



團隊合作

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大綱

- 前言
- 團隊合作：TRM / *TeamSTEPPS*®
- 如何提升團隊合作
- 結語

追求卓越：能為自己設定具挑戰性的工作目標並全力以赴，要求自己的工作表現達到高標準，並不斷尋求突破。

品質導向：確實遵循工作標準程序，注重工作細節，能運用回饋機制找出品質問題並進行改善，不斷提升工作品質。

工作管理：能依工作的輕重緩急排定優先順序，妥善運用自己的時間與資源，有效管理工作流程及進度。

認真負責：確實達成工作職責及要求，能勇於承擔自己的錯誤或失敗，不歸咎他人並努力改善。

工作活力：對工作充分投入，即使長時間工作或身心疲累，仍能維持應有的工作效能。

主動積極：不需他人指示或要求能自動自發做事，面臨問題立即採取行動加以解決，且為達目標願意主動承擔額外責任。

團隊合作：能尊重團隊成員意見，支持團隊決定，善盡個人職責，鼓勵成員積極參與團隊，共同合作達成團隊目標。

執行力：能夠依據一定的作業流程，將組織策略或工作計畫有效落實，以達到組織既定的目標。

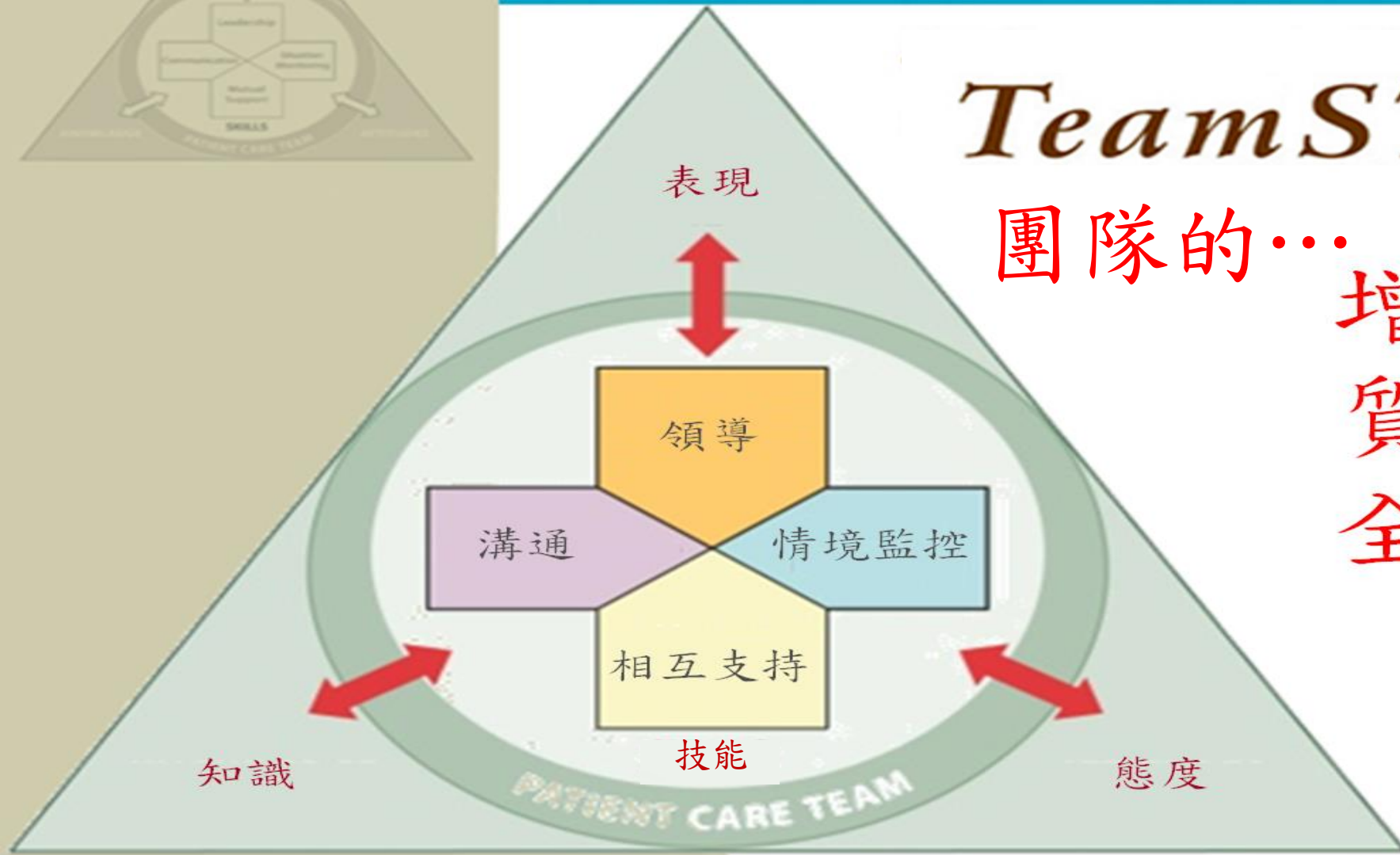
The roots of *Crew Resource Management* training in the United States are usually traced back to a workshop, *Resource Management on the Flightdeck* sponsored by the National Aeronautics and Space Administration in 1979 (Cooper, White, & Lauber, 1980).² This conference was the outgrowth of NASA research into the causes of air transport accidents. The research presented at this meeting identified the human error aspects of the majority of air crashes as failures of interpersonal communications, decision making, and leadership. At this meeting, the label *Cockpit Resource Management* (CRM) was applied to the process of training crews to reduce “pilot error” by making better use of the human resources on the flightdeck. Many of the air carriers represented at this meeting left it committed to developing new training programs to enhance the interpersonal aspects of flight operations. Since that time CRM training programs have proliferated in the United States and around the world. Approaches to CRM have also evolved in the years since the NASA meeting. The focus of this paper is on the generations of CRM training that reflect this evolution and on the problems that have been encountered in changing the attitudes and behavior of flight crews. CRM training in the military has followed its own path of growth and evolution and will not be addressed here (see Prince & Salas, 1993, for a discussion of military CRM programs).

Source: <http://homepage.psy.utexas.edu/homepage/group/HelmreichLAB/Publications/pubfiles/Pub235.pdf>

Team STEPPS

團隊的...

增進醫療品質和病人安全的策略和工具



TeamSTEPPS[®]

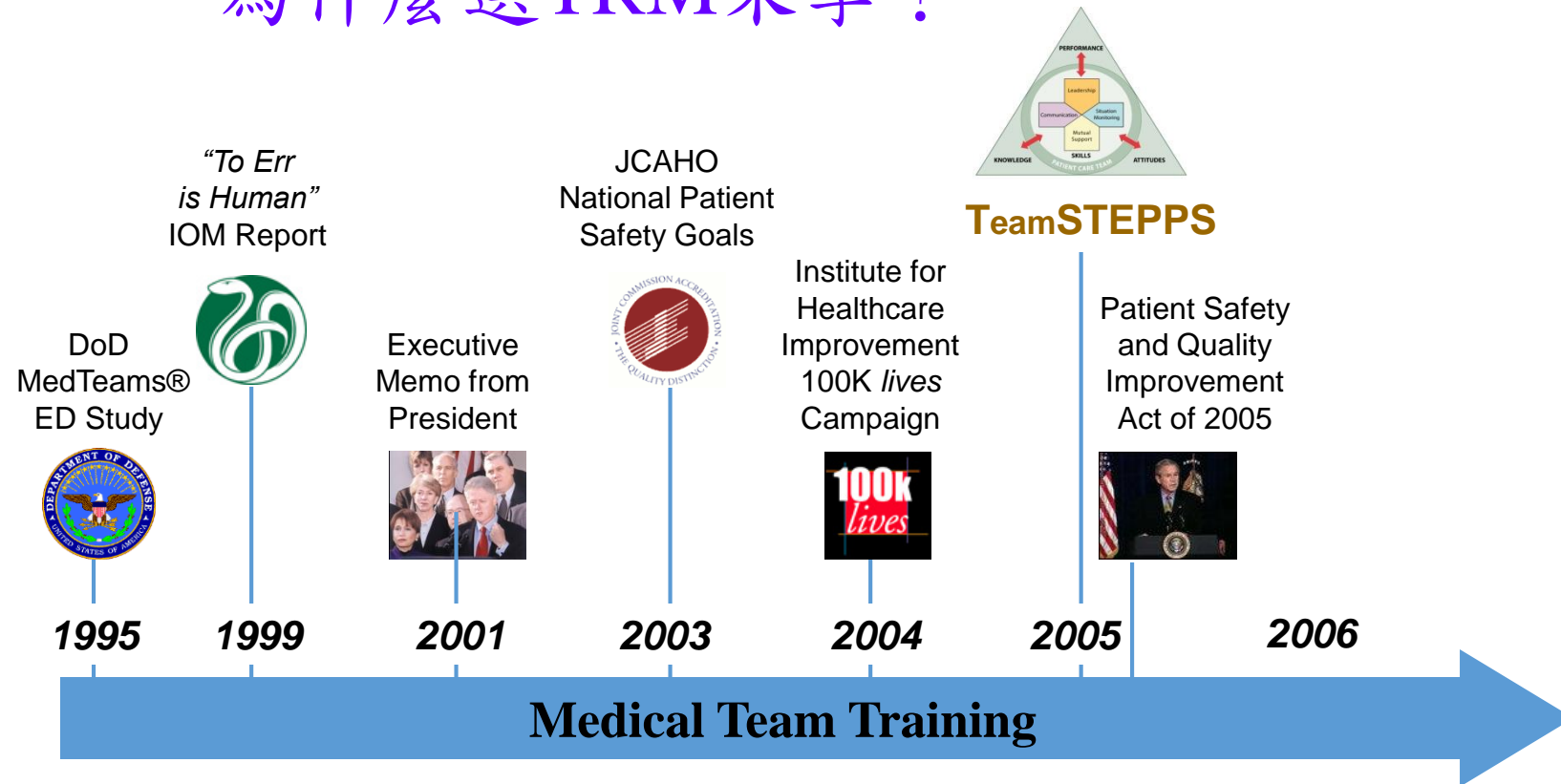
Team

Strategies & Tools to Enhance Performance & Patient Safety

“源起乃基於團隊表現的證據...憑藉超過25
年在軍隊、航空、核能、商業和產業的
研究...以獲得團隊能力”

