



York 15th September 2008
Workshop ~ W01 CHANGE MANAGEMENT

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What we'll cover:

Aims

To further develop knowledge, skills and understanding of change management for BACCN delegates

Objectives – we will include:

Definitions of change management

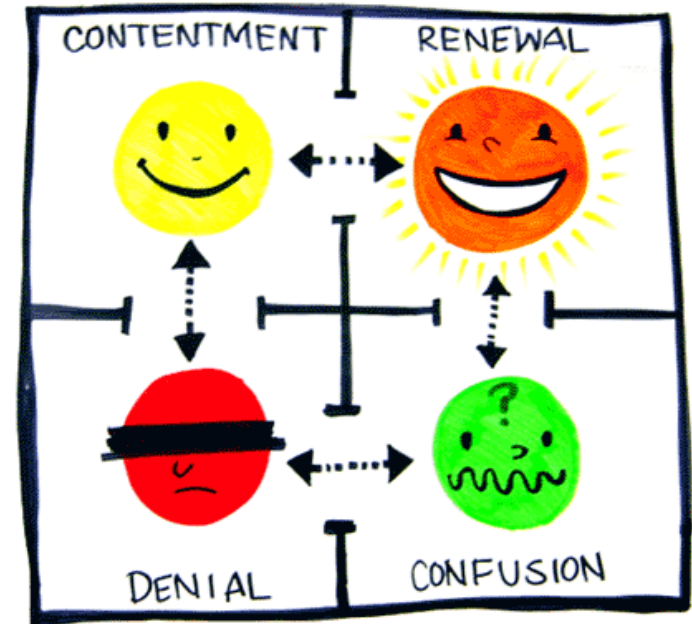
Models of change management

Theory and practice of change management

Focus on culture – ‘the way people do things’

Analysis of participant's leadership style in the context of change management

Use of a change management model to influence your work setting

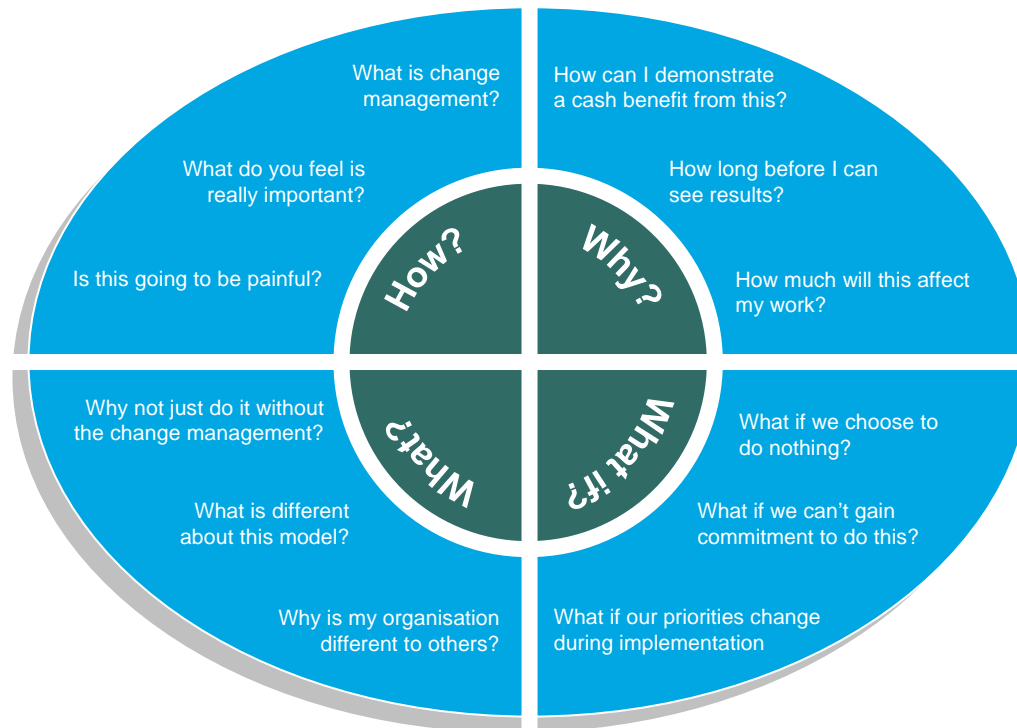


Drawn by graphic facilitator Brandy Agerbeck • Loosetooth.com
Based on Claes F Janssen's Four Rooms of Change Theory • ClaesJanssen.com



Introduction to Change Management

Understanding the Basics

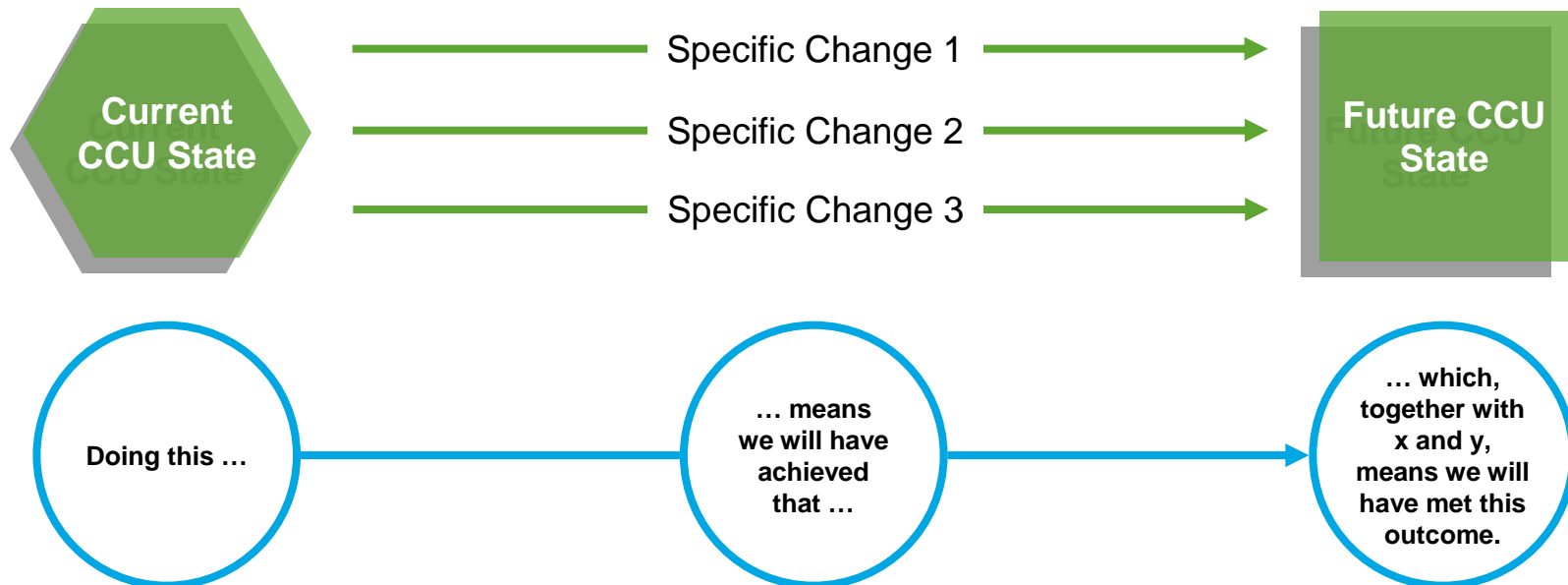




Introduction to Change Management

What is Change?

