



Better practice in aged care

A guide to the TOrCCh process for
managers and workteam leaders

Acknowledgements

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The TOrCCh team gratefully acknowledge the facilities in both Western Australia and Queensland, staff, workteams and residents who were involved in the TOrCCh project. An electronic copy of this flipchart and other useful resources are available via www.wacha.org.au

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Foreword

I am continually impressed by the improvements and success stories that can be seen in aged care. Committed and caring people working to provide better lives often find more efficient and cost-effective approaches. With the inevitable financial challenges and the drive to get things done with less, such success comes from people who have a passion and make the choice to get involved.

The TOrCCh toolkit provides step by step processes to help unlock that passion to achieve lasting change. From unpicking a challenge and brainstorming options, making action plans and communicating, the toolkit is based on action learning and the understanding that the cycle of change is continuous.

With its step-by-step practical approach, workbook format and real-life examples, the toolkit will help develop work teams able to identify issues and improve results. I'm very impressed by the approach to evaluation included in the toolkit, not just to help work teams check if they achieved their goals, but to celebrate success. And in the true spirit of a good change project, the toolkit for organisational culture change has been trialled, improved upon and shown to work. Achieving sustainable improvements in aged care just got a little bit easier!

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About TOrCCh

(Towards Organisational Culture Change)

In 2012, the TOrCCh team developed a TOrCCh Toolkit to support staff teams to achieve changes in practice.

The project was implemented in residential care facilities in both WA and Queensland. Evaluation confirmed that the TOrCCh toolkit enabled facility change and was used successfully in a variety of residential care settings.

The workbook was developed directly from the toolkit, in response to users' feedback.



Australian Government
Australian Aged Care Quality Agency

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About the workteam leaders' workbook

This workteam leaders' workbook assists leaders to educate, support and guide teams making a change in residential aged care facilities.

It is focused on introductory level information so that a [multidisciplinary](#) team can make a change in the workplace.

The [step by step](#) process will help a workteam to achieve lasting change.

The change process can be adapted depending on your needs. However, the authors suggest you implement your first change by following each [step](#) outlined in the workbook. This ensures that you fully understand the TOrCCh process. Following the first change you may then decide to be more flexible in your next project! Please remember this process should fit your needs, it can be [adaptable and flexible](#) depending on the change you are instigating.

You may need to revisit a [step](#) on a few occasions if it is not completed during your meeting.

The workteam leaders' flipchart includes [notes for workteam leaders](#) to help leaders lead the workteam.

It also includes [group discussion](#) statements that the workteam can choose to use to discuss a key point or area.

It includes [key messages](#) that are used to guide the workteam through the change process.

Terms used frequently in this workbook

Topic/problem: something that you have decided to improve upon or a problem you and your team would like to address.

Issues: understanding and unpicking what is REALLY behind the topic/problem.

Project: how you are going to address your problem or topic, from planning to evaluation.

How TOrCCh works – an example

Topic/problem: residents losing clothing leading to family members and residents being very upset about the lost items.

Issues: The laundry staff have no way of identifying personal clothing and carers feel they do not have time to sort through linen from the laundry

Project: Start a labelling system which all staff will implement.

How to use this workteam leaders' workbook

This workbook is divided into 4 colour coded sections:

Building a team (yellow)

Planning a change (green)

Taking action (blue)

Checking results (pink)

Each section leads on to the next section. This model is based on the principles of Action Learning (please read the [reference material](#) if you want to know more) and the cycle is continuous. There will usually be another project or issue to complete, or a need to further develop or improve upon your original project.

The model will be used all the way through this workbook (through colour coding) so that you can easily see where you are in the process.



Definition of roles

Facility Manager (or project “sponsor”): The facility manager is a key person within the organisation who has “sponsored” the project and instigates the change process within their facility. This person is not necessarily involved with the key activities of the workteam, but has overarching responsibility and accountability for the workteam and their project.

Key activities:

Initiates the change process within the facility. Can see the benefit of the process and communicates this process to senior staff. The facility manager may have some ideas about different projects or activities that could be addressed.

Allocates the role of workteam leader to an appropriate person in the facility. In a smaller facility the sponsor may also assume the role of the team leader.

Attends the first and last meetings and any additional meetings as required by the project workteam.

Responsible for the decisions regarding allocation of staff to the change project as part of the workteam and allowing staff time away from usual duties.

Support the workteams as they make their change, for example help with problem solving if required, promoting the change project to other staff, encourage the workteam to speak at meetings.

Acts as a resource for the workteams – contact point for staff to discuss issues if unable to resolve within the workteam. Responsible for the allocation of resources such as funding and materials for the workteam.

Attends final meeting to congratulate workteam and celebrate success.

Helps with the larger promotion of the project over a 12 week period and considers ways the message can be sent facility wide.

Definition of roles

Workteam leader: The workteam leader provides leadership and mentors the workteam. The workteam leaders' role is more "hands on" within the workteam than the facility manager / sponsor.

Key activities:

Chooses the composition of the workteam, liaising with the facility manager or sponsor. This will be between 8-10 people from different areas and different roles within the facility.

Discusses the requirements of the workteam with the workteam members prior to them commencing.

Arranges for the release of staff from their usual duties with the workteam members' immediate supervisor.

Works to raise facility wide staff awareness of the project.

With input from the workteam, allocates a venue and meeting times and dates.

With input from the workteam, allocates one person to write the responses to each step in the process. This can either be on a template (please download from the website) or on a separate book for this project.

Is responsible for ensuring that the change process is followed as per the flipchart.

Acts as a mentor and support person for the workteam. Helps to guide decision making whilst encouraging professional growth with the workteam.

If the workteam leader is going to be absent for a meeting, it is their responsibility to choose a leader for the workteam in their absence. This person would assume the leadership role as described above.

Definition of roles

Note taker: The role of the note taker is to record the decisions made by the workteam so that there is a clear history of what happened at each meeting.

Key activities:

Using a blank exercise book, butcher's paper or downloaded templates "tools" from the website, records all the decisions made by the workteam.

Seeks clarification if unsure about what decisions have been made.

After completing a step, or a tool, reads the decisions back to the workteam.

Brings paper, or the tools, to each meeting.

If unable to attend a meeting, asks someone else from the workteam to be the note taker.

Definition of roles

Workteam: The workteam is a team of people from different areas within the facility that have agreed to work upon a change in the workplace.

Key activities:

Members agree to attend most meetings within about a 12 week period and will inform the team leader if they are not available for a meeting.

If a workteam member has missed a meeting it is their responsibility to follow up on the last meeting.

Workteam members agree to follow the change process as set out in the flip chart.

Workteam members agree to be an active part of the workteam, contributing to workteam discussion, activities connected to the change and communication activities with other colleagues outside of the workteam.

The workteam will support fellow members, treating people with respect and understanding.

One member of the workteam will need to assume the role of note taker. This will either be decided at each meeting, or by taking it in turns.

When the workteam leader is absent a workteam member will need to assume the role.

Helps with the larger promotion of the project over a 12 week period and considers ways the message can be sent facility wide.

As the manager

Setting up the teams before you start

Choose a workteam leader. This person could be yourself as a manager or someone else from your team in a senior role. Explain the process to the workteam leader and give them this flipchart.

Look at who will be in the workteam. Choose a representative from each department in your facility. That way you get a diverse range of ideas and abilities.

Make sure the team is multidisciplinary. One of the benefits of this process is the building of a team of people who may not usually work together.

Make sure you give the workteam time away from their duties. In the past this has been achieved through paying the workteam to stay after hours, asking other staff to arrive earlier to cover shifts or choosing a quieter time during the day.

It is vital to the success of this project that communication is clear between all members of staff from the start. As a leader you will need to act as a role model for good communication techniques all the way through this project.

Choose a workteam leader. Someone who is going to mentor the workteam, NOT take over. Look at the role of the workteam leader in this workbook.

With the workteam leader, decide who will form your workteam. You will need about 8-10 people from a multidisciplinary background. "Tap" these people you have chosen on the shoulder.

Allocate the workteam time to be involved in the project. They will need the time to attend meetings and also time to work on the project during work hours.