Patient Safety Movement

為什麼選TRM來學？





Topics Programs Research Data Tools Funding & Grants News About

Home > TeamSTEPPS® > Curriculum Materials

TeamSTEPPS®

- About TeamSTEPPS®
- Curriculum Materials
 - TeamSTEPPS® 2.0**
 - TeamSTEPPS® for Office-Based Care Version
 - TeamSTEPPS® Long-Term Care Version
 - TeamSTEPPS® Dental Module
 - Patients with Limited English Proficiency
 - TeamSTEPPS® Rapid Response Systems Guide
 - Training Guide: Using Simulation in TeamSTEPPS® Training
- TeamSTEPPS® 2.0 Master Trainer Registration
- Research/Evidence Base
- TeamSTEPPS® Webinars



TeamSTEPPS® 2.0

醫療照護研究與品質署和國防部開發了*TeamSTEPPS*，這是一個團隊合作系統，為您機構內的合作和溝通提供強大的解決方案。團隊合作已被發現是病人安全中的關鍵之一，可以改變醫療照護領域的文化。病人安全專家一致認為，溝通和其他團隊合作技能對於提供高品質的醫療照護以及預防和減輕醫療錯誤以及病人傷害至關重要。

CONTACT INFORMATION



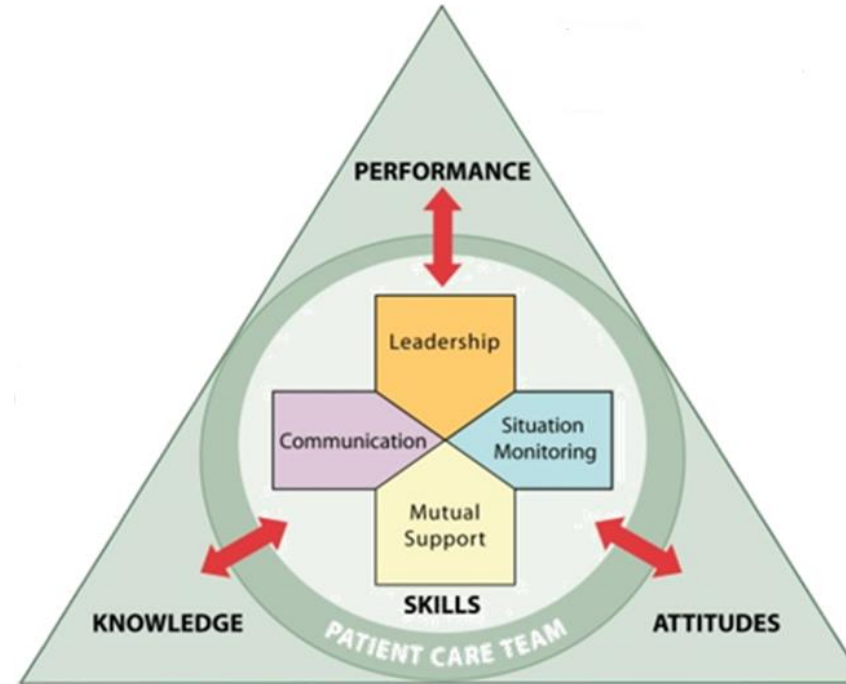
*TeamSTEPPS*是一項以實證為基礎的計畫，旨在優化醫療照護專業人員團隊的表現，使他們能夠快速有效地應對任何出現的情況。該課程由專家小組開發，結合了超過25年的團隊和團隊表現的科學研究。

Course Agenda

- Module 1—Introduction
- Module 2—Team Structure
- Module 3—Leadership
- Module 4—Situation Monitoring
- Module 5—Mutual Support
- Module 6—Communication
- Module 7—Summary—Pulling It All Together

TeamSTEPPS 「御飯糰」

- Leadership (領導)
- Communication (溝通)
- Situation Monitoring (監測)
- Mutual Support (相助)



障 礙	工具與策略	結 果
<ul style="list-style-type: none"> • 團隊成員不協調 • 缺乏時間 • 缺乏資訊共享 • 階級觀念 • 防衛心 • 傳統思維 • 自滿 • 溝通形式不同 • 衝突 • 缺乏與同工協調和追蹤 • 分心 • 疲倦 • 過勞 • 誤判提示 • 角色模糊 	<p>Communication</p> <ul style="list-style-type: none"> • SBAR • Call-Out • Check-Back • Handoff <p>Leading Teams</p> <ul style="list-style-type: none"> • Brief • Huddle • Debrief <p>Situation Monitoring</p> <ul style="list-style-type: none"> • STEP • I'M SAFE <p>Mutual Support</p> <ul style="list-style-type: none"> • Task Assistance • Feedback • Assertive Statement • Two-Challenge Rule • CUS • DESC Script 	<ul style="list-style-type: none"> • 共同心智模式 • 具適應力 • 團隊導向 • 相互信任 • 團隊表現 • 病人安全

What is teamwork made of?

Controlling the team's performance



Defining the team's mission
Setting team goals
Formulating action plans



Communicating
Coordinating with each other
Cooperating



Monitoring environment and team performance
Solving problems
Adjusting team strategy
Assisting each other

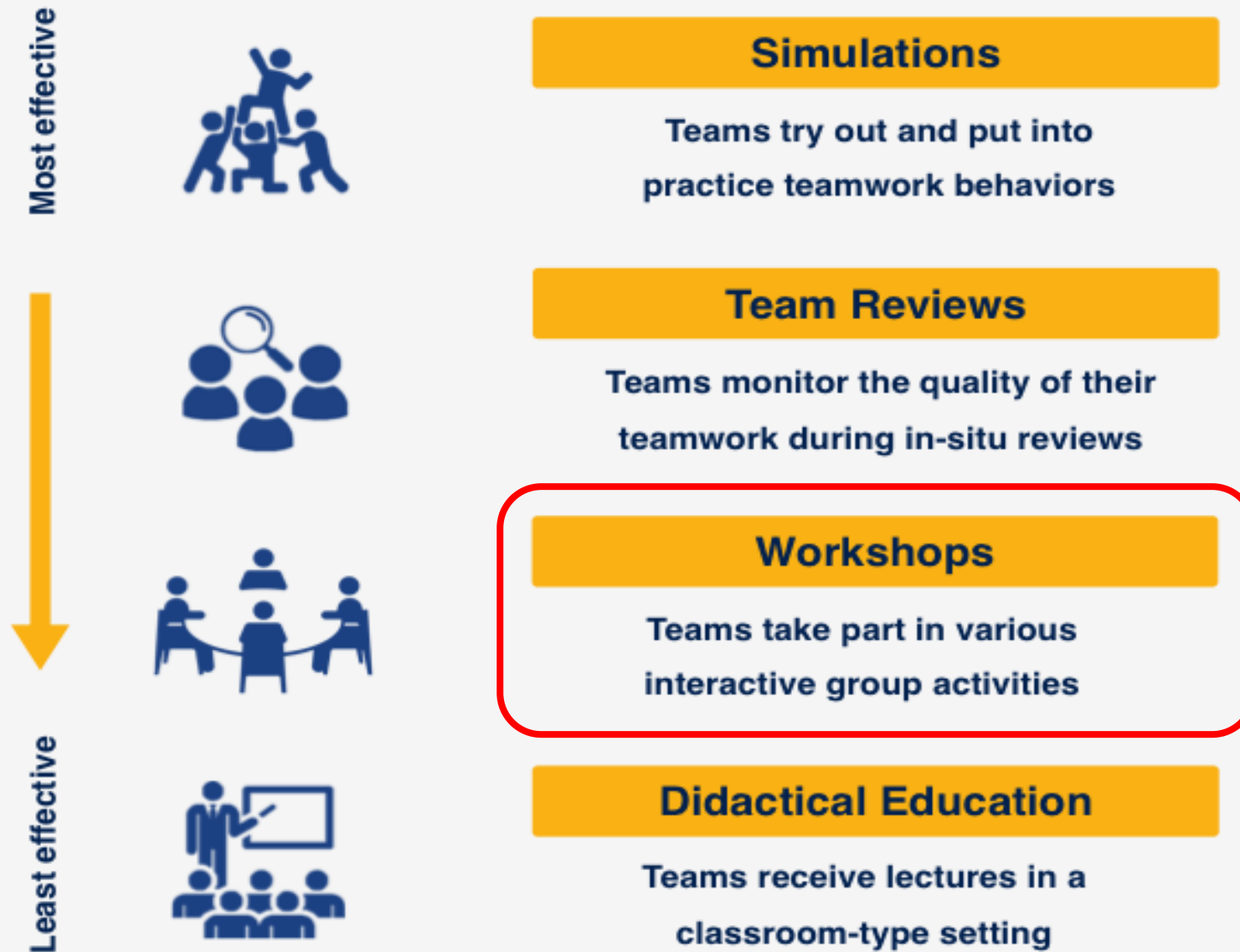


Keeping the team together



Managing conflicts
Supporting members in difficult times

Which method is best for teamwork training?



