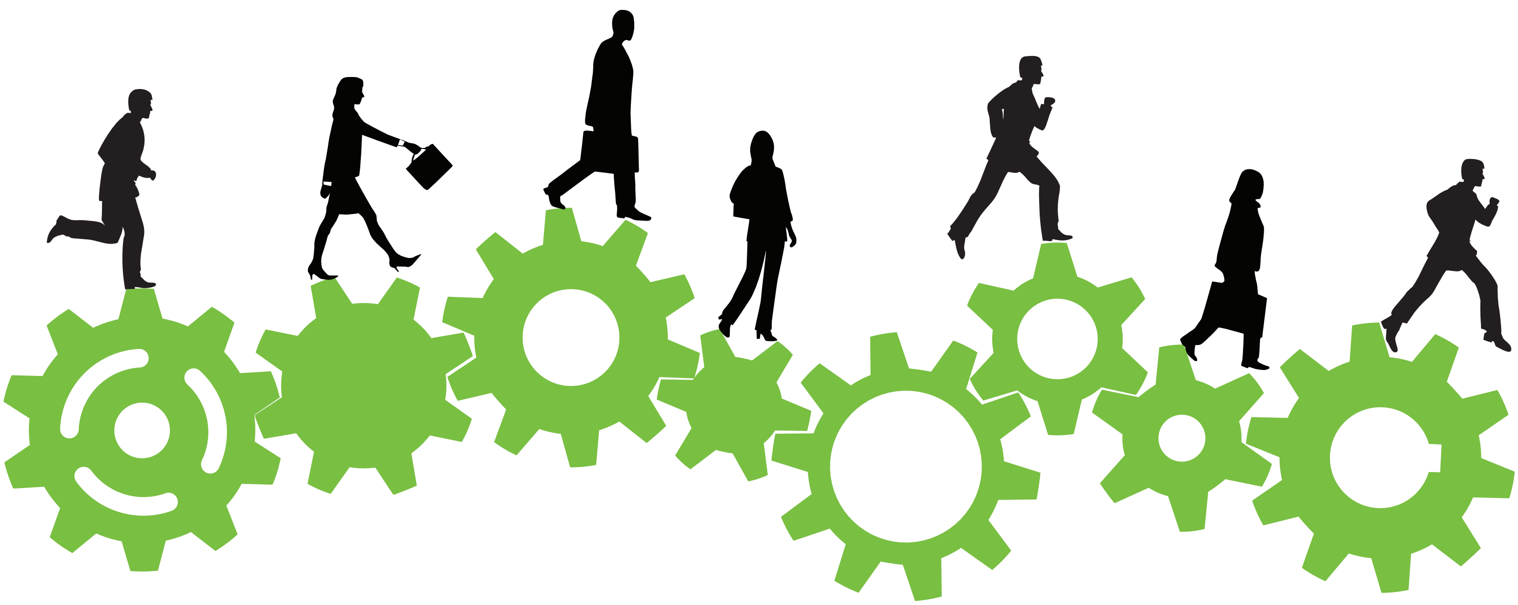
Change Management Toolkit

Navigating Change in the PEI Health System
Adapted from the National Health Services



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System Enablers

Health PEI

ONE ISLAND FUTURE ONE ISLAND HEALTH SYSTEM

Change Management Toolkit: A toolkit to support managers, supervisors and change leaders through the process of change

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1.0 Introduction

This toolkit is written for general information and is designed to assist change leaders manage the process of change within the PEI Health System. Change affects people in different ways, and is also experienced differently by everyone. While change may come naturally to some people, others may resist the change to the very end.

How change is managed within an organization, especially the health care system, is really important. Managed well, it can be healthy for the system and the wide variety of health care professionals it employs, leading to improved quality of care for clients, happier and more productive employees, and a resilient health care system that can respond to changing pressures. Managed poorly, it can lead to poor morale, loss in production, and ultimately a decrease in the quality of health care services. No wonder so many people are afraid of change! However, with a good introduction to change management, and some practical tools, people generally find themselves looking at change in a different way.

This toolkit aims to appeal to a range of readers. It provides some theory on change, alongside some practical exercises to facilitate supervisors and change leaders work through change with their teams. Some of the material focuses on organizational change, while some is personally focused.

The toolkit is divided into five sections:

- Introduction
- Useful Information for the Change Leader
- Individuals and Change – What happens to individuals during change
- Teams and Change – Looking at an individual's role as a leader in the change process
- Help with Change – A selection of checklists, models and tools to help manage and understand the change process

1.1. How to use this toolkit

Look at the Table of Contents for an overview of the purpose of each section.

When you see this sign in the test you will be alerted to other parts of this toolkit that may help you further.

1.2. Some Change Prophecies

Change is not always welcome. Sometimes the benefits of change may not be apparent, or have difficulty fitting into the current way things are done…

- This telephone has too many shortcomings to be seriously considered as a means of communication. The device is inherently of no value to us

(Internal memo, Western Union, 1876)

- Heavier than air flying machines are impossible

(Lord Kelvin, mathematician/Physicist, 1895)

- Everything that can be invented has been invented

(Charles Duell, commissioner US Patent Office, 1899)

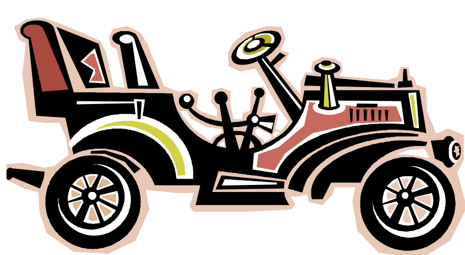
- Worldwide demand for cars will never exceed one million, primarily because of a limitation in the number of available chauffeurs

(Research prediction, Mercedes Benz, 1900)

- That it will ever come into general use, notwithstanding its value, is extremely doubtful because its beneficial application requires much time and gives a good bit of trouble, both to the patient and to the practitioner because its hue and character are foreign and opposed to all our habits and associations.