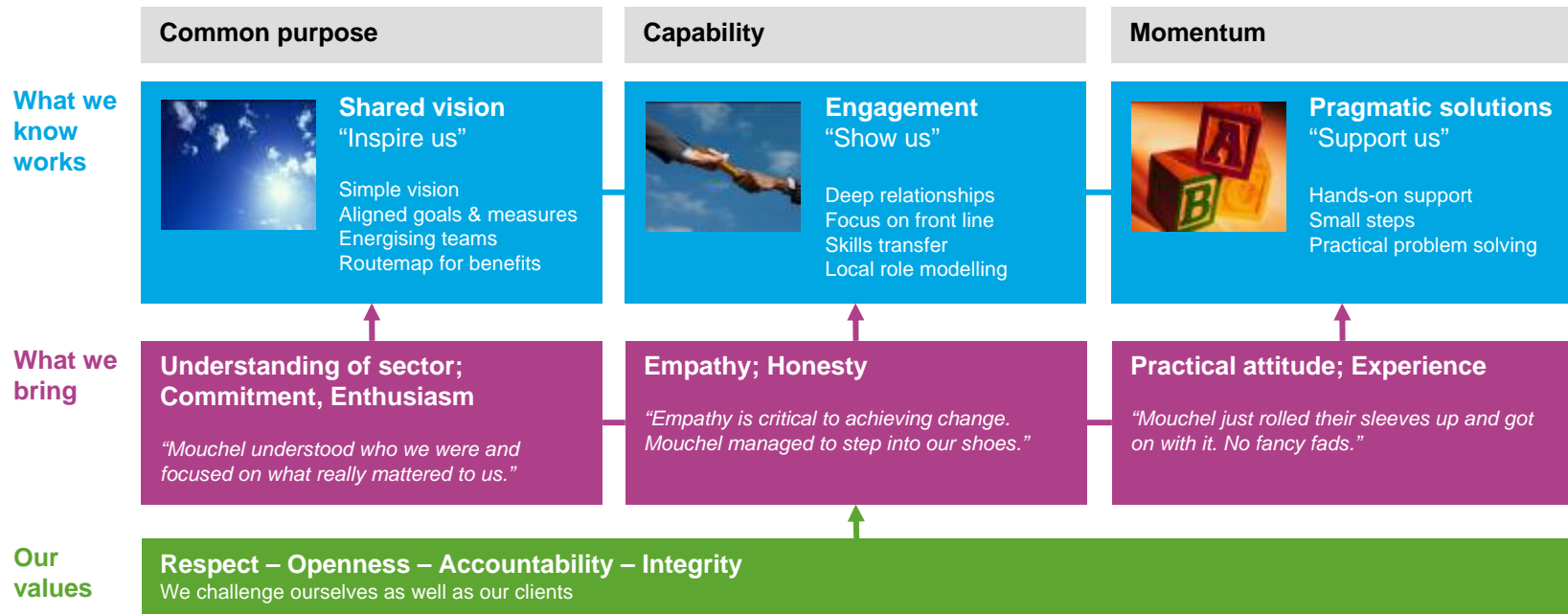
A change in the work environment, often part of a new initiative or plan





How Mouchel helps to manage change

Sustainable change

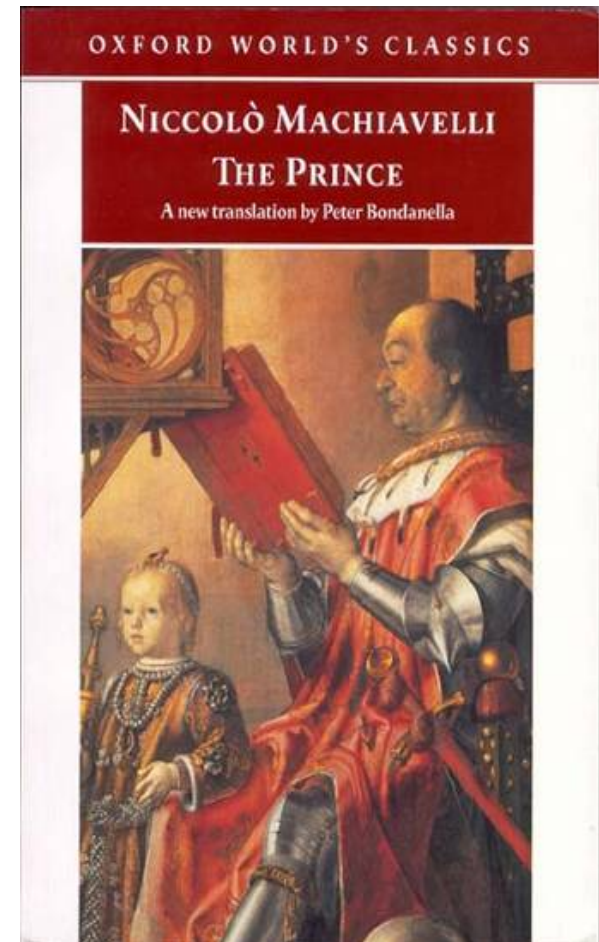




Change Management Introduction ~ in perspective

“There is nothing more difficult to take in hand, more perilous to conduct, or more uncertain in its success, than to take the lead in the introduction of a new order of things.”

Niccolo Machiavelli, The Prince, 1532

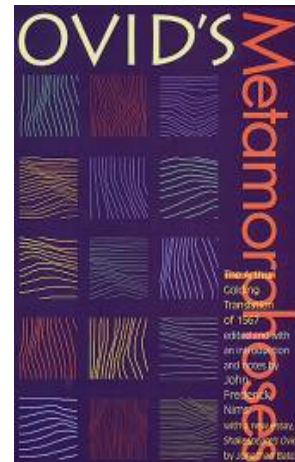




Change ~ nothing new

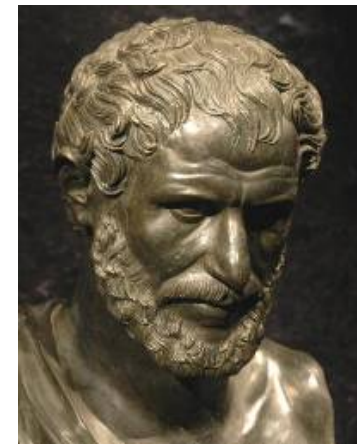
“ There’s nothing constant in the world,
All ebb and flow, and every shape that’s born
Bears in its womb the seeds of change.”

Ovid, 43BC-AD17, Metamorphoses



“Things which are put together are both whole and not whole, brought together and taken apart, in harmony and out of harmony, one thing arises from all things, and all things arise from one thing.

Heraclitus, 540 - 475 BCE





1. Definitions – Managing Change is a process

The process of managing change is concerned with;

- how people can be encouraged and empowered to work with the new resources;
- what support strategies are needed to help overcome resistance to change;
- methods of consultation;
- the roles of managers at different points in the change process;
- and the influence of organisational climate, structures, and ways of working on how well change is managed.