大綱

- 前言
- 團隊合作：TRM / TeamSTEPPS®
- 如何推展
- 結語

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Leadership



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Team Events

- Briefs (簡報) : 策劃
- Huddles (熟思) : 處理問題
- Debriefs (匯報) : 程序改善

領導者負責組合團隊和促進團隊活動

但要記住...

任何人均可要求 **brief**、**huddle** 或 **debrief**



Leadership

BARRIERS

- Hierarchical Culture
- Lack of Resources or Information
- Ineffective Communication
- Conflict

TOOLS and STRATEGIES

Brief

Huddle

Debrief

OUTCOMES

- Shared Mental Model
- Adaptability
- Team Orientation
- Mutual Trust

Briefs (任務摘要)

策劃

- 形成團隊
- 指定團隊角色和責任
- 建立氛圍和目標
- 團隊執行短期和長期規劃



Briefing Checklist



TOPIC

團隊成員有誰



所有成員都了解並且同意團隊的目標



所有成員都了解彼此的角色和責任



計畫OK



人員皆到位



工作負擔OK



資源已到位



Huddle (碰頭商議)

發生問題時...

- 舉行特別的「touch-base」會議，以恢復對情況的認知
- 討論關鍵性議題和此時發生的事件
- 預期成果和可能的突發事件
- 分配資源
- 表達關切

Huddle



Debrief（結案匯報）

程序改進

- 簡短的，非正式的訊息交流和回饋會議
- 發生在事件或轉變之後
- 旨在提高團隊合作能力
- 旨在提高成果：
 - 精確重建關鍵事件
 - 事件發生的原因分析
 - 下一次哪些事情應該有不同的做法



Debriefing Checklist



TOPIC

溝通清楚嗎？



角色責任明白嗎？



狀況認知持續嗎？



工作分配合理嗎？



有要求或提供支援嗎？



有發生或避免錯誤嗎？



有什麼做得好？



有什麼可以改善？



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TeamSTEPPS 「御飯糰」

- Leadership
- **Communication**
- Situation Monitoring
- Mutual Support



簡短
Brief



清楚
Clear



及時
Timely



障 礙	工具與策略	結 果
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Information Exchange Strategies

- Situation–Background–Assessment–Recommendation (SBAR)
- Call-Out
- Check-Back
- Handoff

SBAR

1. Situation：病人剛才忽然喘起來而且胸痛
2. Background：病人昨日因車禍骨折接受手術
3. Assessment：他可能是肺栓塞
4. Recommendation：請您立即過來

SBAR

- A framework for team members to effectively communicate information to one another
- Communicate the following information:
 - Situation—What is going on with the patient?
 - Background—What is the clinical background or context?
 - Assessment—What do I think the problem is?
 - Recommendation—What would I recommend?

Remember to introduce yourself...

SBAR & Patient Safety Techniques

■ SBAR

- **S**ituation
- **B**ackground
- **A**ssessment
- **R**ecommendation



- 可用於所有與病人相關的溝通
- 可使用影片、閱讀教材簡短評估工具用於訓練

I-SBAR：加上Introduction/Identify ... ！

I-SBAR-R：加上 2 Identifiers & finally Read back ... ！

SBAR Example



SBAR & Patient Safety Techniques

Dr. Jones, this is Deb McDonald RN, I am calling from ABC Hospital about your patient Jane Smith.

- **Situation** – *Here's the situation:* Mrs. Smith is having increasing dyspnea and is complaining of chest pain.
- **Background** – *The supporting background information is that* she had a total knee replacement two days ago. About two hours ago she began complaining of chest pain. Her pulse is 120 and her blood pressure is 128/54. She is restless and short of breath.
- **Assessment** – *My assessment of the situation is that* she may be having a cardiac event or a pulmonary embolism.
- **Recommendation** – *recommend that* you see her immediately and that we start her on O2 stat.

病人昨日因車禍骨折接受手術

1. **Situation**
2. **Background**
3. **Assessment**
4. **Recommendation**

病人剛才忽然喘起來而且胸痛

1. **Situation**
2. **Background**
3. **Assessment**
4. **Recommendation**

請您立即過來

1. **Situation**
2. **Background**
3. **Assessment**
4. **Recommendation**

他可能是肺栓塞

1. **Situation**
2. **Background**
3. **Assessment**
4. **Recommendation**

Call-Out

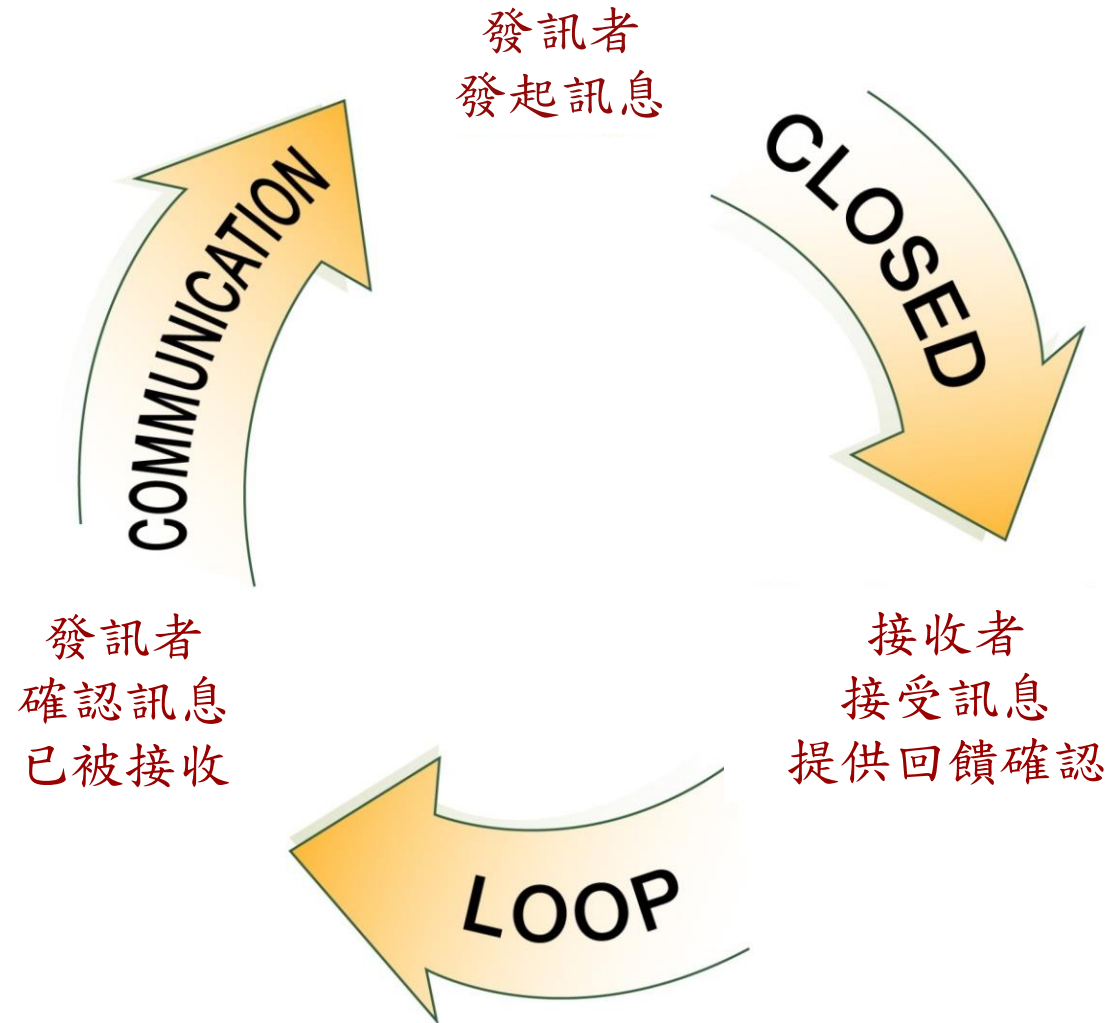
用於溝通重要或關鍵性訊息的策略

- 在緊急狀況時同時通所有團隊成員
- 幫助團隊成員預知下一步



...On your unit, what information would you want called out?