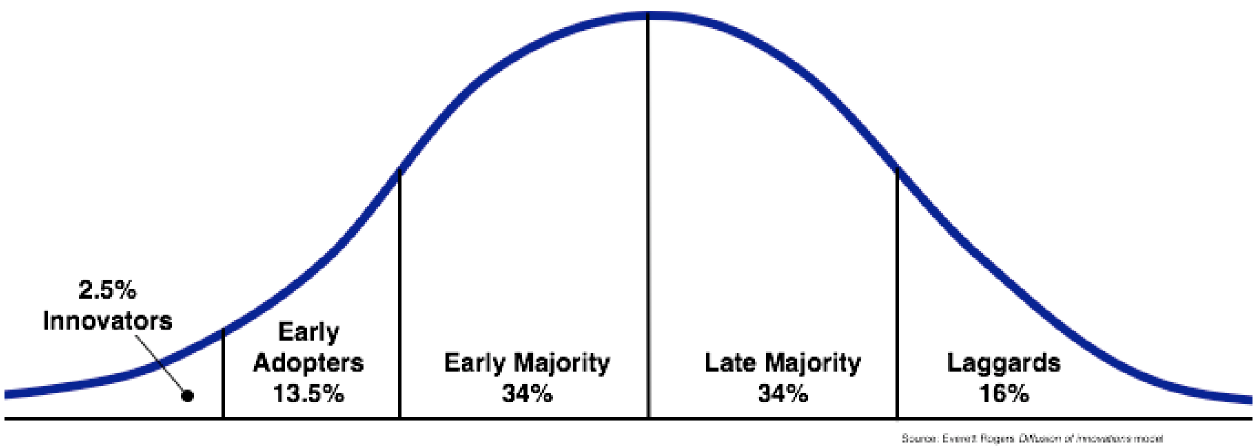
(Commenting on the Stethoscope, The London Times, 1834)

If things didn't change…



1.3. Useful information for the Change Leader

The innovation adoption curve developed by Rogers is a model that classifies adopters of innovations into various categories, based on the idea that certain individuals are inevitably more open to adaptation or changes than others. In his book, *Diffusion of Innovations*, Rogers suggests a total of five categories of adopters in order to standardize the usage of adopter categories in diffusion research. The categories of adopters are: innovators, early adopters, early majority, late majority, and laggards.



The following are characteristics of each adopter category.

The early and late majority (called the mainstream adopters) make up 64 % of any population and these are the ones who can make the difference to whether an innovative practice is embedded in an organization. The early majority are more practical: they do think through the pros and cons of a new idea before they adopt, so they help to make it more tangible and acceptable. But if the support systems and infrastructure aren't there, they'll hold back on a commitment.

The late majority, on the other hand, are creatures of habit and predictability. They want to know the rules, they love systems. The beautiful thing about the late majority is that when they don't find rules or systems, they'll start figuring them out.

Laggards are very set in their ways, and will only adopt innovation when it has become mainstream, i.e. standard practice in an organization.

The following is a list of some of the general characteristics each category of adopters tends to exhibit when confronted with something that is different from the norm.

Innovators:

- Described as venturesome
- Demonstrate increased tolerance of risk
- Fascination with novelty
- Willingness to leave the village to learn
- Rogers refers to them as “cosmopolite” – i.e. belong to cliques that transcend geographical boundaries and invest energy in those remote connections
- Tend to be wealthier than average
- Locally, socially, they tend to be a little “disconnected”
- <u>Not</u> opinion leaders – may be thought of as weird/mavericks

Early Adopters:

- They are opinion leaders!
- Locally well connected socially
- Do not tend to search quite so widely as the innovators
- Do speak with innovators and with each other
- Cross-pollinate and select ideas that they would like to try out
- Have the resources and risk tolerance to try new things
- Often generally testing several innovations at once and can report on them if asked
- Self-conscious experimenters
- Early adopters are watched (likeliest targets of pharmaceutical companies)

Early Majority:

- They watch the early adopters!
- While early adopters learn about innovations by travel, early majority are quite local in their perspectives
- Learn mainly from people they know well
- Rely on personal familiarity, more than on science or theory, before they decide to test a change
- More risk-averse than early adopters
- Amenable to hear about innovations relevant to current, local problems than general background improvements
- Physicians for example would be readier to try innovations that meet their immediate needs than those that are simply interesting

Late Majority:

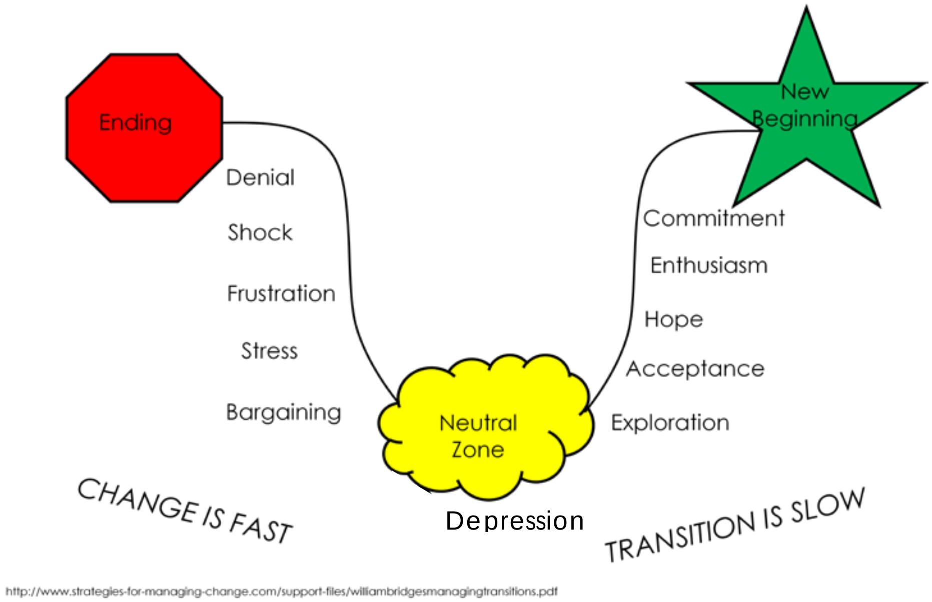
- More conservative
- They watch the early majority for signals about what is safe to try
- They will adopt an innovation when it appears to be the new status quo – not before
- They watch for local proof – they do not find remote, cosmopolite sources of knowledge to be either trustworthy or particularly interesting.

Laggards

- Rogers reports this group’s point of reference is “in the past”
- Swear by the “tried and true”

2.0 Individuals and Change

Whether change is positive, unwelcome, or unknown, research has shown that individuals respond to change in a similar way. This reaction is illustrated in a change curve diagram, which shows the range of feelings and emotions people typically go through during the course of a change. (A more detailed overview of the process is given in Appendix .)



