some of the things we believe about shifts? What do we believe about the night shift? What do we believe about people with kids?

Facilitator's note:

Prompt the participants for examples of beliefs about people with kids. You will get examples like: "people with kids have all the best excuses to get off work" and "people with kids never have to work holidays", etc. You may also get positive statements like "people with kids are very hard working". This is good, too. It's a belief.

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Do the same thing with call-outs as you did with the beliefs about people with kids.

SAY:

The beliefs we have drive the way we do work. You like your work and the residents you care for, but sometimes it's the WAY we do work that isn't the most productive.

Let's talk about what it's like for you today. You have work. You have all the other things you need to do and want to do in your lives. You may be missing out on things you want to do. You may have trouble keeping up with the things you need to do. You have work, and you have life.

ASK:

With the way things are today, how do you FEEL in general?

DO

Write the feelings on the bottom left-hand quadrant of the flip chart paper or whiteboard.

Facilitator's note:

You will get things like: stressed out, tired, overwhelmed, left out, sad, disrespected, not valued, etc. You may also get positive words like happy, fulfilled, joyful (though you will mostly get more negative words).

SAY:

Good. These feelings are very common for people who work in any sort of traditional work setting. But you are going to create a workplace where you feel less tired, overwhelmed, sad, etc. and more free, empowered and supported both from a performance and a personal/family perspective.

The way we're going to do that is by moving you in the direction of the right-hand quadrants of our chart.

DO

Draw a line across the bottom from the bottom left-hand quadrant to the bottom right-hand quadrant. Make the line an arrow pointing right.

SAY:

In order to have a workplace where people feel [read some words and phrases that describe how participants would feel in a STAR from the lower right-hand part of the quadrant], we have to remove the toxic language, Sludge, first.

Removing this language is KEY.

As long as this language exists, people will feel [read some words and phrases that describe how participants feel in today's workplace from the bottom left-hand part of the quadrant.]

For the next activity, I need three people to volunteer. You will be reading off of a 3x5 card. You will stand up and read a card to someone in the room.

ASK:

Who would like to volunteer?

Facilitator's note:

Usually someone will volunteer right away. Encourage others to volunteer. As they volunteer, you will be handing them a 3x5 card with a Sludge statement on it. Use 3 or 4 cards (statements listed below.)

- *Boy it's been busy the past couple of hours. I wish I could come in at 8:00 am!*
- *How many smoke breaks do you need anyway?*
- *Can't somebody else stay home with your kid when he's sick?*
- *How many times do you think you're going to call out this month?*
- *I wish I had time to sit around like you guys do on the night shift!**

**Use this one only for the day shift sessions.*

SAY:

Thank you for volunteering!

What I'm going to have you do is read the statement on the card to yourself. Then you're going to pick someone in the room to say what's on the card to. I'd like you to say it with lots of drama and conviction!

Facilitator's note:

Encourage the volunteers to have fun with these role plays. Have each person with a Sludge card take their turn saying what's on the card to someone else in the room. The purpose of this activity is to demonstrate how these statements make people feel, and what's behind each statement – identify what they are reinforcing by saying these things in the workplace.

After each person directs their statement to someone in the room, debrief by asking:

1. *Why would we say something like that in this culture? What's behind the statement?*

Ex. For the statement "how many smoke breaks do you need anyway?" participants might say that what's behind this statement is that they feel like they are doing more work, it's not fair that smokers get so many breaks, etc.

2. *What does it feel like to have that statement said to you?*

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Answers may include: guilty, unappreciated, angry, etc.

After each person demonstrates Sludge, collect the Sludge card.

SAY:

This language is not about the work or what needs to be done to support the residents or your coworkers. It keeps the culture from changing for the better and creates tension among workers.

This language has no place in a STAR workplace where each person has the support they need to have control over their work and life as long as the work gets done. The Sludge you just demonstrated is toxic.

Now we're going to go deeper and see how Sludge comes in different forms. Before we can eradicate it, we need to identify the types of Sludge that exist.

To do this, we're going to play a game called "Name That Sludge". You will all be participating in this game. Each type of Sludge will be acted out and it will be up to you to try to name it.

Facilitator's note:

Use the flip chart paper with Name that Sludge on top. Make sure that the types of Sludge are covered up in the beginning of this activity. As participants identify the types, you will uncover each type in order beginning with Sludge Justification, then Sludge Anticipation, and then Back Sludge.

DO

Pick the person that had the Sludge card "Boy it's been busy the past couple of hours. I wish I could come in at 8:00 am!" (Note: this statement works well for the day shift. For the night shift, use the card "Can't somebody else stay home with your kid when he's sick?")

Ask this person if they will help you out. Give the card back to them. Have the participant say the statement to you.

Participant: "Boy it's been busy the past couple of hours. I wish I could come in at 8:00 am!"

Facilitator: "I know it's been busy but I can't come in at 8:00 – I have to get my daughter to daycare and it doesn't open until 7:30. Then I often run into a lot of traffic on my way here. I do stay two hours longer."

ASK:

I was just Sludged and what did I do?

Facilitator's note:

You just demonstrated Sludge Justification. When you got sludged, you automatically went to a socially acceptable explanation of why you came in 'late' (shift starts before 8 am).

Encourage people to guess what type of Sludge you just demonstrated. They will say things like 'excuse Sludge' or 'you were justifying yourself'. When they get close you can uncover the first type of Sludge.

SAY:

Good! The first type of Sludge is called Sludge Justification.

Sludge Justification is used when someone Sludges you. It's human nature to want to explain or justify yourself. This keeps Sludge going. It does not eradicate it.

We will talk about how to eradicate it after we uncover all of the types of Sludge. Now let's identify the next type of Sludge.

Facilitator's note:

For this demonstration you are going to ask someone in the room to say to you when you walk by them: "Hey! Are you going on another break?"

You are going demonstrate what thoughts are in your head by speaking them out loud.

SAY:

Facilitator: "Well, things are going well around here. I've taken care of my tasks for the moment and my residents are all doing okay. I think I'll go outside for 5 minutes and enjoy the fresh air."

Participant: "Hey! Where are you going? Are you taking another break?"

Facilitator: "No. I was just on my way to Betty's room to take her to activity hour."

Facilitator's note:

What you are demonstrating here is that people will automatically get ready for Sludge by having a socially acceptable excuse in their back pocket in case they get Sludged. They may lie because telling the truth won't be acceptable.

ASK:

What kind of Sludge was that?

Facilitator's note:

You will get things like 'preemptive Sludge' or 'lying Sludge'. When they get close you can uncover the second type of Sludge.