Check-Back



Handoff

- 在交接班時傳遞訊息（同時傳遞權責）
- 包括：提問、釐清、確認



Handoff

- 傳遞當下的責任及公認的責任
- 闡明資訊
- 資訊的口述溝通
- 接收資訊者的致謝
- 審查的機會



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TeamSTEPPS

Situation Monitoring

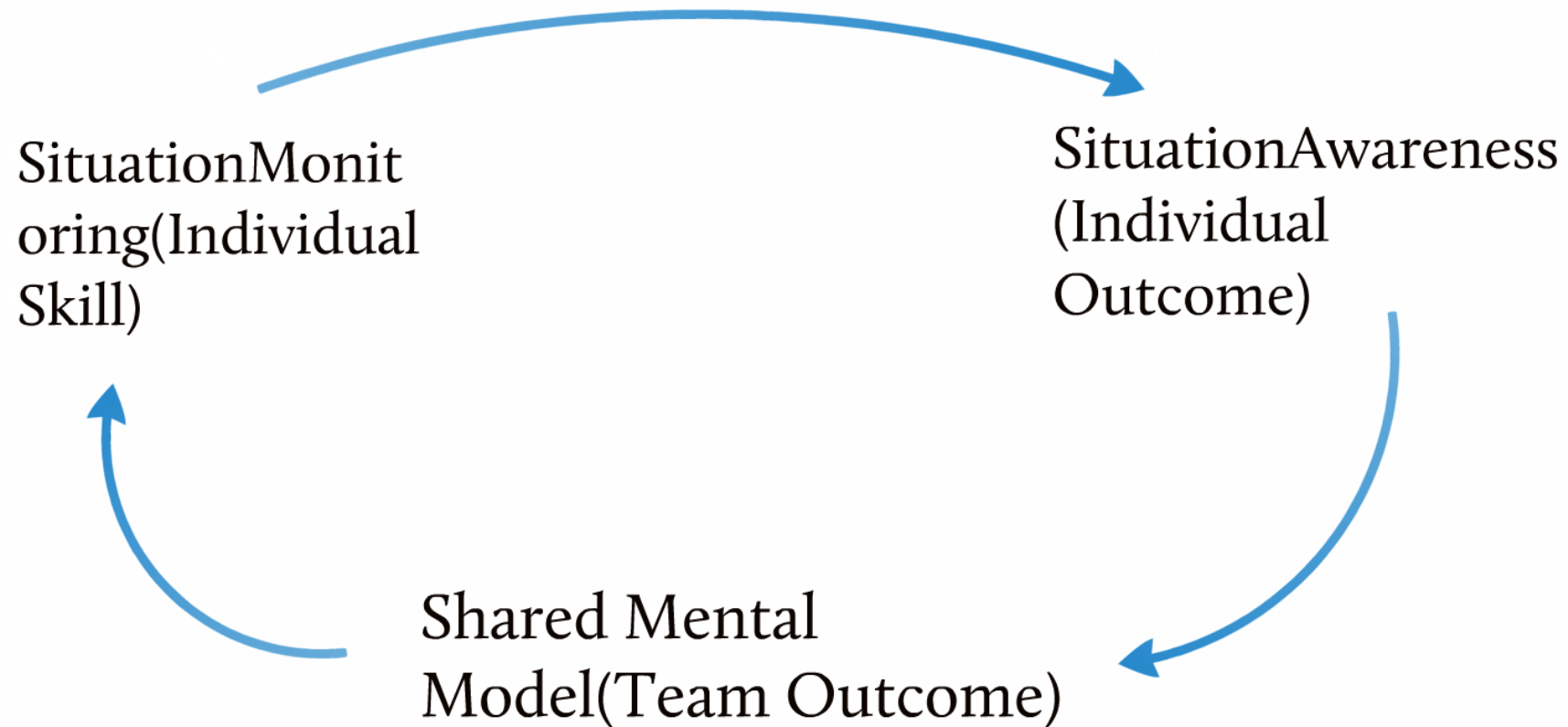


狀況監測



障 礙	工具與策略	結 果
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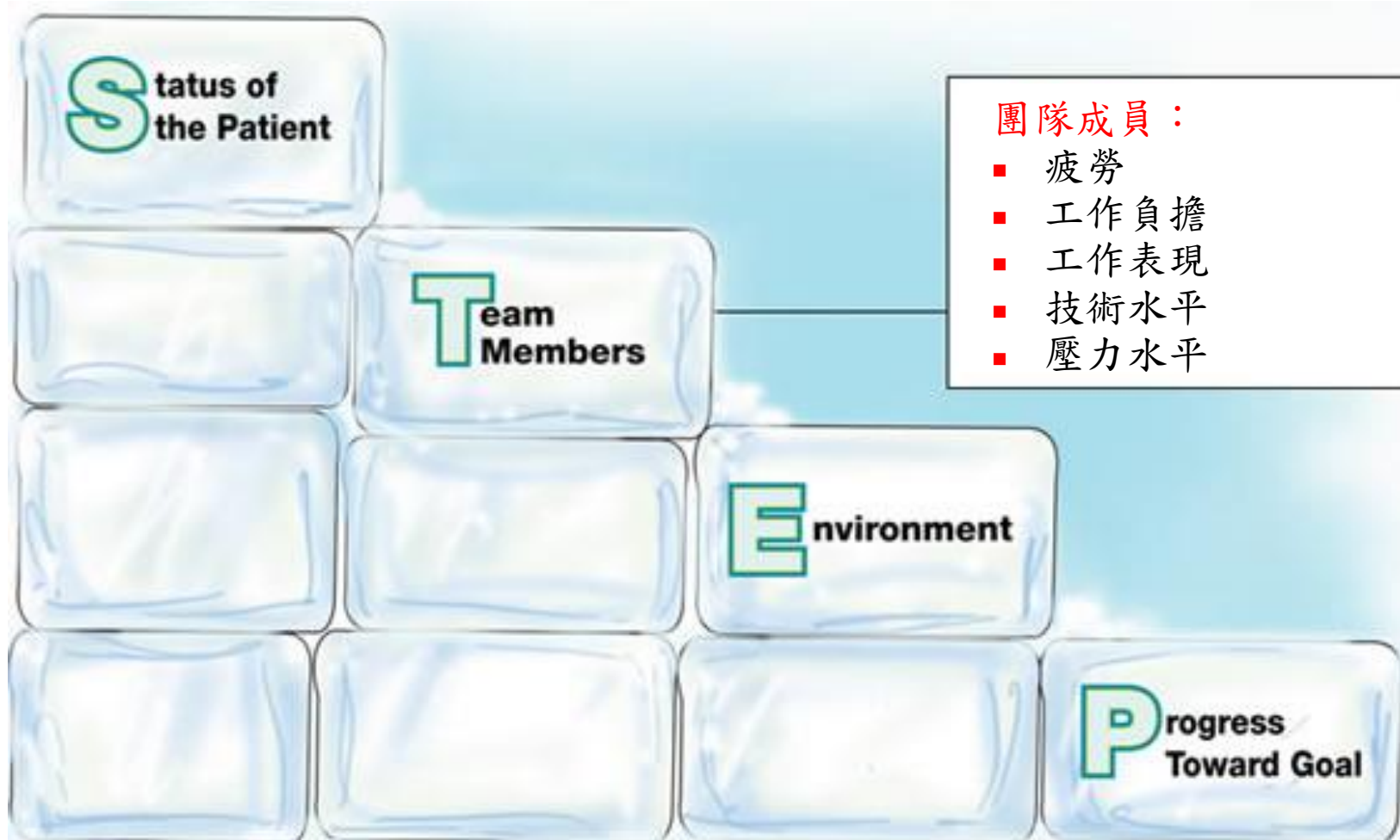
A Continuous Process



STEP











Cross Monitoring

- 監測其他團隊成員舉動的程序，目的是分擔工作負荷及減少或避免錯誤
 - 有機制幫助維繫精確的狀況瞭解
 - 「看好其他每個人的背後」的方法
 - 隊員具備監測其他每個人任務執行狀況及在任務執行時給予回饋的能力

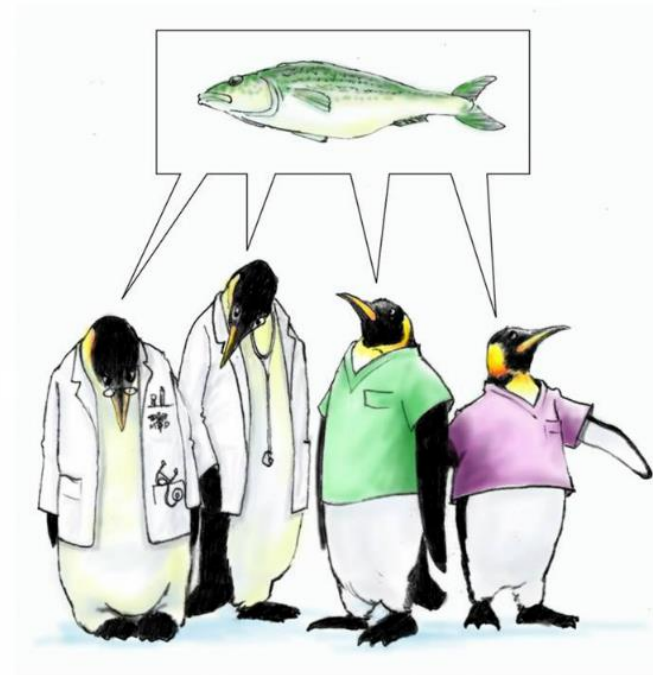
A Shared Mental Model is...

The perception of, understanding of, or knowledge about a situation or process that is shared among team members through communication.

“Teams that perform well hold shared mental models.”