2.1. Denial

The first part of the process reflects the "denial" response. Individuals would typically not acknowledge that the change will affect them (Think of the lottery winners who says "this $20 million win won't change me"!). As reality dawns, denial is no longer valid, and the uncertainty of the change starts to take its toll. New ways of behaving are not established (and may not be settled for some time), and performance can drop as people retreat to the safety of doing minor or routine tasks.

In the box below, note your thoughts on the best way to manage your self/team acknowledging the feelings likely to go with the denial stage.

Also see Worksheet 2: My Personal Response to Change (page 25)

2.2. Frustration

The dip following the denial stage can be a very tough time. A lot of emotions can play on the situation here, along with a grieving for the loss of the old ways. Before the next stage of adapting to the new situation begins, resistance and an unwillingness to engage can reduce morale and therefore performance significantly further. The danger here is that people loop around the low point of change, and sometimes need a very clear steer to give them the incentive to move forward.

NAVIGATING CHANGE: TOOLKIT TIP

Also use the Forcefield Analysis on page 15 and the ‘endings’ Transition Model Checklist on page 17 to review or discuss this change.

2.3. Acceptance

The third stage is that of acceptance, and exploration. Individuals can sometimes find their own way, sometimes they need guidance from a leader. Either way, by exploring and engaging with the new ways of working and behaving, the individual develops their self-confidence and then morale and performance start to rise. Beware though, this is a fragile process, and can be easily derailed, especially in the delicate early stages of recovery.

NAVIGATING CHANGE: TOOLKIT TIP

Also use Worksheet 3: The Business Case for Change on page 27 to review or discuss this change.

2.4. Commitment

Only in the final stage is an individual likely to fully commit, and become independently responsible for themselves in the change. There is also a potential benefit that in a well constructed change, future performance and morale can be greater than it ever was in the past.

NAVIGATING CHANGE: TOOLKIT TIP

Help keep track of the positive direction by using Worksheet 4: Daily Learning Log on page 29

To manage yourself and help others through change it is necessary to recognize the different support requirements at each stage of the process. By supporting people through their experience of change, the change curve can be completed over a shorter period of time and with less dip in confidence, morale and competence. Everybody can benefit from that.

In the box below note your plan for identifying your own and others' responses to change, and how you will help minimize the potential negative effects:

My current feelings regarding changes are:	I will manage this by doing the following:
My colleagues need from me:	I will offer them the following support:

3.0 Teams and Change

Includes:

- An Overview of Management and Leadership in Change
- Two Approaches to Improvement
- People and Improvement
- Six Steps for Implementing Change
- Communication Checklist

3.1. An Overview of Management & Leadership in Change

A key requirement of leaders is to create an appealing vision of the future, and develop a strategy for making it a reality. Regardless of obstacles, they maintain a motivation among their team to reach the vision. Managers, on the other hand, have the task of making complex tasks run smoothly, and ensuring that the mechanics of change work to maintain the operational effectiveness of the team.

The diagram below shows the need for a balanced approach to leadership and management, with the risks involved in focusing too much on either discipline.

Source: The relationship of Leadership & Management (Kotter, 1996)

High	Transformation efforts can be successful for a while, but often fail after short term results become erratic	All highly successful transformation efforts combine good leadership with good management
Leadership	Transformation efforts go nowhere	Short term results are possible, especially through cost-cutting or mergers and acquisitions. But real transformation programmes have trouble getting started and major, long term change is rarely achieved
Low	**Management**	High

In reality, the line between leadership and management is flexible, according to the needs of the moment. In times of change, both aspects need to be adequately covered.

3.2. Two Approaches to Improvement

Many change projects fail, and the most commonly cited reason is neglect of the human dimensions of change. This neglect often centres on a lack of insight into why people are unhappy with organizational change, a poor appreciation of process of change, and a limited knowledge of the tools and techniques that are available to help with the change process.

`Structural' approach to improvement	`People oriented' approach to improvement	In practice, **both** approaches of improvement are necessary
Change is a step by step process	Outcomes cannot be predetermined	Direction needs to be set but it needs to be flexible
It is typically initiated top down	Change comes typically bottom up	Top down support is needed for bottom up change
Objectives set in advance (and set in stone!)	There is no end point	Objectives need to be set and the team should be congratulated when each objective is achieved but improvement never ends
It goes wrong because of poor planning and project control	It goes wrong because of people issues	Planning and monitoring is important but gaining the commitment of people is vital

NAVIGATING CHANGE: TOOLKIT TIP

Use the

Stakeholder Analysis tool on page 20 to map out some of the stakes that exist for

3.3. People and Improvement

There are many different approaches to improvement. The `structural approach' is one way of thinking, which could be described as the hard project management approach to change. Another approach, the `people oriented approach', focuses much more on the softer, people side of change. What has been consistently demonstrated in successful change management initiatives is that both approaches (as shown in the table) need to be considered.

When trying to make improvements in healthcare, gaining the commitment of the people who are likely to be affected by the change is paramount. If the people issues are not identified and managed effectively, the following problems may arise:

- Strong emotions, such as fear, anger, hopelessness and frustration can derail your improvement or change initiative
- People become defensive or might deny there is problem, over emphasize the benefits of the present working practice, or blame others within the organization
- There is often constant complaining, questioning and scepticism
- There might be an increase in absenteeism, sickness and people leaving the organization combined with a fall in morale and job satisfaction
- People don't match 'words with deeds', that is, they do not do what they say they are going to do
- Conflict seems to spiral out of control

NAVIGATING CHANGE: TOOLKIT TIP

In order to minimize these risks, review the table on the previous page and look at the following checklists (Six Steps for Implementing Change, Communications Checklist and The Weekly Checklist) to see if all of the people change issues are covered.

3.4. Six Steps for Implementing Change

Change should not happen in a random, uncontrolled way. Implementation of a change requires a structured management approach to ensure successful outcomes that are in line with the intention of the vision. The following six steps are essential for effective implementation:

1. Enlist the support and involvement of key people
To ensure the momentum and adoption of a change process, identify key stakeholders and ensure that they are involved and their contribution is valued. Use this team as an agent of change across the wider organization and try to achieve a good mix of skills, authority, resources and leadership.

2. Crafting a good plan
Where possible, create a simple plan of action through the change, which clearly defines roles and responsibilities. Get people involved in the plan, especially if they are directly affected by it. Make sure that the plan is built in small, achievable chunks.

