



Welcome to the RISE Innovation Lab Community Gathering

11.18.19

Tonight's Goals



**What is RISE?
Why an Innovation
Initiative?**



**Reframing
Organizations**



**Coming
Attractions**



WHY

INNOVATE

education for
better health

IMPROVE

learning
and teaching

INFLUENCE

Michigan Medicine
and beyond

COMMUNITY OF PRACTICE

A diverse, inclusive and collaborative community of innovators will solve problems, share best practices, foster professional development and drive innovation.

WHO AND WHAT

PEOPLE

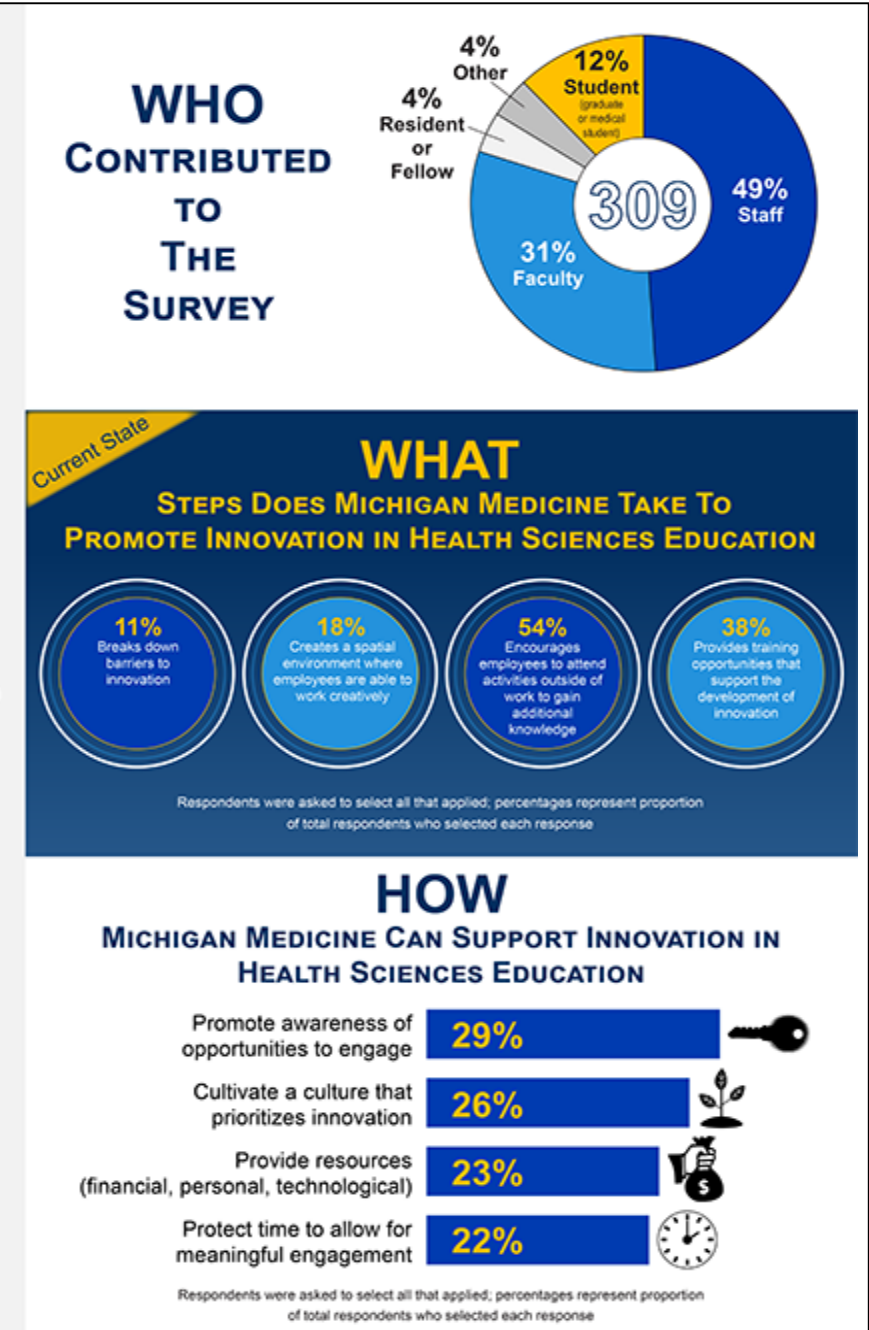
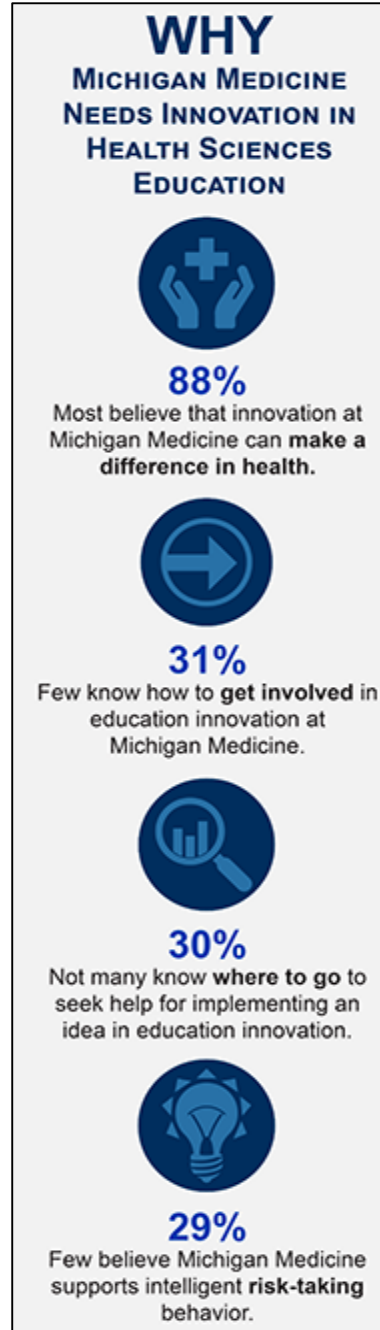
ACTIVITIES

CULTURE

What We Heard...