SAY:

Good! The second type of Sludge is called Sludge Anticipation.

People will automatically get ready for Sludge by having a socially acceptable excuse in their back pocket in case they get Sludged. They may feel it's necessary to lie because telling the truth won't be acceptable. This is very stressful for people and does not demonstrate trust or support of each other.

Now let's identify the third type of Sludge.

Facilitator's note:

Pick a participant in the room to help you demonstrate this type of Sludge. You have gotten a good feel for participants by now. Pick someone that you know will be very demonstrative. You are going to pick a third person in the room that you and the person who's demonstrating with you are going to Sludge about.

SAY:

[Participant's name] and I are going to talk/Sludge about [participant being sludged about]. We're going to be big Sludgers together. I'll start first and then [participant's name] will say something.

Facilitator's note:

The participant will get what you're doing. Here is an example of how it might play out:

Facilitator: [Participant being sludged about] is ALWAYS out on a smoke break. I have to do all of her work.

Participant: Tell me about it! Not only does she go out on smoke breaks every hour, she takes a long lunch.

Facilitator: I don't know how she gets away with it. I feel like taking up smoking so I can get out of work too!

Go back and forth a few times. You can also draw someone else into the demonstration so there are 3 people sludging.

SAY:

Good job! We were Sludging [participant being sludged about] and [participant being sludged about] wasn't even in the conversation.

ASK:

What kind of Sludge was that?

Facilitator's note:

Prompt participants to name the Sludge. You will get things like 'gossip Sludge' or 'nasty Sludge'. When they get close you can uncover the third type of Sludge.

SAY:

Good! The third type of Sludge is called Back Sludge.

It's when people are talking about other people behind their backs. When two people are talking behind someone's back it's Back Sludge. But when others join the conversation, it becomes a Sludge Conspiracy.

Facilitator's note:

You can reference how in high school it's human nature to want to be in the cool group that's talking about someone else. You do not want to be the one talked about. But in STAR, it's cool to be a Sludge Eradicator, not a Sludger.

SAY:

Now we are going to learn how to eradicate the three types of Sludge and then you will be Environmental Sludge Eradicators!

Let's start with Sludge Justification.

Facilitator's note:

Use the same participant who helped you demonstrate Sludge Justification. Ask them to say the Sludge statement to you again. Make it clear that they are still a big Sludger and that you are a Sludge Eradicator. Explain to the group that you are going to show them how a Sludge Eradicator combats and eliminates Sludge Justification from the workplace.

SAY:

Participant: "Boy it's been busy the past couple of hours. I wish I could come in at 8am!" (Note: this statement works well for the day shift. For the night shift, use the card "Can't somebody else stay home with your kid when he's sick?")

Facilitator: "Good morning. Is there something I can help you with right now?"

Facilitator's note:

Pause here for dramatic effect.

ASK:

When [participant's name] Sludged me, what did I do?

Facilitator's note:

You want people to see how you stopped the Sludge in its tracks by not justifying yourself and getting right to what is important in the moment. Participants will say things like "you didn't feed into it" or "you didn't give excuses".

SAY:

That's right! I didn't fuel the flames of Sludge! Instead, I brought the conversation right to results –what is important in the moment.

In STAR you will not be making excuses anymore.



Uncover the flip chart with the Sludge eradication phrases.



Here are the phrases that will eradicate Sludge Justification.

Now, let's eradicate Sludge Anticipation.

Facilitator's note:

Have the participant who demonstrated this type of Sludge with you help you out again.



Facilitator: "Well, things are going well around here. I've taken care of my tasks for the moment and my residents are all doing okay. I think I'll go outside for 5 minutes and enjoy the fresh air."

Participant: "Hey! Where are you going? Are you taking another break?"

Facilitator: "Is there something I can help you with right now?"

This time I did not lie. In fact, I didn't use any excuses. I just went right to what is important and that's what needs to be done right now.

If the person does not have anything I can help them with, then they're just Sludging. If they do need something, I can choose how to help them – either immediately, or when I get back.

Now let's eliminate Back Sludge.

Facilitator's note:

Ask the same participant who helped you demonstrate Back Sludge to help you with this. Have the participant begin Sludging about someone else in the room.



Participant: "[Name] is always taking smoke breaks. When does she work?"

Facilitator: "Do you need something from [name]?"

In this situation, I did not get drawn in to the Sludging. I demonstrated that rather than talk about someone behind their back – which accomplishes nothing – the right thing to do is go directly to the person to ask for what you need.

If you do not get resolution from talking directly to the person, then it's appropriate to go to their supervisor. We will be working with supervisors on providing immediate and effective performance support.

Now you know how to begin eliminating Sludge from your workplace. Using the phrase “is there something I can help you with right now?” is an effective way to eliminate language that is unproductive.

Facilitator’s note:

To see if the participants understand how to eliminate this language, test it out on a few participants. Sludge them and then point to the flip chart with the eradication phrases to help them use this method.

If you Sludge someone and they answer the Sludge question with a yes/no before using the eradication strategy you’ll need to point out that answering with a yes/no reinforces cultural elements/beliefs that we don’t want to reinforce in a STAR.

SAY:

Facilitator: Are you leaving early again on Friday?

Participant: Yes. Is there something you need right now?

Facilitator’s note:

Saying ‘yes’ is reinforcing that leaving at a time that isn’t the normal shift ending time is leaving early. Repeat this to a few participants. Encourage participants to go directly to the eradication phrase without answering the question with a yes/no.

SAY:

Eradicating Sludge from your workplace will open the door for supportive behaviors to emerge.

Before you go forth to eradicate Sludge from your workplace, I’d like to see how you’re feeling about it. We’re going to go around the room and you’re all going to give me a number between 1 and 10.

Facilitator’s Note:

If time is running very short, have the group hold up their fingers to give their numbers vs. going around the room.

ASK:

On a 1-10 scale, 1 being “I don’t get this Sludge thing. I don’t understand how it will help us at all. I’m not going to do it” and 10 being “I get it. This will make a big difference in our workplace. I can’t wait to get started”, where do you fall right now?

Facilitator's note:

Have each person give you their number or have participants hold up fingers to "vote" and note where people are. Generally, participants will fall between 5 and 10. This is good. Give positive reinforcement to the fact that they are ready to work the strategy.

If anyone is below a 5, have a conversation about why they are feeling this way. They might say "I can't do this with my manager" or "It feels disrespectful".

This is where you can facilitate a short discussion in the room to help the participant gain perspective. They will probably still feel uncomfortable with the strategy, but will appreciate your understanding in terms of how hard this is going to be.