3. Support the plan with consistent behaviours
Whatever the characteristics of the change are, cost-cutting, behavioural, or ways of working, it is important to be seen to be "walking the talk". People are only likely to adopt change if it is demonstrated by all levels (and particularly, executive levels) of the organization.

4. Develop "enabling structures"
Recognize what needs to happen to support the change. Training workshops, communication sessions, and team meetings that are aligned to the change will help people understand the reasons for the change, and engage in the process.

5. Celebrate milestones
When milestones are achieved, celebrate the fact that progress has been made. Recognizing progress will maintain motivation and stakeholder interest, and give confidence that the longer term vision is achievable.

6. Communicate relentlessly
Communication is perhaps the most important activity of all. Communicating effectively can motivate, overcome resistance, lay out the pros and cons of change, and give employees a stake in the process. Communication is critical. Refer to a communications checklist on the following page, which was designed to help manage communications throughout the change process.

3.5. Communications Checklist

Specify the nature of the change
Do not rely on overviews of sound-bites. Make sure that people understand the change and how it affects the areas in which people work.
Explain why
Explain the business, political or organizational reasons for the change. It may take some detective work, but understanding the reason will help people support the change.
Explain the change, good and bad
Some people may be badly affected by the change. Being open about all good and bad aspects help people manage it. This also minimizes the fear generated by gossip and speculation.
Develop creative communication
Do not just rely on one method of communication. Use words (verbal and written), diagrams and hold discussions. Make sure you are connecting with everyone regardless of their preferred style of communicating.
Manage the negatives
As negatives occur, make sure they are anticipated and managed.
Explain what success looks like
Make sure people can work towards a future vision, and be clear about what success will look like, and whether they are moving towards it.
Explain what is in it for people
Try and identify what will be a benefit to each individual in the new world. Benefits could be work related, personally related and so-on, but help people with the incentive to manage the added work and disruptions that change causes.
Repeat yourself
People need time to take on broad messages. They may not be ready for messages the first time they are presented. Follow up your communications with more communications, giving people every opportunity to question and understand the message.
Make communication two-way
A key part of people's motivation will stem from their ability to be involved. Provide the opportunity for feedback, discussion and debate even if you do not have all of the answers. This sort of contact will be appreciated.
Be a change figurehead
You will be communicating with your words and deeds. People will look to you for cues, right down to your enthusiasm and perceived body language, so do not forget this aspect of communicating and managing the change process.

3.6. The Weekly Checklist for the Change Leader

Use this weekly, to check that you are doing the right thing to help people through change.

Have I?	Action Plan
Specified the nature of the change	**Y/N**
What has changed? What else have I discovered? Have I communicated that message?	
Explained why	**Y/N**
Did I fit my communications into the wider context and explain how it fits?	
Explained the change, good and bad	**Y/N**
Am I maintaining my consistency and openness, and tackling all aspects of the change?	
Developed creative communication	**Y/N**
What have I done differently this week? What will I do differently next week?	
Managed the negatives	**Y/N**
What might be perceived as negative? Do I have it covered?	
Explained what success looks like	**Y/N**
Are we working to the same vision? Am I sure that the vision is explicit and clear?	
Explained what's in it for people	**Y/N**
Are my team aware of the impact of the change on themselves, the potential benefits, and the difficulties involved?	
Repeated myself!	**Y/N**
Even though I may have said it before, did I say it again?	
Made communication two-way	**Y/N**
Who has or has not communicated back to me? Have I established two-way communication? More importantly are people using it?	
Been a change figurehead	**Y/N**
How have I been consistent this week? Am I a change leader?	

4.0 Help with Change

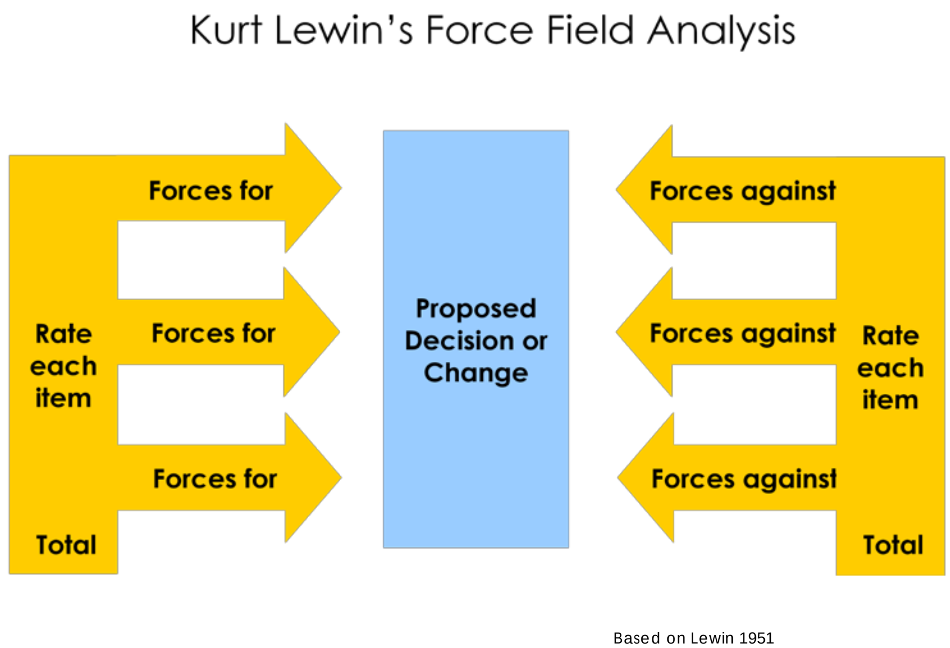
The following pages provide a range of information, activities and worksheets. They can be worked through individually, with colleagues or in teams. Select the materials that are most relevant and use them to reflect on the change situation or for discussion with others.