The Hero-Innovator



“This then is the myth of the Hero-innovator:

the idea that you produce, by training, a knight in shining armour who, loins girded with new techniques and beliefs, will assault the organisational fortress and institute changes in himself and others at a stroke...

The fact of the matter is that organisations ... will, like dragons, eat the hero-innovator for breakfast!”

(Giorgiades and Phillmore, 1980)





High Performing Teams

In your groups ~ what are the top three features of a high performing team?

On a scale of 1 – 10 where 10 is ‘perfect’, how would you rate your team at present?

Scaling: what do you need to do to move up one or two points?





High Reliability Organisations

- Complete emphasis on achieving more from less, whilst initially laudable in itself, has often resulted in mission failure, and spectacularly so in some of the well publicised failures in the public services. E.g. Helicopter and IT procurement
- What does a **'failure free'** organisation culture look like?
- What do managers have to do to make it happen in practice?
- To understand 'High Reliability Organisations' it is first important to understand failure
- Research into large-scale catastrophes has shown that the organisations involved were characterised by poor training and motivation, insufficient staffing, were fragile because of lack of slack, had design flaws, and defective equipment.
- The organisations also operated in an environment of stress, uncertainty and imperfect information.





Features of HROs

Eight principles of HROs

1. A strong organisational culture of reliability
2. Continuous learning
3. Effective and varied patterns of communication
4. HR practices that support reliability
5. Adaptable decision-making dynamics
6. Flexible organisational structures
7. Managing technology
8. System and human capacity



Reach out & touch a 747





Characteristics of HROs

- Staff have a strong sense of primary mission
- Extensive training to adhere to standard operating procedures
- Information rich environments
- Recruitment, selection, rewards, such as incentives and recognition, work organisation such as job rotation and career management strategically to contribute to the goal of reliability.
- HROs also provide ‘slack’ for decision makers to consider their options and reflect on their actions
- HROs are hierarchically structured but during periods of high accident potential decision-making is dispersed to the lowest levels in the organisation
- Equipment may not necessarily be state of art but is maintained to exceptionally high levels
- HROs build reserve capacity into the system to enable it to cope with unexpected circumstances





High Performing Teams ~ Features



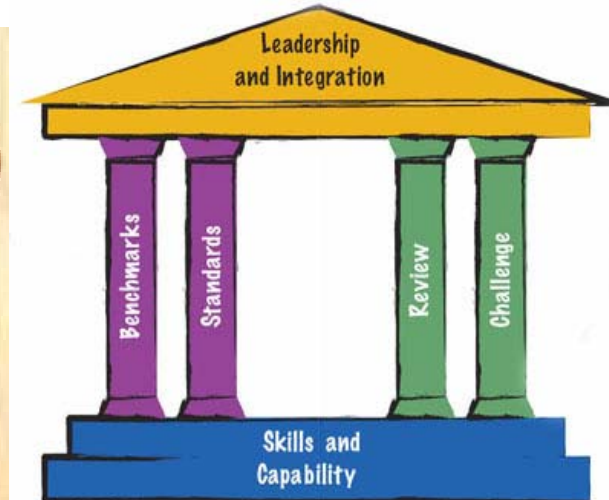
改善

What does this mean?



Continuous Improvement

改善
かい ぜん
Kai Zen



Building your team...

on firm foundations





2. Models of change management

Kübler-Ross model

The stages are:

Shock: First news....

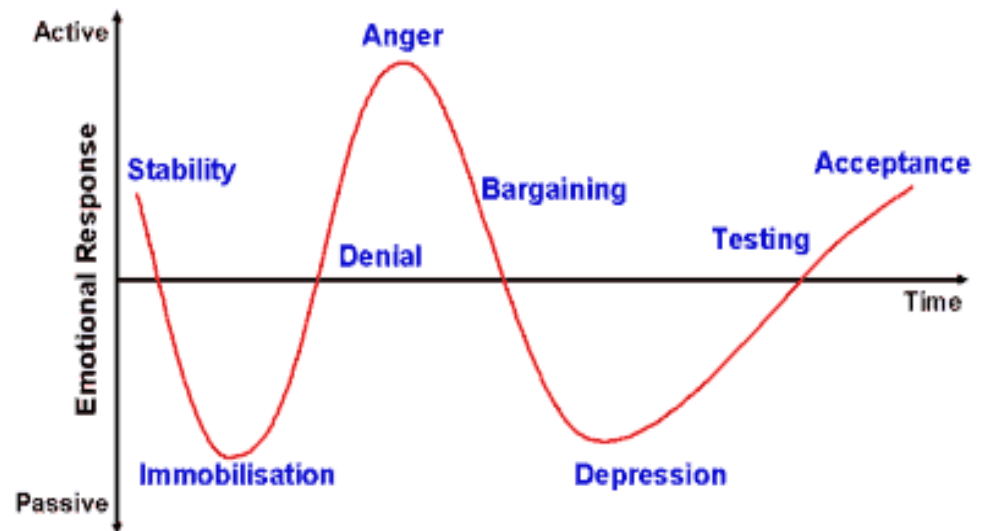
Denial: The initial stage: *"It can't be happening."*

Anger: *"Why ME? It's not fair!"*

Bargaining: *"if only..."*

Depression: *"I'm so sad, why bother with anything?"*

Acceptance: *"It's going to be OK."*

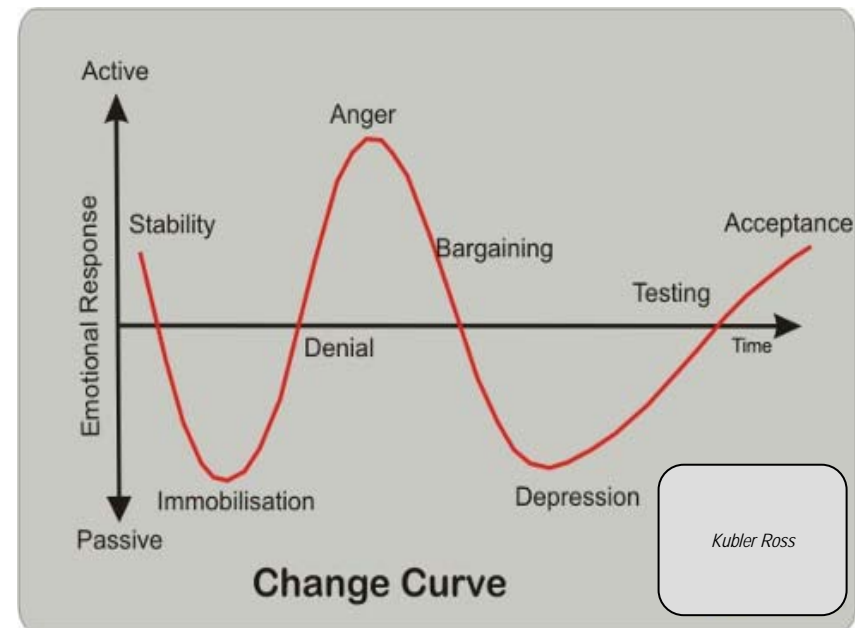




2. Models of change management

Why organisations need to change

- challenges of growth, especially global markets
- changes in strategy
- technological changes
- competitive pressures, including mergers and acquisitions
- customer pressure, particularly shifting markets
- to learn new organisation behaviour and skills
- government legislation/initiatives
- new ways of working introduced





2. Models of change management

Being ready for change

10 features of an 'adaptive' organisation are shown below.