SAY:

You're ready to eradicate Sludge from your workplace. You will all be in different places as you work on eradicating Sludge. As you saw today, some of you feel like you're a 9 or a 10, and others feel like 5's and 6's.

It's very important that you all support each other in eradicating Sludge – hold each other accountable and give each other pats on the back when you do a good job. As you use the phrase a few times, it will become easier and easier and you'll feel liberated from the toxic language!

DO

Hold up the Sludge Eradication Posters [See weSupport website for templates for posters]

SAY:

To help you focus on eradicating Sludge, we will have posters up where you can stamp each time you have a Sludge-Free Day and each time you use the Sludge-Eradication Strategy – remember that is asking "Is there something you need?" – for the next two weeks. This will keep the idea of Sludge front and center for everyone in the building.

In a few weeks we will be getting back together for Culture Clinic. In Culture Clinic we will work on how STAR is going to work on a day-to-day basis. That's where you will begin to make decisions about changes you want to make to how work happens around here. We will be tackling staffing strategies. You and your supervisors/managers, along with the Scheduler, will work together to figure out the best strategies for your facility.

DO

Uncover the Safe/Legal/Cost Neutral flip chart paper.

SAY:

As you are creating the new workplace, we will be asking everyone to focus on these 3 things as they consider making changes:

- 1) Is the change SAFE for workers, coworkers and residents?
- 2) Is the change LEGAL?
- 3) Is the change COST NEUTRAL?

If the answer to these three questions is yes, then the change is acceptable.

You are now Environmental Sludge Eradicators!

 ASK:

Are there any questions before the session ends?

 SAY:

Thank you for participating today and I'll see you in several weeks for Culture Clinic.

CHAPTER 3

STEERING TEAM 2

Steering Team 2: Overview

This session builds on the concepts of Steering Team 1, with content built around achieving buy-in to two desired outcomes that are intended to create the STAR Workplace:

- Schedule Control: Employees sense of control over time and timing of work
- Supervisor and Coworker Support: performance support, and personal and family support

Time: You will have three hours.

Session Participants: Attendees may include: Administrator, DON, ADON, Scheduler, all Unit Managers, 1+ CNA per unit/shift; 1+ nurse per unit and shift, nurse practice educator, weekend shift supervisor if possible, evening shift supervisor.

Session Logistics: Meeting room for 15 participants, U-shaped set up preferable.

What you need to be armed with:

- ✓ Whiteboard or flip chart
- ✓ Whiteboard or flip chart markers
- ✓ Handouts
 - DSD/DSS Handout
 - Express/Model/Reinforce (EMR) plan

Flyers-Posters:

- ✓ Flyers – Culture Clinic Sessions Schedule
- ✓ Flyer – after Culture Clinic communication

Steering Team Session 2: YOUR SCRIPT

SAY:

Welcome to your STAR Steering Team 2 session. I'm _____ and I'll be leading you through the session today. We want to start our conversation today to share what has happened since the Team Induction/Sludge sessions.

ASK:

How are things going? Have you had some time to reflect on STAR and how it will impact your personal and professional lives?

We want to make sure you are prepared for this week's session which is Culture Clinic. Peer leaders will each attend one of the Culture Clinic sessions. By the end of today's session, you'll know more about the nuts and bolts of how a STAR workplace operates, your role in creating a STAR workplace, and what's coming up over the next few weeks.

During this session, employees will be asked to identify what needs to be changed, but more importantly, they will be asked to make recommendations for improvement, share ideas, and to be aware of both resident care and employee support.

They will be reminded of the guide: Safe, Legal, and Cost Neutral and asked to refer to the STAR guideposts for help in creating their STAR workplace.

Now we're going to have a discussion about how you can look at supporting each other in different ways while you are making this change happen.

Facilitator note: Management Only

At this point, non-manager peer leaders leave the room. The Culture Clinic content is covered with managers and then the content for managers only occurs.

Culture Clinic: YOUR SCRIPT

SAY:

Welcome back! This is your STAR Culture Clinic Session. I'm _____ and I'll be leading you through the session today.

Before we begin, let's review the definition of a STAR workplace again. STAR stands for Support. Transform. Achieve. Results. Today.

Facilitator's note:

Read the definition from the flip chart. Each person has the support they need to have control over their work and life as long as the work gets done.

SAY:

STAR will help you reshape your work environment. Before we work on the HOW of a STAR workplace, let's talk about how you did eradicating sludge from your work environment.

ASK:

Who can share a story about how they used the Sludge Eradication Strategy, or a story about how they recognized or noticed Sludge playing out in the workplace?

Facilitator's Note:

Since removing Sludge is a necessary component of creating a STAR workplace, this is your opportunity to hear firsthand how it's going. You can reinforce behaviors that eradicate Sludge, and at the same time, empathize with how difficult it is. When Sludge exists, it's difficult for supportive behaviors to emerge.

SAY:

Sludge is a strong component of the workplace, but you are doing a great job recognizing it, and being vigilant about removing it. Removing Sludge can be difficult and take a long time. If you stay focused on Sludge removal by using the eradication strategy, Sludge will eventually be gone from your workplace.

Remember, SLUDGE has no place in a STAR workplace. If SLUDGE exists, support doesn't exist. If SLUDGE exists, the vision will be unachievable. So keep eradicating SLUDGE from your workplace. It's toxic!

Discussion of Sludge Eradication Activity Results:

Materials needed:

- ✓ Flier with results from Sludge activity
 1. Use the flier summarizing Sludge posters to discuss group progress with Sludge Eradication
 2. Collect Sludge Participation cards for gift card raffle drawing

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- a. Clip, staple, or wrap cards together
- b. Give cards to the person at the site who is managing the raffle drawings

Language Guide:



Hold up the flier with the Sludge Eradication Poster results for the group.



As you can see from these results, you and your coworkers worked hard to eradicate sludge during the activity. Nice work! We will also be posting sludge eradication feedback fliers to share your success with sludge eradication.



How did it feel as you participated in the Sludge activity? Did it change how you thought about work, or how you worked? What did you learn about yourself?

Facilitator's note:

Use the summary of stamps to prompt discussion and questions: How did this activity go for you? Have any of you noticed a difference in the work environment? What's working well with Sludge Eradication? What is hard and needs more work?



Collect participation cards, staple/clip them together, and give to the person managing the raffle drawings.



Let's review the Guideposts you received during Team Induction/Sludge.

Facilitator's Note:

Read each guidepost and explain their meanings while asking for input from the group about how they feel about each.