2019 Culture of Innovation Survey Results

In response to these results, RISE will work to **deconstruct barriers** to innovation and better inform aspiring innovators how and where to become involved



Why Innovation? What We Heard...



Education improvement is an important part of our work, but creativity is often constrained by the “reality on the ground”

Education can be a risk-adverse culture

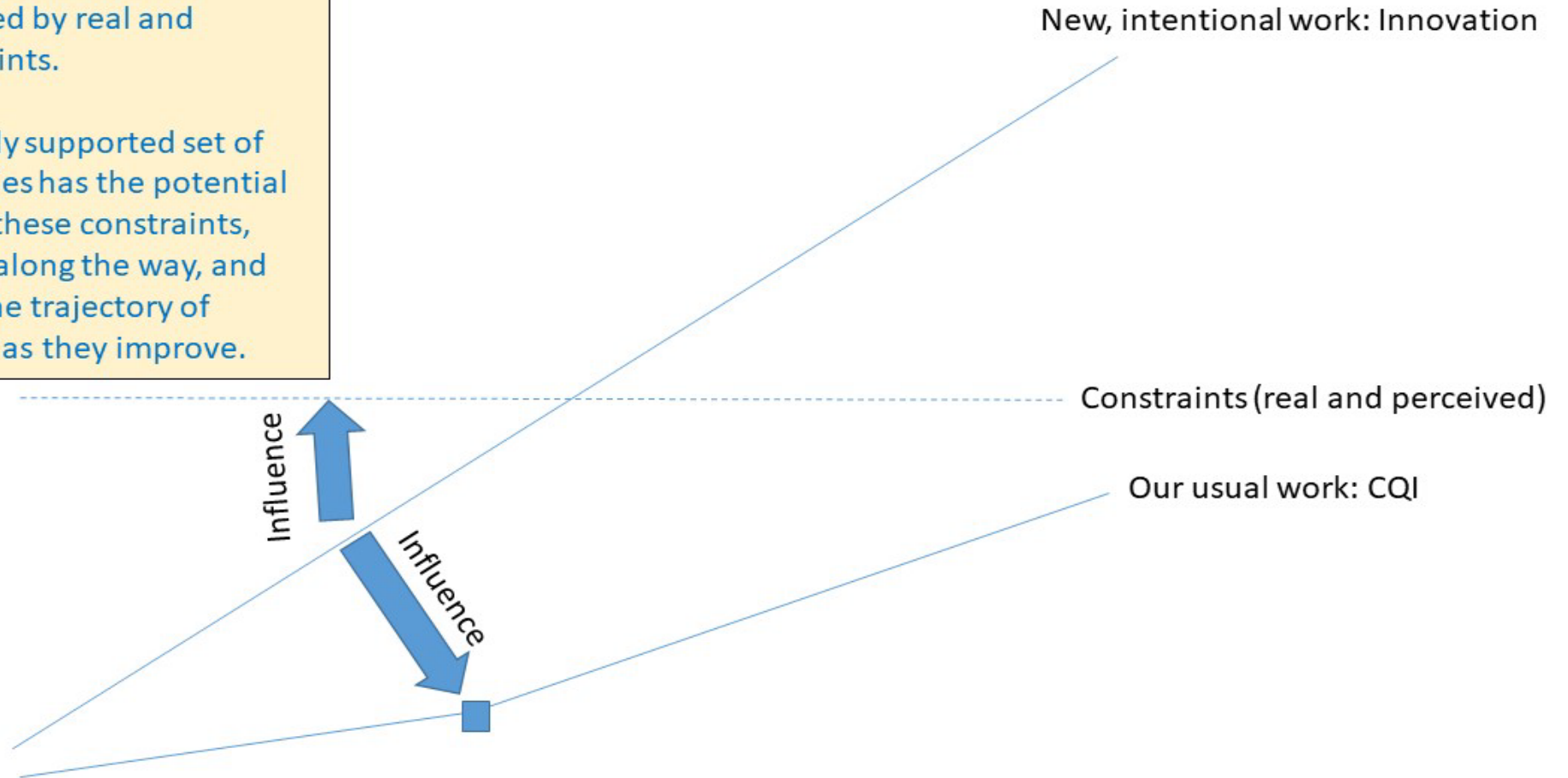
Innovation in medical and graduate education occurs infrequently in pockets and disconnected silos

Medical and Graduate Educators are not deliberately developed to creatively innovate in teaching and learning.

RISE Principle: Innovation and Improvement

Thesis: Our usual improvement work in education is limited by real and perceived constraints.

A new, deliberately supported set of innovation activities has the potential to break through these constraints, influencing them along the way, and also influencing the trajectory of existing programs as they improve.