The quotes against each are typical of the sorts of things that people will say if they are working in an adaptive work setting:

- | | |
|-------------------------------|--|
| 1. Shared goals | “We know where we’re going” |
| 2. Responsibility for success | “We will make this work” |
| 3. Collegiality | “We’re in this together” |
| 4. Continuous improvement | “We can still do better” |
| 5. Lifelong learning | “Learning is for everyone” |
| 6. Risk taking | “We learn by trying something new every day” |
| 7. Support | “There’s always someone there to help” |
| 8. Mutual respect | “Everyone has something to offer” |
| 9. Openness | “We can discuss our differences” |
| 10. Celebration and humour | “We are a good team” |

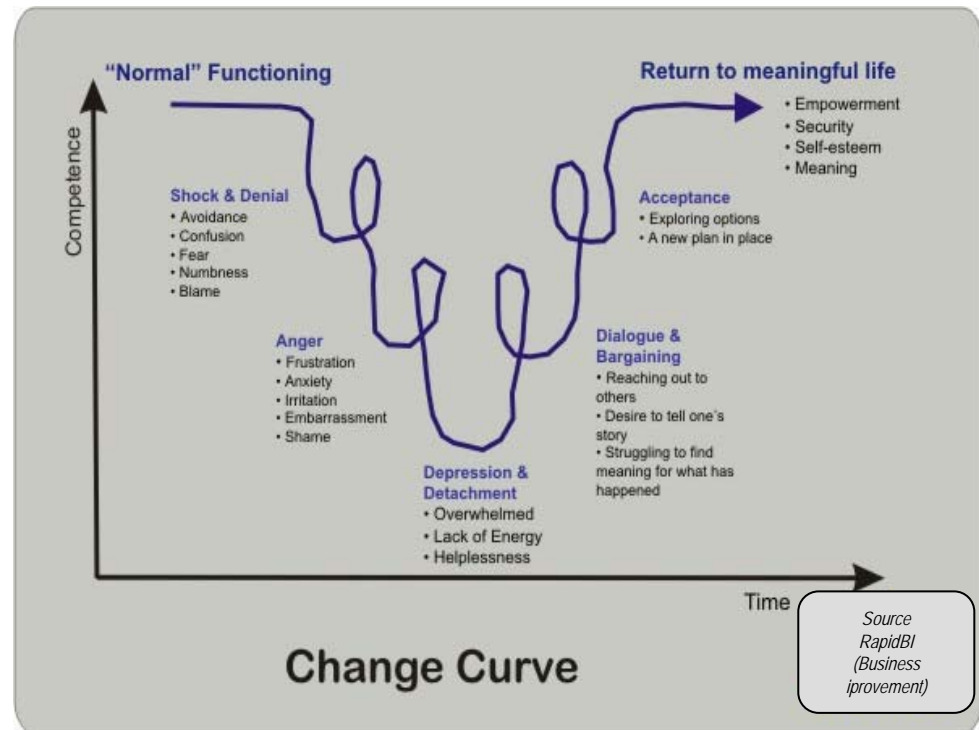
Adapted from Stoll and Fink (1996)



2. Models of change management

Change is...

- Not linear
- Dynamic
- A process of interpretation and clarification
- Threatening for many people
- Potentially exciting
- Potentially a distraction
- Rarely straightforward



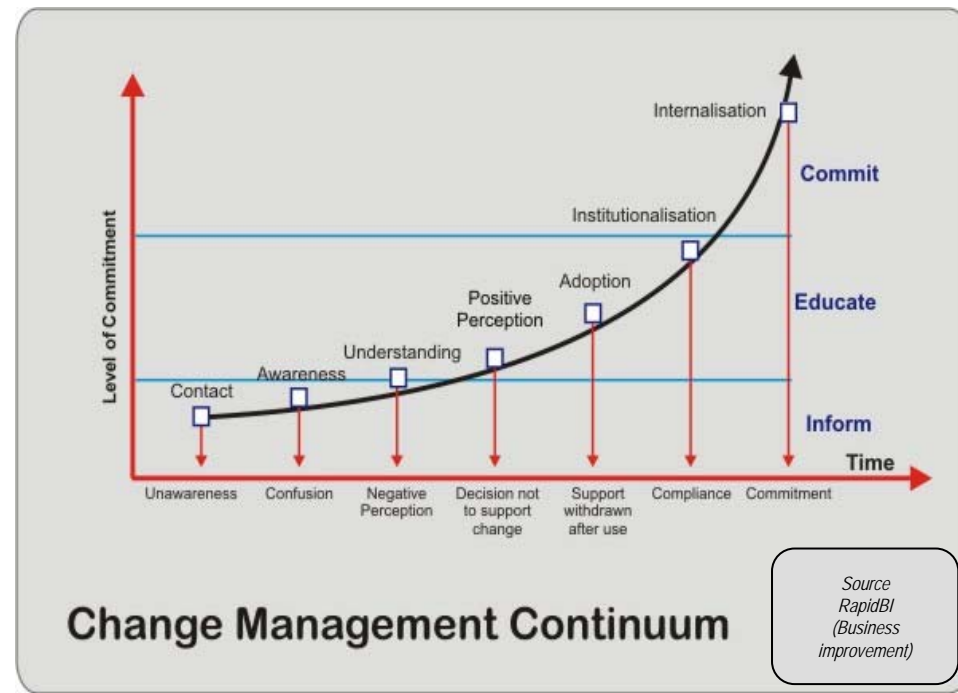


2. Models of change management

An 'end point' for a new change =
making it stick

Change can be seen as cyclical or
continuous

Think of the last big job you had to
do... did it follow this continuum?



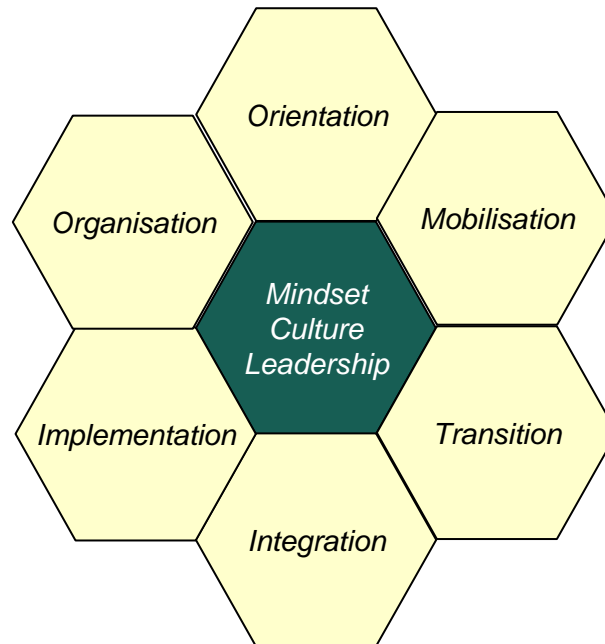


2. Models of Change

Orientation ~ the direction, positioning and preferences for change

Organisation ~ the more formal arrangements, systems and formulations of the change process