Arrange a time and venue for the first meeting. Make sure that you attend as the manager so that the team sees your support.

Your workteam may consist of non professional staff who have little experience in making changes. They will need support from you.

How to use the workteam leaders' workbook

This workbook is divided into sections which are mirrored in the workteam members guide.

The blue diagrams give information concerning the process in a step by step way. We have called this "steps".

The next section "Why would I use this" and "How do I use this" follows the step process and gives more information, explaining the steps in detail.

The section labelled "Leaders' information" is extra information that may assist the leader of the workteam. This section includes key messages and extra tips and gives a fuller explanation to guide the workteam through the steps, and answers some common questions that the workteam may have about the process.

Finally the last section "Workteam discussion" contains a topic to be discussed as a workteam. You can put a time limit on this (perhaps 10 minutes). You can choose to have a workteam discussion if you, as the leader, feel that the workteam would value or benefit from further discussion on the subject. Perhaps ask the workteam members what they would like to do? Do you have the time to discuss further? Are there still issues that need to be addressed in this step?

Your role as workteam leader

You have chosen, or been chosen, to lead the workteam. Go through the process systematically in the flip chart for your first change project at least.

Ask the team the questions from the blue steps. Encourage all team members to participate and become involved, this is a change process for the whole team! Encourage supportive, open communication in your team.

It is VITAL to help develop skills within your workteam. Allow your team the chance to practice new skills, to discuss their project and to help decide which direction the project should take. If everything doesn't go perfectly, that's fine - accept the challenge, learn from any mistakes and move on. Show the team that mistakes are OK if you learn from them!

This process does NOT work if you "take over" and are too "heavy handed". However, as the leader at some point decisions may need to be made.

You may find that you develop leadership skills in this process. It's not easy being a good leader! Perhaps ask for feedback from the workteam at the end of the project, "How did I do?"

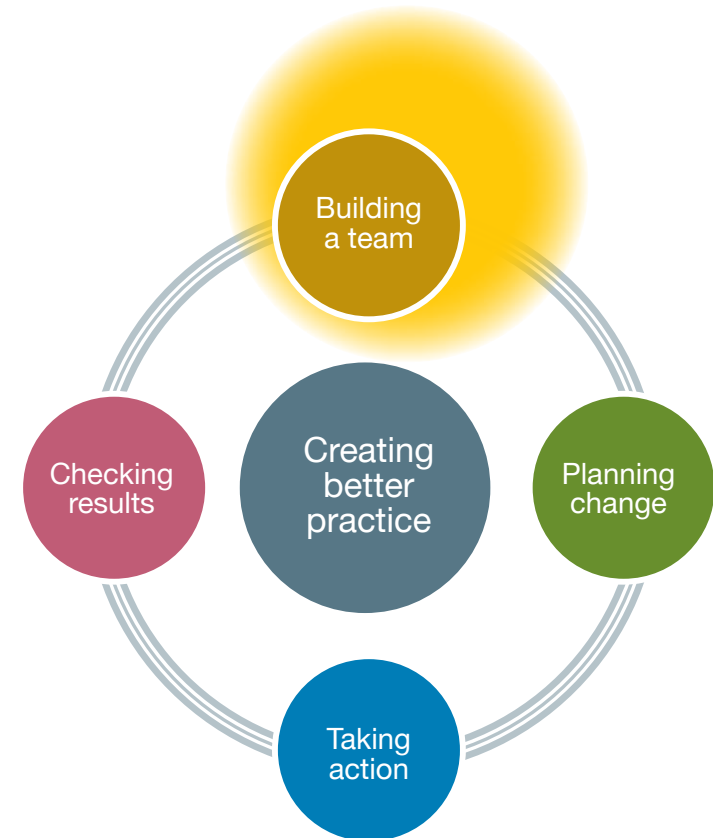
You will need to attend most meetings. If you can't attend, make sure that you allocate someone to the team leader role. Discuss with the team: "How are you going to do this?", "Who will assume the role?"

You will likely need to act as a communicator between the team and the facility manager. So each week, send an email or make a point of catching up with the facility manager so that communication is clear from the start.

Perhaps ask a team member to make notes about each step that is followed and the decisions that are made. That way you will have a record of the process.

In this section you will go through the following steps:

1. How to run a workteam
2. How to set ground rules
3. How to choose a topic



What's the best way to keep in touch with each other?

Where and when will we have our meetings?

How often will we meet?

Who will be the leader of our group? Who will be the note taker?

If we don't agree, how will we solve our conflict?

Why would I use this?

It's important to discuss how you will work together as a team. Questions such as "who will be the note taker?" and "when will we meet?" need to be considered.

How do I use this?

1. Discuss the questions using the step *how to run a work team* and write down the teams' response.
2. Develop a contacts sheet with everyone's preferred contact details on and give a copy to all team members.
3. You may ask one person to assume the role of note taker for each meeting recording the decisions made at each step or maybe downloading the steps in a "tools" format for the note taker to complete. This note taker role can change each meeting.

Leaders' information: how to run a workteam

Key messages

Establish how the workteam will contact each other outside of meeting times. In the past home emails or face to face contact have worked well.

Ask the workteam who will lead the workteam when the workteam leader is not available? Perhaps taking it in turns, or one person at a time.

How will the workteam solve their issues or disagreements. Some workteams decide on a majority vote or leave the final decision to be made by the workteam leader.

Extra tips

It's important to photocopy (with the workteams' permission) a list of contact details for everyone. That way everyone can remain in contact with each other.

Discuss the suggested meeting day and time with any relevant managers of the team to ensure that the manager supports attendance.

Encourage the workteam to support each other during their meetings. Tell the workteam that you expect all members to contribute, because this project belongs to the workteam.

Case study

In the past a group decided to have only one person lead the meeting (the workteam leader), but decided to share the responsibility of taking the notes amongst the group. During the project the group realised that they would need to have a back up person to lead the group in case the workteam leader was unable to attend the meeting. This was important to ensure that the group continued to meet regularly in order to achieve their goals.

In the beginning the group decided to meet fortnightly however after their first meeting they realised that they would need to meet weekly otherwise they would not be able to achieve their goals.

Workteam discussion

How many people need to be present in order for a meeting to happen? For example, if five people cancel, will the meeting still go ahead? If a meeting is cancelled how will you make up the time?

Workteam meeting guide: how to set ground rules

Do we need to turn pagers off or to silent? What happens if someone is called away?

How will we make sure everyone has a chance to speak openly?

What happens when someone doesn't contribute to the discussion?

Do we want to start and finish exactly on time, or allow extra time before we start for late comers?

Why would I use this?

At the beginning of your meeting, think about how you want the meetings to run. What is important to you as a group? The workteam need ground rules to make sure the group runs efficiently and fairly and that everyone feels they can make a contribution and be listened to.

How do I use this?

To assist in identifying a topic consider the following strategies:

1. Discuss the questions using the step *how to set ground rules* and consider how the meetings will run.
2. What issues are important? Which ones are not?
3. Do you need to make sure you start and finish on time? Or do you allow five minutes for everyone to arrive?
4. Write your meeting rules down on butcher's paper and make sure that at every meeting these rules are displayed where the workteam can see them.

Leaders' information: how to set ground rules

Key messages

Encourage the workteam to discuss how to minimise disruptions. So for example, are pagers allowed or what happens if someone is called away urgently?

Make sure that the workteam understands that the agreed ground rules will guide their meetings. The workteam should agree to follow these rules.

One of the roles of the workteam leader is to ensure that the ground rules decided upon together are followed.

Extra tips

Ground rules are a vital part of forming any workteam. The workteam need to be aware of the rules for their meetings and be part of forming those rules.

The workteam leader should inform the workteam that the rules will need to be followed at each meeting and make sure all members of the workteam have agreed.

It's the workteam leaders' role to encourage the workteam to follow the ground rules.

New rules can be added to as the meetings progress.

Case study

The workteam decided to use the values clarification activity in the resources section to help identify ground rules. They discussed their personal values, personal values at work, formal work values, and informal work values. This activity gave the workteam a good idea of what their shared values were: honesty and trust; energy and a strong work ethic; organisation; dedication and selflessness; a sense of humor and a sense of fun; discipline; compassion and a commitment to listen and to hear. This helped them decide what their ground rules would be.