Now we want to identify what you all believe needs to be changed. What can be improved? What can be done differently?

Facilitator's note:

Simply ask the group to share examples of things they believe need to be changed and write them on a sheet of flip chart paper.



Great list. Lots of things you want to see changed.

Now, I want you to select two of them (encourage them to pick more) and work together to discover and recommend ways to improve them.

I'm going to leave the room and return in 20 minutes to discuss your ideas. This is an excellent opportunity for you to refer to the STAR Guideposts while you consider changes and how such changes will affect resident care and employee's professional performance and personal lives.

Facilitator's note:

Be sure to physically point to the Guideposts/Guideposts definitions, which should be written out on two flip chart pages.

SAY:

This activity is not just an opportunity for you all to discover new approaches to resident care and professional & personal support, but also for taking a strong first step toward creating your STAR workplace. All your ideas, experiences, and skills should be considered.

You've got 20 minutes. Make some change happen...

Facilitator's note:

Leave the room and return in 20 minutes. Once you return, facilitate the discussion of the suggestions. As you go through each suggestion, keep the tone positive and upbeat and help the group entertain all ideas, probing for specific actions that can be taken. This will help the group brainstorm and start thinking about new ways to work and support each other. Ask for volunteers to commit to making these suggestions reality.

Facilitator's Note:

The next section is also for managers only. Divide the participants into two groups. Give each group one question to discuss. The point of this activity is to help staff think outside the 'shift' and think about life as a whole system.

The two questions with possible answers are as follows:

How do you support your family (friends, significant others) when you're AT WORK?

Possible answers: I pack healthy lunches for my kids the night before. I put food in the crockpot in the morning so there's a hot healthy meal when I get home (I can spend time reading to my kids, or doing my own hobby if I prepare dinner in advance). I make 5 meals on my day off for the week. I ask a coworker to support me while I do something nice for myself.

How do you support your coworkers (and residents) when you're NOT AT WORK?

Possible answers: I make sure there are adequate supplies for the next shift. I call the floor if I forgot to tell my coworkers something about a resident need that they need to know. I check the 'book' to see if there's a way I can help cover for coworkers. I make sure my tasks are complete and don't leave them for the next shift.

SAY:

Discuss in your group ways you can be supportive or show support based on your question. You will have 10 minutes to come up with your ideas.

Facilitator's note:

As the groups are discussing supportive behaviors, listen in on the direction they're taking. Help guide them if they are having a hard time coming up with ideas.

SAY:

The discussions I'm hearing are great! Let's share our ideas.

Facilitator's note:

Have each group share their ideas.

SAY:

You are really on the road to being supportive of each other whether you're at work, or outside of work.

Now we're going to talk about another activity that you will be doing with your staff after they complete the next session, Culture Clinic.

DO

Preview the Do Something Different/Do Something Supportive activity. Show the poster and explain the activity.

Facilitator's note: *More details of the Do Something Different/Do Something Supportive activity are in the Culture Clinic script below.*

Have participants review the DSD/DSS handout and read some of the examples. Ask each person to choose one DSD activity and then one DSS activity they will commit to. Announce when the tracking activity with the poster and cards will begin.

Distribute DSD Participation Cards and stamp the poster.

Facilitator's note:

DSD Participation Cards are worn on lanyards and self-stamped each time they Do Something Different or Do Something Supportive.

Discussion of Sludge Eradication Activity Results:

Materials needed: Completed Sludge posters

Checklist:

- ✓ Use flier summarizing Sludge Activity to discuss group progress with Sludge Eradication
- ✓ Collect Sludge Participation cards for raffle drawing (Visa Gift Card)
- ✓ Clip, staple, or wrap cards together
- ✓ Give cards to the person at the site who is tracking session attendance

SAY:

(While holding up Sludge Eradication Results Flier for the group) As you can see from the results, you and your coworkers worked hard to eradicate sludge during the activity. Nice work! We will also be posting sludge eradication feedback fliers to share your success with sludge eradication.

Facilitator's note:

Use stamps on the poster to prompt discussion and questions

ASK:

How did this activity go for you? Have any of you noticed a difference in the work environment? What's working well with Sludge Eradication? What is hard and needs more work?

Facilitator's note:

Collect participation cards, staple/clip them together, and give to the person managing the raffle drawings.

SAY:

Now we're going to continue with our situation practice – just like we did in our first session. The more you can demonstrate to your staff that you trust them to implement new ideas with your support, the stronger your employees will be, and the closer they will be to a STAR workplace where they feel supported from both a performance and personal/family perspective and have schedule control.

Facilitator's note:

Have managers pair up. Give each manager pair a couple of scenarios to work on. You can determine how many scenarios to give each pair based on how many pairs you have. If you have an odd number, one group will have three participants. This exercise can also be done with all the participants at once and the facilitator leading a discussion involving the entire group.

SAY:

I am going to hand out some scenarios to each group. Look at your scenarios and determine how you would respond to the scenario using the STAR workplace mindset. You'll have about 5 minutes to come up with your responses to the scenarios. Then I'd like you to share your responses with the group.

ASK:

What questions do you have?

Facilitator's note:

Answer any questions about the activity. Here are the scenarios you will be passing out:

Situation #1: A number of employees that work the day shift come to you and say "We don't think the night shift is pulling their weight. They leave us with work they should be doing." How should you respond?

Productive Discussion: Managers think about two things — Is this SLUDGE or a performance problem? Is it a team problem or an individual performance problem with somebody on the night shift? Managers know they need to get to the bottom of it immediately. They talk about how they will do that.

Unproductive Discussion: Managers say 'oh, people are always complaining about other shifts. It's normal' and do not see a performance or Sludge problem.

Situation #2: Several employees from one unit come to you and say "XYZ unit is trading work and figuring out how to get more time off. Why can't we do that?" What do you do?

Productive Discussion: Managers talk about getting to the root of why this unit (even though they went through the STAR intervention like XYZ unit) is having trouble implementing structural change techniques like unit XYZ. They talk about how they can begin sharing best practices across teams in order to help this unit with their schedule control issues. In tandem, they re-visit performance expectations since this is a necessary component to gaining more schedule control.

Unproductive Discussion: Managers talk about how having a whole facility with everyone controlling their schedule is just too chaotic.

Situation #3: A resident's family is coming to you a second time complaining that their loved one is not being cared for in the way they would like. What do you do?

Productive Discussion: Managers talk about getting crystal clear about what the family expects and then talk about how they are going to build these expectations into their performance plan for employees. They talk about how they are going to effectively communicate this to employees and get employees' agreement to the performance changes.

