Learning from Excellence in the Emergency Department: Success and Failure Factors in Seven Years of Experimentation

Aim

Appreciative inquiry is often used as tool to learn from excellence reports as a team, ideally leading to improvement at work.

In our Emergency Department the reality of shift work and high staff turnover made formal appreciative inquiry difficult.

Over the past seven years, we tested several alternative strategies **without too much effort** to stimulate **reflection, dialogue** and **improvement at work**

Strategies

- Monthly discussions of anonymised reports during late-shift teaching, ending with next step for improvement at work.
- Posters with anonymised reports
- Anonymised reports in monthly quality updates
- Short instructional videos and updates on internal website

SCAN ME

Insights, suggestions, ideas, questions?

Success / Failure

Even though the posters, updates and website communications were valued, most **team reflection and dialogue** occurred during the montly discussions.

However, the need for repeated explanations and reactivation of the project required a **frustrating amount of effort**. Also, scheduling remained hard.

Translation into tangible **improvement at work** proved difficult.

Discussion

Individual learning is achieved simply by sending and receiving excellence reports.

Team learning, however inspiring, remains a challenging extra effort.

If improvement at work is the ultimate aim of team learning, embedding LfE more effectively into leadership and quality structures is needed.

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