(Rouse, Cannon-Bowers, and Salas 1992)

經由溝通，全部成員了解程度一致



Team members' overlapping mental representation of key elements of the team's task environment. (Klimoski and Mohammed, 1994)

I'M SAFE Checklist

I = **I**llness

M = **M**edication

S = **S**tress

A = **A**lcohol and **D**rugs

F = **F**atigue

E = **E**ating and **E**limination

I'M SAFE Checklist (自我安全查檢表)

I = **I**llness (疾病)

M = **M**edication (常規藥物) **M**enstruation(月經)

S = **S**tress (壓力) **S**leep(睡眠)

A = **A**lcohol and **D**rugs (酒精及特殊藥物)

F = **F**atigue (疲勞)

E = **E**ating and **E**limination (吃喝拉撒)

每一個團員的責任 ...

自主管理

Team Member 同仁



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Mutual Support



互助

Mutual Support

- 相互支援是團隊運作的基本要素
- 保護團隊成員不致工作負荷過大，避免因而降降低效能及增加錯誤的風險



“A chain is only as strong as its weakest link.”
-Author Unknown

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Mutual Support

- Task assistance
- Feedback
- Assertive Statement
- Two-Challenge Rule
- CUS
- DESC script



Task Assistance

- 團員共同促成風氣，大家均主動尋求及提供協助，以減少錯誤的發生
 - “為支持病人安全，這是被期待的！”
 - “找人幫忙，提供幫忙”
- 有效地提供回饋
- 鼓吹、維護及解決衝突

Feedback

- 尊重、及時
- 特異、直接、有考量（PNP、描述、分享互動）

Assertive Statement

1. 開啟討論 (Open the discussion)
2. 陳述關切 (State the concern)
3. 陳述困難 (State the problem—real or perceived)
4. 提出解決 (Offer a solution)
5. 取得認同 (Obtain an agreement)

Two-Challenge Rule

- 初次的表述未被同儕或上級重視時，醫療人員有責任以更堅定的語氣再次表達（至少2次），直到清楚被聽見為止
- 被告知的一方必須表達接受到訊息，且有合理的回應
- 必須注意語氣，切勿引起對立
- 若未被接受：
 - 採取更強硬的動作
 - 越級報告



CUS Words

- 我有點擔心 (I am **C**oncerned)
- 我覺得不妥 (I am **U**ncomfortable)
- 這事攸關病人安全 (This is a **S**afety issue)

「關安安」：關切、安心、安全：

- 我「關切」病人的問題
- 我對病人的問題感到不「安心」
- 這事攸關病人「安全」



DESC Script

- **D**escribe the specific situation 具體描述處境
- **E**xpress your concerns about the action 表達對行動擔心的事情
- **S**uggest other alternatives 建議其他替代方案
- **C**onsequences should be stated 指出會發生的後果



Barriers to Team Effectiveness

BARRIERS

- Inconsistency in Team Membership
- Lack of Time
- Lack of Information Sharing
- Hierarchy
- Defensiveness
- Conventional Thinking
- Complacency
- Varying Communication Styles
- Conflict
- Lack of Coordination and Follow-Up with Co-Workers
- Distractions
- Fatigue
- Workload
- Misinterpretation of Cues
- Lack of Role Clarity

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TOOLS and STRATEGIES

- Brief
- Huddle
- Debrief
- STEP
- Cross Monitoring
- Feedback
- Advocacy and Assertion
- Two-Challenge Rule
- CUS
- DESC Script
- Collaboration
- SBAR
- Call-Out
- Check-Back
- Handoff

OUTCOMES

- Shared Mental Model
- Adaptability
- Team Orientation
- Mutual Trust
- Team Performance
- *Patient Safety!!*

I. Leadership

1. Brief 任務摘要

TOPIC	
誰在第一線照護團隊?	<input checked="" type="checkbox"/>
所有成員都了解並且同意團隊的目標?	<input checked="" type="checkbox"/>
所有成員都了解彼此的角色和責任?	<input checked="" type="checkbox"/>
照護計畫?	<input checked="" type="checkbox"/>
人員到位?	<input checked="" type="checkbox"/>
工作負擔?	<input checked="" type="checkbox"/>
資源到位?	<input checked="" type="checkbox"/>

2. Huddle 碰頭商議

- 舉行「touch-base」會議，以恢復對情況的認知
- 討論關鍵性議題和此時發生的事件
- 預期成果和可能的突發事件
- 分配資源
- 表達關切

3. Debrief 結案匯報

TOPIC	
溝通清楚嗎?	<input checked="" type="checkbox"/>
角色責任明白嗎?	<input checked="" type="checkbox"/>
狀況認知持續嗎?	<input checked="" type="checkbox"/>
工作分配合理嗎?	<input checked="" type="checkbox"/>
有要求或提供支援嗎?	<input checked="" type="checkbox"/>
有發生或避免錯誤嗎?	<input checked="" type="checkbox"/>
有什麼做得好? 應要改變? 有什麼可以改善?	<input checked="" type="checkbox"/>

II. Communication

1. SBAR

S: Situation (狀況)

B: Background (背景)

A: Assessment (評估)

R: Recommendation (建議)

2. Call-Out 大聲通報 (喊出來)

看到狀況，大聲喊出來，讓大家都知道。

用於溝通重要或關鍵性訊息的策略：

- 在緊急狀況時同時通所有團隊成員
- 幫助團隊成員預知下一步

3. Check-Back 回覆確認



4. Handoff 落實交班

在交接班時傳遞訊息 (同時傳遞權責)，包括有提問、釐清和確認的機會

I PASS THE BATON

Introduction: 介紹自己

Patient: 識別病人

Assessment: 主訴、生命徵、症狀和診斷

Situation: 目前情形，最近變化及對治療的反應

Safety: 重要的檢查結果、社經因素、過敏及注意事項

THE

Background: 其他疾病、用藥、家族史

Actions: 須採取什麼行動，理由為何

Timing: 緊急程度及優先順序

Ownership: 責任釐清

Next: 預期會發生的事及因應計畫

III. Situation Monitoring

1. STEP Mnemonic

Status of the patient (病人狀況): 病史、生命徵、用藥、身體診察、照護計畫、心理社會狀況。

Team member (團隊成員): 疲勞、工作負擔、工作表現、技術水平、壓力水平。

Environment (環境): 設施資訊、行政資訊、人力資源、檢傷敏銳度、設備狀況

Progress toward goal (朝目標進展): 團隊的病人狀況、團隊目標、已完成或需執行的任務/行動、計畫是否仍合適



2. I'm Safe Checklist 我安全自評表

I = Illness 病痛

M = Medication 用藥

S = Stress 壓力

A = Alcohol and Drugs 酒、毒品

F = Fatigue 勞累

E = Eating and Elimination 吃、解

IV. Mutual Support

1. Two-Challenge Rule

- 初次的表述未被同儕或上級重視時，醫療人員有責任以更堅定的語氣再次表達 (至少 2 次)，直到清楚被聽見為止
- 被告知的一方必須表達接受到訊息，且有合理的回應
- 必須注意語氣，切勿引起對立
- 若未被接受：採取更強硬的動作，必要時越級報告

2. CUS Words

- 我有點擔心 (I am **C**oncerned)
- 我覺得不妥/不舒服 (I am **U**ncomfortable)
- 這事攸關病人安全 (This is a **S**afety issue)
- 再三關切/「關安安」: 關切、安心、安全: 我「關切」病人的問題、我對病人的問題感到不「安心」、這事攸關病人「安全」

3. DESC Script

- **D**escribe the specific situation 具體描述處境
- **E**xpress your concerns about the action 表達對行動擔心的事情
- **S**uggest other alternatives 建議其他替代方案
- **C**onsequences should be stated 指出會發生的後果

大綱

- 前言
- 團隊合作：TRM / *TeamSTEPPS*®
- 如何提升團隊合作
- 結語



TeamSTEPPS Implementation Guide

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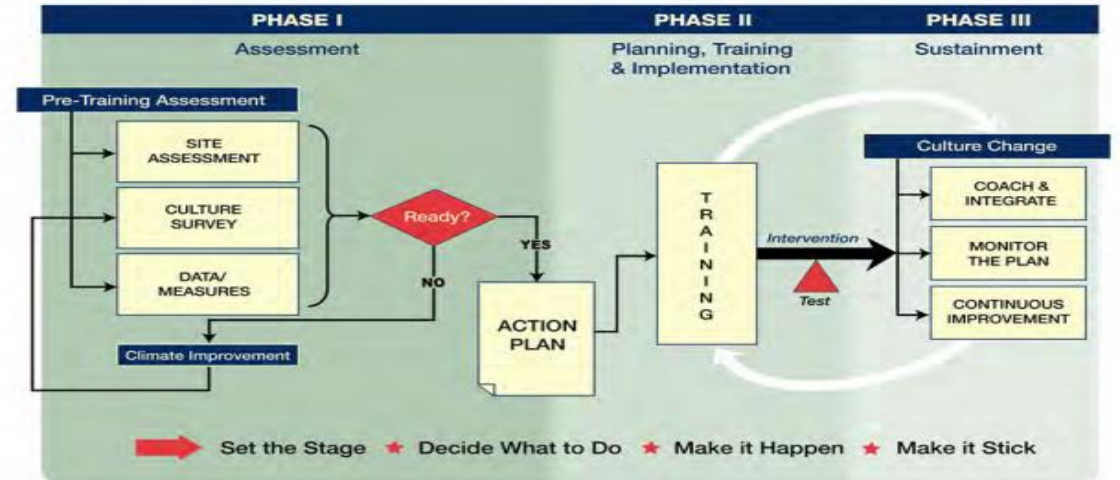
這才是重點

TeamSTEPPS Implementation Guide

Implementation Overview

The initiative occurs in three continuous phases: Phase I – Assessment; Phase II – Planning, Training, and Implementation; and Phase III – Sustainment. A healthcare organization or work unit can shift towards a culture of safety using team tools and strategies by progressing through each of the three phases, completing key actions within each phase. The TeamSTEPPS Initiative provides guidelines, tools, and resources for completing each phase and for gathering data necessary for progression to the next phase. Key actions at each phase include involvement of the right people, the use of information-driven decision-making, and careful planning before acting. The following paragraphs provide an overview of each phase, including goals and objectives, key actions, and recommended tools and resources.