Unproductive Discussion: Managers complain about the pesky family, or how no matter what they do, employees won't listen anyway.

Situation #4: An employee agrees to their performance measures and expectations but does not follow through on a number of occasions based on what you observe or feedback you've gotten from one of their coworkers. What should you do?

Productive Discussion: Managers talk about how in a STAR workplace, performance support is vital so they must handle it right away. Based on how they've set up their performance guidelines, they talk about whether it's time to terminate employment. They show confidence that they can do this because performance measures were clear and agreed upon with the employee.

Unproductive Discussion: Managers talk about being understaffed and needing every warm body they can get.

Situation #5: You or the Scheduler has noticed how certain times of the day are becoming more of an issue for employees to cover at appropriate staffing levels even though there is enough staff. What should you do?

Productive Discussion: Managers talk about how in a people-centered staffing situation, the team needs to figure this out. But since they're having trouble, managers know this is the time to step in and help the team solve the issue – but not solve it for them. They bring up Safe, legal, cost neutral.

Unproductive Discussion: Managers use this as an excuse to take all schedule control away.

Situation #6: A team comes to you with an idea for a structural (process) change and even though it falls perfectly within the guidelines of safe, legal and cost neutral, you don't like it or foresee issues. What should you do?

Productive Discussion: Managers talk about trust and how sometimes they need to let go and trust employees. They talk about asking questions about the process or structural change to alleviate their fears and gain more understanding about what the employees are thinking.

Unproductive Discussion: Managers talk about how they have the final say and if they don't like something they can shut it down.

SAY:

This was a great discussion. You are thinking in a way that is performance-based, as well as supportive from a personal/family perspective.

Now we're going to review the EMR Plan.



Pass out the EMR Plan.



As managers, your people will be watching you closely to see if you support this change.

EMR stands for Express (what I need to say), Model (what I need to do), and Reinforce (how I back up what I say and do). The plan is fairly straight forward. Take a couple of minutes now to review it.

Facilitator's note:

Give them a couple of minutes to review the EMR plan.



What questions do you have about the EMR plan?

Facilitator's note:

Answer any questions they have.

This Facilitator's Guide assumes you are integrating the STAR sessions and weSupport for Supervisors activities. More details on the weSupport activities and the resources needed for those are provided at [insert website here]. If you are not including weSupport activities in your implementation, you will need to adjust the description of the next steps.



You are now armed with Manager Tips, and the EMR plan, Sludge Eradication Strategy and ideas about how you are going to manage in a STAR workplace – supporting your employees from a performance and personal/family perspective as they make change.

The next step in the journey to a STAR workplace is the Forum sessions, in which managers and employees participate together.

Your participation is important. We will be talking about the outcome of STAR work from both a management and employee perspective. If you opt out of the Forum, your employees may feel uneasy and worry that you have become unsupportive of the STAR workplace.

Between now and the Forum sessions, talk to each one of your employees, individually or as teams, and get their ideas and input on performance. During performance conversations, make sure to listen carefully to their ideas about what could or should be measured.

After you've had your team or individual discussions, you will be better equipped to put together your final expectations. And, if you integrate their ideas, they will be more apt to meet the expectations you've set.

At the Forum, we will ask employees if they are getting clearer on what's expected of them from a performance perspective.

Thank you for participating in the Steering Team 2 Session today. See you at the Forum!

CHAPTER 4

CULTURE CLINIC

Culture Clinic: A Pep Talk

Culture Clinic is the session where people figure out how to use their workplace's tools and processes in a STAR environment. How do you get coverage without going to the Scheduler? How do you make changes to process? I know how to remove Sludge, but when do I need to let my manager know that I'm trading shifts?

The Culture Clinic is also the time for groups to work through the fears and questions that have been building since Team Induction/Sludge. In the Team Induction/Sludge session you were the person who was bringing people the truth. By now they have taken this truth (that work sucks, but that it can be fixed) and are making it their own. Your job now is to make sure the old ideas don't creep back in, but you're less of an active participant. Instead you're helping them stay strong as they embrace this new reality.

People have to figure this out for themselves. If they don't do it themselves, then it's not STAR. They are figuring out for themselves how to work with each other and support each other while change is happening. So they will have lots of questions, but your job isn't to answer them so much as to create a space where they can answer them on their own.

The Guidepost Activity is the key to this session, because people get to work out using their own ideas the logistics of a STAR. In a way we've come full circle from the beginning of the migration. At the beginning of migration people are uncomfortable with the idea of STAR. It feels strange and new. They don't trust it, mostly because the workplace has never trusted them. So they throw out all kinds of logistical questions. They can't imagine that the work will get done under this new way of thinking.

Now, during the Guidepost Activity, they understand the thinking behind STAR, so when they revisit the logistical questions, they have the mentality to figure out how to make it work. So they will take a worry like "people will not show up," and turn it on themselves. They will start thinking, "How can I make this process more effective?" Or, to go even deeper, "Is this process bogging us down and impeding the ultimate in resident care?"

There are no right answers to these questions. The only right answer is the answer that drives results. No matter how insane a situation sounds, if you can still drive results then it's perfectly sane. Remember that we've removed all those barriers to what is socially acceptable and what isn't. If it's good for the facility and gives people control over their time, and provides the best resident care, then it's acceptable. The Culture Clinic is where they prove to themselves that it's possible.

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Culture Clinic Overview

Your goal is to prepare participants to operate in a day to day fashion using the STAR philosophy – including definition and guideposts.

Culture Clinic further exposes how our traditional beliefs drive our day to day behaviors about work. And, the robust discussion during the Guidepost Activity exercises everyone's ability to make common sense decisions in the new work culture that focuses on results. This includes increasing control over time while at the same time supporting each other to perform.

You will be expected to:

- ✓ Hold true to the STAR philosophy.
- ✓ Drive toward the outcome of both individual and group decisions.
- ✓ Lead groups and individuals to discovery.
- ✓ Facilitate solving group-specific work challenges.
- ✓ Be unwavering in your own belief about the change.
- ✓ Be confident but not arrogant.
- ✓ Educate but not humiliate or shame.
- ✓ Adapt when necessary based on participant reactions.
- ✓ Be both a teacher and mentor.

Time: You will have 90 minutes.

Session Participants: All staff participating in the move to STAR in small groups.

