

30 March, 2020

WYCCODN Leadership Programme

Leading, Implementing and Sustaining Change

Day Two - Implementing and Sustaining Change to Deliver Quality and Improve Outcomes

Andrea Cassidy

Programme

09.00 – 10.00 Your Project

10.00 comfort break

10.15 - 12.00 Making change logical - Exploring how to use models,
Preparing for change – Resistance to Change

12.00 - 12.45 Lunch

12.45 - 14.15 Tools for change - making it happen

14.15 comfort break

14.30 - 15.15 Making Change Stick

15.15 - 16.00 Your Project. Discussion, reflections and action planning

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Your Project

Discussion

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Managing Change

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**“The map is not
the territory”
(Korzybski)**

- Models of reality are not reality itself
- Reality is messy, complex & confusing. Models are neat, simple & clear.
- Nonetheless, models can help us get a “handle” on managing change

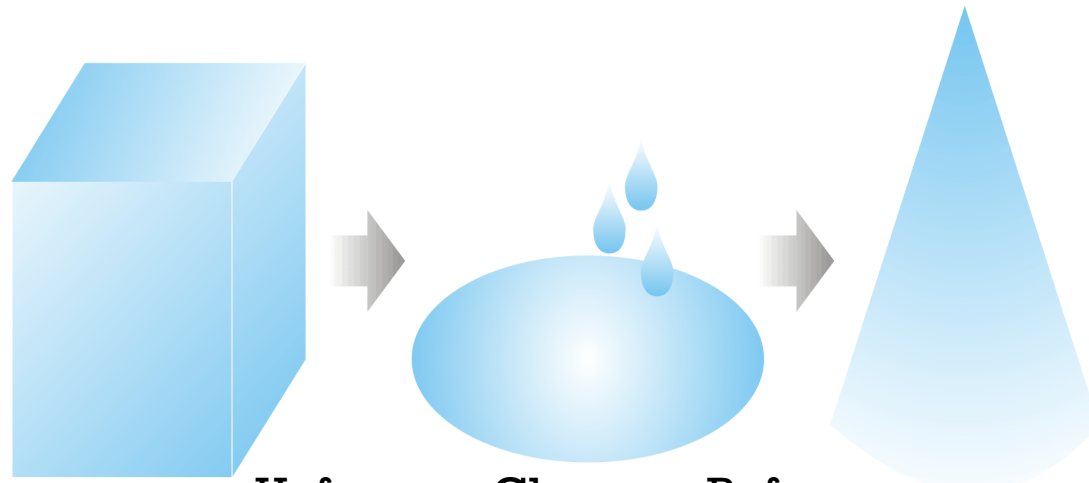
Models

- There are as many change models out there as there are changes happening, we can easily get bogged down trying to decide which model to use.
- They all have one thing in common:
- They have a start (preparing), a middle (implementing) and an end (sustaining)
- Some Favourite models are:
- Lewin's 3 phase model
- Kotter's 8 step model
- The NHS Change Model

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1. Establish a sense of urgency.
2. Create a guiding coalition
3. Develop a vision & strategy
4. Communicate the change vision.
5. Empower broad-based action
6. Generate short-term wins
7. Consolidate gains & produce more change
8. Anchor new approaches in the culture



Unfreeze - Change - Refreeze

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Preparing for Change

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Prepare or be Damned

- **The preparation phase of any change is crucial to its success.**
- **There are a number of issues we need to consider but the most important is how we prepare people for change.**
- **Therefore we need to understand people in order for us to do this effectively.**
- **Firstly we will consider peoples readiness for change and we can use this in teams followed by some useful tools we can use to help us prepare for change.**

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Adaptors and Innovators

Kirton (1976) Adaptors and Innovators; A description and a measure Journal of Applied Psychology 61 pp 622-9

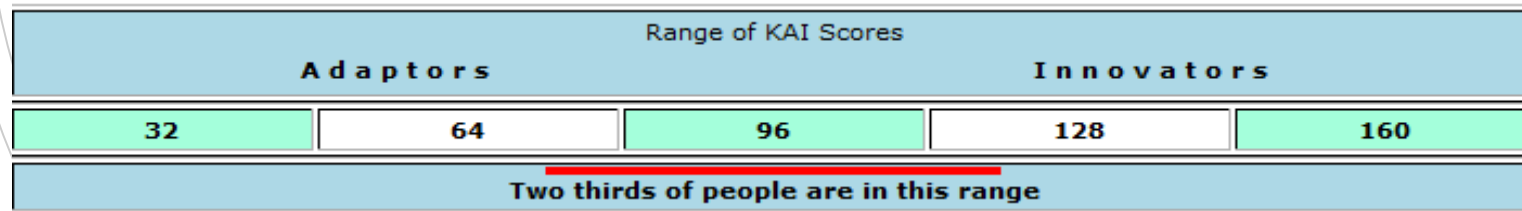
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Adaptors and Innovators