Implementation ~ the process of carrying out or executing the changes



Mobilisation ~ the process of involving, engaging, and catalysing the stakeholders affected by the changes

Transition ~ managing the passage of people through the changes

Integration ~ the embedding of the changes and the realizing of the transformation to produce a qualitative step change



3. Theory and practice of change management

The change equation

$$D \times V \times F \rightarrow R$$

D = Dissatisfaction

V= Vision

F = First steps

R = Resistance to change

After Beckhard & Harris

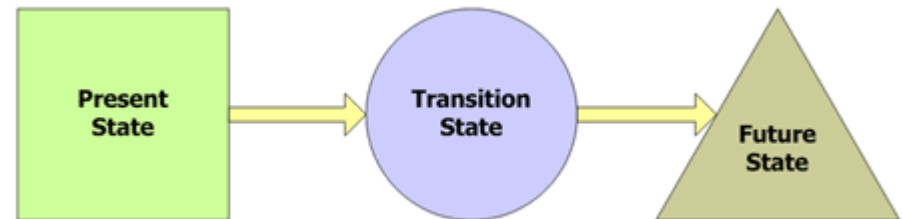
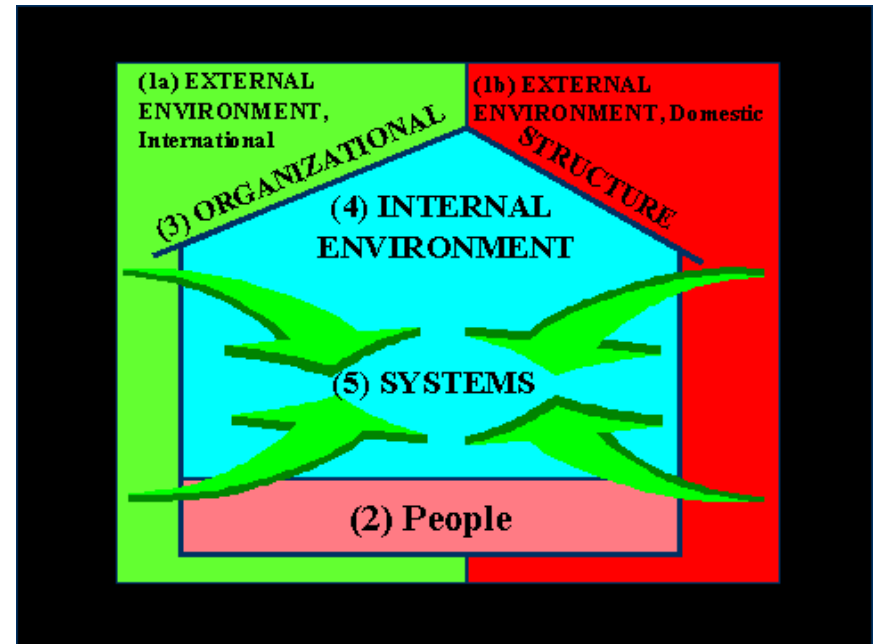


Kurt Lewin's 3-Step Change Model

Stage one: Unfreeze the present situation;

Stage two: Move to the new situation;

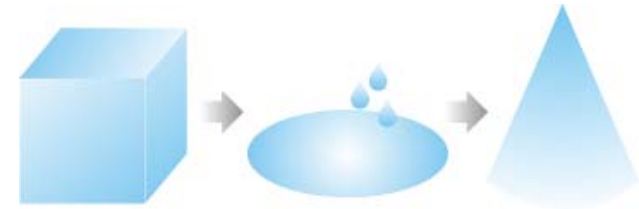
Stage three: Refreeze the new situation.



Kurt Lewin, 1951 Field Theory in Social Science. Harper & Row

Kurt Lewin, 1999 The Complete Social Scientist. American Psychological Association

Step 1 Unfreeze



Practical Steps for Using the Framework:

Unfreeze

1. Determine what needs to change

Survey the organization to understand the current state

Understand why change has to take place.

2. Ensure there is strong support from upper management

Use Stakeholder Analysis and Stakeholder Management to identify and win the support of key people within the organization

Frame the issue as one of organization-wide importance.

3. Create the need for change

Create a compelling message as to why change has to occur

Use your vision and strategy as supporting evidence

Communicate the vision in terms of the change required

Emphasize the “why”.

4. Manage and understand the doubts and concerns

Remain open to employee concerns and address in terms of the need to change.



Step 2 Change ~ New situation

Change

1. Communicate often

Do so throughout the planning and implementation of the changes

Describe the benefits

Explain exactly the how the changes will effect everyone

Prepare everyone for what is coming.

2. Dispel rumours

Answer questions openly and honestly

Deal with problems immediately

Relate the need for change back to operational necessities.

3. Empower action

Provide plenty of options for employee involvement

Have line managers provide day-to-day direction.

4. Involve people in the process

Generate short-term successes to reinforce the change

Negotiate with external stakeholders as necessary (such as employee organizations).



*"If you want truly to understand something, try to change it."
Kurt Lewin 1890 - 1947*



Step 3 Refreeze

1. Anchor the changes into the culture

Identity what supports the change
Identify barriers to sustaining change.

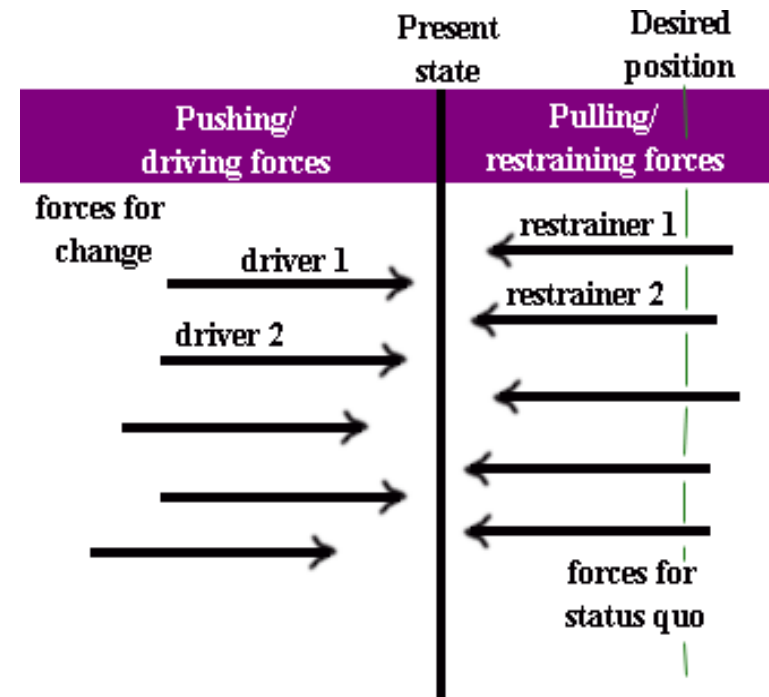
2. Develop ways to sustain the change

Ensure leadership support
Create a reward system
Establish feedback systems
Adapt the organizational structure as necessary.