Session Logistics:

- ✓ Meeting room for 15-25 participants
- ✓ U-shaped set up preferable
- ✓ Whiteboard or flip chart
- ✓ Whiteboard markers or flip chart markers

What you need to be armed with:

- ✓ Handouts
 - Do Something Different/Do Something Supportive Handout of ideas for things to do
 - Sludge Activity Results
 - Do Something Different/Supportive poster to show how the Activity will work
- ✓ Flip chart paper/markers

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- Safe, Legal, Cost Neutral
- Each person has the support they need to have control over their work and life as long as the work gets done
- No SLUDGE: Is there something you need? How can I help you?
- A list of the 6 Guideposts on one flip chart + the definitions of each guidepost on one flip chart -- both side-by-side

Session Overview for Facilitator:

Review Sludge Eradication and Activity Results

Review Session Outcome

Guidepost Activity

Describe Do Something Different/Do Something Supportive activity

Culture Clinic: YOUR SCRIPT

SAY:

Welcome back! This is your STAR Culture Clinic Session. I'm _____ and I'll be leading you through the session today.

Before we begin, let's review the definition of a STAR workplace again. STAR stands for Support. Transform. Achieve. Results.

Facilitator's note:

Read the definition from the flip chart. Each person has the support they need to have control over their work and life as long as the work gets done.

SAY:

STAR will help you reshape your work environment. Before we work on the HOW of a STAR workplace, let's talk about how you did eradicating sludge from your work environment.

ASK:

Who can share a story about how they used the Sludge Eradication Strategy, or a story about how they recognized or noticed Sludge playing out in the workplace?

Facilitator's Note:

Since removing Sludge is a necessary component of creating a STAR workplace, this is your opportunity to hear firsthand how it's going. You can reinforce behaviors that eradicate Sludge, and at the same time, empathize with how difficult it is. When Sludge exists, it's difficult for supportive behaviors to emerge.

SAY:

Sludge is a strong component of the workplace, but you are doing a great job recognizing it, and being vigilant about removing it. Removing Sludge can be difficult and take a long time. If you stay focused on Sludge

removal by using the eradication strategy, Sludge will eventually be gone from your workplace.

Remember, SLUDGE has no place in a STAR workplace. If SLUDGE exists, support doesn't exist. If SLUDGE exists, the vision will be unachievable. So keep eradicating SLUDGE from your workplace. It's toxic!

Discussion of Sludge Eradication Activity Results:

Materials needed:

- ✓ Flier with results from Sludge activity
- 3. Use the flier summarizing Sludge posters to discuss group progress with Sludge Eradication
- 4. Collect Sludge Participation cards for gift card raffle drawing
 - a. Clip, staple, or wrap cards together
 - b. Give cards to the person at the site who is managing the raffle drawings

Language Guide:



Hold up the flier with the Sludge Eradication Poster results for the group.



As you can see from these results, you and your coworkers worked hard to eradicate sludge during the activity. Nice work! We will also be posting sludge eradication feedback fliers to share your success with sludge eradication.



How did it feel as you participated in the Sludge activity? Did it change how you thought about work, or how you worked? What did you learn about yourself?

Facilitator's note:

Use the summary of stamps to prompt discussion and questions: How did this activity go for you? Have any of you noticed a difference in the work environment? What's working well with Sludge Eradication? What is hard and needs more work?



Collect participation cards, staple/clip them together, and give to the person managing the raffle drawings.



Let's review the Guideposts you received during Team Induction/Sludge.

Facilitator's Note:

Read each guidepost and explain their meanings while asking for input from the group about how they feel about each.

ASK:

Now we want to identify what you all believe needs to be changed. What can be improved? What can be done differently?

Facilitator's note:

Simply ask the group to share examples of things they believe need to be changed and write them on a sheet of flip chart paper.

SAY:

Great list. Lots of things you want to see changed.

Now, I want you to select two of them (encourage them to pick more) and work together to discover and recommend ways to improve them.

I'm going to leave the room and return in 20 minutes to discuss your ideas. This is an excellent opportunity for you to refer to the STAR Guideposts while you consider changes and how such changes will affect resident care and employee's professional performance and personal lives.

Facilitator's note:

Be sure to physically point to the Guideposts/Guideposts definitions, which should be written out on two flip chart pages.

SAY:

This activity is not just an opportunity for you all to discover new approaches to resident care and professional & personal support, but also for taking a strong first step toward creating your STAR workplace. All your ideas, experiences, and skills should be considered.

You've got 20 minutes. Make some change happen...

Facilitator's note:

Leave the room and return in 20 minutes. Once you return, facilitate the discussion of the suggestions. As you go through each suggestion, keep the tone positive and upbeat and help the group entertain all ideas, probing for specific actions that can be taken. This will help the group brainstorm and start thinking about new ways to work and support each other. Ask for volunteers to commit to making these suggestions reality.

SAY:

Now we're going to help you move forward in another way.

First, all of you ARE responsible for moving the culture towards a STAR workplace. I'm going to ask each of you to commit to Do Something Different between now and the Forum.



Distribute the Do Something Different/Do Something Supportive handout.

Facilitator's note:

It is useful to give people a chance to see what changes others are making and to share their own experiences. This can be accomplished with a simple poster in a break room, or in other ways. Change the instructions below to fit your plans.



Everyone will pick one behavior from the Do Something Different List and one behavior from the Do Something Supportive List.

Discussion of Do Something Different/Do Something Supportive Activity:

Materials needed:

- ✓ Do Something Different/Do Something Supportive poster
- ✓ DSD/DSS participation Handout
- 1. Introduce Do Something Different/Do Something Supportive activity
 - a. Show poster and explain activity
 - b. Have participants select one Supportive activity and one Control activity from the handout
- 2. Distribute DSD Participation cards
 - a. Worn on lanyards, and self-stamped each time they do something different and stamp the poster

Language Guide:



We have designed an activity to help your facility continue to create a STAR work environment.

For the next two weeks we want you to use a poster in your break room [or other location] to stamp every time you Do Something Different! (show example poster). To help you think of things to do, we have this handout with ideas for ways to support coworkers (side with the blue dot), and ways to take more control over your work time and processes (side with the red dot).

Today you will pick something that you will commit to doing. When you do something different or do something supportive, stamp the poster, and then stamp your card! As the poster fills up you will be able to see how everyone is working together to create a STAR work environment.

To remind everyone to do new things, we have a Do Something Different Participation card for you to wear on your lanyards (pass out participation cards). Each time you stamp the group poster, stamp your participation

card. Put your name on it and turn it in at a Forum session for another chance to win a STAR participation raffle drawing!

ASK:

We're excited for you to get out and do new things to create a STAR work environment!

Are there any questions about this activity?

SAY:

Thank you for participating in the STAR Culture Clinic Session today. Between now and the next session, the STAR Forum, you have a couple of things to do.