Workteam discussion

Are there any skills that individual people would like to gain from being involved in this workteam (for example, improving communication, speaking in public)?

Workteam meeting guide: choosing a change topic

Why would I use this?

You will need to choose a topic or something to improve upon. You may already have an issue in mind which could be explored further. Sometimes, your manager or the workteam leader can suggest a topic.

The issue will need to be:

- A facility wide issue, not just applicable to one area in the facility.
- Able to be addressed in approximately 12 weeks.
- Something that you feel passionate or strongly about, so that it becomes your project.

How do I use this?

To assist in identifying a topic consider the following strategies:

1. Discuss the questions using the step *choosing a change topic*. Think about the tasks you achieve regularly. Is there something that has been bothering you that you want to improve on? Put all suggestions on a whiteboard or paper and vote on the most popular.
2. Talk to your colleagues, have they got ideas about a topic?
3. A suggestion box in the tea room, where staff put anonymous suggestions for an improvement, or a change, could be useful. Then go through the box and tally the results.
4. Talk to your workteam leader: is there something that could be addressed?

Discuss as a workteam, is there a topic you have already identified?

Do individuals have suggestions? Vote on the most popular.

Talk to your colleagues, do they have suggestions?

Use a suggestion box and tally the results.

Does your workteam leader have any suggestions?

Leaders' information: choosing a change topic

Key messages

Identify a clear group topic that could be improved upon or changed.

If the workteam are having difficulty choosing an issue perhaps consider a suggestion box for staff to put forward ideas. Make sure this is anonymous and encourage staff to put suggestions in the box.

The topic needs to be facility wide (that is, not only in one area, so for example not only a kitchen issue or a carers issue).

Ask the workteam to discuss their suggested topic with other people outside the workteam. What do their colleagues think of the chosen issue?

Case study

The workteam put a suggestion box in the staff room and invited other staff across the facility to put forward some ideas on what they would like to change in their workplace. They told all the staff about their suggestion box at a team meeting and encouraged everyone to make a suggestion. They advised staff that their suggestion would need to be something that related to improving communication, leadership, teamwork and/or staff empowerment. They also asked that the ideas were something that could be achieved in about 12 weeks.

The workteam decided to focus on reducing the number of lost property items as they agreed that this topic would be something that would be achievable in a 12 week period. It would also be feasible to evaluate if their improvements had made a difference.

The team leader then discussed the topic with the facility manager to make sure s/he agreed with the topic.

Workteam discussion

What are some ways you could ask your colleagues about topics which could be addressed as a workteam? What has worked in your facility in the past? Could you use that now?

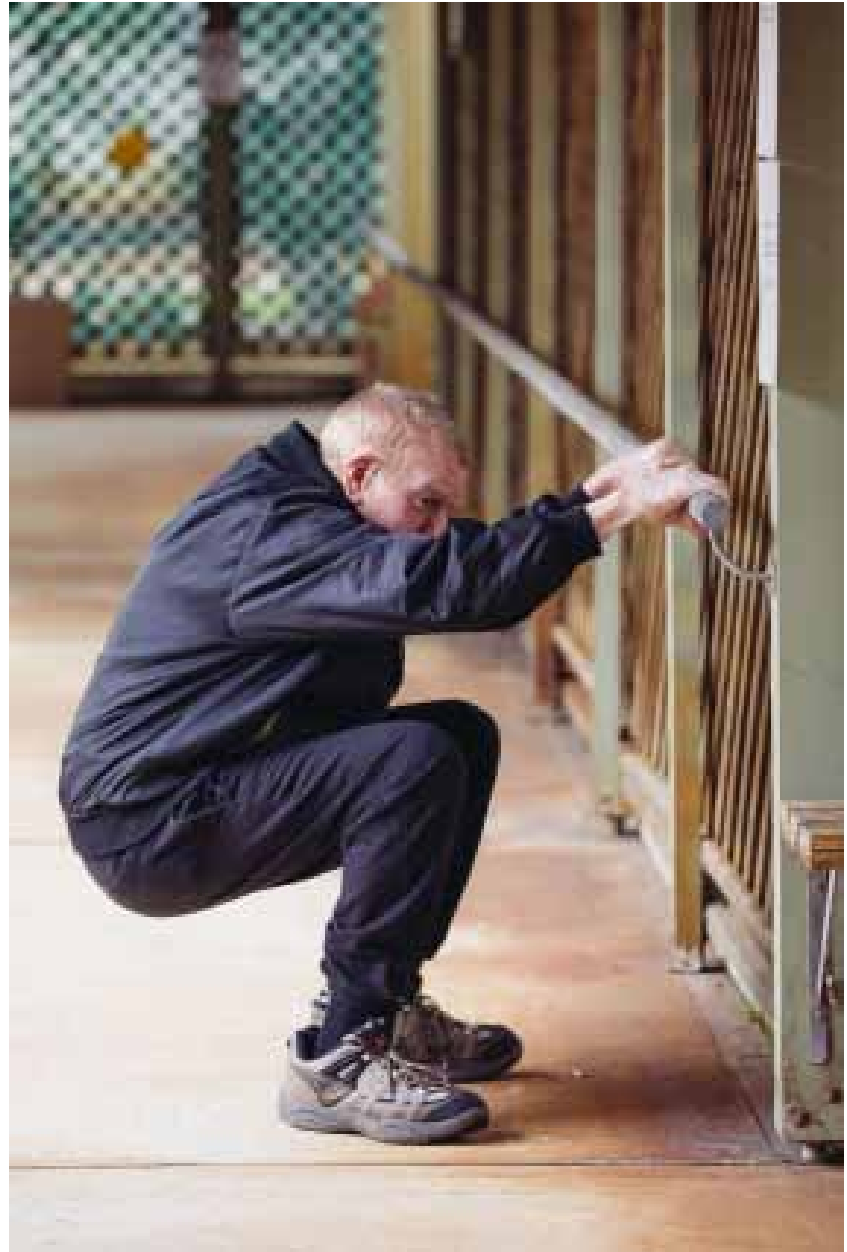
Extra tips

This can be a difficult and time consuming task for the workteam. However agreeing on a clear change topic will pay dividends.

Tools such as the suggestion box can receive a mixed response. If it doesn't seem to be working think of other strategies, for example looking at continuous improvement ideas.

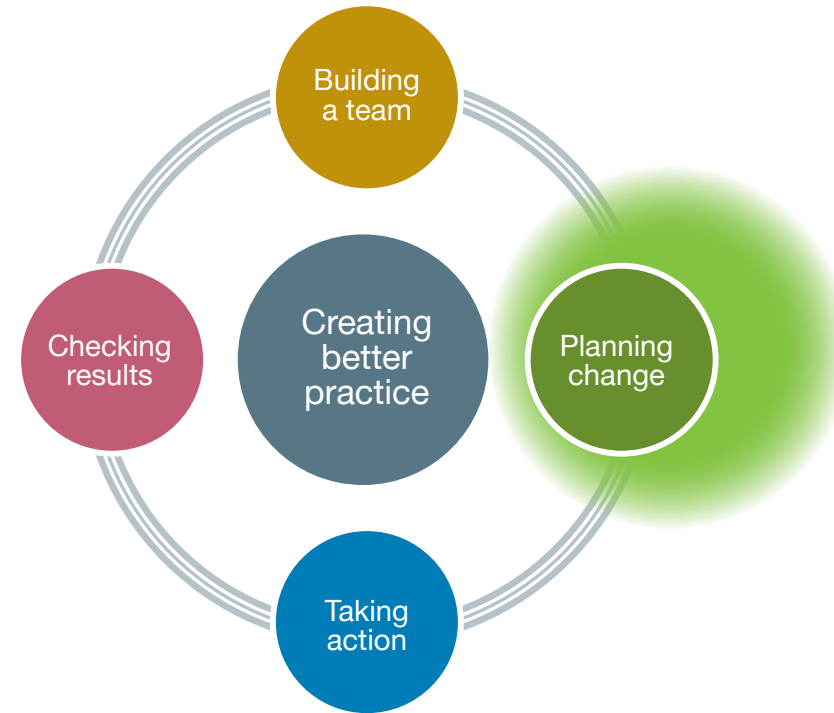
Make sure that there is communication with the workteam leader and/or the manager of the facility concerning the topic chosen. The manager needs to support the issue.