The following information is indexed below

	Suggested Use		Page
Forcefield Analysis	**Managers & Individuals:** To gain a wide perspective on change.	This analysis is a management tool for providing an overview of the change situation, and checking the balance of a situation.	15
Bridges' Transition Model	**Managers:** Useful as a tool to work through with the team. **Individuals:** for help assessing own feelings and reactions.	The theory of transition provided by Bridges is presented here. Practical checklists follow which help apply the theory to change situations.	15
Transition Model Checklist	--	Bridge three stages – checklist.	17
Stakeholder Analysis ("What's in it for me" Framework)	**Managers:** Mapping out change stakeholders.	Looking at personal stakes in the change process, and a framework for managing them.	20
Building Trust and Relationships	**Managers:** Making sure that important areas are acknowledged.	Some theory on the role of trust and relationships in change.	22
Worksheet 1: Change in my Organization	**Managers:** For group discussion. **Individuals:** Personal Worksheets.	Analysis of organizational change from a personal standpoint.	24
Worksheet 2: My Personal Response to Change	**Managers:** For group discussion. **Individuals:** Personal Worksheets.	People respond to change differently, and this worksheet helps understand our individual perspective.	25
Worksheet 3: The Business Case for Change	**Managers:** For group discussion. **Individuals:** Personal Worksheets.	A framework for analyzing the change journey.	27
Worksheet 4: Daily Learning Log	**Managers:** For group discussion. **Individuals:** Personal Worksheets.	This worksheet looks at the daily perspective on change to help manage the process and maintain personal awareness.	29

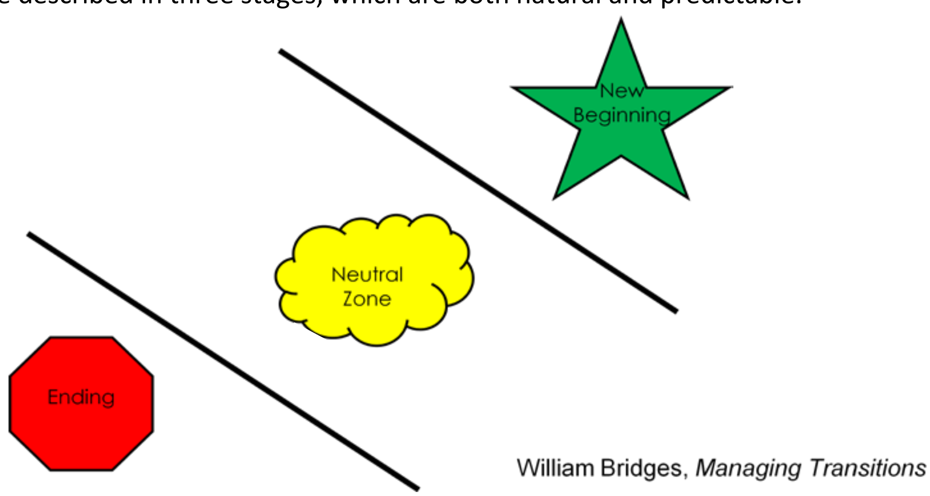
4.1. Forcefield Analysis

The Diagram below is known as a Forcefield Analysis. It is designed to help people recognize the forces driving change forward and those that resist the need to change. By identifying all of the forces at work, it helps people to recognize how balanced the driver for change is, and whether more needs to be done to promote reasons for change, or to manage resistance.



4.2. Bridges: A Transition Model

William Bridges PhD is a leader on the subject of change and transition management. Bridges says that transitions can be described in three stages, which are both natural and predictable.



The Ending

- When we acknowledge that there are things we need to let go of
- When we recognize that we have lost something
  - Example: changing jobs. Even when it is your choice, there are still losses such as losing close working friends.

The Neutral Zone

- When the old way has finished but the new way is not here or fully defined yet
- When everything is in flux and it feels like no one knows what they should be doing
- When things are confusing and disorderly
  - Example: moving house. The first few days or even months after moving the new house is not home yet and things are quite probably in turmoil.

The Beginning

- When the new way feels comfortable
  - Example: having a baby. After a few months in the neutral zone of turmoil, you come to a stage when you cannot imagine life without your new baby.

What everyone has in common is that for every change, there is a transition phase. The difference between individual responses is the rate at which the transition is undertaken. This can be affected by a variety of factors. These factors include past experiences, personal preferred style, degree of involvement in recognizing the problem and developing possible solutions, and the extent to which someone was pushed towards a change rather than moving towards it voluntarily. Standard advice to anyone who is an Improvement or Change Leader is to help people recognize the process and the stages of a transition as something that is perfectly natural.

4.3. Transition Model Checklist

Managing Endings

What actions could you take to help yourself and others to manage endings?

Yes	***No***	
___	___	*Am I giving people accurate information, again and again?*
___	___	*Have I defined clearly what is over and what is not?*
___	___	*Have I permitted people to grieve and acknowledged with sympathy the losses felt by others, even when they seem like overreaction?*
___	___	*Have I worked hard to unpack old baggage, heal old wounds, and finish unfinished business?*
___	___	*Have I found ways to "mark the ending", not to denigrate the past, to find ways to honour it? Have I said thank you to everyone who has contributed?*
___	___	*Have I given people a piece of the past to take with them?*

Managing the Neutral Zone

What actions could you take to help yourself and others to manage the neutral zone?

Yes	***No***	
___	___	*Have I explained the neutral zone as an uncomfortable time which can be turned to everyone's advantage, choosing a new and positive metaphor to describe it?*
___	___	*Have I created realistic short-range goals and checkpoints, training programs, temporary policies, procedures, roles, reporting relationships and organization groupings needed to get through the neutral zone?*
___	___	*Have I found ways to keep people feeling they belong and are valued?*
___	___	*Have I made sure that realistic feedback is flowing upward?*
___	___	*Have I encouraged innovation, creative thinking and trying things a new way?*
___	___	*Am I protecting people from further changes, and if I cannot protect them, am I clustering those changes meaningfully?*
___	___	*Am I pushing for certainty where it would be more realistic to live a little longer with uncertainty and questions?*

Managing New Beginnings

What actions could you take to help yourself and others to manage new beginnings?