- Observation of differing styles –
- following an observational study **Kirton** came up with the notion of ‘**thinking styles**’ which influence decision making, problem solving and creativity
- When coupled with the working environment in which we work best
- Two extremes were found
 - Innovators
 - Adaptors
 - These two are the extreme ends of a scale and we may be anywhere along that scale having a mixture of both

KAI – Kirton Adaptation Innovation Inventory

- Kirton developed an instrument which measures thinking style and related this to the concepts of **Adapting** and **Innovating** using a continuum scale
- The inventory includes 32 items which score 1-5 to measure thinking style
- Score range therefore is from 32 (all scoring 1) to 160 (all scoring 5) with a mean of 96



Individual Preferences to Change

- Attributes for Change were taken into account and these included:
 - Motivation
 - Knowledge and experience from formal and informal learning
 - Mental capacity or intelligence
 - Cognitive processes which influence preferences in the way things are done

■ Thinking Styles!

We All Have A Bit of Both

- Although there is no right or wrong answers and there is a bit of both in all of us, and we can be creative about solving problems, the solutions often portray our thinking style
- As we look at the different thinking styles, try to decide what type you are.

Adaptors

what do they like and
what do they do

- They prefer to be in stable well structured working environments
- They prefer to Improve present methods and practices
- They don't upset the existing state
- They value themselves for doing things better and being efficient

Innovators

what do they like
and what do they do

- They prefer unstructured changing environments
- They re-assess and re-define problems and the context of them
- They propose solutions which are unexpected and sometimes difficult to accept
- They value themselves for doing things differently
- They have difficulty In selling their ideas
- They tend not to complete all the projects they start

High Adaptor	High Innovator
Characterised by; precision, reliability, conformity, methodicalness, prudence	Seen as undisciplined, thinking tangentially, approaching tasks from unusual angles
Seeks solutions to problems in tried and understood ways	Questions basic assumptions; including those consensually agreed
Resolves problems by introducing improvements and increased efficiency	Resolves problems by redefining their context
Rarely challenges rules, maintains group stability	Often challenges rules, is a catalyst to settled groups, is seen as disruptive and abrasive
Produces a few relevant, safe ideas for immediate implementation	Produces many ideas, including those seen as irrelevant, unsound, risky
Offers solutions which fall within the paradigm and are acceptable to the majority	Offers solutions which fall outside the paradigm and are not immediately acceptable to the majority

Applying thinking styles to effect change

- **Key areas where understanding thinking style will enhance the leaders contribution to change**
 - Choosing the type of change
 - Establishing an appropriate structure and working relationships within the change management team
 - Getting ideas accepted by those who wield power within the organisation

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Types of Change Project

- Adaptors and Innovators have different attributes, both have advantages and disadvantages, the leader can use these to enhance the project
- Over time each style will have an opportunity to contribute effectively
- The adaptor may be best suited to auditing the present situation
- whilst the innovator works on creating new ideas



Structure of the Team



- Teams benefit from both perspectives
- Innovators useful in early stages of change for idea generation
- Equally adaptor will help in doing the ground work of assessing the situation
- What happens if your team consists of more of one than the other?

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Understanding Reactions and Resistance

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Exercise

- Discuss what reactions you have seen to change and what you think might be the reasons for these.
- Identify your top 3 reactions and reasons