If the issue is not supported, discuss again as a workteam and decide on a new issue.

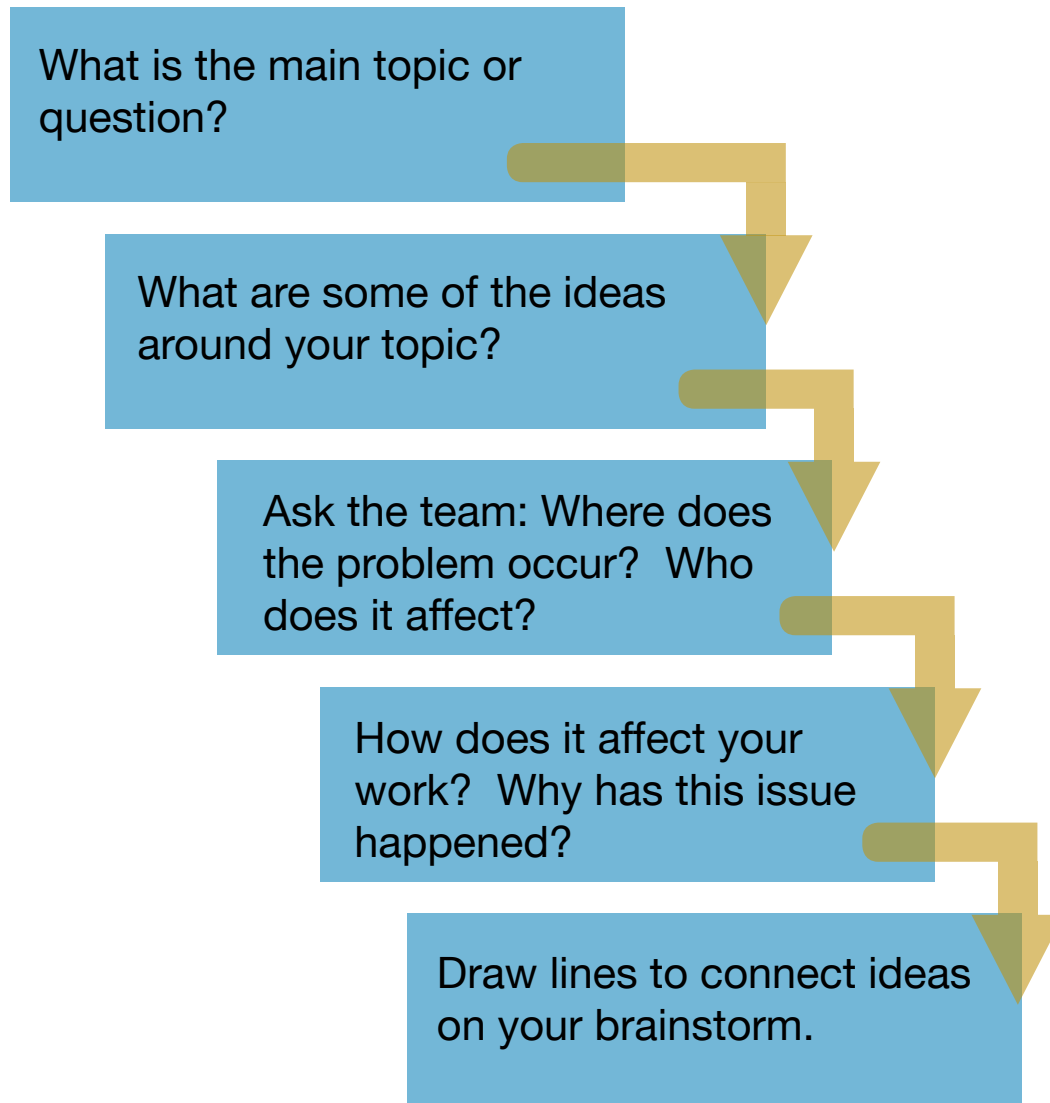


In this section you will go through the following steps:

1. How to understand the issues behind a topic
2. How to plan your action
3. How to plan your evaluation



Workteam meeting guide: understanding the issues behind the change topic



Why would I use this?

This process starts with you identifying a topic in the workplace that you would like to work on. Brainstorming will help you unpack what's behind the topic and help you decide what aspects of the topic you really want to focus on.

How do I use this?

1. Discuss the questions using the step *understanding the issues behind the change topic*.
2. What is the main idea or question you are asking? Discuss this as a workteam: **what do you want to work on?**
3. Put the main idea or question you are asking in the middle of the page, writing inside the bubble.
4. The workteam can then suggest ideas or concepts around your main topic. **What are the issues here?**
5. Use colours, arrows and branches to link ideas together. It will help to identify the relationships between ideas which can be important in understanding how ideas relate to each other.
6. Leave lots of space around the topic so that you can easily add ideas later.

Leaders' information: choosing a change topic

Key messages

It's a good idea to brainstorm on a large piece of butcher's paper, two A4 sheets joined together or a white board.

Encourage everyone to get involved and write suggestions on what is really causing the issue.

Use different coloured pens, pictures and diagrams. This is a creative process, have fun with it!

Tell the team the purpose is to get everything down on paper, and that there are no right or wrong answers. Think outside the box!

Extra tips

Brainstorming can be a difficult but really worthwhile process. If you need to know more about brainstorming see the resource list.

Initially ask one person (perhaps yourself) to be the scribe. However, as the process evolves, get other team members involved.

The process is complete when there are no further ideas suggested.

Brainstorming can give your workteam a **light bulb moment** when they really get to understand what they are working on.