Yes	***No***	
___	___	*Have I clarified the primary task of my organization and helped others to do the same? Do I have a deep feeling for this primary task, or am I merely mouthing words?*
___	___	*Have I a story or explanation that makes sense of in this particular transition? Have I communicated an effective picture of the change, the purpose behind it and the new identity which will emerge from it?*
___	___	*Am I watching out that I do not stake too much on a forecasted future and do I include worst-case scenarios to challenge the forecasts?*
___	___	*Do I accept that people are going to be ambivalent toward the beginning I am trying to bring about? Have I helped everyone to discover the part that they play in the new system? Have I included opportunities for quick success to help people rebuild their self confidence?*
___	___	*Am I being careful not to introduce extra, unrelated changes while my staff are still struggling to respond to the big transition?*
___	___	*Have I checked to see that policies and procedures are consistent with the new beginning so that inconsistencies are not sending mixed message? Am I watching my own actions to be sure I am modelling the attitudes and behaviours I am asking others to develop? Have I found ways to recognize and reward staff and teams for successfully implementing the new change?*
___	___	*Have I found ways to celebrate the new beginning? Have I given people a piece of the transition to keep as a reminder of the difficult journey we all took together?*

4.4. Stakeholder Analysis

"What's in it for me" (WIFM) Framework

A useful way to consider different needs and attitudes of each individual, or even a group, who are key stakeholders in an improvement initiative, is to carry out a "what's in it for me "analysis. Try to do this as soon as you become involved in the improvement initiative, before people have taken up positions and revisit it as often as required.

Use this model very carefully; use it to plan your communication and involvement of key stakeholders.

Key Stakeholders	WIFM? (What's in it for me)		What could they do to support or prevent the improvement initiative	What could/should we do to reduce non-compliant activities and encourage and support compliant ones?
	+ Impact	- Risk		
A	B	C	D	E

On the next page is the key to analyzing this framework.

How to use the WIFM Chart

COLUMN	COMMENT
A	Enter the stakeholder's name (individual or group). There are essentially three possible "types": • Those expected to be for the change • Those expected to be against it • Those expected to be neutral or as yet undecided.
B & C	In these columns record the positive and negative ideas, and comments the individual or group are likely to express on hearing about the improvement idea. Possibly test out your thoughts with others. WIFM criteria could include: • Deep held values and beliefs • Working relationships • Conditions of work: place, hours etc. • Salary • Job security • Nature or work: tasks, responsibilities etc. • Power, status, position, identity. The more criteria that are negatively affected by the change, the greater the resistance to change. Changes that negatively interfere with a person's power, status, position and identity will evoke the most emotion.
D	Now list the actions the individual or members of the group could take to support or resist your initiative. Consider if they show: • Commitment: want to make the change happen and will work to make it happen • Apathy: neither in support not in opposition to the change • Non-compliance: do not accept that there are benefits and have nothing to lose by opposing the change.
E	Think about what you and/or your team could and should do. You need to: • Move non-compliant people to a position of neutrality as it is very difficult to move them to a position of commitment quickly • Detect and negate potential non-compliant activities • Look for, build on and encourage any supporting behaviour *Note: people prefer immediate reward as opposed to delayed rewards, so short term successes are very important.*

4.5. Building Trust and Relationships

If you have a good relationship and mutual trust between yourself and those you are working with, you are more likely to find them receptive to the new ways of thinking and the improvement methods you want to introduce.

What is trust? Trust is a combination of two things: competency and caring. Competency alone or caring by itself will not create trust. This model, illustrated below, says that if I think someone is competent, but I do not think they care about me or the things that are important to me, I will respect them but not necessarily trust them.

On the other hand, if I think someone cares about me but I do not feel they are competent or capable, I will have affection for that person but not necessarily trust them to do the job in hand.

Extent to which I believe you are competent and capable		Low ↔ High: Extent to which I believe you care about me	
	High	Respect	Trust
	Low	Distrust	Caring

Trust and relationships

You can encourage people to trust you if you:

- Do what you say you will do and do not make promises you cannot or will not be able to keep
- Listen to people carefully and tell them what you think they are saying. -- people trust others when they believe they understand them
- Understand what matters to people. People trust those who are looking out for their best interests.

You can encourage good relationships with people if you:

- Are able to talk to each other and are willing to listen to each other
- Respect each other and know how to show respect in ways the other person wants
- Know each other well enough to understand and respect the others person's values and beliefs
- Are honest and do not hide your shortcomings. -- This may improve your image but does not build trust
- Do not confuse trustworthiness with friendship. -- Trust does not automatically come with friendship
- Tell the truth!

Communications "Do"

Before a meeting

- Prepare well for any meeting even with one person
- Research the issues and the background
- Adjust your approach depending on the person and outcome you are trying to achieve
- Recognize the pressures of the other person and the difficulties they may have in prioritizing their actions

During the meeting

- Be clear and concise
- Engage in active listening
- Keep a clear mind
- Respond - do not react
- Provide credible information and a range of solutions or options

Communications "Don't"

- Try to be invisible by communication through emails only
- Avoid the issue
- Have preconceptions about the other person
- Over use jargon, theory or complex ideas
- Start from a fixed position that you are determined to defend at all costs
- Preach to people
- Get excited with shouting and finger jabbing
- Do more talking than listening or interrupt the other person with your own point of view
- Try and score points

4.6. Worksheet 1: Change in My Organization

Use this space to call to mind and record where your organization is and why it might need to embrace change.

- ❖ *What is your organization **good** at today, and what do you need to be good at tomorrow?*
- ❖ *Who are your **clients** and how are they changing?*
- ❖ *What is changing in relation to **competition** in your marketplace?*
- ❖ *What is the **political** and **economic climate** like, and how is it changing?*
- ❖ *What **key skills** do your employees have, and how are skill requirements changing?*
- ❖ *Who are your **employees** and how are they changing?*
- ❖ *What new **technologies** are arriving to change the way you work?*
- ❖ *What new **rules and regulations** are going to have impact on you?*
- ❖ *What new **investment** does your organization need to make?*
- ❖ *What else is changing or needs to change?*

In summary…..

- What are the opportunities?
- What are the threats?
- How does the organization need to respond?
- What is your own part in enabling the organization to respond?

4.7. Worksheet 2: My Personal Response to Change

This activity helps call to mind how you respond personally to change and the conditions you need to create to ensure your success.

Think of a time in your life when…

- You were deeply challenged by a situation
- You did not know how you would get through it
- But you got through somehow.

Make brief notes here of what happened.