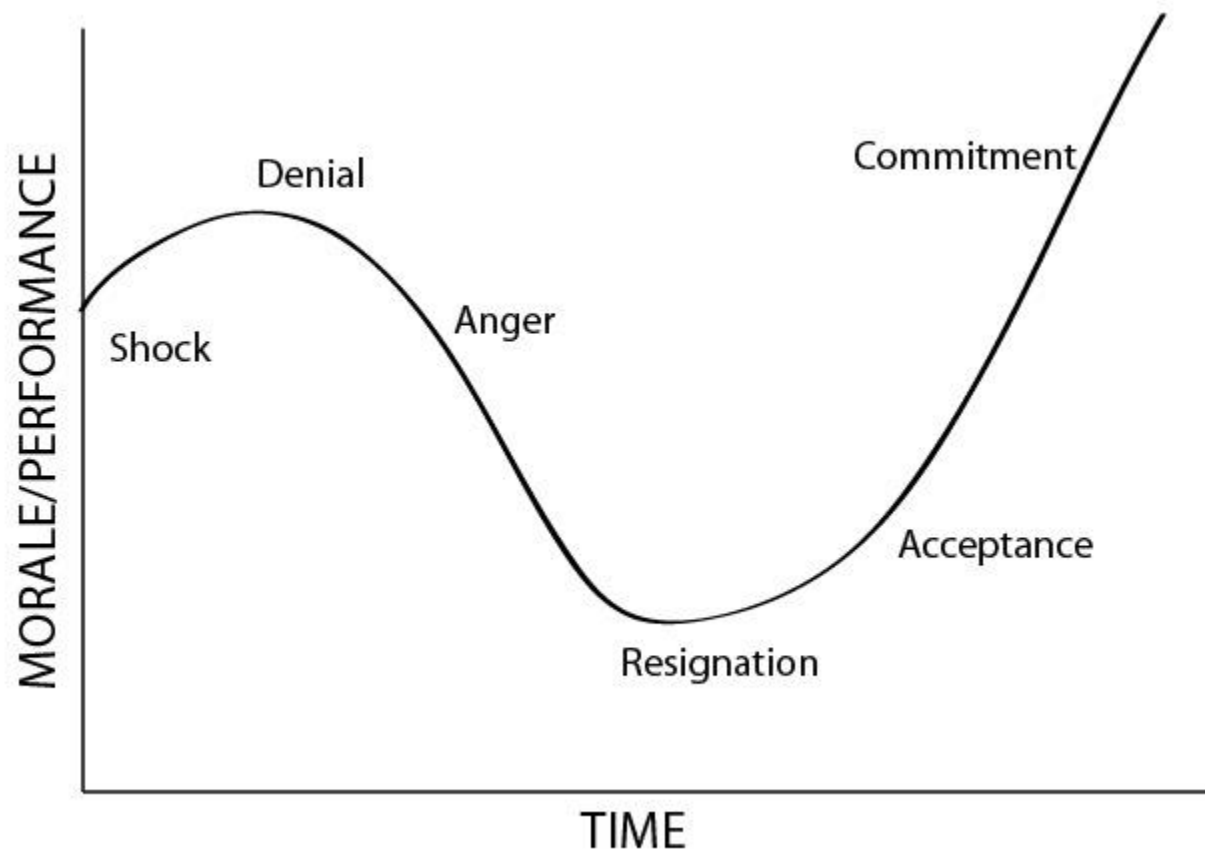
Individual reactions to change

- Denial
- Anger
- Depression
- Bargaining
- Acceptance

(Kubler-Ross)

- Disengagement
- Disidentification
- Disenchantment
- Disorientation

(Woodward and Bucholz)



(Kubler-Ross)

Reactions to Change

Reaction	Expression
Disengagement psychological withdrawal from change	Withdrawal
Disidentification feeling that one's identity is being threatened by change	Sadness, worry
Disenchantment feeling negativity or anger toward a change	Anger
Disorientation feelings of loss and confusion due to change	Confusion

(Woodward and
Bucholz)

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So What?

- Thinking about the reactions you suggested, can you see where they fit into the two models we have just looked at?
- So what might be the end result of a bad reaction to change/service improvement ideas and suggestions?

Resistance

- It is clear from our exploration of peoples reaction to change that they are more likely to resist it than go with it.
- The lead of the service improvement/change need to be aware of who might resist change and who might support it. There are a number of tools you can use to help with this.
- But actually doing something about resistors is easier said than done

Reactions to change

Faced with the choice between changing one's mind and proving that there is no need to do so, almost everyone gets busy on the proof

JK Galbraith in Bridges, W. (1991) *Managing Transitions: Making the Most of Change*, Addison-Wesley NY

Reasons For Resistance to Change

- Unclear aims & objectives
- Poor communication
- Insecurity & fear
- Lack of perceived benefits
- Fear of unknown
- Lack of information
- Misinformation
- Threat to status, power, base
- Reluctance to experiment