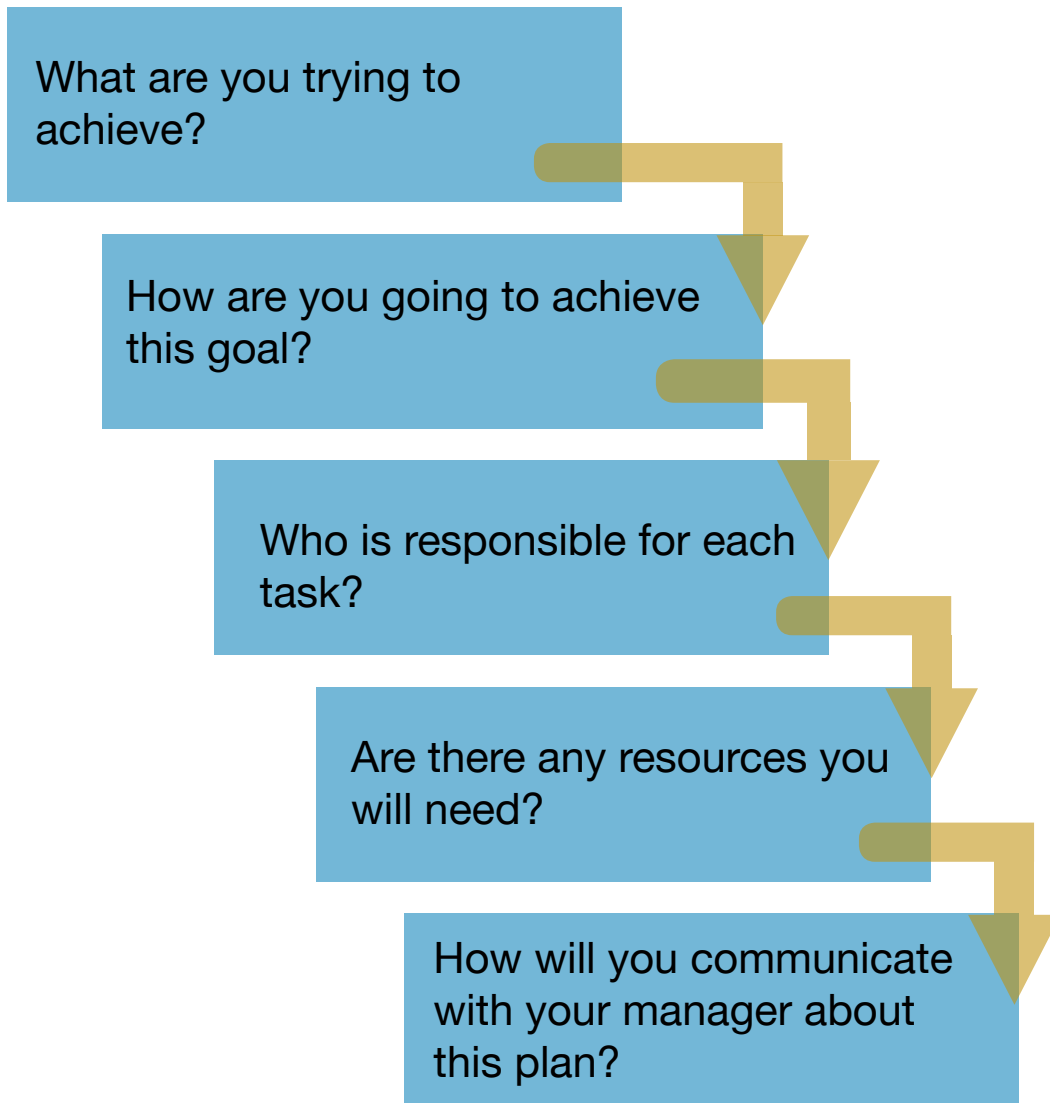
Case study

The workteam started to brainstorm the issue behind lost property for residents. Initially there was one person in the workteam who wrote "lost property" in a bubble in the middle of a large sheet of paper. They then went through the step and answered the questions, putting the answers in boxes around the topic. The leader found that the energy level in the room had definitely risen and it was important to capture everything that the team said. The team leader needed to remind the workteam that they were brainstorming, all ideas were important, and that there were no silly answers! Half way through the process other team members started to add connections between some of the boxes, they drew pictures of some items of clothing that often went missing most importantly the workteam started to really look at what the underlying issues were that caused lost property.

Workteam discussion

What is REALLY behind the issue being discussed? It's important that you understand your issue and the factors behind it fully before you can start to problem solve.

Workteam meeting guide: plan your action



Why would I use this?

You may have a very clear idea about the topic and what needs to change. Now, you will need to plan how you are going to address this topic. When actions are put on paper, you may find there are gaps. The plan will help ensure the workteam have covered all the areas that need to be looked at.

How do I use this?

To assist in identifying a topic consider the following strategies:

1. Discuss the questions using the step *plan your action*. Look back at your butcher's paper or the whiteboard where you captured your brainstorming activity to make sure you are covering everything.
2. Now decide as a workteam **HOW** you will solve your issue or address your problem? **WHO** will do **WHAT** action? When deciding try and make it easy for the team to complete their actions. Do you need any resources? Where will the team find those resources?
3. You have now made an **action plan**.

Leaders' information: plan your action

Key messages

Think about the issue you explored during your brainstorming activity. What are you trying to achieve with your project? Keep this at the forefront of your mind during this process.

Break the tasks down in bite sized pieces, and give everyone a task. Make sure that you document who is doing what task and when.

Is there anything extra that you need in terms of resources? How are you going to get them? Who is getting them?

Extra tips

Make sure that people allocated tasks are able to complete them. That is, they have the skills and the time to complete their tasks. Don't set the team up for failure.

The action plan needs to be reviewed at each meeting and can always be added to at a later date.

Part of the process is to think about communication. Ask the workteam to discuss this plan with their colleagues. Start telling people outside the workteam what you are going to achieve and how they can help.

Case study

The group used the information recorded during their brainstorming activity to help them plan the next steps for their lost property project. The suggestions that were recorded were added to the action plan. Each objective included: tasks to be carried out, who would be responsible and what resources would need to be used. So for example, one member of the team (Gill) needed to look at the costs of buying a permanent marker. The team decided that Gill would investigate the cost and bring the information back to the team at the next meeting so that a decision could be made.

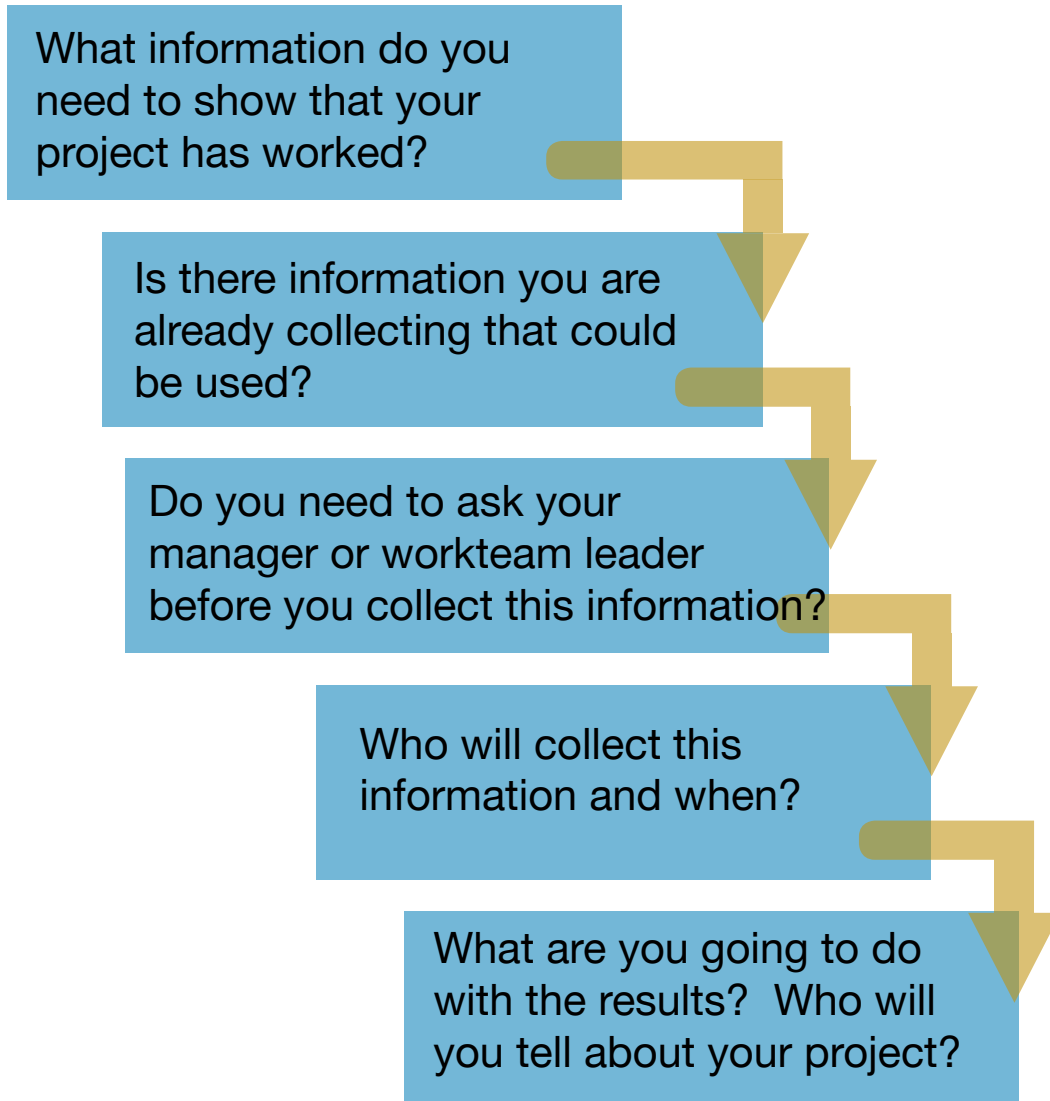
The action plan was reviewed at every meeting and any new objectives were added to the plan when required.

The team leader then took the action plan to the facility manager so that s/he could approve the workteam's actions and understand what was happening in the workteam.

Workteam discussion

The manager needs to be aware of the activities being planned. How are you going to inform your manager? Who is going to inform the manager? And when?