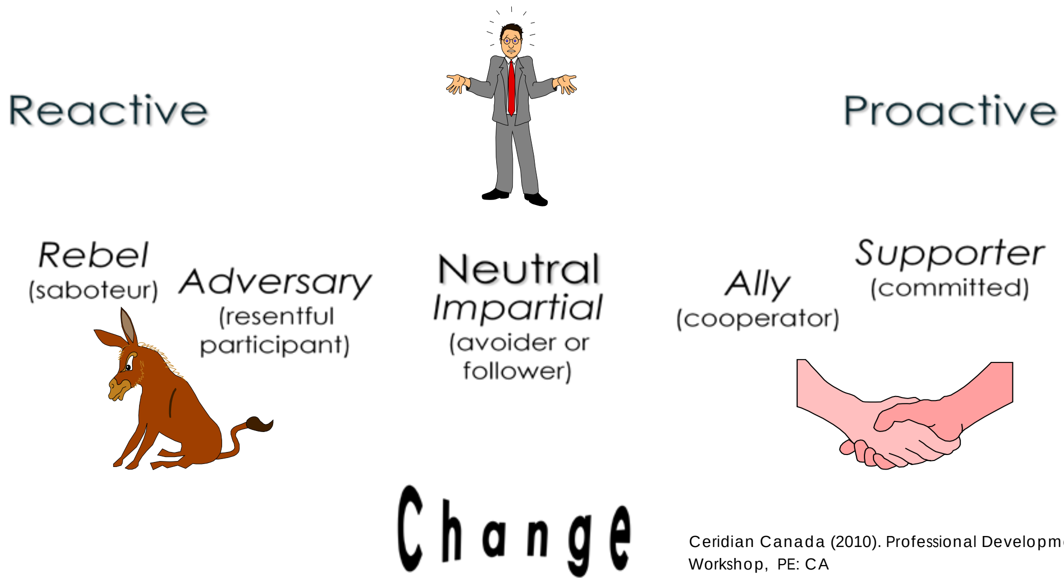
How did you feel?

What did you do that helped you get through it?

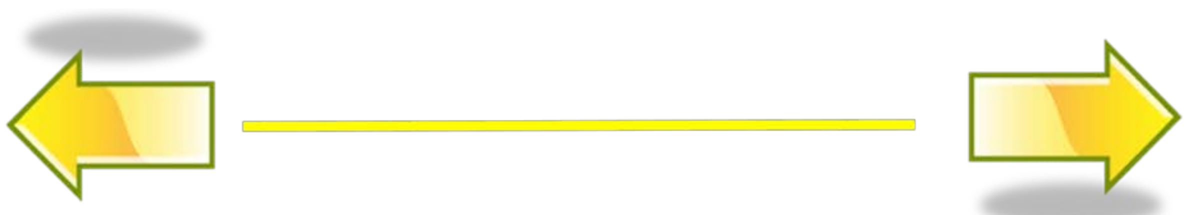
What help did you get from others?

What resources did you discover in yourself and in others who helped you?

How might you draw on these resources in the change that is happening now?



Ceridian Canada (2010). Professional Development Workshop, PE: CA



	Rebel	Adversary	Neutral	Ally	Supporter
Characteristics	• Determined to see initiative fail	• Not their problem and will not help	• Can be convinced that the changes are good	• Recognize the importance of change, but not completely sold on it	• On side and willing to roll up their sleeves
Behaviours	• Silent saboteurs or openly confrontational • Active opposition	• Fearful of change or increased workload • Passive opposition	• Treading water • Looking for a lead to follow	• Waiting to be recruited • Passive supporters	• Committed • Interested in active involvement

Ceridian Canada (2010). Professional Development Workshop, PE: CA

4.8. Worksheet 3: The Business Case for Change

Make notes on the change you are leading or living through. Try to imagine this change as a journey to an unknown part of the world (as Columbus did).

Factor 1: Past and present/ the 'old' world. Describe the current situation you need to change or leave behind.

Positives of current situation. What has been good and successful? What will you bring with you? What will you miss?

Negatives of current situation. What has been wrong with it? Why continuing is no longer an acceptable option?

Factor 2: The future/ the 'new' world. Describe the new future situation you are moving towards.

Negatives of new world. What do you fear about moving into the new world? What good features of life today might you lose?

Positives of new world. What is attractive about it? What would total success look and feel like in the new world?

Factor 3: Rough Plan. Describe the steps on your journey into the new world.

What resources and experience will you bring with you?

What additional resources (skills, budget, and time) will you need?

What will you leave behind?

Whose support do you need?

What are the do-able first steps?

What questions do you still need answers to?

Factor 4: Risks. – List what could go wrong. Classify likelihood of each risk: high, medium or low. For each risk identify actions needed to manage or minimize the risk.

Risk	High/Medium/Low	Action Needed

4.9. Worksheet 4: Daily Learning Log

A ship's captain writes a daily log, aiding navigation by recording key events on the voyage. The log brings attention to progress and successes, but also to difficulties and problems. It also helps to reveal underlying patterns, providing needed insight, learning and greater sense of control for those brave people who travel without maps.

Here are some questions to use in your log each day.

What was going on today?

How do I feel about it?

What was really going on (any underlying drivers or patterns)?

Why is that happening? What is my theory/hypothesis?

What successes have we had so far on this voyage?

What is still incomplete or missing?

What really matters most to me/to others?

What do I want to deliver/provide to my colleagues in this organization?

What do I want to learn or gain for myself?

What are my next steps?

4.10. Fish Swimming in the Change Management Pond

An Urdu story told by Shashi Kataria (as told to him by his grandmother)

In the middle of the jungle was a deep pond full of fish who lived a joyous life. They jumped out of the water and swum around unafraid of predators.

One day two fishermen got lost in the forest on the way home from a bad day of fishing and as dusk fell stumbled into a clearing, found this pond and watching the jumping fish marvelled at what they had found. But it was late and getting dark so they went off, picking through the darkening forest eventually finding their way home, but deciding to return in the morning to catch this wonderful supply of fish.

After the fishermen had left, one of the older fish consulted his ancestors and realized that the fishermen would be back and that word would spread and that all the fish in their happy community were now in danger. As the news of their predicament spread the fish became polarized into three groups which reacted in quite different ways.

The first group stayed up late analyzing the problem and going over all possibilities. Eventually in the early hours of the morning they identified a way out. They remembered there was a very shallow trickle draining from the far end of the pond. They did not know where this went to, and they knew they risked their lives by attempting to swim out of this narrow spout to an unknown destination, but it was also risky to stay. Since by staying they were going to die anyway they decided to risk dying by swimming out into the unknown.

As it turned out, the spout fell into a pond below, smaller but good still. Five percent of the group lost their lives on the perilous journey, but it was worth it. Most of them survived and life continued.

The second group said `why worry, maybe there is nothing we can do about what happens, and maybe when we are threatened directly then we will get creative and a solution will come to us'.