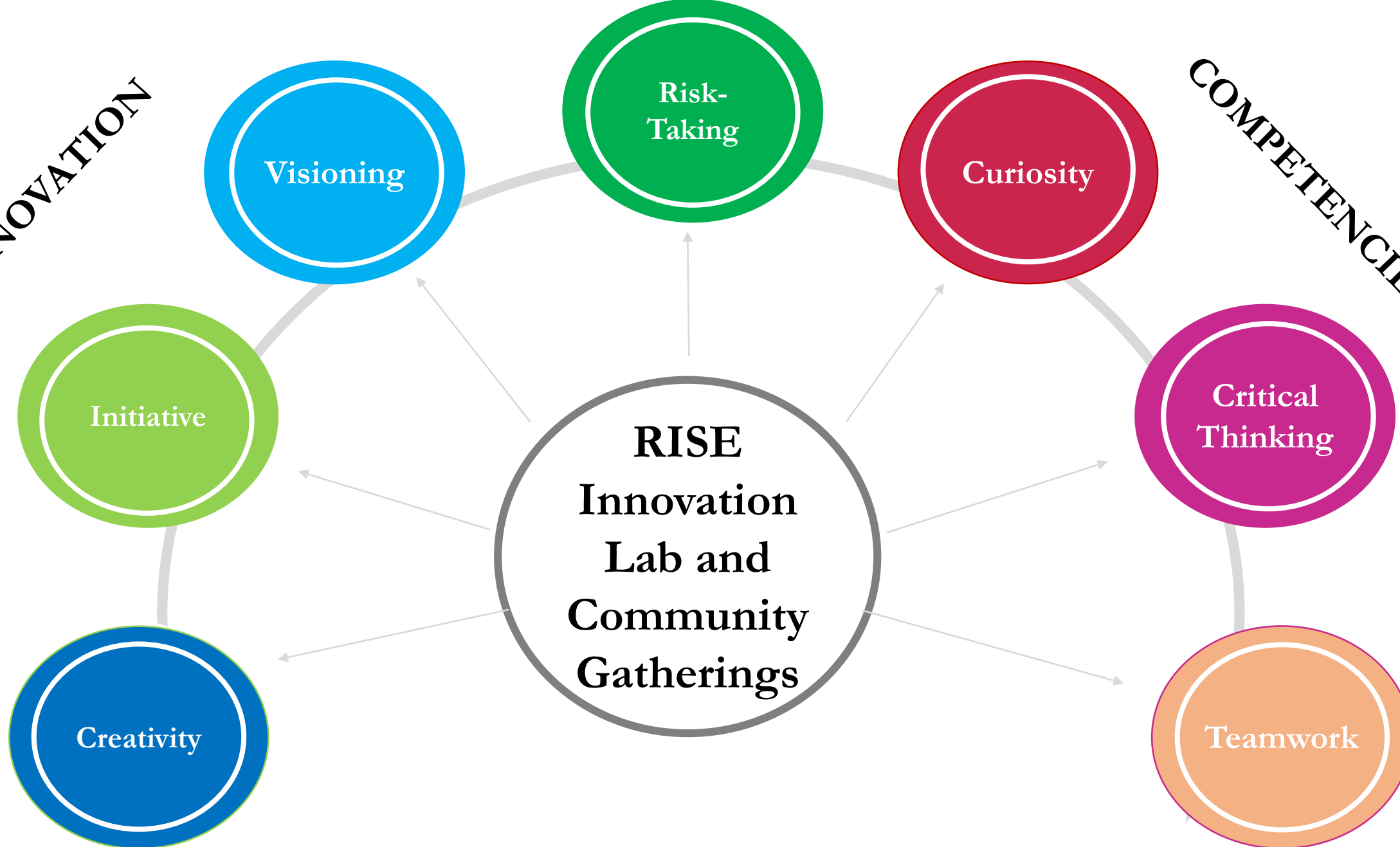


RISE Innovation Labs – Community Sessions

Goal: To develop a **community of practice** interested in generating new knowledge and skills for education innovation experimentation and implementation while bolstering engagement, fun, excitement and shared values among community members.

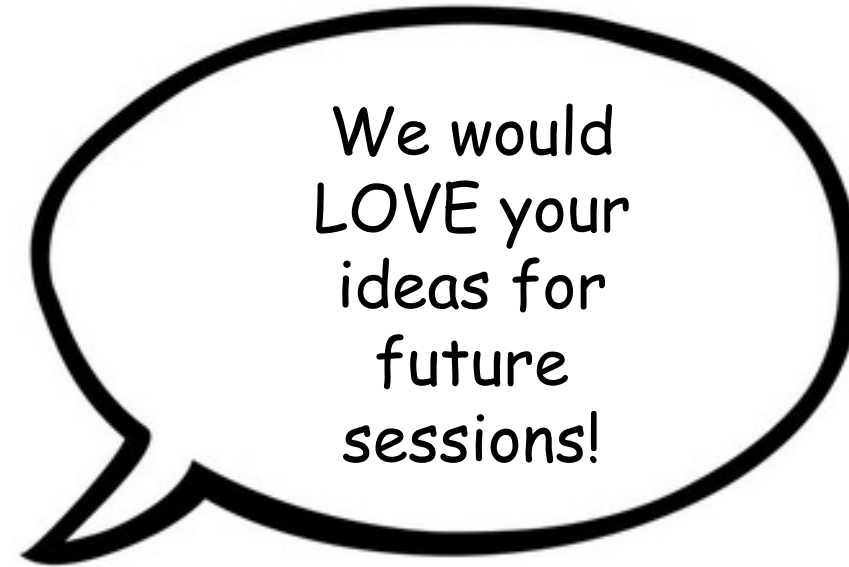
INNOVATION

COMPETENCIES



RISE Community Gatherings

- Innovation Labs – Topics
 - Change Management (11/18)
 - Translational Education (12/2)
 - Design Thinking (1/27)
 - “Gamification”
 - Networking
 - Implementation Science
 - Measuring Change
 - Innovator Panels
- Ideation Sessions – tied to “calls for innovations” (CMEIF – 12/2)
- Social Events (TBD)
- Health Sciences Education Innovation Symposium: 2020-2021



