Notes from Topical workshop

From observations to conversations | Tuesday 13, 16:00-16:45

Key ideas

- The differences between rule-based compliance and meaningful compliance

- Shed light into the context, as opposed to focusing on the event itself

- Local expertise: those who better understand the problem are also most likely to develop a more suitable solution

Questions and pointers for learning about a day's work

- What do you love about the work you do?

- What makes you get up in the morning?

- What are the uncertainty elements?

- What was new or different today?

- How are you doing today?

- If you could go back, what would you change?

- What are dominant narratives?

- Tell us about a time at which you felt that what you had to work with was not good enough

- What are the work-arounds?

- Focus on what's strong instead of what's wrong

- Questions must also be context related: what works for a certain person in a given context may not work as well in a different set of circumstances

- 4 Questions for an asset-based conversation: 1) What works/worked well, 2) What dilemmas or challenges, 3) What do you want/need?, 4) What can you offer?

- Also relevant is one's model of change - change done TO / FOR / WITH / BY people

- Similarly, learning 'done' TO / FOR / WITH / BY people

Some of the elements discussed

- How can we utilise technology to facilitate effective conversations with a remote/shift-based workforce, where we often can't have real time face-to-face or phone conversations? Is an email back-and-forth technically a conversation, compared with a real time dialogue? What are the drawbacks of delayed dialogue vs. real time? What are the benefits?

- We need to go beyond surprises and uncertainties of the daily work. Thinking about what we normally wouldn't think about.

- Schein (2013) - Humble inquiry: the gentle art of asking instead of telling - What's happening? What are you noticing? How are you feeling? What patterns are you noticing? What are you learning? What can you do? What do you now need? How can I help? - this is a coaching approach but I feel it may be useful in the development of trust at the beginning of the inquiry?

Some additional thoughts

From Steven Shorrock:
https://humanisticsystems.com/2020/09/17/learning-about-healthcare-work-in-a-pandemic/

"Pay attention to human and organisational factors"

The COVID19 outbreak has been thunder on a sunny day. Surprise, ignorance, fear for our relatives. The need for more ICU beds required us to work outside our comfort zone. Equipment wasn't designed for ICU, nor were newly formed teams used to working together in this stressful environment. So, what could we do? The only answer that came to my mind was to pay attention to human and organisational factors. Those were the skills needed to tackle this disease. The use of collective intelligence via inclusive collaboration and open communication was very effective in preventing harmful events for both patients and healthcare workers.

Frédéric Martin, Anesthesiologist, France @drmartinfred

"We were finding solutions from the ground up"

During the start of the pandemic, the rules and guidance we had normally been following were gone. Sometimes, rules set out by people that don't 'do the work' are not the way that the work happens. These rules end up being a barrier to do the right thing. For example, filling a 35-page safety booklet about a newly admitted patient takes us away from practical tasks such as personal care or administering medication. Now, no-one knew the best way to do things. There was no evidence base to draw from, and no exemplars to follow. This led to a more collaborative approach. Everyone came up with ideas, and many more came from social media. We openly learned from each other. We were finding solutions from the ground up and the senior leadership team listened.

Claire Cox, Former Critical Care Outreach Nurse, England @safetynurse999

From Erik Hollnagel
https://safetysynthesis.com/safetysynthesis%20methods/rpet

- Learning should take place when work takes place and preferably be a part of work.

- Learning should take place where work takes place, on all levels of an organisation from the "coalface" to the boardroom.

- Learning should be by and for the people who are part of the work. Learning should be based on what people know and remember from the work situation, not what they discover by asking others about it.