The third group did not think but could not relax either. They panicked: splashing, thrashing, round and round, frantically wailing "we're all going to die".

The next day sure enough the fishermen came back with their nets. This time they saw no fish jumping but they could see fish swimming madly around beneath the water and they dipped their nets in to try to catch them. In this dangerous moment the second group got creative. They said to each other `maybe if we play dead they won't want to eat us'. So when each fisherman filled his net and went through his catch he had a mix of flipping flopping fish and still ones. The still ones they threw back into the pond.

The moral of this story about change management is YOU DECIDE how to react. You can analyze late into the night, you can be carefree and creative in each moment or you can panic. Which approach to change do you choose?

5.0 Acknowledgements

This toolkit was adopted from and prepared with reference to the following sources:

- *NHS Change Management Toolkit*, National Health System, 2005.
- NHS Department of Health: Improvement Leaders Guide: Managing the Human Dimensions of Change.
- *Tools For Leadership and Learning: Building a Learning Organization*, National Managers Community, 2002.
- *Leads in a Caring Environment* (Canadian Health Leadership Network, Canadian College of Health Service Leaders and Leaders for Life).

Prepared under the direction of the working group for Change Management under the theme area *System Enablers*, May 2010. For further information on the information contained herein, please contact Corporate Development and Innovation.

Appendix 1

Change Curve Detail

Stage 1: Denial:

Denial can occur whenever we recognise a change is going to happen. It is a natural attempt to protect ourselves from the disruption ahead. As it is likely that people will have experienced change programmes before, and not all of them will have been successful, at this stage they could decide that this latest change might simply “blow over” without affecting them.

There could be a range of visible signs of denial. We could:

- Avoid discussions or any involvement with the subject
- Play down the possible need for, effects or degree of change
- Avoid taking any initiative or beginning new tasks
- Focus on known, routine, essential tasks only

In addition, the denial stage can lead to bursts of anxiety, happiness and fear.

Anxiety:

Anxiety arises from the awareness that events lie outside one’s range of understanding or control. The problem here is that individuals are unable to adequately picture the future. They do not have enough information to allow them to anticipate behaving in a different way within the new organization. They are unsure how they will be required to act in the new work and social situations.

Happiness:

Regardless of the nature of the change, happiness can be generated by the awareness that one’s viewpoint is recognized and shared by others. The impact of this is two-fold. At the basic level there is a feeling of relief that something is going to change, and not continue as before. Whether the past is perceived positively or negatively, there is still a feeling of anticipation, and possibly excitement, at the prospect of improvement. On another level, there is the satisfaction of knowing that some of your thoughts about the old system were correct (generally no matter how well we like the status quo, there is something that is unsatisfactory about it) and that something is going to be done about it. In this phase we generally expect the best and anticipate a bright future, placing our own construct system onto the change and seeing ourselves succeeding. One of the dangers in this phase is that of the inappropriate psychological contract. We may perceive more to the change, or believe we will get more from the change than is actually the case. The organization needs to manage this phase and ensure unrealistic expectations are managed and redefined in the organizations terms, without alienating the individual.

Fear:

The awareness of an imminent incidental change in one's behavioural system. People will need to act in a different manner and this will have an impact on both their self-perception and on how others externally see them. However, in the main, they see little change in their normal interactions and believe they will be operating in much the same way, merely choosing a more appropriate, but new, action.

Beyond the stage of Denial, there is the potential for performance to dip as confidence, morale and competence lessens. People are not yet comfortable with the `rules' of the new ways of working, and may resist the approaching change. Resistance usually begins to occur when we can no longer deny that the change is taking place, or when we are forced to get involved. This does not mean that we agree with the need for change, or that we are prepared to embrace it, simply that we accept that something is happening. At this point resistance to the change of ten becomes apparent.

There are two broad types of resistance:

Passive resistance is seen as people carrying on with old ways of working, despite having been shown new methods and needs.

Active resistance sees people arguing against the change itself, or why they should not need to change.

During resistance, we can show anger against the company and its leaders, complain about the changes or the fact that we don't have the time or resources to make the change and do our `day job'. We could find all the reasons why the new methods and systems won't work, and identify why others should change before we need to.

It is important for leaders to distinguish between genuine resistance from people who are trying to support the organization and the change, but see problems ahead, and just negativity bought about from initial resistance without additional thought. A key danger at this stage is for the emotive reactions to become a cycle of frustration that keep the individual at the low point.

Resistance is normal, and can reveal issues that need to be addressed and resolved before successful implementation of new methods. People need to see that their issues have been heard, prioritized and either addressed or reasons given why they will have to overcome them. People can then begin to move on.

After accepting that the change is really happening, is required, and could actually work, we move into exploration. This is an exciting time for many of us, but still difficult to manage, as we begin to consider all of the things we could do and the new opportunities the change brings.

Often in exploration, we:

- Experiment with new systems, ideas and methods
- Build our own vision of the future (which may or may not be aligned with the company's own vision!)
- Take more risks than we usually would
- Generate lots of new ideas
- Sometimes find it difficult to stay focused

It is important for leaders to allow people time to explore, and to make the most of the many new ideas coming from those directly involved with making change work. Many of the best new methods and processes cannot be designed from scratch and expected to work first time. The ideas generated could help to build a more robust and more effective approach. For this reason, leaders should encourage ideas, clearly show how they will be evaluated and used, and recognize people for coming up with them.

Once exploration begins to settle down, we move to commitment. We can see that the new ways could work for us, we have more confidence that we can learn the new skills we need, and that we can take responsibility for making change happen. We can sometimes recognize that our initial responses do not represent how we feel now, and that we can benefit from the change.

At this stage, we can often feel:

- More in control of what is happening to us
- Positive about the fact that we have been through change and that we have new opportunities ahead

It is important to continue to drive through all aspects of the change, and make sure that people do not become complacent – challenging targets and associated measures help to achieve this.

At this stage the desired improvements in performance can be seen, the changes are embedded and have become the norm. Teething problems have been overcome.

Typically at this time we can feel:

- Glad that we have new systems in place
- Surprised that we didn't do something sooner!

At this point, it is likely that the next change is on the horizon, and the cycle will commence again. We should not feel that just because we have successfully delivered one change, that the next will not be challenging. The curve will be experienced every time we change. What we can expect is that if all involved have a better understanding of how change will affect them and what they can do to help, and if they are confident in those leading them, we can change more quickly and with less disruption next time.