3. Provide support and training

Keep everyone informed and supported.

4. Celebrate success!

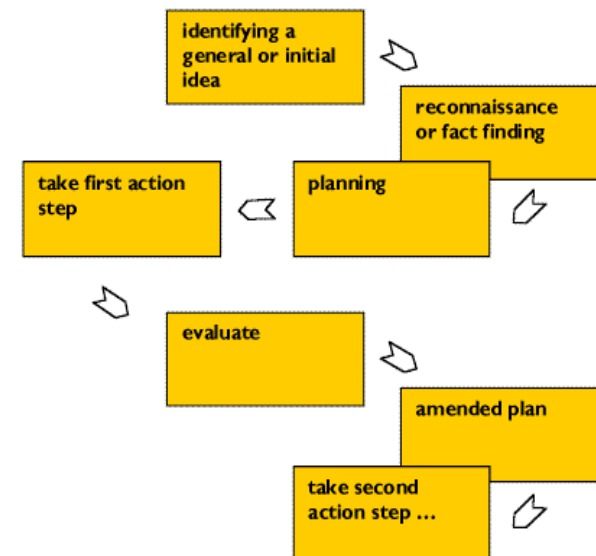


Kurt Lewin's Force Field Analysis



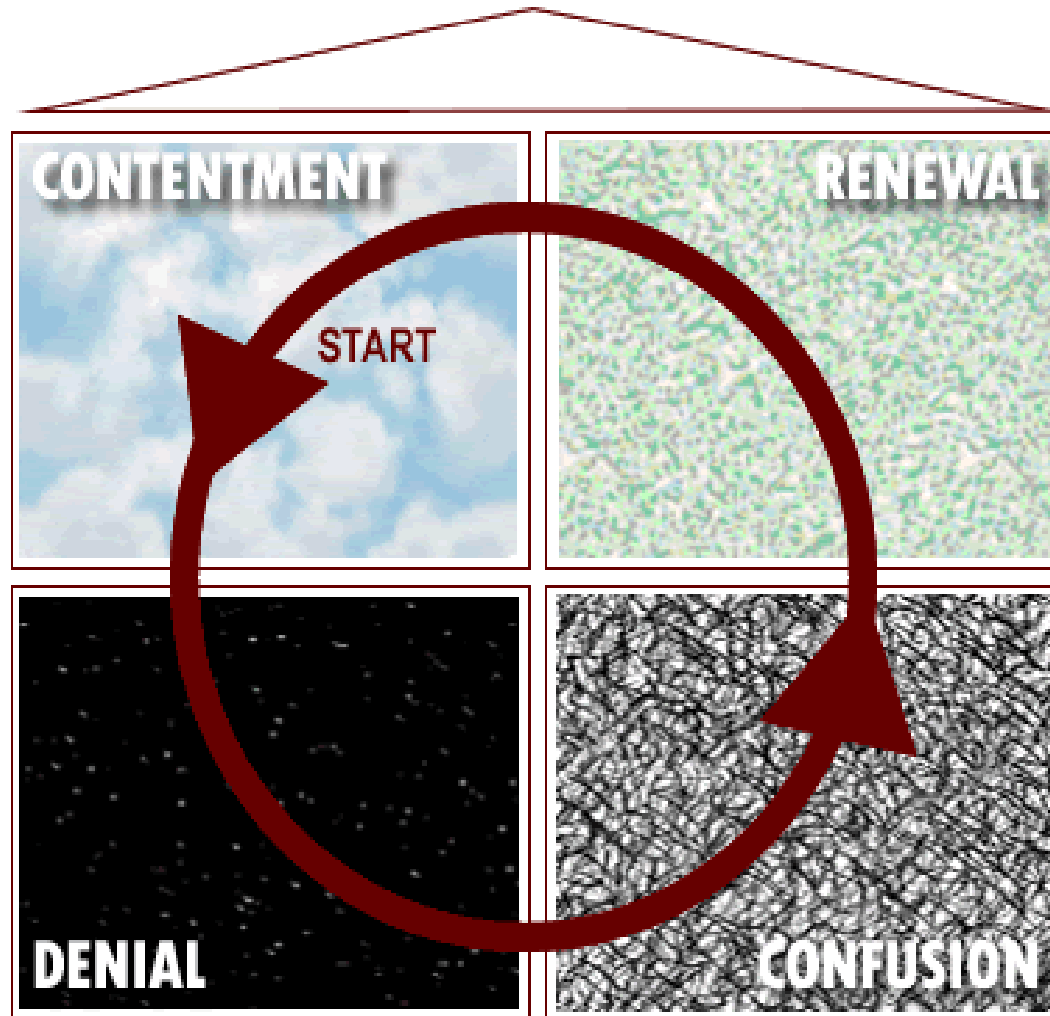
Key tenets of Lewin which are true for all change scenarios

1. Change doesn't operate in a vacuum but within an interactive system which itself is within a wider environment
2. Any human system will have a variety of forces at play which can help and/or hinder movement. These forces need to be addressed
3. The change process is helped through a process of observing or being in the system and exploring what works and what doesn't





Janssen's **Four Room Apartment Model of Change**





CONTENTMENT

In contentment you are just that -- content and without a change need or demand. Life is good -- you are centred, focused, and in control. *Then a need for change is triggered – internal or external e.g. wanting to improve (internal) or a budget cut (external)*

DENIAL

People and organizations are seldom without plenty to do, your first reaction to change is characterized by the Denial Room. Denial isn't always bad -- it's a vital defence mechanism that helps us keep priorities in mind while keeping less-pressing issues from interfering. In denial, you are focused on other things. In the early stages of denial, people typically submerge the pressures of change. With persistence, you may respond with varying degrees of anger, avoidance, and frustration.

Sooner or later you acknowledge the information, feelings and advice around you, and you become convinced that the change before you is real, significant and requires an intelligent response. Your reward for seeing the light: movement from the Denial Room into ... confusion.

CONFUSION

In the Confusion Room, you're neither here nor there. The old way is unravelled, the new way unclear. A new leadership team at the top -- what do we keep doing and what do we change? A new structuring of client or project assignments -- what do I do with the requests from my old clients or projects, and how do I get started with the new? Living in this room means living with uncertainty. Ambiguity. Suspicion. Rumours and flights of imagination fill in gaps of scattered information. You may begin putting together pieces of the puzzle, if only tentatively. *The information starts to trickle in, however, and the new picture begins to form. At this point you pick up speed out of the Confusion Room to the last of the transitional rooms: Renewal.*

RENEWAL

This is a heady place, once you get here. It's a place full of possibilities to best bring about a great solution or outcome to the change. Offering the right balance of structure -- goals, timelines, memberships -- and freedom within these structures is the key to enjoying the rush, and harvesting the rewards of Renewal. Make it through renewal and you're back where you started, in Contentment, at least with that change.



4 rooms – what to do

In Contentment: No need to do anything but carry on maintaining and tuning the system.

In the organization: This is the status quo,

In Denial: Share information calmly. Don't force advice (you'll only deepen the resistance of denial).

In the organization: By definition, one is unable find oneself in the depths of denial -- but you'll recognize it as you emerge from it. So the strategy here applies most practically to helping others in denial.

