

**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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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

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.

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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

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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 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 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.