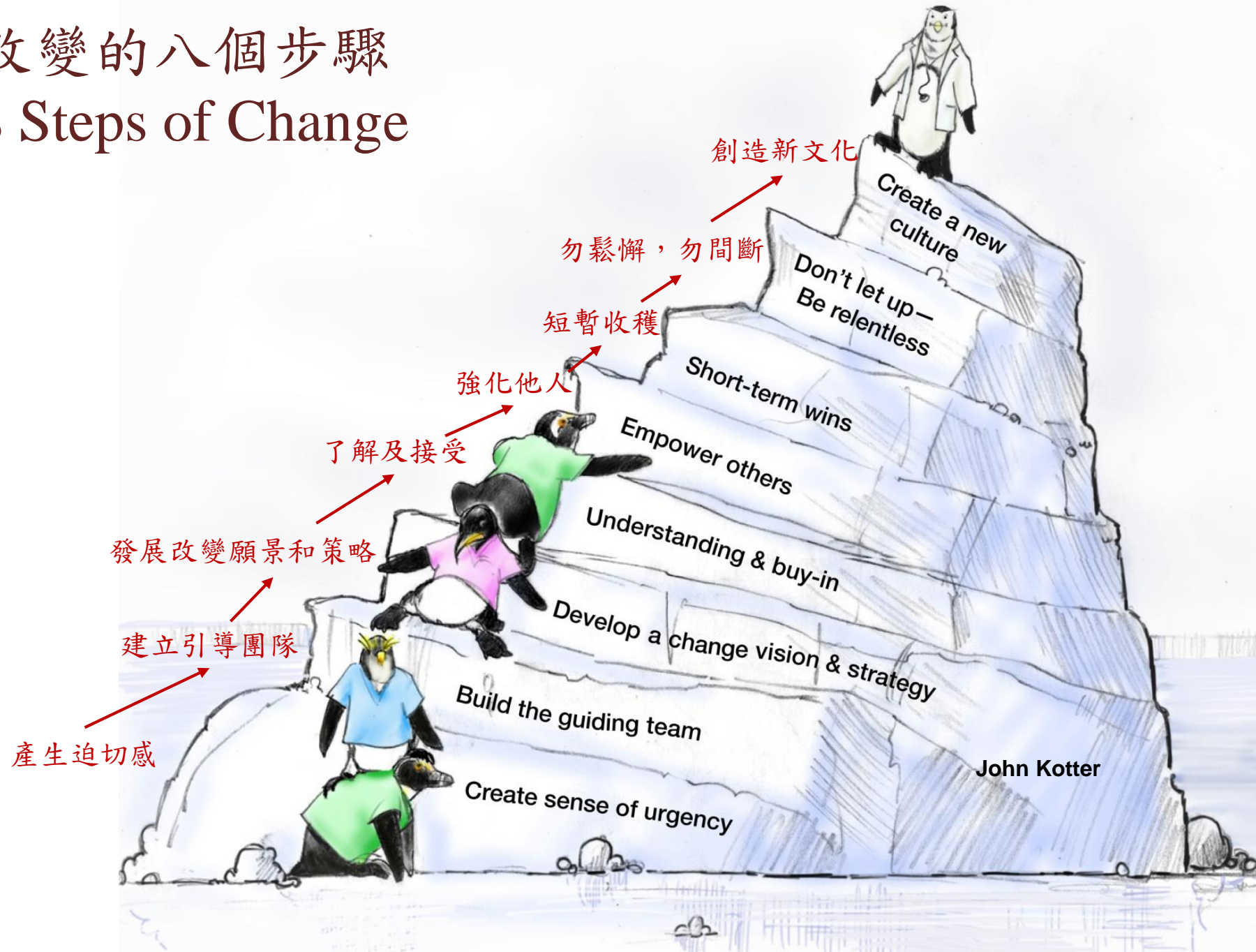
A Culture of Safety



8 Steps of Change



改變的八個步驟 8 Steps of Change



Our Iceberg Is Melting

Changing and Succeeding
Under Any Conditions

John Kotter

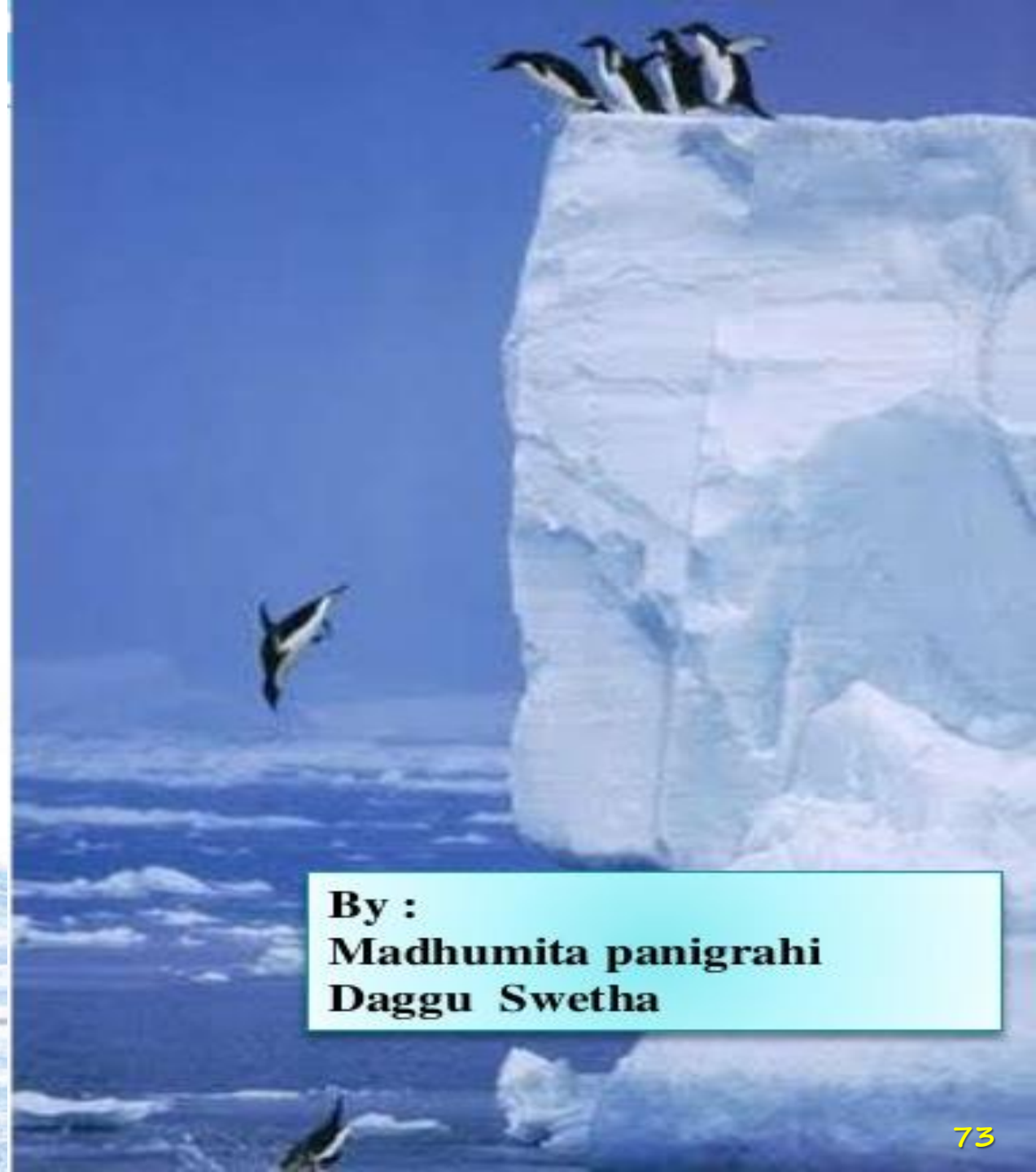
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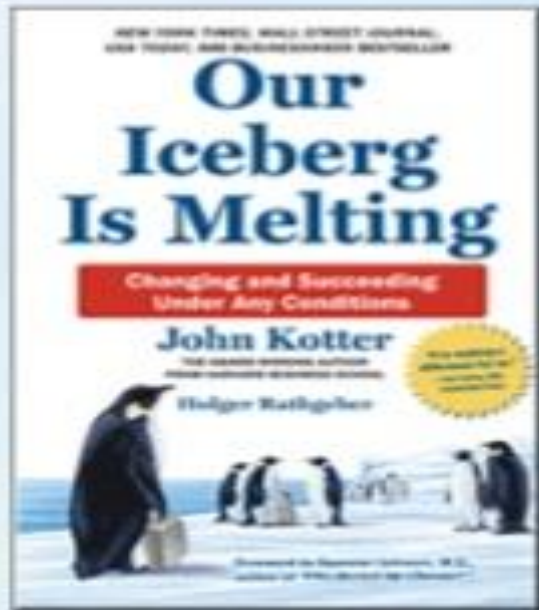


Foreword by Spencer Johnson, M.D., author of *Who Moved My Cheese?*



By :
Madhumita panigrahi
Daggu Swetha

Changing and Succeeding Under Any Conditions

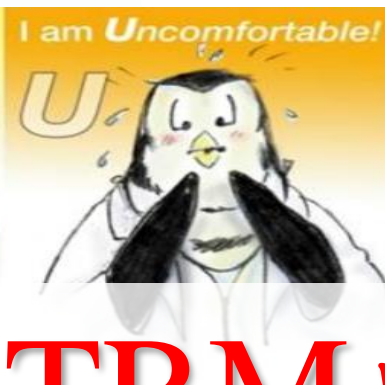


**Their home is not safe.
What about yours?**

Retold of the story by
Chulatep Senivongse

From the authors of the best selling book
Our Iceberg Is Melting

John Kotter
and Holger Rathgeber



TRM與企鵝有什麼關係？



John Kotter's views on managing change

The world is and has always been full of change. Virtually everything around us is different than it was 50 years ago. And in twenty years from now, it will be different again. And in ten, in five and even in one years time.... As change goes faster and faster. It is generally known, that successful organizations are those that are best able to cope with and respond to change. "However, in 70% of the cases where organisations needed to change, it did not materialise.