RISE Innovation Journal

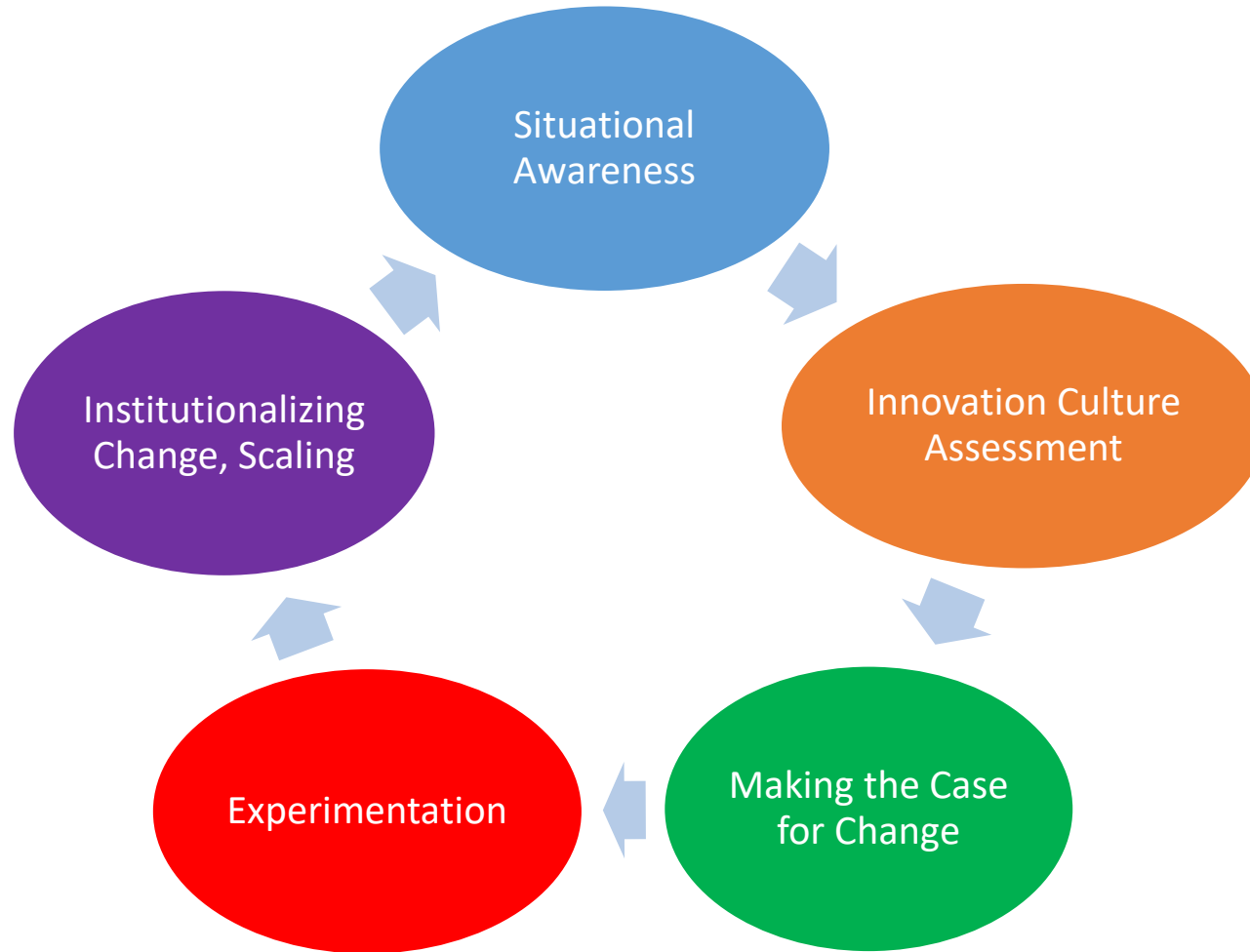


Change Management

The “How” of Changing Education

Rajesh S. Mangrulkar, M.D.
Executive Director, R.I.S.E.

“Common Sense” Change Management Curriculum

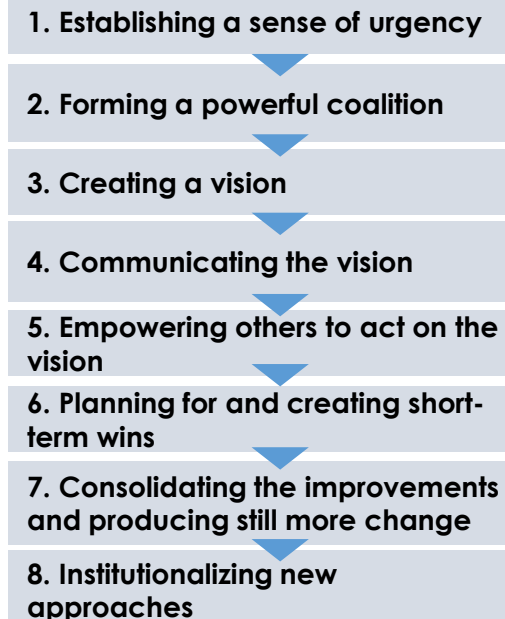
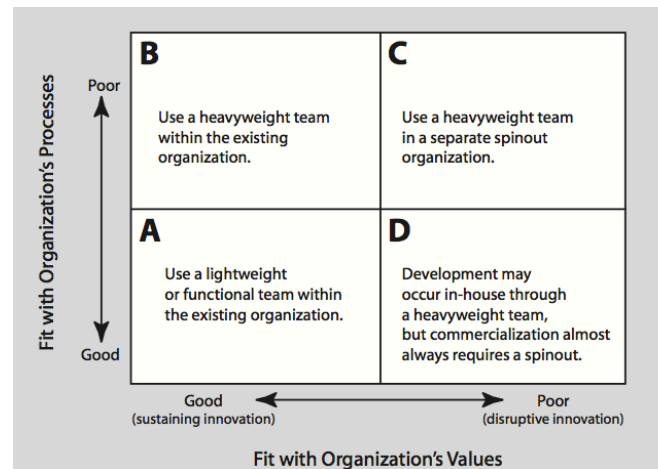
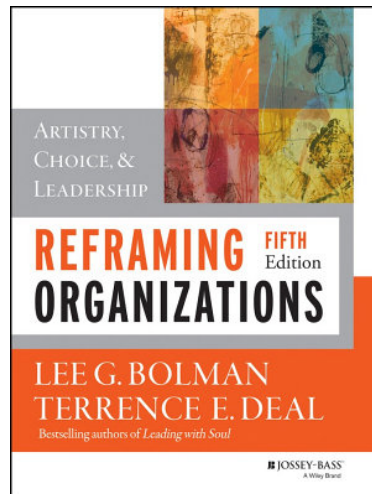