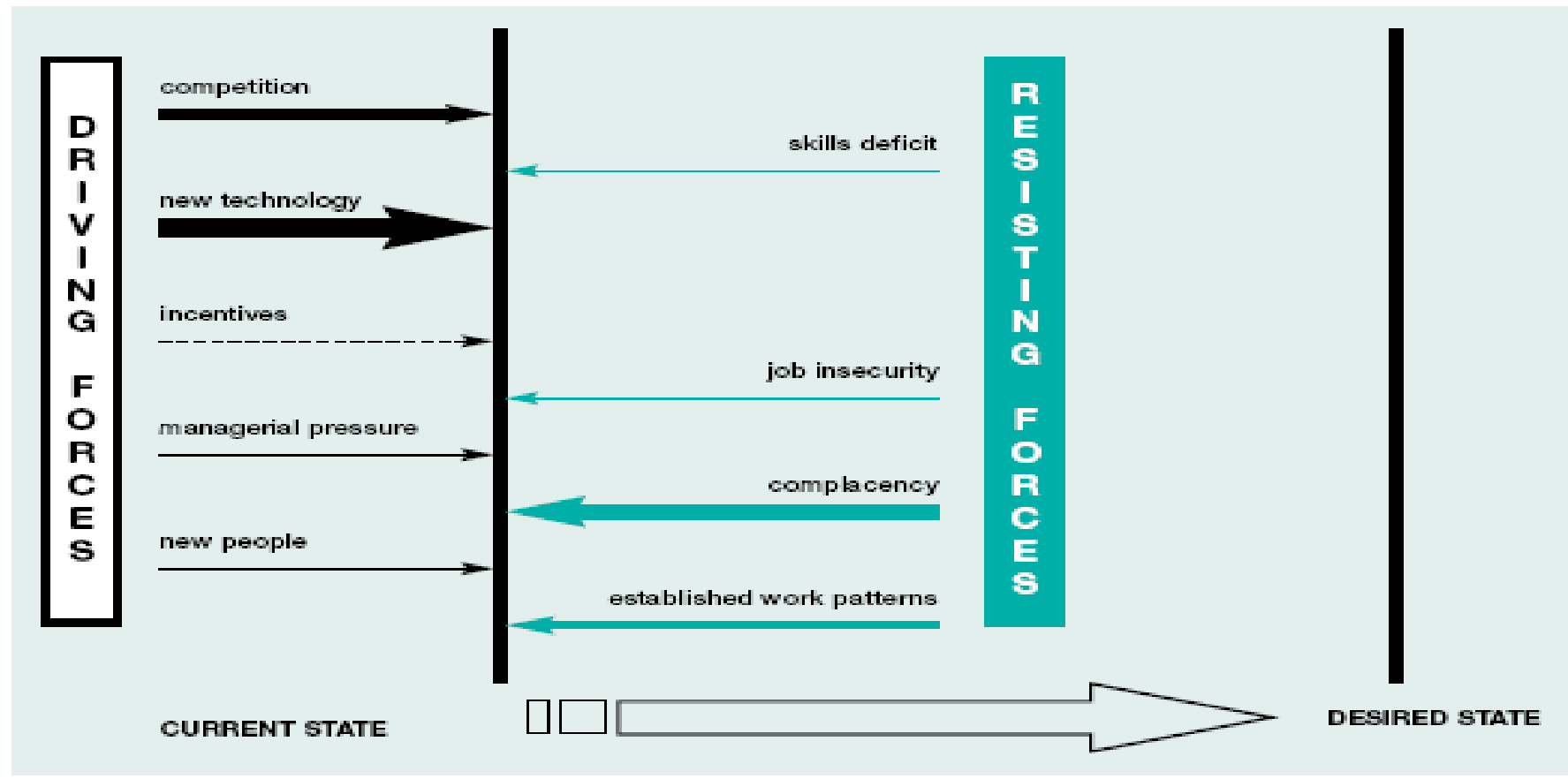
Source; Plant, R. (1995). *Managing Change & Making it Stick*.
Harper Collins