In Confusion: Get people together. Share information. Focus on short term goals.

In the organization: These strategies are simple and practical. In Confusion, everyone is talking, imagining, wondering. Some are dreading. Eighty-five percent of the information that circulates in the Confusion Room is "smoke" with no substance. Much of it is rumour built upon rumour (think of the game of telephone, where people in a circle whisper a message from person to person and discover by the time it completes the circle that a far different, often amusing, message has emerged).

In Renewal: Give people some structure and let them put the new together.

In the organization: The promise and perils of the Renewal Room are often illustrated during retreats. In the prioritizing activities of some retreats, an energizing initiative comes to the fore. Then the meeting ends. If it ends without an action plan, the whole result is at risk -- and the group will probably settle for much less than that envisioned at the height of the meeting. Too structured an action plan is also risky, since people can feel excluded (especially those outside the room), or the invitation to be bold in responding can be squelched.

Your target is a promising solution that will challenge and stimulate people to be energized AND create enough structure to channel that energy into results.



Change is messy and never simple... 7 Aspects

7 core aspects of change

- *People at the heart of all change*
- *All aspects important*
- *Ignore any at your peril !*



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<http://www.epmbook.com/index.html>



Around the 7 aspects are 12 influences

Programmed or intentional change:

- The 12 influences on the 7 core aspects
- Change agents or facilitators (internal or external consultants) are needed to , will make the outcome more reliable
- Often all this occurs whilst the people get on with 'the day job'
- We need to estimate the relative impact of each influence (RAG assessment)



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The role of change management within transformation

| | Direct > | Define > | Plan > | Implement > | Sustain > |
|--|----------|----------|--------|-------------|-----------|
| Solution Management Design, build, test and implement the solution (people, process and technology) | | | | | |
| Change Management Engaging people to help them play their part in delivering the vision | | | | | |
| Programme Management Provides co-ordination, manages resources and risks, and provides overall leadership | | | | | |
| Governance Provides oversight of the programme, ensures funds and resources available, and monitors progress | | | | | |

The Mouchel approach to Change Management



Direct



Define



Plan



Implement



Sustain



Vision and Benefits



Change Leadership



Stakeholder Engagement and Communication



Change Readiness



Localised Support



Training, Development, etc.



Culture Change

Change and Transformation

Understanding the core work streams and the integrated change plan

| | | |
|---|---|--|
| A | Integrated Change Plan and Approach | Integrating the change plan and change approach is critical to the delivery of change management and therefore sits across all workstreams within the programme |
| 1 | Vision & Benefits | Identifying how the change supports the future vision , organisational values and priorities, understanding what benefits the organisation wants to achieve and helping them to realise these benefits |
| 2 | Change Leadership | Securing commitment to change and establishing a lasting change capability within the organisation |
| 3 | Stakeholder Engagement and Communications | Ensuring key stakeholders play their part in making the change happen, and that the programme delivers key messages effectively to shift peoples' motivation and behaviours |
| 4 | Change Readiness | Identifying the the appetite for change and the resulting cultural change requirement . Providing ongoing assurance that the organisation has the structure and resources in place to deliver change and benefits effectively |
| 5 | Localised Support | Developing and implementing a local change plan that identifies the practical changes to organisational design roles, policies and working practices, both prior to and during deployment |
| 6 | Training, Development and Skills Transfer | Identifying where current organisation structures and skills do not meet future requirements, and creating a training programme that both develops those skills and persuades people to accept the change |
| 7 | Culture change | Recognising and proactively addressing cultural aspects of a change programme, including identifying those elements which will naturally resist changes and those which should be reinforced to help changes become imbedded in the long term. |



Let's now look in more depth at CULTURE CHANGE (Work stream 7 of the Mouchel Approach to Change)



Change is always mediated through people, and most change management programmes stand or fall by the way this is handled... to some extent this includes IT projects



What kind of leadership style do you adopt in your work, whether you are in a management role or not?

Analysis of your leadership style in the context of change management... do you help or hinder effective change management?

1. What is your leadership style?
2. What does that mean for the way you manage change?
3. What would people say about your ability to manage change in a 360 degree survey?
4. Time to explore your leadership style....

Leadership Styles

Blake and Mouton's Managerial / Leadership Grid®

Behavioural scientists, Robert Blake and Jane Srygley Mouton developed and trademarked this grid. They use it to demonstrate that there is one best style of leadership. Blake and Mouton's Managerial / Leadership Grid® is a matrix formed by the intersection of two dimensions of leader behaviour (see Figure 1). On the horizontal axis is 'concern for production' on the vertical axis is 'concern for people'.

By scaling each of the axis from 0 to 9, Blake and Mouton were able to plot five leadership styles. Because it emphasises teamwork and interdependence, Blake and Mouton argue that the 9,9 style is the best.

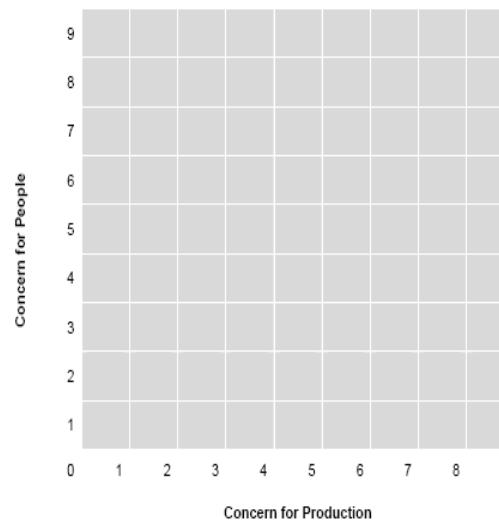


Figure 1: Blake and Mouton's Managerial / Leadership Grid®

Leadership Style Survey

The self-assessment tools are intended as a first step in helping you to define issues that may be important to your effectiveness in a leadership capacity. The value in these assessments is in answering them as honestly as you can, and then following through on the learning that they might indicate. Remember that leadership skills can be learned. Your current assessment need not be the same as your future assessment. Think of this as a learning opportunity.

This questionnaire contains statements about leadership style beliefs. Next to each statement, circle the number that represents how strongly you feel about the statement by using the following scoring system:

- Almost Always True - 5
- Frequently True - 4
- Occasionally True - 3
- Seldom True - 2
- Almost Never True - 1

Be honest about your choices as there are no right or wrong answers - it is only for your own self-assessment.

| | Almost Always True | Frequently True | Occasionally True | Seldom True | Almost Never True |
|---|--------------------|-----------------|-------------------|-------------|-------------------|
| 1. I always retain the final decision making authority within my department or team. | 5 | 4 | 3 | 2 | 1 |
| 2. I always try to include one or more employees in determining what to do and how to do it. However, I maintain the final decision making authority. | 5 | 4 | 3 | 2 | 1 |
| 3. I and my employees always vote whenever a major decision has to be made. | 5 | 4 | 3 | 2 | 1 |
| 4. I do not consider suggestions made by my employees as I do not have the time for them. | 5 | 4 | 3 | 2 | 1 |
| 5. I ask for employee ideas and input on upcoming plans and projects. | 5 | 4 | 3 | 2 | 1 |
| 6. For a major decision to pass in my department, it must have the approval of each individual or the majority. | 5 | 4 | 3 | 2 | 1 |
| 7. I tell my employees what has to be done and how to do it. | 5 | 4 | 3 | 2 | 1 |
| 8. When things go wrong and I need to create a strategy to keep a project or process running on schedule, I call a meeting to get my employee's advice. | 5 | 4 | 3 | 2 | 1 |
| 9. To get information out, I send it by email, memos, or voice mail; very rarely is a meeting called. My employees are then expected to act upon the information. | 5 | 4 | 3 | 2 | 1 |