Either, because the need wasn't recognised or they didn't try, or they tried and failed. Or they tried and succeeded, but at a level that was far below their aspirations." That is the opinion Harvard Business School Professor John Kotter, who is widely regarded as the world's foremost authority on leadership and managing change.

In the previous issue of Academy Magazine, you could read a review of John Kotter's latest book: 'Our Iceberg is melting'. The book, which explains his 8-step process leading to successful change management in the form of a fairy tale, triggered us to try to get hold of John Kotter for a more comprehensive interview. Not an easy job. Although Kotter is retired from Harvard, he is still a very busy man, travelling places and sharing his views with those who are interested in and in need of implementing major organisational transformations. John Kotter is asked all over the world to address managers at all levels on how to recognise the need for change. And, as importantly, on how to manage change in an effective and sustainable way. The man who studied change and change management for the last three decades or so, is an

authority in the field of transformation. Not only in North America, but also in the far East and Europe, where he will be visiting the Netherlands later this year.

Based on human nature

How important is the cultural background of the management related to change? It is one of the questions we posed to Kotter, as it is often thought that business and organisational cultures differ from continent to continent. Do people in Europe deal with change differently than their colleagues in North America or for instance Asia. Do American managers, generally known as short term focused, take a different approach than their colleagues in Japan, who are known for their long term views and plans. And has Europe found a nice way in between?

"That's what people always think." Kotter slowly and politely starts to tell me that I am not entirely right. But he immediately convinces me that I am not the only one. "Even the CEO's and top managers visiting Harvard to attend the ten weeks executive program, always bring up that subject. Maybe that is because nowadays some 70% of the visitors

are from outside North America. However, at the end of the day, they don't talk like that anymore. And I think that's because the things I talk and write about, are not culturally-based. They are based on human nature and the present state of technological and organisational development. There may be differences indeed between Europeans, Americans and Japanese, but the material that I have written is not nationally dependent. Hundreds and hundreds of executives who are visiting Harvard agree with me on this."

A matter of Leadership

So the way businesses are managed is not a matter of culture?

"People see superficial differences. Konosuke Matsushita, of whom I wrote a biography, the founder of Matsushita Electric, better known as the parent firm of Panasonic, liked tea ceremonies and typical Japanese gardens. Where Wal-Mart founder Sam Walton liked big red pick up trucks and all those baseball caps. But if you strip of the cultural layers between Matsushita-san and Sam Walton, you will see that what they did, is fundamentally

"What every manager should know and . . . practise."



AN ACTION PLAN FROM THE WORLD'S
FOREMOST EXPERT ON BUSINESS LEADERSHIP

Leading Change



John P. Kotter

HARVARD BUSINESS REVIEW PRESS

Our Iceberg Is Melting

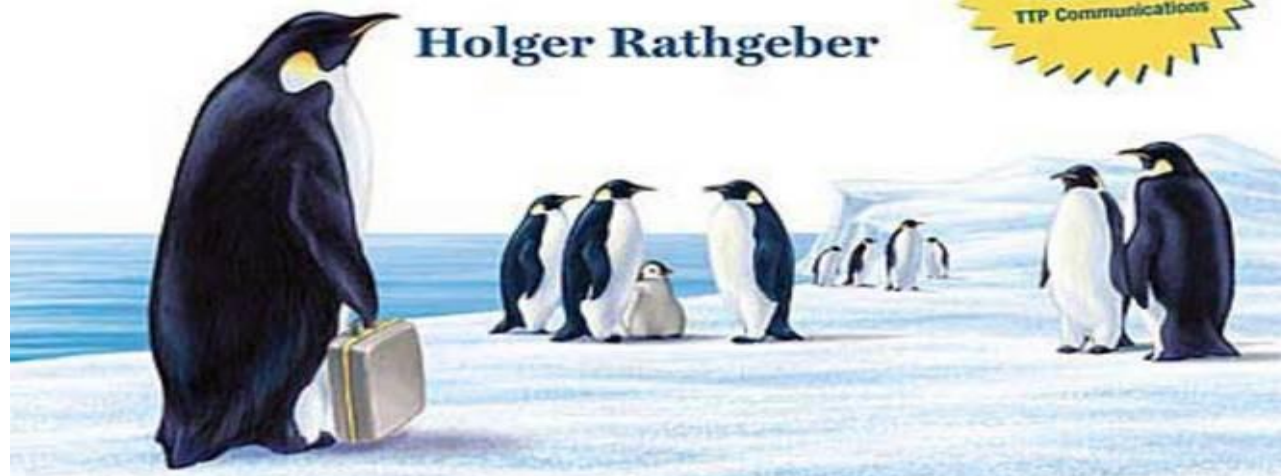
Changing and Succeeding
Under Any Conditions

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科特的八步改變模式

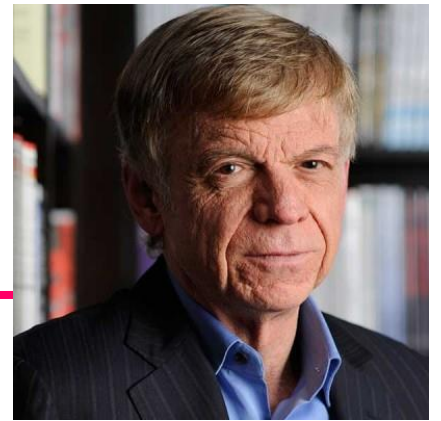
有力且成功地實施改變

改變是唯一不變的。 赫拉克利特，希臘哲學家

前言

- 在兩千餘年前真實的事到了今天依然是一樣的真實
- 我們生活在一個一切都如常地改變的世界裡
- 新措施、計畫導向的工作、技術改進、保持領先的競爭——這些事情一起驅使我們工作的方式不斷改變
- 無論你正在考慮一兩個程序的小改變，或組織的大改變，都會因挑戰而感到不安和驚恐
- 你知道需要發生改變，但你真的不知道如何進行
- 從哪裡開始？請哪一位參與？如何全程了然於胸？

前言



- ❑ 如何“作出”變革有許多理論
- ❑ 許多起源於領導力和變革管理大師約翰·科特
- ❑ 他是哈佛商學院教授和世界知名改變專家。在他1995年的著作“領導變革”(Leading Change)中特介紹了他的改變的八步流程
- ❑ 以下我們來看看他領導變革的八個步驟

Our Iceberg Is Melting

**Changing and Succeeding
Under Any Conditions**

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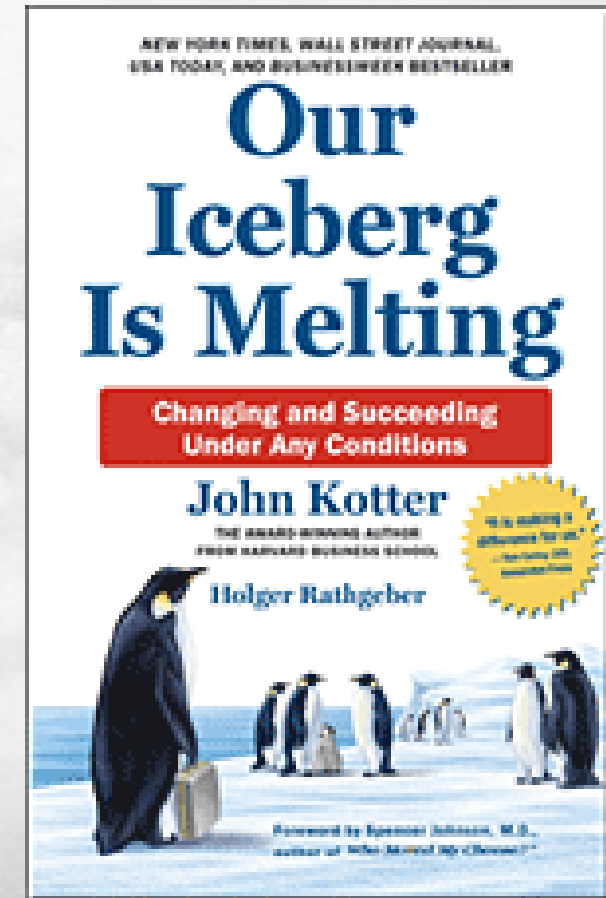


Our Iceberg is Melting

我們的冰山在融化

一則「領導變革」的寓言

- 在任何情況下的變革與成功
- 作者：
John Kotter & Holger Rathgeber



“從前...”