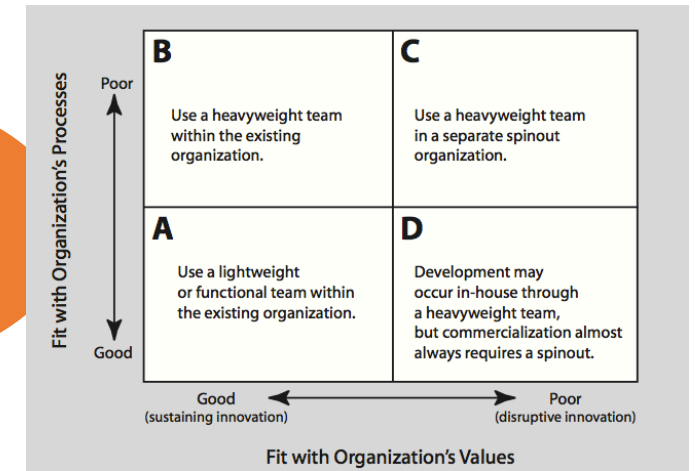
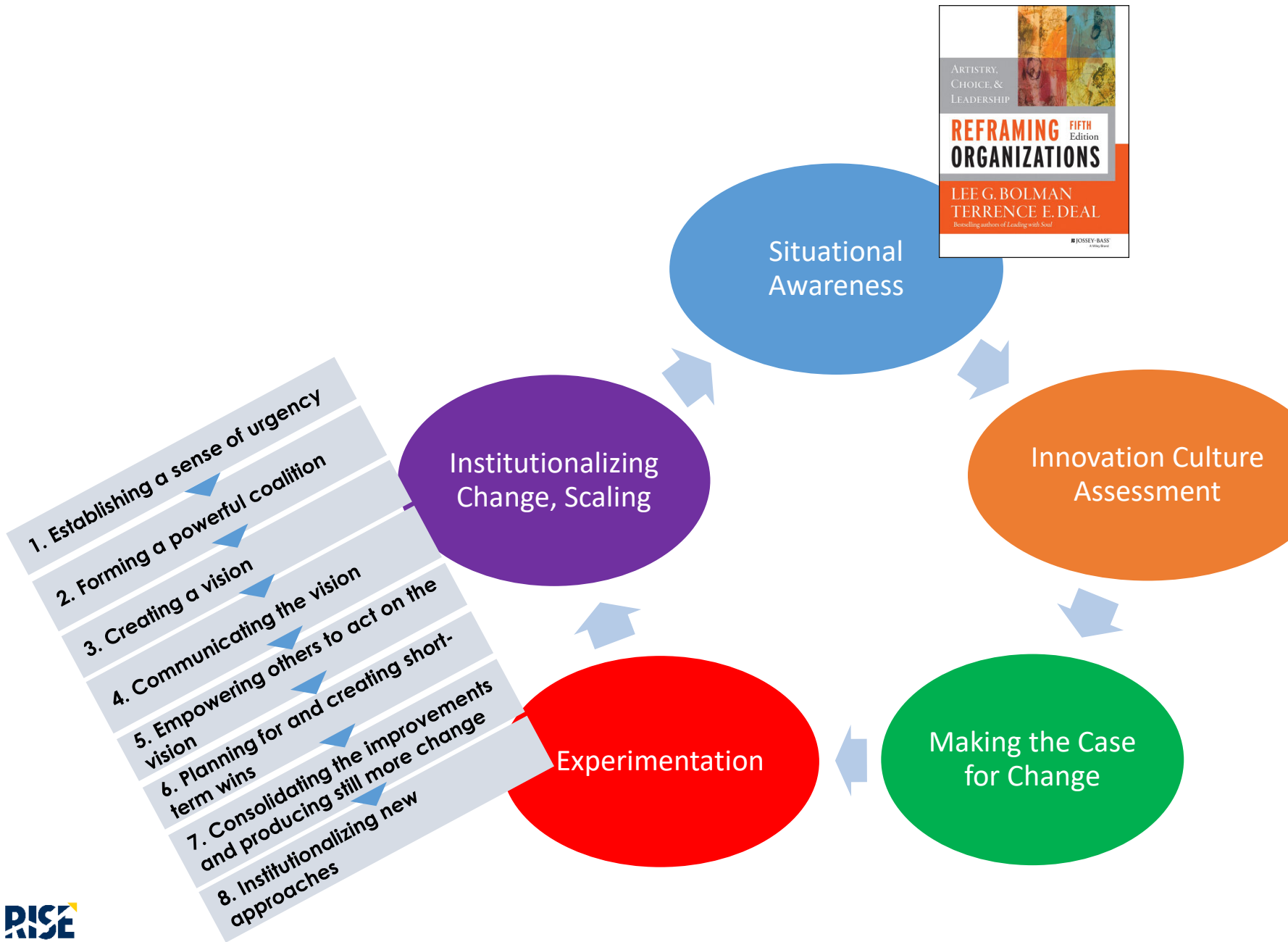
3 Frameworks

(1) Bolman LG, Deal TE. Reframing Organizations: Artistry, Choice, and Leadership. 6th ed. Wiley 2017.

(2) Christensen CM, Overdorf M. Meeting the Challenge of Disruptive Change. Harvard Business Review. Mar-Apr 2000

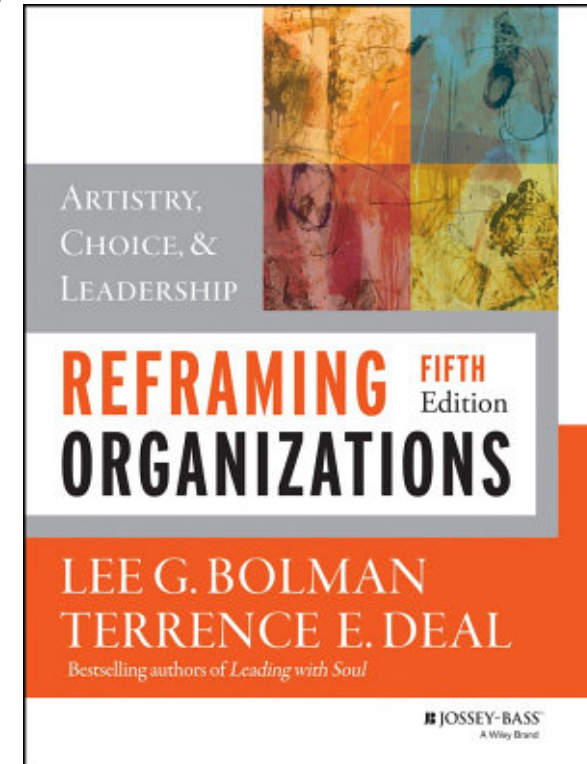
(3) Kotter JP. Leading Change: Why Transformation Efforts Fail. Harvard Business Review. Mar-Apr 1995.