First, everyone needs to complete their Do Something Different/Do Something Supportive activity. You will be reporting back to the group how you accomplished your activity at the Forum.

Second, you will be working on making changes based on the Guidepost Activity.

You will be reporting your progress at the Forum. If you are changing any processes, I'd like to hear about that as well.

Managers and Peer Leaders will be there to support you as you make changes and in some cases, they are working side by side with you.

If you run into roadblocks, ask for help from your coworkers. It's up to you to make this happen!

ASK:

What questions do you have?

Facilitator's note:

Answer any questions they have.

SAY:

Good job, everyone! See you at the Forum.

CHAPTER 5

PHASE 3: LEARN AND EVOLVE

Learn and Evolve: A Message

By the time you're in the final phase of migrating into a STAR, much of the work has been done. By this point your teams have been changing the way they think about work, eradicating Sludge, and working hard to adapt their behavior to focus on supporting each other as they give optimum resident care.

The next part of the process is designed to give you multiple opportunities to work with different segments of your facility in order to ensure that STAR sticks. Keep in mind that you are overcoming years and years of inertia. The traditional workplace may have been broken, but it's all we've known for a long time. As you work through the Learn and Evolve phase you might get frustrated with what people say. You might think, 'We covered that already!' Just know that the change doesn't happen overnight. Even the most committed among you are going to have their moments. If you continue to be strong you'll be able to help them through. Patience and understanding are the watchwords for this phase.

There are two keys to successfully sustaining STAR:

Keep people talking. Because STAR is change, it requires a lot of socializing. It seems obvious, but the more you can encourage interaction, the better off you'll be. Keep those conversations flowing. Get people excited and talking about STAR. If they're talking, they're learning.

Find your champions outside of the Peer Leaders. Some people will have internalized STAR more thoroughly (though not necessarily faster) than others. You'll know these people because they'll stand out. They are the ones who go out of their way to help others adapt. Reward those people with your time and attention. They are the ones who are fighting the good fight when you're not around.

FORUM

Forum: A Pep Talk

The Forum is basically a review session. Groups of managers and employees get a chance to quickly cover material they have been working through for the past few months. They'll be reminded about Time, Belief and Judgment; play around with their experiences eradicating Sludge, and share wins and challenges they've had in the practical applications of the Guideposts.

By now the team should have internalized the meaning and messages in the Guideposts and many of them will have completely embraced STAR. Even if they are struggling with some of the logistics, their beliefs about work have been forever changed.

Other people might not be as far along. Your goal in this session is to help those people, but more importantly to encourage the team to give them the help they need. As a facilitator you need to bring your energy and confidence to the room, but not solve their problems for them. They have been doing that themselves and they need to continue to do so for you to fully evolve your facility into a STAR workplace.

Time: You have one hour.

Session Participants: All managers and staff.

Session Logistics:

- ✓ Meeting room for 10 – 25 participants
- ✓ U-shaped set up preferable

What you need to be armed with:

- ✓ White board or flipcharts/markers

Forum Session: YOUR SCRIPT

SAY:

Hi everyone! You have been working on building your STAR workplace for a few weeks now. Hopefully you have been doing something different and challenging old beliefs.

Today we are going to remind you of where you are headed, hear what great things you have already experienced and accomplished, and help you work through some of the challenges you have encountered.

Let's review the definition of a STAR workplace.



Read the definition out loud, putting emphasis on 'each person' and 'as long as the work gets done'.



This is the definition we are working to make true. In the STAR workplace, you are supported both from a performance and personal/family perspective.



On a 1-10 scale, with 1 being 'Nothing has changed. I have no freedom. I am miles from this being true for me.' And 10 being 'I'm there! I have complete control over how I spend my time. I feel supported from both a performance and personal/family perspective', where are you now?

Facilitator's note:

Have people hold up their fingers. Take note of where people are falling – you will see most of them between 5 and 10. You may see some below 5.



It looks like most of you are reporting over five. This is good!

I also see some of you are falling below five. Today we will be working on some of the challenges you are having so that you can continue to work toward being at a 10.

At your Culture Clinic session, we had a Sludge-fession activity. I would like to check in again and see how the Sludge Eradication is going.



What kinds of Sludge comments are you hearing in your unit? What kinds of Sludge comments are you hearing outside your unit? What kinds of Sludge comments have you caught yourself saying? Have you noticed Sludge outside of work?

Facilitator's note:

Take this time to coach on Sludge Eradication. Reiterate that this language that judges how people are spending their time is not tolerated in a STAR workplace. It's not supportive language. You will notice that Sludge is getting removed and people are using the Sludge Eradication Strategy.



It sounds like the Sludge has been reduced, but there's still some out there. That is to be expected. It will take months for all of the Sludge to be removed from the STAR workplace. Continue to focus on performance/results and continue to eradicate Sludge as you encounter it.

Now let's talk about your Do Something Different/Supportive activity.

ASK:

Who would like to share a story about the Do Something Different/Supportive activity?

Facilitators Note:

Encourage people to share how the activity went for them. 'Doing something different' is a critical step in helping the culture overcome inertia and move forward.

SAY:

Those are great stories! When you 'do something different', you are helping change the culture – move it towards the STAR workplace you are creating.

If you haven't done your Do Something Different /Supportive activity, try it out in the next couple of weeks. Ask for help or support from your manager or coworkers to make it happen. This will help the culture continue to evolve.

Discussion of Do Something Different Activity Results:

Materials needed:

- ✓ DSD Results flier, summarizing stamps from DSD posters
- 1. Use the DSD Results flier summarizing stamps from completed DSD posters to discuss group progress with creating a STAR work environment
- 2. Collect DSD Participation cards for gift card drawing
 - a. Clip, staple, or wrap cards together
 - b. Give cards to the person at the site who is managing the raffle drawings

Language Guide:

DO

While holding up DSD results flier for the group, read the totals.

SAY:

As you can see, you and your coworkers worked hard to Do Something Different during the exercise. Nice work!

Facilitator's note:

Use the summary of the results to prompt discussion and questions: How did this activity go for you? Have any of you noticed a difference in the work environment? What's working well? What is hard and needs more work? How did it feel to "Do Something Different" and take more control over your time? Did you notice people providing more support for each other? Does someone want to share what they did or observed and how it went?

**Note: Learning circles or other formal/informal staff meetings can be scheduled frequently during the first 3 months of adopting the STAR workplace and should be led by Peer Leaders.*

SAY:

Now we're going to do some STAR 5 Trivia. I'm not going to divide you into teams, because as you know, only one team exists at this center. So, you are all encouraged to yell out the answers. I want to be sure the STAR concepts are understood as you move forward.