Lewin's Force Field Analysis

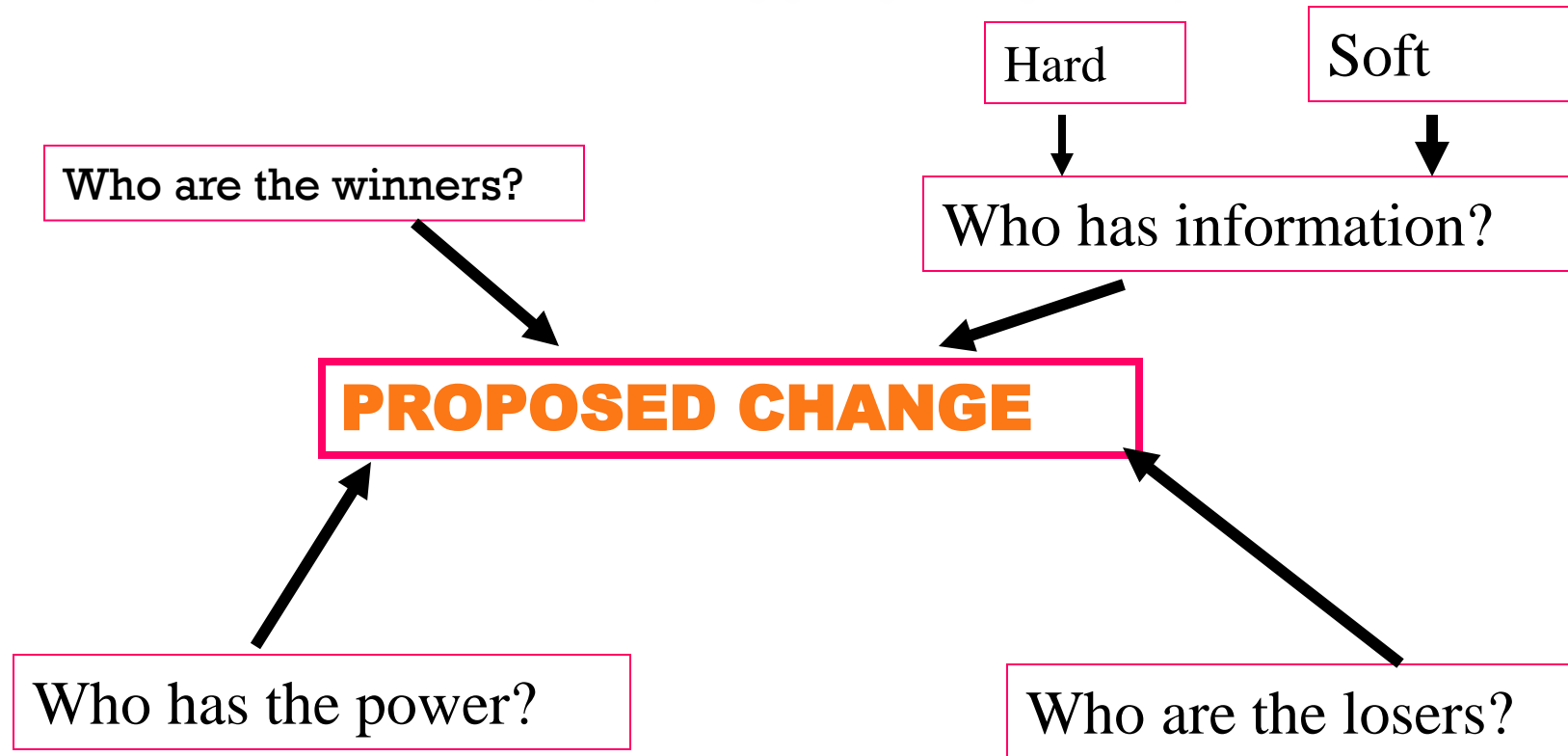
Source Lewin,K (1951) Field Theory in Social Sciences. New York. Harper Row

Figure 8: Lewin's Force Field Model

Based on Lewin (1951)



Reducing Resistance



Overcoming Resistance

- Education and communication
 - Educate beforehand – one to one, group presentations
- Participation and involvement
 - Involve initiators in design and implementation
- Facilitation and support
 - Training and development, listening, combating fear and anxiety
- Negotiation and agreement
 - Incentives, but how realistic
- Manipulation and co-option
 - Selective use of information, co-option and involvement
- Explicit or implicit coercion
 - Force or threat

■ Source: Kotter, J. P. & Schlesinger, L.A. (1979). Choosing Strategies for Change' *Harvard Business Review*. March-April 106-14.

The Change Agents prayer

Lord give me the strength to change things that can be changed, the tolerance to accept those that can't be changed and the wisdom to distinguish between them

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Lunch



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Getting it right at the beginning

Tools to prepare for change

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Important considerations

- Is there direction and a plan?
- What are we trying to achieve?
 - Does it match the organisational vision, objectives
- What is best way of doing it?
 - Consult those affected, provide evidence to support choice, best practice, options
- Is there a clear and appropriate communication strategy?
- What tasks are involved?
- What order?
 - Consider time, Gantt chart,
- Have you considered how you will evaluate success?

Using Tools

- There are a number of tools that can help you to prepare in order to manage change effectively.