Reflection and discussion

Discuss with neighbours:

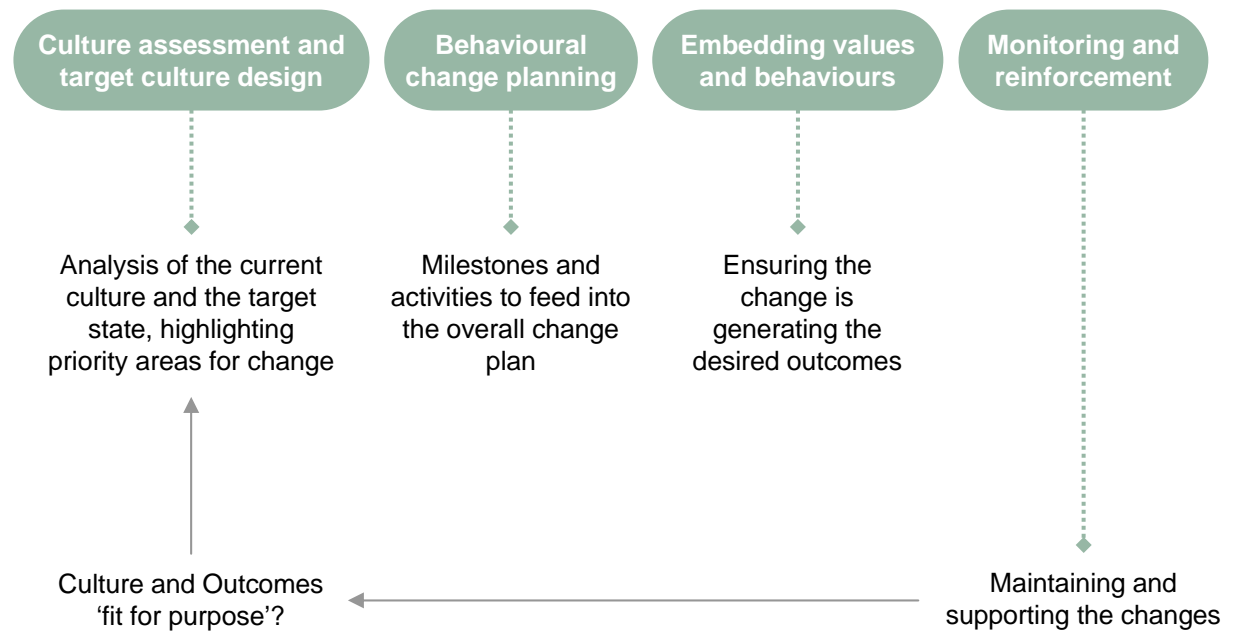
- a) Did you come out as you expected on the scale?
- b) What kind of leader do you like working with?
- c) What kind of leader ‘winds you up’?
- d) What might you do to make future change smoother and more effective?



Work Stream
7

Culture Change

Recognising and actively addressing cultural aspects of a change programme, including identifying minimising resistance, and reinforcing drivers to help changes become embedded in the long term.



7.1 Culture assessment and target culture design

Developing an understanding of the cultural challenge

When

● Direct > ● Define > ○ Plan > ○ Implement > ○ Sustain

Where:

Directing change: ■
 Defining change: ■

What this will achieve:

- Identify areas of focus for the project
- Begins building an understanding and buy-in for cultural change
- Input to the overall change effort

What is done:

- Review any previous work
- Workshops / assessments to assess culture
- Workshops / reviews to establish target culture
- Gap analysis

What will you get:

- Understanding of blockers and enablers
- Understanding of whether current culture or subcultures need to be addressed and in which areas

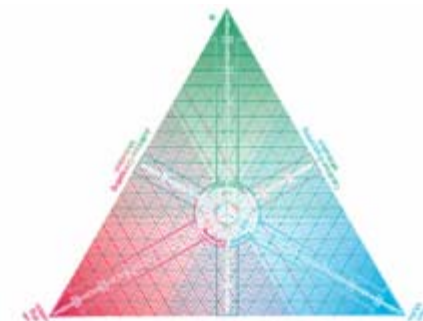
What is needed from you:

- Top team / senior management investment of time and resources
- Access to affected areas of the organisation
- Use of empirical data over time

What this is about

- Aligning an organisations culture to support a proposed change can be one of the most difficult, and rewarding, workstreams in a transformation project. Without a clear focus on what the potential cultural blockers are, many projects are fated to have an uphill struggle as they try to push through changes which are naturally and easily resisted. A well-founded project will use culture to its advantage.
- We use objective and subjective (including narrative and observation) methods to understand the current culture, underpinning values, and what is driving behaviour.
- Developing an understanding of the potential future state then lets us highlight the potential problems and opportunities that can help or hinder the establishment of the changes needed for a successful transformation.
- This work can be organisation-wide, or concentrate on particular aspects e.g. specific geographies, teams or individuals.
- Cultural activities can include coaching and mentoring, communications and branding, physical environments, leadership styles and HR aspects
- We recognise that any culture change programme can have wide-reaching effects on an organisation, and may not be naturally contained within one project.
- This activity can impact all elements of the change framework.

Tools we use



- Strength Deployment Inventory © SDI (individual and team tool)
- "Even Better Place To Work" EBP2W (online benchmarked tool for developing the desired culture)
- Survey Monkey (online tool for specific aspects of culture... e.g. customer care)
- Learning Partnerships
- Learning Circles
- Towards a Learning Organisation
- Executive and performance coaching
- Leadership surveys

Questions to ask

- What is meant by culture?
- Is culture change a driver or an enabler?
- What previous work on culture has been done?
- What is the scope of the assessment?
- How closely does the vision / strategy of the organisation align with the proposed changes?
- Can we access external perspectives as well as internal e.g. customers, suppliers



Getting the culture to be more as you'd like it at your workplace

Work at three levels:

- Intrapersonal (I, me)*
- Interpersonal (You & me, me & others)*
- Suprapersonal (Us, the organisation or system)*



How to be an emotionally literate organisation



- #### BENEFITS
- ✓ Support
 - ✓ Motivation
 - ✓ Creativity
 - ✓ Empathy
 - ✓ Understanding
 - ✓ Safe Challenge



- #### BENEFITS
- ✓ Sum of the parts is greater than the whole
 - ✓ Team focuses on shared aims and objectives
 - ✓ Organic growth of ideas



- #### BENEFITS
- ✓ Recruitment & retention
 - ✓ Focus on Client, Staff and Stakeholders
 - ✓ Health of organisation – 'Built to last'.

Working at the front line with emotions

Y'all take care now... let's hear Quality Honking at your critical care unit!

Emotional Literacy makes a difference