Workteam meeting guide: plan the evaluation of the change



Why would I use this?

How will you know if your action has changed anything? Evaluation is important to see if you have achieved success. Planning the evaluation NOW means that you will know what you are trying to achieve from the start.

How do I use this?

1. Discuss the questions using the step *plan the evaluation of the change*.
2. As a team, discuss what information will show that you have answered your question or addressed the issues. So for example, if you are focusing on a staff issue, perhaps collect absenteeism data.
3. Think about the information you can easily collect which will show that your project is a success. Think about the information that is already being collected in your facility.
4. Consider **who** will collect this information and **how** they will collect the information. Do you need to ask permission to get this information?
5. You have now made an **evaluation plan**.
6. After completing your discussion go back to your **action plan**. Do you need to add any actions? Do you need to make any changes?

Leaders' information: plan the evaluation of the change

Key messages

Evaluation is an important stage for all projects. How are you going to show that you have made a difference?

Make sure that the evaluation answers the question you identified in your brainstorming activity.

Try and think of using information that is meaningful to your project and that is already being collected by your facility.

Extra tips

Evaluation is an important part of the project and needs to be carried out properly. Make sure your workteam understands the importance of the evaluation.

Think about the information that you are collecting. You will use this information to tell your colleagues/managers about what you accomplished in this project.

Case study

During the brainstorming activity the workteam talked about the issue of lost property in their facility. The workteam had put together an action plan to help work towards their goal of reducing the number of lost property items. They decided that before putting their improvements into place they would need to record the number of lost property items. They agreed that this would help them to measure whether the improvements were successful in reducing the number of lost property items.

After completing their evaluation plan the workteam reviewed their answers and added new items to their action plan. One of the items that they agreed on was to raise awareness about their project. They recorded this in their action plan.

As the team worked through their project they reviewed their evaluation plan at every meeting and added new items to their action plan if required. The laundry staff provided the workteam with the lost property numbers at each point. If the numbers did not show improvements, the workteam discussed and made adjustments to their process and updated their action plan.

Workteam discussion

Your manager/workteam leader will be interested in your results. Inform your manager about the ways you plan to collect the results. Do you need to get permission from families or residents?



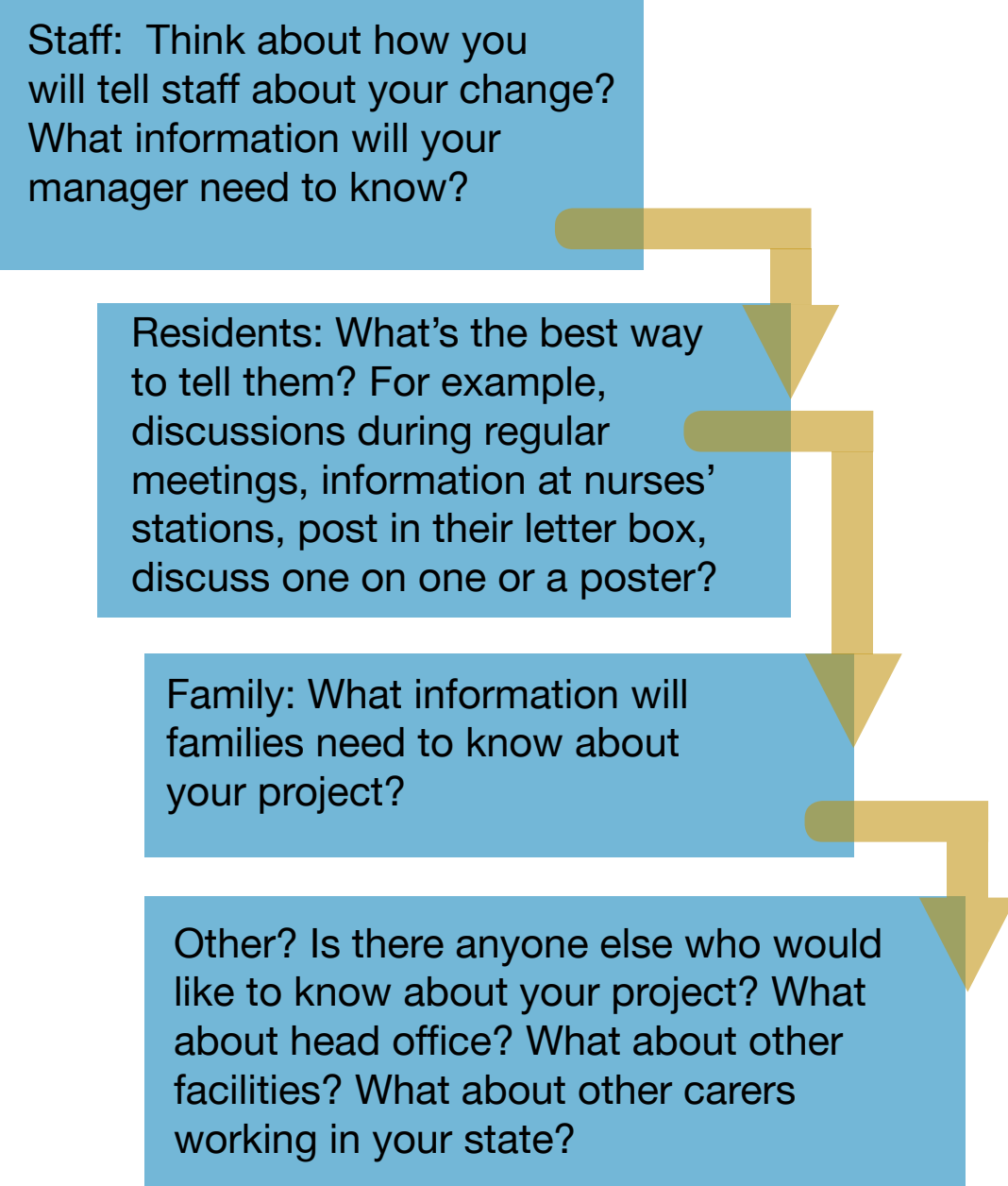
In this section you will go through the following steps:

1. How to get others on board
2. How to keep it going



Workteam meeting guide: getting others on board

Staff: Think about how you will tell staff about your change? What information will your manager need to know?



Residents: What's the best way to tell them? For example, discussions during regular meetings, information at nurses' stations, post in their letter box, discuss one on one or a poster?

Family: What information will families need to know about your project?

Other? Is there anyone else who would like to know about your project? What about head office? What about other facilities? What about other carers working in your state?

Why would I use this?

This is a vital step in the process! How are you going to tell other staff about your progress and your change? What messages do people need to hear about your change? You have worked hard and now is NOT the time to be shy! Make sure staff, residents and family know what you have been working on.

How do I use this?

1. Discuss the questions using the step *getting others on board*.
2. Think about how different people, for example your manager or the maintenance staff, may need to hear different information. Information shared with facility staff may be different to information shared with families.
3. If you are in doubt as to what information to give to a particular workteam, talk to your manager. Do you need to talk to families about your change? What's the usual way for communicating with family members? Can you do this now? Who can help you?
4. Think of different ways of communicating. For example emails, posters, newsletters, and attending regular meetings.

Leaders' information: getting others on board

Key messages

There are three different groups you may/will need to communicate with;

- Staff
- Residents
- Family

Think about how your message will change depending on the workteam you are talking to.

Extra tips

Communication is important all the way through the project.

Think about using different ways to get your message across.

For example:

- Newsletters
- Attending staff meetings
- Posters in the staff room
- Face to face

Case study

The workteam had chosen their lost property topic. They had started putting together their action plan and had also started planning how they would evaluate their project. An important part of doing any project is to make sure that other staff, managers, residents and residents' families were also aware of your project.

They spoke to all these people at team meetings, residents' meetings and through email.

The workteam decided during their brainstorming activity that it would be useful to gather suggestions from other staff, their manager, residents and residents' families on things that the workteam could trial to see if they could reduce the number of lost property items. This gave the workteam the opportunity to raise awareness about what they were hoping to achieve and at the same time it also engaged others in the project.

Each time the workteam met they would discuss how their project was going, adding any new items to their action plan.