Today - Organizational Analysis*

- Process of reviewing the environment, personnel, operations of a program or unit, in order to manage potential or upcoming change.
- Promotes “*Situational Awareness*” or “*pre-game planning*”



Framing and Reframing

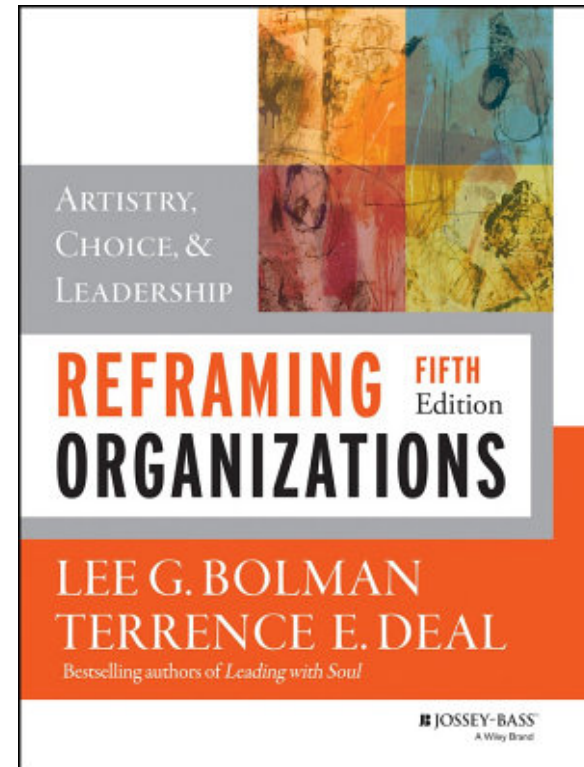
“The world simply can’t be made sense of, facts can’t be organized, unless you can alter it along the way as information comes in. But you can’t begin to learn without some concept that gives you expectations or hypotheses.”

- *Goran Carstedt, CEO Volvo*

- Frames: a mental model, a set of ideas and assumptions, to help understand and negotiate a particular organizational issue
- Frames: help provide an image of what’s happening and promote situational awareness
- Frames are windows on a terrain, tools for navigating its contours

Organizational Analysis*

- Process of reviewing the environment, personnel, operations of a program or unit, in order to manage potential or upcoming change.
- Promotes *“Situational Awareness”* or *“pre-game planning”*
- Frames of Analysis used as individual lenses to understand behavior and issues, consolidated at times to bring together a broader view



Four Frames – Structural and Human Resource

Structural (the Rational Model)

- Organizations are understood by role definitions and clear hierarchy.
- Problems come from overlapping responsibilities and unclear instructions.
- Focus is on the architecture of the organization, design of units and subunits, rules and roles, goals and policies

Human Resources (the Sociotechnical Model)

- Organizations exist to serve society; they are places for growth and development.
- Problems occur when people are not motivated or trained sufficiently.
- Emphasis is on understanding people, their strengths and foibles, reason and emotion, desires and fears

Four Frames – Political and Symbolic

Political (Power)

- Organizations are cutthroat jungles, where only the strongest survive.
- Problems come from poor power coalitions or overly centralized power.
- Analysis centers on assuming scarcity of resources, with competing interests, and struggles for power and advantage.

Symbolic (Anthropological Model)

- Organizations are deeply symbolic, and successful business is about the representation of genuine meaning.
- Problems occur when actors fail to play their parts, and the culture is not supportive.
- Understanding centers on issues of meaning, putting ritual ceremony, story, play and culture at the heart of organizational life.