-南極住了有一群帝王企鵝
- 確切的數字是268
- 多年以來牠們都住在自己的冰山上
- 這裡是天堂，是牠們的家

Fred

- Fred是其中一隻企鵝
- Fred是一位很棒的丈夫、父親和員工...
和觀察者
- 他注意到..... 冰山正在融化

- Fred想警告其他的企鵝夥伴
- ... 但他記得上次有人—Harold—想要警告企鵝們有關冰山正在融化.....
- Harold現在被大家所排斥

領導議會

- Fred決定找Alice，她是10位領導者之一
- 起初Alice以為Fred是不是腦筋有門題
- 但...她有聆聽...並且要Fred帶她到冰山最有問題的地方

證實

- Fred和Alice繞著冰山游著
- Fred指出哪些先前沒有的裂痕、坑道和洞穴
- 那些洞穴充滿了水
- 水在夏天還好
- 但當冬天來臨...
- 冬天水便凝固、漲大，並擠破冰山

- Alice同意將此事告知領導議會的其他企鵝
- 他們大多數以為Alice是不是腦筋有門題
- 但事實上他們正忙著處理其他企鵝選民的申訴事件
- 最後他們同意會見Fred

- Fred決定做一個冰山模型來說明問題
- 當Fred向議會委員解釋即將發生的災難時，所有委員除一人外都靠近冰山模型仔細檢視

- 他們被嚇得沉默不語
- 除了企鵝領導**NoNo**，他堅持冰山融化不是新聞，沒什麼好擔心的

○ **NoNo**繼續批評Fred和他的論點

○ 直至 Alice指出：

試想當父母失去兒女，

便會來質問我們，

‘怎麼會發生這些事？

你們做了什麼？

為什麼你們沒有預知危機？ ...’

○ 這番話引起大家注意

- 其中一位議會委員建議成立委員會
- 另一位委員附議，但加上：我們應要保密
- Alice同意對一般問題是可以的，但這卻非一般問題
- Alice想對全體企鵝召開大會
- 議會委員之間存在著恐慌

- Fred開始擔心
- 但他想到另外一個方法來說服這群面臨死亡威脅的夥伴
- 他找到了一隻玻璃瓶來代表他們的家
- 他們把它裝滿水放了一夜
- 第二天早上，這玻璃瓶

爆開了

- 最後，議會決定舉行一次全體企鵝大會

- 每個人都看到這**爆開了的**瓶子
- 他們也都聽到警告訊息的第一手報導和提問
- 他們徹底地關心
- Fred已經完成了成功變革的**第一步**：

1. Reduce complacency and increase urgency

The Team

- 首領Louis決定組成一個TEAM來解決問題
- 成員包括：
 - Louis：首領，有智慧、經驗、忍耐、穩重、尊重、機靈（但不是重量級學者）
 - Alice：實在、積極、肯做事、機靈、不拘小節、待人一致、不受威嚇
 - Buddy：年輕英俊、沒有野心、可信賴、討人喜歡、絕非重量級學者
 - Fred：年輕、好奇、創意、頭腦清醒
 - Professor（我）：有邏輯、博覽群書、好奇、不太善於交際

- TEAM出去吃午餐（狩獵鮭魚）並聊起生活、愛、希望和夢想。
- 他們達成成功變革的**第二步**：

**2. Pull together a team to guide
the needed change**

前進之路的願景

- TEAM討論可能的解決方案
- 他們花了時間散步、觀察和討論
- 他們研究了其他成功的模式
- 最可怕的，但最現實的，是要改變他們目前的生活方式
- 他們喜歡海鷗的生活：一個游牧民族
- 他們已經達成成功變革的**第三步**：

3. Create a vision of a new future

溝通願景

- 第二天，首Louis召集另一次全體企鵝大會
- 他們告訴大家海鷗的生活和他們經歷的自由
- 雖然演說鏗鏘有力，但眾人並沒有被說服
- 有些企鵝仍持懷疑態度，其他的不是弄不清楚就是徹頭徹尾反對這件荒謬的事

溝通願景

- Alice決定他們需要不斷提醒企鵝同胞們即將到來的厄運和他們對未來的希望
- 於是他們就這樣做
- 再次...又一次.....週而復始
- 這是成功變革的**第四步**：

4. Communicate the new vision

克服障礙

- 這個宣傳活動生效了，對新未來的熱情漸增長
- 許多企鵝自願成為偵察隊員，尋找新的冰山作為新家
- 但...
- 他們也因反對者和其他障礙而氣餒
- 例如...

聖牛（或魚）

- 一個問題出現了：偵察員企鵝會比正常生存需要更多的魚
- 但企鵝DO NOT SHARE FISH（除了分給他們的孩子）
- 這是一個久遠的傳統
- 因此，團隊必須有創造力，並開始與其他人共享挑戰

- 他們會見了學校教師並給他們灌輸新家園的需要
- 並且需要HEROES來找新家
- 老師意識到這種需求，並將這種熱情傳授給學生

- 學生們創造了一個想法“紀念我們的英雄日”
- 現在，幾乎每個人都覺得自己參與其中
- 這是成功變革的第五步：

5. Empower others to act

新的前進之路

- 企鵝偵察員出發去完成使命
- 與此同時，在家裡的冰山上的企鵝正在策劃“紀念我們的英雄日”
- 當日會有抽獎活動、表演、音樂，和跳蚤市場
- 門票是每位成人兩條魚

- 父母對此持懷疑態度，但屈從於青少年的熱情和壓力
- 英雄日被安排偵察隊探險回來的同一天
- 所有偵察隊員都返回，每個人都慶祝（除了 **NoNo**）
- 這是成功變革的**第六步**：

6. Create short-term wins

- 熱情和希望猛增
- 更多企鵝自願支持
- 很快，一個作為新家的冰山被發現了
- 然後開始“搬家”
- 當然，在“搬家”過程和“新生活”的頭幾個月有一些問題
- 但沒有什麼可怕的。

保持著

- 次年，企鵝們發現了一個更好的冰山
- 於是他們就搬遷過去了
- 這是成功變革的第七步：

7. Don't let up

- 今天，企鵝群像是遊牧民族般繼續遷移
- 企鵝首領Louis已成為祖父，他經常教導小企鵝有關群體過去做過的事的具體步驟：

變革的旅程

- 1. Create a sense of urgency.**
- 2. Pull together the guiding team.**
- 3. Develop the change vision and strategy.**
- 4. Communicate for understanding and buy-in.**
- 5. Empower others to act.**
- 6. Produce short-term wins.**
- 7. Don't let up.**

還有一件事...

- 這是成功變革的最後一步：

8. 創造新文化

不要被頑固而難以滅絕的傳統壓過新的改變

8-Step Process of Successful Change

- 1. Create a sense of urgency.**
- 2. Pull together the guiding team.**
- 3. Develop the change vision and strategy.**
- 4. Communicate for understanding and buy-in.**
- 5. Empower others to act.**
- 6. Produce short-term wins.**
- 7. Don't let up.**
- 8. Create a new culture.**

大綱

- 前言
- 團隊合作：TRM / *TeamSTEPPS*®
- 如何提升團隊合作
- 結語

結語

- *TeamSTEPPS*[®] 是全院同工必修課程
 - 一般醫療及行政人員：工具
 - 主管：如何推動

天罡北斗陣



只見大師父柯鎮惡揮：「怎麼大師父也在丘處機的弟子尹志平黃藥師進攻。此外尚子了。郭靖看了片刻，只是長真子譚處端他武功較遜加指點。但樞是激烈。

弟子們...
TeamSTEPPS®
須再加強

那日牛家村惡鬥，全真七子中只二人出劍，餘人俱是赤掌相搏，戰，更是猛惡驚人。黃藥師卻仍是空手，在劍光杖影中飄忽來去，似數十招中只是避讓敵刃，竟未還過一拳一腳。郭靖心中暗喜：「任

突然見黃藥師左足支地，右腿繞著身子橫掃二圈，逼得八人一齊退師回過頭來，向樓頭洪郭兩人揚了揚手，點頭招呼。郭靖見他滿臉，不禁起了疑竇，只見黃藥師左掌斜插，向長生子劉處玄頭頂猛擊

這一掌劈到，劉處玄原是不該格擋，須由位當天權的丘處機和位當不見物，與常人接戰自可以耳代目，遇著黃藥師這般來無影去無蹤的高明手法，那裡還能隨機應變！丘處機劍光閃閃，直指黃藥師的右腋，柯鎮惡待得聽到尹志平指點出杖，已然遲了一步。劉處玄只覺風聲颯然，敵人手掌已拍到頂門，大駭之下，急忙倒地滾開。馬鈺與王處一在一旁眼見這一下手實是千鈞一髮之陰，雙劍齊出。劉處玄危難雖脫，天罡北斗之陣卻也已散亂，黃藥師哈哈一笑，向孫不二疾衝過去，衝出三步，突然倒退，背心撞向廣寧子郝大通。郝大通從未見過這般怪招，不禁微一遲疑，待要挺劍刺他脊梁，黃藥師動如脫兔，早已闖出了圈子，在兩丈外站定。





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