Workteam discussion

How are you going to communicate with people outside your workteam? Often face to face is the best way. Communication needs to be done regularly throughout your project.

Workteam meeting guide: keeping it going

Each meeting look at the minutes from the previous meeting. What needed to be achieved by this meeting? Has it been achieved? Record in your minutes for this meeting.

Each meeting review your action plan. What has been planned? Who was going to do this? When? Record in your minutes.

Each meeting review your evaluation plan. What has been achieved this week? What needs to be done next week? By whom? Record in your minutes.

Each week, think about communicating outside of the workteam. Add any actions to your action plan. Record your achievements in your minutes.

How is your team working? Are there any issues that need addressing? Are you following the ground rules set out at the beginning?

Why would I use this?

At each meeting the team will need to put the plans that you have developed into practice. This task will last a few weeks and is actually when you put your plans into action!

How do I use this?

1. Each meeting discuss the questions using the step *keeping it going*.
2. Think about the minutes. Perhaps you have been making notes in the workteam members' guide, or using separate pieces of paper. Is this working for your group?
3. Look at your action plan. What did you plan to do. Follow it through.
4. Look at the evaluation plan. When can you start evaluating your project? What did you plan to do?
5. Communication is VITAL all the way through your project keep talking!
6. Think about your team. How's everything going?

Leaders' information: keeping it going

Key messages

This is the part of the project where you can put your plans into action.

Go through your action plan and your evaluation plan. Start putting those plans into practice.

Don't be afraid to change the plans if needed.

Keep talking and communicating with people outside the workteam about the project.

Extra tips

Now is a good time to start taking minutes or using notes from the workteam members guide (if you haven't already).

Keep bringing the workteam back to their action and evaluation plans and use the plans to guide your actions.

Make sure that team members understand their task and that they will need to report back to the workteam.

Support people through this part of the project. This part may last a few weeks.

Case study

The workteam talked about the note taker role. They found that taking minutes at each meeting was very important to be able to track where they were up to. The minutes were also really useful for staff who were unable to attend the meeting to keep informed about the progress. The workteam made a copy of the minutes available after each meeting and placed these on the noticeboard in the staff room. This was a great way for the workteam to communicate across the facility.

Another important template was the action plan: the workteam continued to update the action plan at each meeting. By identifying what needed to be done and who was responsible this kept the workteam on track to achieve their goal of reducing the number of lost property items.

As the workteam worked through their project they looked at their action plan at every meeting and made any changes to the evaluation plan if needed or just reminded each other what needed to be done next.

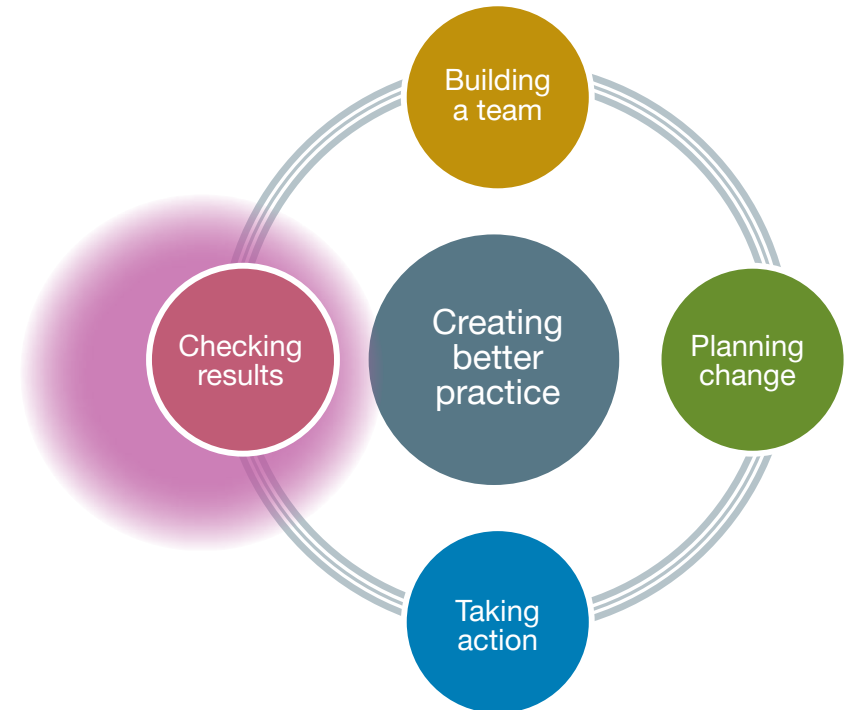
Workteam discussion

How are you communicating with people in your team? Do you need to discuss anything as a team?

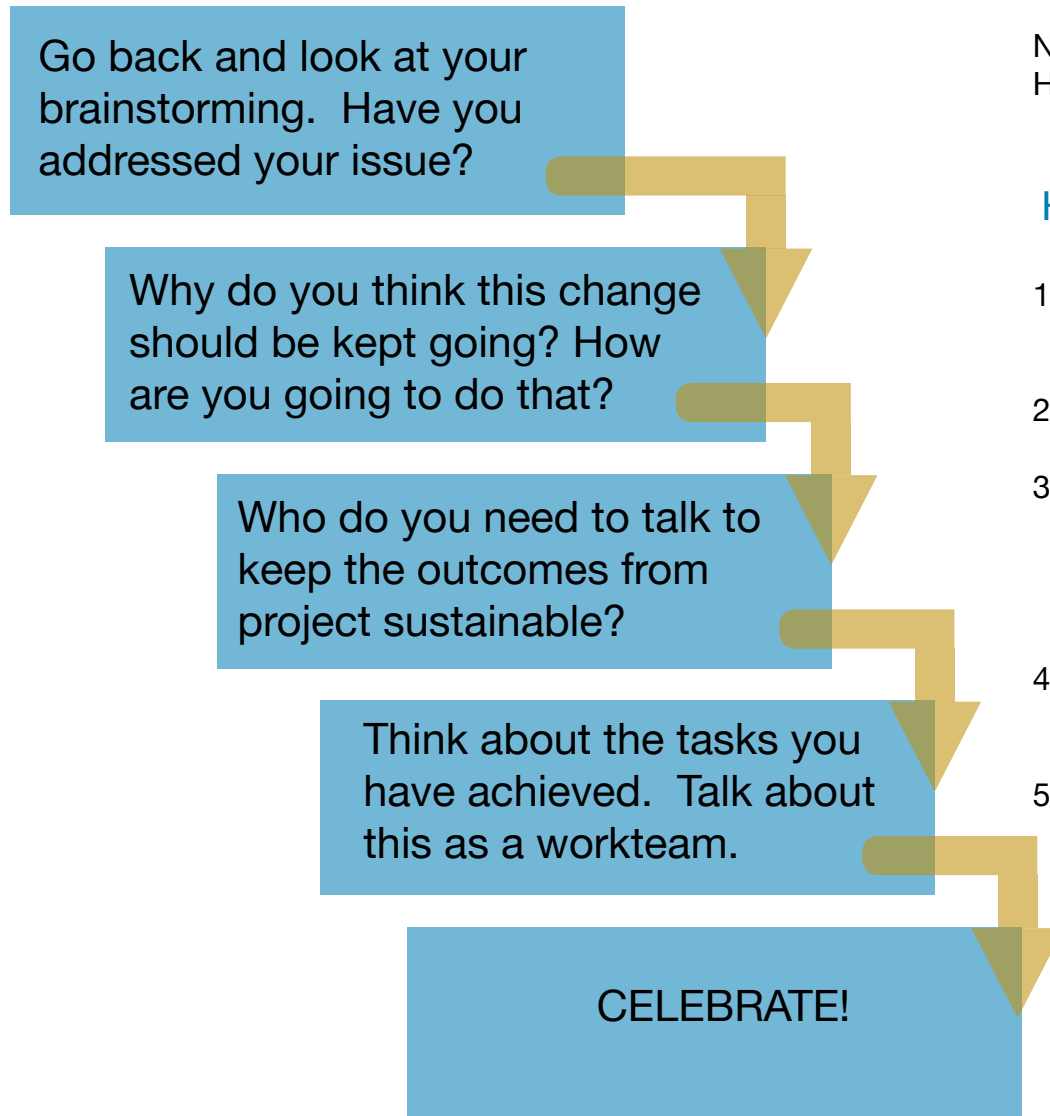


In this section you will go through the following steps:

1. How to acknowledge and celebrate success
2. How to reflect on your project



Workteam meeting guide: acknowledge and celebrate success



Why would I use this?