Commitment Planning

- **No commitment** Likely to oppose the change
- **Let** will not oppose the change but will not positively assist
- **Help** will support the change if someone else leads
- **Make** will lead the change processes, want to make it happen

Commitment planning

Key players	Not committed	Let	Help	make
Smith	O			
Jones			O	
White	O			
Palmer			O	
Ghafri		O		

O = where they are now

Commitment planning

Key players	Not committed	Let	Help	make
Smith	O X			
Jones		X ←	O	
White	O →		X	
Palmer			O →	X
Ghafri		O →		X

X = where you want/need them to be

Gaining commitment

- Use power
- Expose the issue
- Educate and develop
- Role model
- Use peer pressure
- Encourage plagiarism
- Horse trade

5 Whys

- A useful tool for smaller events problems, helps with engagement
- Why has this happened?
- Why is that? X 4
- The aim being to enable people to “*recognise the difference between an event-orientated explanation, and a systematic explanation*” (Ross 1994:110)



QUALITY

- **PESTLE/SWOT**
 - Helps you analyse the environment
- **WIIFM**
 - Creates buy in (service improvement)
- **Using Metaphor**
 - Helps Understanding
- **Story Telling**
 - A good way to get a point over
- **PDSA**
 - A useful Process to follow
- **Process Mapping**
 - Useful to help you discover bugs/bottlenecks in systems and processes

Conclusion

- **The use of tools can be a useful way to help you gain insight into who needs to be involved in the change and how you can engage people. Even better would be to use the tools WITH the people you want to be involved.**

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Implementing Change

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A Model for Implementation

Vision & Values

Embedded into practices, procedures and communications

Skills

Specialist resources, training, education and development

Incentives

Partnership agreement, reward and recognition

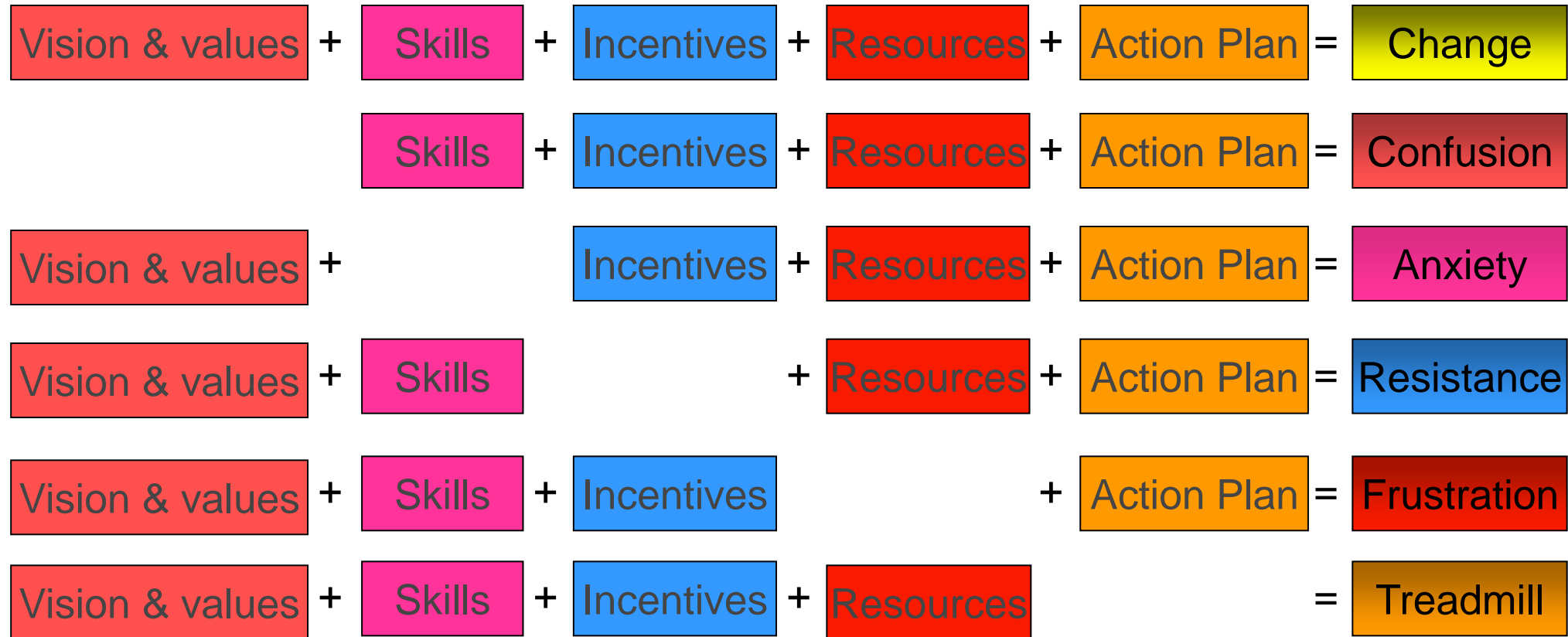
Resources

Funding, staff, tools to do the job

Action Plan

Service Improvement Plan

A Model for Implementation - Making change happen ...