Four Frame Model – Important Constructs*

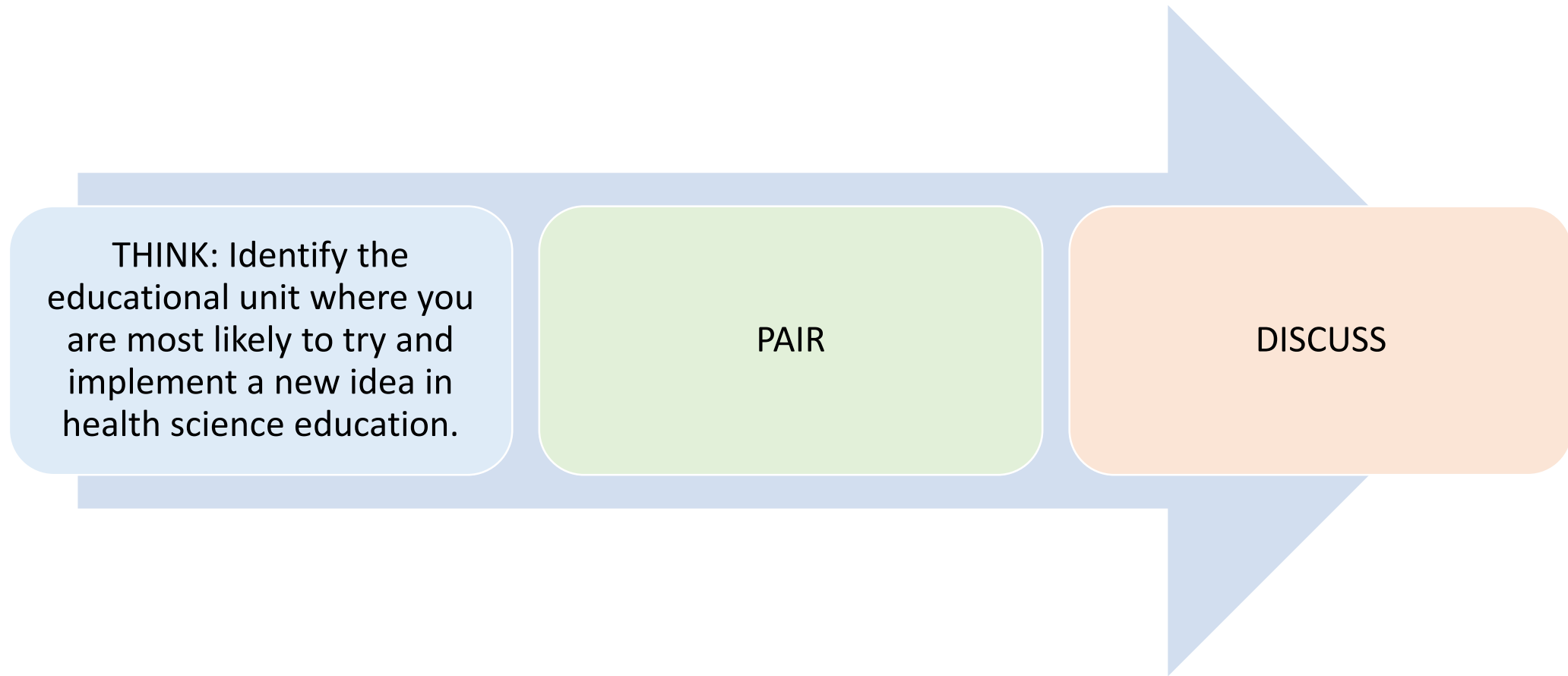
	Structural	Human Resource	Political	Symbolic
Metaphor for organization	Factory/Machine	Family	Jungle	Carnival, Temple, Theatre
Supporting Disciplines	Sociology, Management science	Psychology	Political Science	Anthropology, institutional theory
Central Concepts	Roles, goals, strategies, policies, technology, environment	Needs, skills, relationships	Power, conflict, competition, politics	Culture, myth, meaning, metaphor, ritual, ceremonies, stories, heroes
Image of Leadership	Social Architecture	Empowerment	Advocacy and political savvy	Inspiration
Basic Leadership Challenge	Attune structure to task, technology, environment	Align organizational and human needs	Develop agenda and power base	Create faith, belief, beauty, meaning

Exercise 1 - The FBI and the CIA: A Four-Frame Story

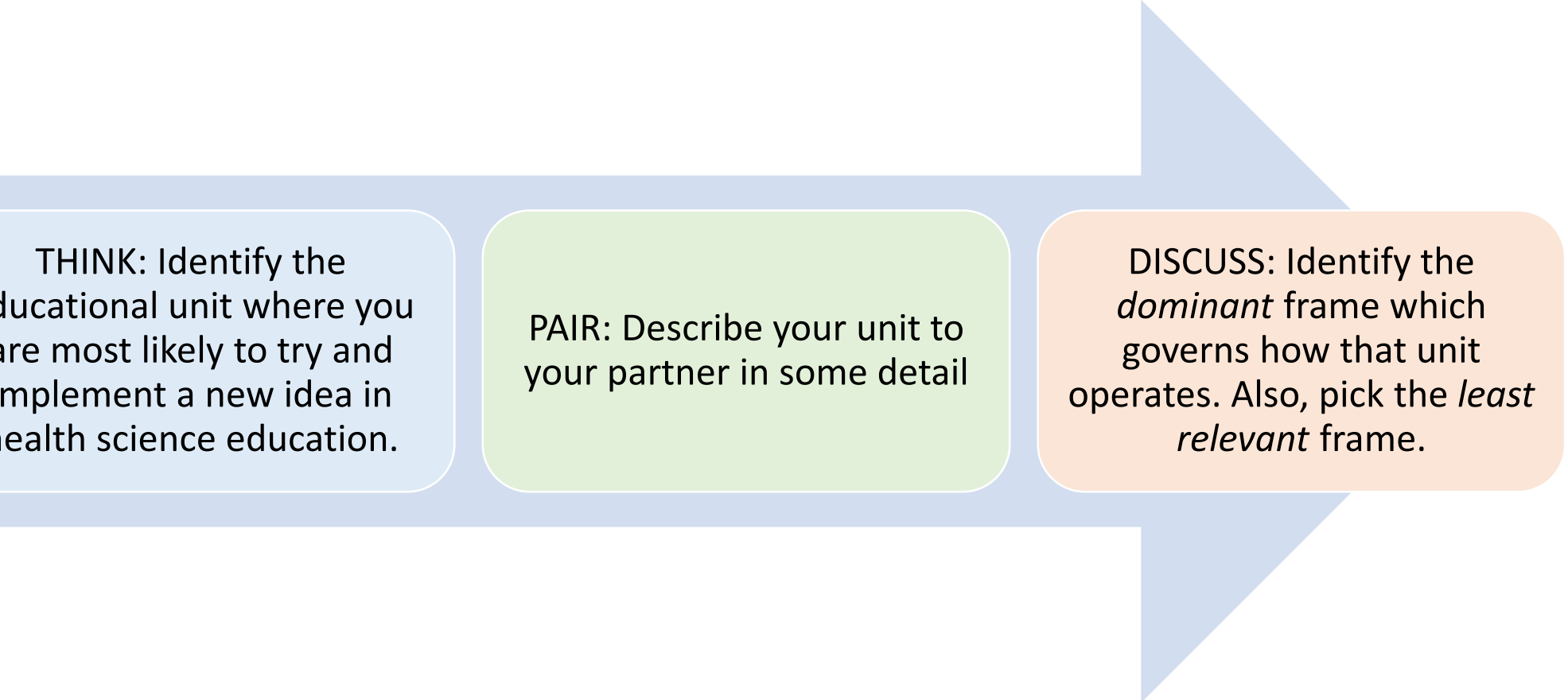
- USA's 2 major intelligence agencies, charged with combatting espionage and terrorism
- Long history of head-butting and conflicts
- FBI – housed in Department of Justice, reports to Attorney General, primary authority is over the United States
- CIA – reports through the Director of National Intelligence to the President, primary authority is *outside* the United States
- Issues: turf battles, lack of coordination
 - Critical incidents: JFK Assassination, Iran-Contra scandals, 9/11 attacks, Russian interference (?)