Now you have reached the end of your project! Congratulations! However, don't let your hard work go to waste.

How do I use this?

1. Discuss the questions using the step *acknowledge and celebrate success*.
2. What was your original topic? Have you addressed this?
3. Think about the sustainability of the change. How will you make sure that you are not addressing the same topic in future? Who do you need to talk to in order to make your project sustainable?
4. Do you need any resources to keep the project going? How are you going to get them? From whom?
5. Teams often forget to celebrate their own success. This is an important step in the whole process, DON'T leave it out! How do you want to celebrate?

Leaders' information: acknowledge and celebrate success

Key messages

This is a vital step in the process. Don't let all your hard work go to waste!

Think about how you can keep the change going. How can the team make sure that their change is followed even when you are not there.

Who is going to keep following and promoting the change?

Don't forget to celebrate. Have a morning tea, meet for lunch, wear badges or plan something that is meaningful for your workteam!

Extra tips

Look at any necessary resources the team may need. How will you get these resources. Who do you need to discuss this with?

Encourage regular meetings with the workteam to continue.

Celebrating the success of any project is important. It builds teams and allows people time to feel proud of their achievements.

Case study

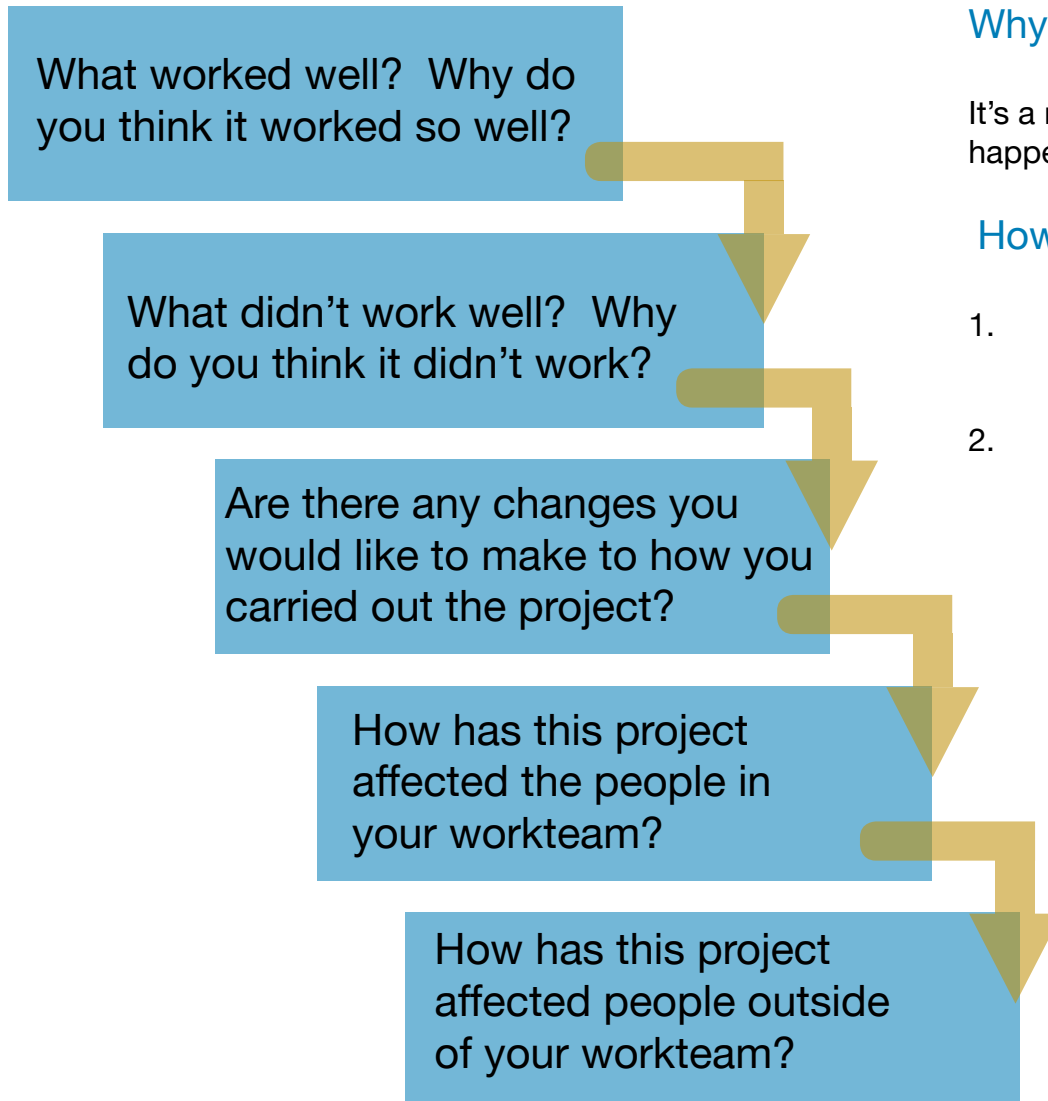
During their final meeting the workteam assessed their lost property topic. They all agreed that they had achieved success by reducing the number of lost property items. They decided that if they wanted this improvement to continue they would need to make sure that all staff, residents and families were aware of the new process. The workteam leader agreed to speak to the manager about how they planned to continue to keep the number of lost items reduced which included:

1. Continue to communicate with current staff, residents and families about the importance of following the process of labeling clothing etc.
2. Ensure that new residents and families are given an information sheet on the process of labeling clothing.
3. Add this process to the orientation program for new staff.

The workteam also decided that they would hold a morning tea to celebrate. The workteam wanted to share this with their manager, other staff, residents and their families, as they had all played a part in making the project a success.

Workteam discussion

Are there any changes you would like to make to the project?



Why would I use this?

It's a really great idea at the end of a project to reflect on what has happened.

How do I use this?

1. Discuss the questions using the step *reflection*. What really worked well and what were the challenges?
2. Different people in your workteam may have different opinions about what worked well. That's normal as everyone will take away something different about being involved with the project.

Leaders' information: reflection

Key messages

Think about what worked well with the team. This doesn't have to be big wins, but just what worked and why it worked.

What didn't work so well? Ask the workteam what the challenges were and how it could be improved in the future.

Think about the effects this project has had on people outside the workteam.

Extra tips

This part of the process is designed so that no one person is thanked or blamed, but rather the workteam learn from what worked well and what didn't.

This is a great opportunity for people in the workteam to hear some positive comments about their involvement in the project. This is part of your role as a leader: provide positive and open feedback in public.

Case study

When the workteam got together to reflect on their lost property project, some of the workteam agreed that changing their meetings from fortnightly to weekly had worked really well for them.

One of the staff commented that she had noticed that one of her colleagues had really come out of her shell and seemed a lot more confident. Others agreed.

The workteam also discussed that they felt closer as a team and they now held a better understanding of each other's roles in the facility. Whereas before, the hospitality staff were not really aware of what the care staff did and vice versa.

They noted that although the communication within the workteam had improved they did not see as much improvement across the facility. This was something that the team decided to work on to make sure that their project was sustainable.

Workteam discussion

How has this project affected you as a team?

Other resources available

You may be interested in further resources available for your workteam to use:

There are tools which are based on the blue steps we have used in this guide.

Tools additional to the steps in this guide, that some groups may find helpful, are also provided.

You will also find information which may help if you have any further questions about any of the steps or simply want to know more.

These resources are available via www.wacha.org.au

We hope you have enjoyed using the TOrCCh process and have found it useful in your workplace.

Now that you have completed this process, can you think of any other topics you might want to address?

Is there another project you would like to tackle as a team?

Have you got any feedback or suggestions regarding TOrCCh?

Please contact: wacha@uwa.edu.au

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