Main Factors Associated with Successful Implementation of Organisational Change

The change has the support of the top management, or at least one influential manager, change is localized



The change is preceded by careful diagnosis of the problem



There is discussion of the problem, and of ways of dealing with it, with all those affected, willingness to adapt plans in the light of this discussions



Different modes of implementation are assessed based on a judgment of the degree of acceptance/resistance among different groups of employees



Training and personal development needs connected with the change are satisfied before the event rather than after.



There is a common understanding of purpose of the change., including the role of third parties where appropriate



Mechanisms are put in place to monitor and evaluate the change and its effects systematically



Communicate



- When you implement change, further communication is crucial – you'll almost certainly have problems at some point, and if you aren't regularly talking about the plan and communicating your successes, people may go back to old ways of doing things.
- Develop a communication strategy so that you can keep all involved informed at all times
- What Strategy Might you use?



Think About Training

- **Conduct Training Needs Assessments at various stages of the project to ensure that people have the skills they need to be successful as the change is implemented. Otherwise people will feel demotivated.**
- **People must be confident that they can do what they're being asked to do – so the time for training is before, during, and after the change.**



Building on the Change

- Highlight building on the change you started, and work toward making it part of the organizational culture.
- This can separate "good" change management from "great" change management.
- **Good change management** is when you are satisfied when you meet your initial objective.
- **Great change management** is when you keep adjusting your target for continuous improvement – you aren't afraid to keep changing things, because you're confident in your ability to keep making progress.

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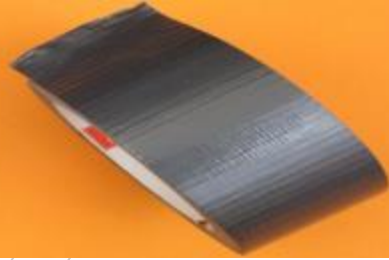
Making It Stick

Sustaining Change

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CHANGE



Making it Stick

- We can evaluate the change and be happy that it has worked
- We then need to make sure it sticks
- Many UK hospitals have experienced having their department undergo the 'LEAN' process
- Once the LEAN practitioners left however things would slip back to how it was before
- Therefore we must consider how to sustain change

“Spread” & “Sustainability”

(Buchanan et al, 2007)

- **Spread:** The process through which new working methods developed in one setting are adopted, perhaps with appropriate modifications, in other organisational contexts.
- **Sustainability:** The process through which new working methods, performance enhancements & continuous improvements are maintained for a period appropriate to a given context.

What Makes a Change Spread?

(Stocking, 1985, Rogers, 1995)



- Make it easy to understand
- Not in conflict with current national policies or local climate of opinion
- Advantageous when compared to existing practice
- Meets perceived needs of patients/clients or staff
- Seen as an “add-on”, simple to organise & not needing major role or attitude change



What Makes a Change Spread?

(Stocking, 1985, Rogers, 1995)

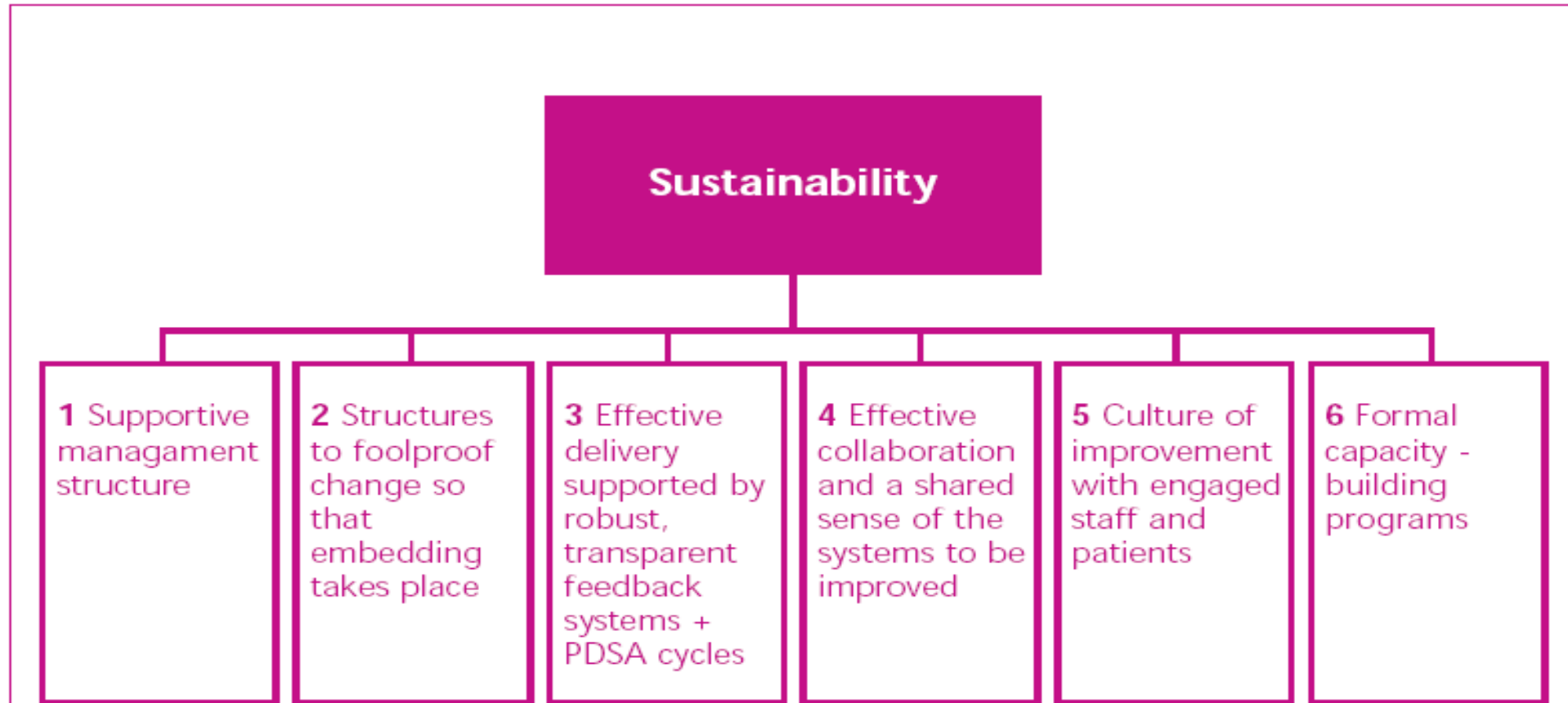


- Adaptable to local circumstances & needs
- Observable as working on other sites
- Identifiable enthusiasts, keen to spread, with reasonable status & able to put in time & energy to promote
- Testable
- Resource-light – little financial or other resources needed



What Makes Initiatives Fail	What Can Be Done
Initiators & drivers move on	Identify successors at an early stage
Accountability for spread unclear	Identify clear project management responsibilities
Knowledge/experience lost through staff turnover	Develop retention strategies. Use “buy-back” to involve leavers in induction & training of successors
Old habits imported with recruits from less dynamic settings	Strengthen induction/ training for new recruits
Original drivers/pressures no longer obvious	PR campaign to keep pressures in staff’s minds. Identify new, reinforcing drivers/pressures
New managers want to drive their own agendas	Ensure new appointments have explicit remit to continue/develop initiatives introduced by predecessors
Pump-priming funding runs out	Start to revise budget allocations early so extra costs can be absorbed gradually
Other priorities “crowd-out” change	Have a time-phased & agreed implementation strategy which does not divert resources until initiative embedded
Initiative fatigue	Clarify “What’s in it for them?”, re-launch & sell benefits

Factors that Promote Sustainability



Source: *Institute for Innovation and Improvement (2007). Improvement Leaders' Guide Sustainability and its relationship with spread and adoption* **General improvement skills.** *Institute for Innovation and Improvement*

Exercise



- Think of a number of changes over the last few years, which of them stuck, which failed to continue, have you helped or hindered a change to stick? What can you do to make change stick?

Conclusion

Mastering the art of leading change does not need to be mysterious or complicated. By teaching leaders how to address the stages of concern and respond with strategies to increase involvement and influence at each stage of the change process, and build the capacity for future change, organizations can dramatically increase the probability of successfully initiating, implementing, and sustaining change.

Blanchard (2008) Leadership Strategies for Making Change Stick available from [http://www.kenblanchard.com/getattachment/Leading-Research/Research/Strategies-for-Making-Change-Stick/Leadership Strategies for Making Change Stick.pdf](http://www.kenblanchard.com/getattachment/Leading-Research/Research/Strategies-for-Making-Change-Stick/Leadership_Strategies_for_Making_Change_Stick.pdf)

Your Projects



@CiaoMom

Remember make
it realistic and do
what it is
intended for

1

How
marketing
described it



2

How
engineering
saw it



3

What
production
produced



4

What the
customer
wanted



This is easily done!