Facilitator's note:

Ask the following questions to reinforce STAR concepts:

- 1. Before you change anything, what must you consider? (Safe, Legal, Cost Neutral)*
- 2. What is the STAR definition?*
- 3. Name one guidepost.*
- 4. How do you eradicate SLUDGE?*
- 5. What does the "S" in the STAR acronym stand for?*

SAY:

Great job. Now let's celebrate more wins! I'd like to see what positive changes you have experienced on your journey to becoming a STAR workplace.

ASK:

Any positive change counts! Who wants to share a win?

Facilitator's note:

Encourage people to share personal or work wins. Write wins on flip chart paper. Reinforce how great even what feels like the smallest of wins really are. When possible, tie them back to the Guideposts or STAR definition and support for performance/personal/family to reinforce that the facility is moving in the right direction.

SAY:

These are all excellent wins! You've come a long way in a very short period of time and this is not an easy change.

Now let's take a look at how people are doing on changing process from our work in Culture Clinic.

Facilitator's note:

Choose the people who agreed to move process changes forward from Culture Clinic to report out to the rest of the group.

SAY:

It sounds like you're making great progress and are on your way to solving challenges with the system. You may be experiencing other challenges in your journey – let's talk about those challenges right now.

 ASK:

What challenges are you having in creating the STAR workplace?

 DO

List the challenges on flip chart paper.

Facilitator's note:

If you have a group of 6 or more people in the room, break them into pairs to begin coming up with solutions to the challenges. Assign a challenge to each pair. If you have less than 6 employees/managers or time is short, facilitate a group discussion.

 SAY:

For the next 5 minutes, discuss with your partner a solution to the challenge. Then you will share your solution with the rest of the group.

Facilitator's note:

Use the report-out to foster discussion about the solutions to the challenges. Ask if anyone has additional ideas to the challenge other than what was presented. There are many ways to solve issues and challenges in a STAR workplace. No one answer is correct.

The important thing is to have the people come up with their own solutions – coach and guide them if they veer away from the essence of the STAR workplace principles. Also, for some of the challenges, but not necessarily all of them, ask what a supervisor or coworker can do to show support for some of these challenges. 'What would a supportive coworker do to help someone solve this challenge?'

 SAY:

You did a great job today solving challenges using the STAR workplace mindset. You'll want to continue solving challenges when they come up – in a STAR workplace, it's everyone's responsibility to create the workplace where everyone feels supported to do their best work and have more control over their time.

Know that together with your coworkers and managers you can find the answers. Talk to each other and keep performance top of mind.

Thanks for coming, sharing best practices and solving issues. This is your last STAR session. You are well prepared to continue evolving to a STAR workplace. Continue focusing on results while you support each other toward common goals.

Addendum: Support Materials

HANDOUTS

Steering Team 1

- Peer Leader Role/Activities

- Peer Leaders

- STAR Overview

- Sludge Overview

- Tips for Managing in a STAR Workplace

Team Induction/Sludge

- Peer Leaders

- STAR Overview

- Sludge Overview

Steering Team 2

- Manager's Express/Model/Reinforce (EMR)

- Do Something Different (DSD)/Do Something Supportive (DSS) Instructions

- Flyer – Results of Sludge Activity

Culture Clinic

- Do Something Different (DSD)/Do Something Supportive (DSS) Instructions

- Flyer – Results of Sludge Activity

Forum

- Flyer – Results of DSD/DSS Activity

Session Schedule Flyers

- Flyer – Team Induction Session Schedule

- Flyer – Culture Clinic Session Schedule

- Flyer – Forum Session Schedule

STEERING TEAM

PEER LEADER ROLE

As Peer Leaders you are going through the change at the same time you are supporting others going through the change. You will be asked to see challenges that arise from a broad perspective, and resist getting caught up in the day to day simmering of issues. Often times, what's really going on with people during the change are very individual, and as Peer Leaders you must not take each individual story and hastily act.

Therefore, Peer Leaders will need to rely on each other to address issues as they arise. You will rely on each other to keep your perspective, as well as keep the conversation about STAR alive during conflict. You will need to manage conversations about STAR in a productive manner so the adoption of new behaviors in your STAR workplace will accelerate.

Most importantly, as Peer Leaders you will need to refrain from doing the hard work for the people. As people begin shedding old beliefs and questioning their new direction, they will want you to give them all the answers. You will not have all the answers. It's during this time of grappling with the unknown that you must encourage people to work through their own personal and team conflicts.

PEER LEADER EXPECTATIONS

- Be a positive spokesperson for the STAR Workplace
- Challenge your own assumptions about how the care team needs to work together.
- Model Authenticity – express your fears and concerns (i.e. I'm afraid our survey scores will suffer or I'm afraid the residents won't get care).
- Express humility to each other about your fear and uncertainty.
- Model and reinforce positive behaviors both with Peer Leaders and staff.
- Evaluate your own perceptions/beliefs about how the work needs to happen.
- Think about how your peers see you in terms of your reaction to change.
- Be aware of the cues you are giving off. Make sure that you are managing your own stress during this time, while helping others manage theirs.
- Make it safe for other staff members to share their thoughts and feelings with you.

PEER LEADER SUPPORT ACTIVITIES

- Work/Life Puzzle
- Guideposts
- Performance
- Peer Leader Specific
- Resident for the Day
- STAR Workplace Definition

Work/life puzzle – Work/Life Puzzle activity: Start a discussion at a staff meeting or Learning Circle around the two questions: How do you support your family (friends, significant others) when you're AT WORK? How do you support your co-workers (residents) when you're NOT AT WORK?

Guideposts: At a Learning Circle or staff meeting focus on one Guidepost. Use the Guidepost to uncover additional roadblocks to the success of the START workplace.

Performance: At a Learning Circle or staff meeting, discuss performance concerns and establish/reestablish appropriate consequences for poor performance.

Peer Leader Specific: Select Peer Leaders will be responsible for coaching/mentoring one process/technical change. This peer leader can determine appropriate avenues for moving the process change forward with staff.

Resident for a day: Periodically, have a member of the direct care staff experience a day in the life of a resident. Establish their care needs/condition and respond as you would with an actual resident. Use the experiment as a learning tool to establish new behaviors for care.

STAR Workplace Definition: Post the STAR Workplace definition in a prominent location – have staff anonymously give feedback (in a suggestion-type box) about what's working/not working to make the definition come true. Discuss the feedback each month at a Learning Circle or staff meeting. Post solutions.