DISCUSS
HOW MIGHT
EACH OF THE
FOUR FRAMES
RELATE TO
EACH
ORGANIZATION?

Exercise 2 – Our Own Stories



Exercise 2 – Our Own Stories



THINK: Identify the educational unit where you are most likely to try and implement a new idea in health science education.

PAIR: Describe your unit to your partner in some detail

DISCUSS: Identify the *dominant* frame which governs how that unit operates. Also, pick the *least relevant* frame.

Why frame-centered thinking and planning?

- Help “*sort through the noise*”
- Promotes understanding
- Sources of new questions
- Filters for sorting essence from trivia
- Maps that aid navigation
- Tools for solving problems

**HOW MIGHT
FRAMING
INFLUENCE
INNOVATION IN
ACTION?**

RISE: Coming Attractions

RISE Principle: Translational Education (December 2)

TRANSLATIONAL BIOMEDICAL RESEARCH (T1) applies knowledge from basic research to clinical research to (T2) enhance adoption of best practices in clinical settings to (T3) improve health

Fort DG, Herr TM, Shaw PL, Gutzman KE, Starren JB. Mapping the evolving definitions of translational research. *J Clin Trans Sci* 2017;1(1):60-66.

Better
Health

TRANSLATIONAL MEDICAL EDUCATION (T1) transfers knowledge, skills, attitudes, and other attributes from the education environment into the clinical setting (T2) to improve health care practices and (T3) impact health outcomes.

McGaghie WC. Medical Education Research as Translational Science. *Sci Transl Med* 2010; 2(1):1-3; Bennett G, Jessani N. *The Knowledge Translation Toolkit. Bridging the Know-Do Gap. A Resource for Researchers.* Sage Publications. 2011.



Dr. William McGaghie (Northwestern University):
Translational Education – how can we push ourselves to design innovation in education that improves health?

RISE milestones

- December 2, 2019 at 4PM: CME Innovations Fund Brainstorming Sessions (co-sponsored by Office of CME and Lifelong Learning, OMSE, Fast Forward Medical Innovation)
- December 2, 2019 at 5:30PM: RISE Innovation Lab: Translational Education
- December 2019: Call for second cohort of RISE Innovation Fellows (application deadline in March 2020)
- January 8, 2020 at 4PM: RISE Fellowship Brainstorming Session
- January 27, 2020 at 5:30PM: RISE Innovation Lab: Design Thinking



Innovation in Health Sciences Education Translational Education RISE Activities ▾ Community of Practice ▾

Research | Innovation | Scholarship | Education

INNOVATING EDUCATION FOR BETTER HEALTH



THE MICHIGAN MEDICINE RISE MISSION

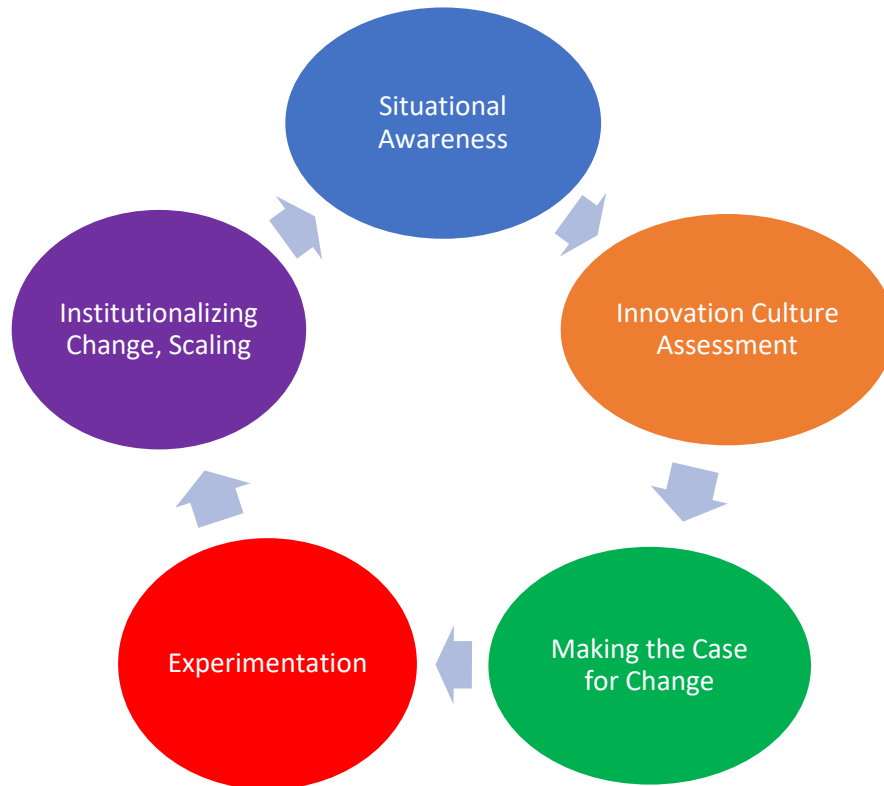
The focus of the **Research. Innovation. Scholarship. Education. (RISE)** unit is to build the foundation for an innovation [Community of Practice](#) that engages in bold new [translational educational practices](#) for both physicians and scientists to improve learning and teaching for better health.

Our work aligns with the Education Pillar of the [Michigan Medicine Strategic Plan](#), to cultivate a learning community that engages all in bold and innovative education for the advancement of science, health and health care delivery.



HANDOUT

RISE: Common Sense Change Management Curriculum



Key Readings

- Bolman LG, Deal TE. Reframing Organizations: Artistry, Choice, and Leadership. 6th ed. Wiley 2017.
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Situational Awareness - Four Frames

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Notes: