Change Management
A Toolkit for Managers

Contents

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1. Introduction

This toolkit is written for general information and is designed to assist and guide managers with the process of change within Cardiff & Vale University Health Board.

Change is inevitable in any organisation and especially so in the NHS. To achieve the best possible outcomes from the planned change, the organisation must pro-actively support staff.

This toolkit is intended to support the management of change within Cardiff & Vale University Health Board by a process of staff involvement. It should be read in conjunction with the All Wales Organisational Change Policy (OCP).

It is important to note that throughout the toolkit 'change management' 'organisation design' and 'service redesign' are used interchangeably but relate to the same process.

2. Understanding Change

There are different types of change: temporary, permanent some are instigated from ideas within the UHB; others are dictated from external sources.
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 organisation, especially the health service 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.

However, with a good introduction to change management, and some practical tools, people generally find themselves looking at change in a different way

3. Purpose of this toolkit

- Provide an introduction and/or to expand your knowledge and skills on the approach to change management;
- Present a flexible framework for understanding organisational change and show how you can apply this when your directorate/department is undergoing change.

This toolkit aims to appeal to a range of readers:

- Line managers who are supporting their staff in coping with a planned disruptive change;
- Supervisors and change leaders working through change with their teams.;
- HR generalists and HR business partners who are wanting to develop change management capability;

4. Phases of organisation design/change management

Stanford (2005) identifies the five sequential phases of organisation design

Phase 1   Preparing for Change
Phase 2   Choosing to Re-design
Phase 3   Creating the Design
Phase 4   Handling the Transition
Phase 5   Reviewing the design

This toolkit is based on these 5 phases

Cichocki and Irwin (2011) have developed the OPTIMAL organisation design approach:

O   Outline the brief
P   Pull together the programme
T   Take stock of the change required
I   Identify the assessment criteria
M   Map the design options
A   Assess the alternatives
L   Lay out the way forward

When looking at implementing change powerfully and successfully, you may also want to consider Kotter's 8 step change model, which is:

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

Further explanation of OPTIMAL and Kotter's 8 step model can be viewed in **Appendix 1**.

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5. Phase One – Preparing for Change

Key Questions

• Why change?

• What are the options?

• How do we know we are making the right choices?

Main Document

• Business case and proposal

Why change?

Your starting point is the recognition that either something is about to change or something is currently not working well, and you need to take actions to protect and develop productivity, performance, and costs.

When considering whether there is a compelling business reason for change you may want to consider the following questions:

• What is the presenting issue – the one in front of all the others?

• Are you looking for one solution that will resolve a number of issues?

• Are you looking for a short-term solution or a long term one?

What are the options?

Until you have completed a data gathering exercise and analysed your information, you will not know what the options are. Details on what is involved in the data gathering exercise has been included in **Appendix 2**.

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5. Phase One – Preparing for Change (cont'd)

The focus of the data gathering exercise should be around the four elements of an organisation, as outlined below:

The Work
- The basic tasks to be done by the organisation, including the job roles and content, job design, number of positions, what work is done at what level

The People
- The characteristics of individuals in the organisation including their skills, capabilities, aptitudes, talents, demographic profile, length of service and time in role

The Formal Organisation
- The structures that are evident and can be described to a third party, including the hierarchy, the work-flow processes, the systems and methods that are formally created to get individuals to perform tasks.

The Informal Organisation
- The implicit and emerging arrangements including variations to the norm, processes, and relationships, commonly described as the culture or 'the way we do things around here' The informal organisation also includes the 'shadow side' the way people 'decide' how to think, behave, the in-groups and the out-groups, social routines, rites and rituals which reinforce the culture

Firstly, you need to get sufficient information to know which parts of the system are working well and which are working less well.
Secondly, you need to start involving people in thinking about and preparing for the change process. From the very start of the project you need to involve those who will feel the direct or indirect impact of it. They need to understand and participate in the design 'journey' if they are going to give active support and co-operation and accept the changes the new design brings.
Thirdly, you need to have a sound basis for making some decisions about whether organisation design or re-design is going to deliver the results you are looking for.

How do you know you are making the right choice?
By going through the data gathering exercise and then discussing the results with your management team and your sponsor (in this case it is assumed that the sponsor is the Executive Director), you should get a good idea of where you want to focus your change efforts. Your next step (with your sponsors input) is to agree on a preliminary plan/business case.
To help you there is a business case template in **Appendix 3.**

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6. Phase Two – Choosing to Redesign

Key Questions

- What have we let ourselves in for?

- How do we scope the work?

- Where do we go from here?

Main Documents

- Scoping Document

- Communication/Engagement Plan

What needs to happen?

- Workshop with senior team

- Workshop with operational team

- Developing scoping document and communications plan

Phase two starts when you have decided that you are ready to go ahead and that you have a reasonable idea of what you are 'putting your hand up for'. In this phase you start from knowing where your organisation is now (current state) to clarifying where you want your organisation to be (future state).

This is where it is important to understand the roles of all involved and also what will be expected of you as a leader.

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6.1 The role of the line manager

Strategic Management	Tactical Management	Operational Management
Give direction: Why do we want to do this?	Plan orientated: How do we achieve the goals	Action orientated: What, when, where and who
Thinking long term, beyond the immediate problem	Thinking three to six months ahead	Thinking days or a few weeks ahead
Challenging the organisation	Solution orientated	Listing jobs to be done, quick fixes
Redefining the problem to be tackled	Organising, planning and co-ordinating	Spotting opportunities for immediate action
Giving an innovative perspective	Planning with an appropriate and flexible framework	Mitigating risks

At whichever point on the continuum defining the task, planning, briefing staff, controlling, evaluating, motivating, organising and setting an example

6.2 Manager and HR practitioner activity

Design Phase	Manager activity	HR practitioner activity
Preparing for change	• Deciding that change is necessary to achieve business outcomes (including assessing the drivers for change) • Assessing various options for making the change • Evaluating the chosen route (organisation design or not) in order to feel confident about the way forward • Ensuring the sponsor is supportive of the way forward	• Coaching the manager to decide (or not) to change • Providing information and support to the manager to help him/her • Probing and challenging to ensure the manager is on solid ground in his/her decision

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	• Initiating the design process • Keeping a firm grip on its progress via the high-level and detailed-level teams • Intervening and stepping back appropriately • Keeping the day-to-day business running	• Creating the high-level design and the detailed design
Handling the transition	• Leading the transition process • Motivating people to work with the changes • Projecting confidence and optimism • Adjusting plan appropriately	• Recommending actions as needed to maintain progress • Supporting and guiding people into the new state
Reviewing the design	• Commissioning a post-implementation review about 12 weeks after project closure • Assessing the findings against the intended project outcomes • Taking action to address issues and concerns to ensure benefits of change area delivered • Transferring knowledge, skills and learning gained in the organisation design project	• Ensuring post implementation review is thorough and reliable • Guiding and supporting manager to understanding, communicating and acting on the findings • Following through on the agreed actions and recommending a second review about 6 months after project closure

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6.3 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.

High

Leadership

| 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 |
| 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.

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Leading change using: Transactional and Transformational skills

Transformational leadership
A style that involves generating a vision for the organization and inspiring followers to meet the challenges that it sets, leader's ability to appeal to the higher values and motives of followers and to inspire a feeling of loyalty and trust.
 Transactional leadership
A style based on the setting of clear goals and objectives for followers and the use of rewards and punishments to encourage compliance

Transactional Leadership	Transformational Leadership
Leaders are aware of the link between the effort and reward	Leaders arouse emotions in their followers which motivates them to act beyond the framework of what may be described as exchange relations
Leadership is responsive and its basic orientation is dealing with present issues	Leadership is proactive and forms new expectations in followers
Leaders rely on standard forms of inducement, reward, punishment and sanction to control followers	Leaders are distinguished by their capacity to inspire and provide individualized consideration, intellectual stimulation and idealized influence to their followers
Leaders motivate followers by setting goals and promising rewards for desired performance	Leaders create learning opportunities for their followers, and motivate and stimulate followers to solve problems
Leadership depends on the leader's power to reinforce subordinates for their successful completion of the bargain	Leaders possess good visioning, rhetorical and management skills, to develop strong emotional bonds with followers
Leaders often use technical knowledge to determine the change process	Leaders search for adaptive solutions to engage hearts and minds in the change process

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6.4 Emotional Intelligence

As an effective Leader you will need the ability to monitor your own and others feelings and emotions, this is known as 'emotional intelligence'. A separate booklet containing further reading on emotional intelligence and a self test exercise in available in the UHB Employee Engagement Toolkit on our webpages.
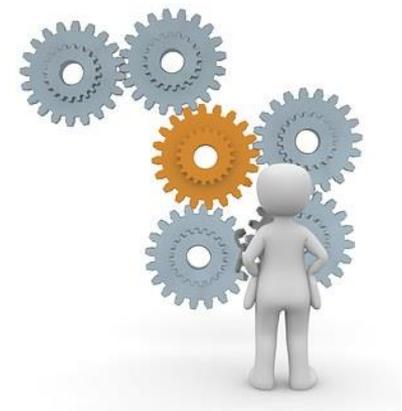
6.5 Mental Toughness/Resilience

The capacity of an individual to deal effectively with stressors, pressures and challenge and perform to the best of their abilities, irrespective of the circumstances in which they find themselves in. Included in **Appendix 4** is further reading on this and you can also complete an i-resilience report for yourself at www.robertsoncooper.com

What have we let ourselves in for?

At the end of the scoping phase you produce a tightly constructed document that builds on the business case or proposal coming out of phase one. It has a different slant from the business case as it outlines the work that is likely to be required as you migrate from your current state. Scoping documents usually include the following:

• A thumbnail sketch of the past history of the organisation, the current performance and the future it is facing (some of this is repeated from the business case);

• The vision/purpose

• Detailed description of future business capability;

• Details of operational measures for future costs, performance and service levels to be achieved;

• The boundaries of the project and principles for implementing it;

• A first cut definition of structure and composition of changed organisation in terms of:
Customers, structure, workflow and business processes, systems and technology, operating policies and procedures, communications, stakeholders (including unions represented), risk, leadership, culture and working practices, people (including skills, knowledge, behaviour, development needs, carer pathways, job design, performance management, reward, etc), models of new function, facilities, data required for future operations, costs.

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How do we scope this work?

The quickest and easiest way to start off the scoping phase is for you to preprare a draft proposal document that should at least outline all of the elements that you expect to see.

In this phase, your key role is to get on board the primary stakeholders – your management team members. It also demands that you assess your current state against your 'to be' or future state and undertake a gap analysis that informs you where you need to focus your organisation design activity.   Two tools that can help you do this are force-field analysis and SWOT (strengths, weaknesses, opportunities and threats) analysis.
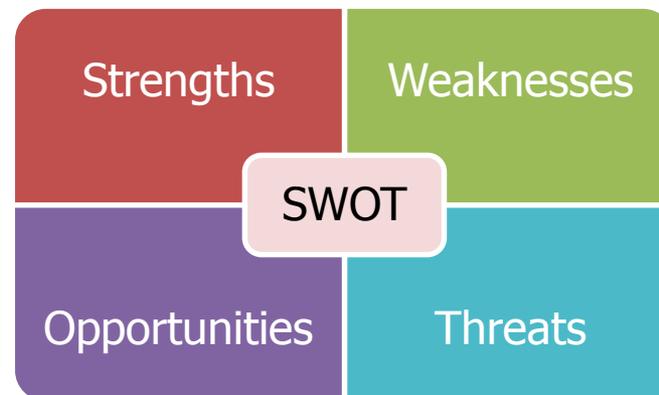
This **SWOT model** will provide you with a detailed way of identifying both internal and external factors. An example of a SWOT analysis can be viewed in **Appendix 5**.

The **Force Field analysis** can be used to inform the decision whether change is necessary. This model was designed by the organisational researcher Kurt Lewin and identifies those forces that both help and hinder you when considering when change is warranted. An example can be viewed in **Appendix 6**. You will see from the example that the forces are not evenly balanced and there is a case for change, albeit there is a lot of resistance that needs to be overcome.
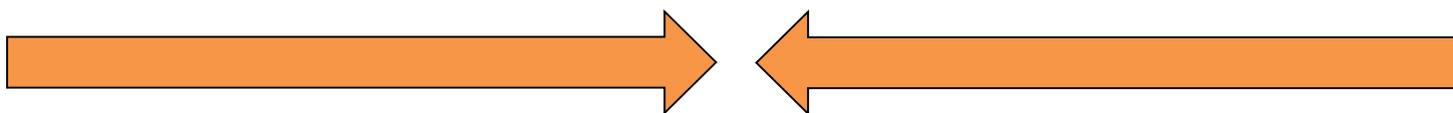
Using these two models and analysing the data that you have gathered, e.g. financial metrics, benchmarking, review of staffing levels, complaints, clinical incidents, sickness in areas of high risk, view of management and professional staff, etc, you will be able to decide whether there is a compelling business reason for change.

6.6 Organisation Design models

Organisation design models provide a good conceptual basis for developing an effective organisation design. The different model present various perspectives of the organisational system. No one perspective is right – the one that makes sense depends on circumstances, culture, and context among other things.

Although there are a plethora of design models available a survey undertaken in 1999 suggested that 25% of firms use the Weisbord Six Box Model, 19% the McKinsey's 7S model, 10% the Galbraith Star Model and 10% the Nadlet and Tushman Congruence model. (Marsh, Sparrow, Hird, Balain, Hesketh, 2009)

Design models are often used by consultancy firms as an overview of organisation design, and each factor is then the subject of a specific diagnostic tool which sets out how to identify the current state of the organisation in respect of each factor.

For the purposes of this toolkit, two models have been included, McKinsey's 7-s and Galbraith's Star Model – larger examples can be viewed detail **Appendix 7**. Both allow for questions to be asked and information gathered in relation to how the elements interact with each other. They also identify that organisational design is not just about changing the structure, each element is as important as the other when looking at an effective design. Although both have limitations there is still value in using a design model as part of the process.

Strategy

Vision, governance, comparative advantage

Structure

Power & authority, information flow, organizational roles

Human Resource Management

Hiring, work feedback, learning

Reward Systems

Compensation and rewards

Business Processes & Lateral Links
networks, processes, teams, integrative roles, matrix structures
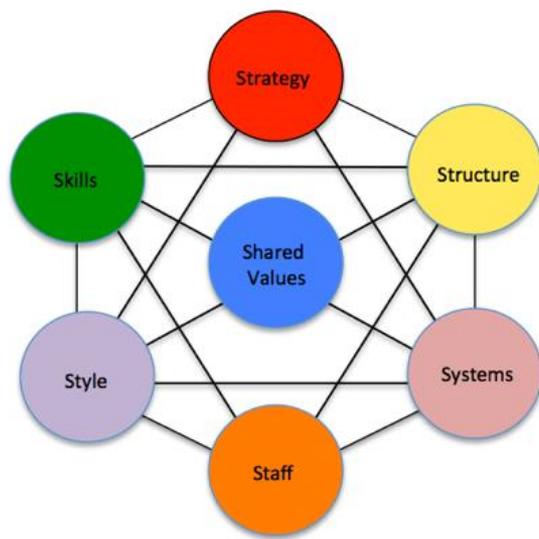
You may feel a little overwhelmed by the models, especially if you have never been taught how to use them. There is a model that has been developed by (Cochocki and Irwin, 2011) called the Organization Design Compass. You might find this model easier to understand and it appears to capture the information required in a lot of the other more long-standing models in a way that you may prefer. The model can be viewed in **Appendix 8**.

6.6 Stakeholders

When considering a redesign it is important to know who your stakeholders are and to involve them in the redesign. You will need to identify the stakeholders if your organisation design or redesign is to be effective.

(Daft, Murphy, Willmott, 2007, p.23) define a stakeholder as *'any group within or outside of the organisation that has a stake in the organization's performance. The satisfaction level of each group can be assessed as an indication of the organization's performance and effectiveness'.*

In **Appendix 9** you can view an example where stakeholders have been analysed by using a matrix. This will enable you to be aware of the stakeholders and who to keep involved, informed, etc.

6.7 Communication/Engagement Plan

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.

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Engaging the Workforce

The term workforce engagement is used to describe the degree to which individual employees are committed to delivering the goals of the organisation in which they work. It rests on the belief that when in work, employees make a personal choice about how much energy, time and commitment they are prepared to invest in delivering the organisation's agenda.

In this sense, the degree to which a workforce is engaged, is a measure of the amount of goodwill, co-operation and support employees are prepared to contribute to an organisation's success.

An engaged employee is generally seen as someone who is ready, willing and able to contribute beyond the minimum effort required to get the job done. Optimum engagement represents an alignment of maximum job satisfaction with maximum job contribution. It is generally recognised creating and sustaining an engaged workforce will maximise capacity and yield significant productivity benefits.

Why do employees become disengaged?

There are a number of reasons why employees become disengaged from the organisations in which they work. The following list is not exhaustive but illustrates the scope and range of influences affecting the decision to connect or disconnect with organisational goals:

Dissatisfaction with one's immediate line manager – employees often feel their line manager has little interest in their wellbeing or welfare, they feel used and not valued

The perception of being treated unfairly. Employees are in general more concerned with pay equity than with the level of pay itself.

The lack of opportunity to make decisions or to input into decision-making – employees often feel dis-empowered and unrecognised for the skills they bring to the work environment.

Lack of opportunity to engage in personal development – many employees feel their access to training and development opportunities is contingent not upon their needs or potential but their position and status within the organisation

Tightly controlled and regulated work environments where there is little opportunity to affect processes and outcomes – evidence suggests that increasing levels of regulation and control diminishes creativity and reduces the opportunity for employees to self-actualise within the work environment.

A lack of confidence in senior managers and leaders to live by the values they set, share the organisational vision and communicate key messages both inside and outside of the organisation – low levels of trust and belief in the leadership and direction of the organisation coupled with a concern that what senior managers say and do are not always the same thing.

A lack of collaboration with other departments and teams engaged in co-delivery – employees often feel isolated and disconnected from others with whom they work, relationships between individuals are often forged at an organisational level.

Seeing disengagement and disaffection within the organisation – employees learn to manage their dissatisfaction by adopting the disengaged behaviours and strategies of others.

What action can we take as managers and leaders to promote employee engagement?

It is clear from the list of reasons why employees disengage that a combination of behaviours to eliminate poor practice and promote motivation should form the basis for taking personal action. The research indicates that often employees who are disengaged attribute the reasons for their behaviour to the local environment in which they work. This suggests that the unique combination of different circumstances and characteristics within each organisation is responsible for determining the level of employee engagement. Therefore solutions are likely to adhere to some broad principles but manifest themselves in different types of managerial and leadership behaviour inside the work environment.

The following list of actions is not exhaustive but provides a framework for promoting better employee engagement:

1. When directly involved in leading or managing staff, find ways to convey appreciation and value of staff, what they bring, how they can contribute and be recognised for their contribution. This is possible even in circumstances when feedback is being given and individuals are being encouraged to do better.

2. Invest time in building relationships with individuals to become aware of the issues that are important for them Try to build relationships that reflect your regard for the welfare of individuals as part of your performance management role.

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3. Be clear about the reasons for making decisions and how they demonstrate the principles and values the organisation would like to communicate to others.

4. Ensure that employees are treated fairly and equitably and that potential pay or benefit inequalities are eliminated.

5. Find ways to enable individuals to participate in decision-making and to make their own decisions. Encourage them to accept the responsibility for making decisions and provide guidance and insight on how to do this effectively.

6. Empower employees to ask questions and make decisions. Remove any artificial or unnecessary barriers that inhibit participation in meetings, events, or processes where individuals can make an original contribution. Try and find ways to affect changes to how things are done which bring out the strengths and talents of employees

7. Ensure all employees have a personal development plan that clearly identifies their training needs and how these will be met. Encourage employees to take responsibility for their own learning and to focus upon their personal and career development.

8. Avoid creating unnecessary regulation and structure, when problems need to be addressed search for adaptive solutions and not just technical fixes.

9. Encourage employees to be outward looking, to develop networks and find creative ways of working with others that help to deliver organisational goals.

10. Facilitate ways that encourage employees to build positive and productive relationships with each other, to challenge disengagement and find innovative and motivating ways of working.

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Practical Engagement

Present the draft proposal for your service/team redesign at a one day workshop with your senior management team, and following their further work, input, feedback, and amendments take the revised version to the next level of management team and/or those you have in mind to do the detailed design and planning work. At both workshops be willing to listen to participants and rethink things as necessary.

As an alternative to a workshop you may want to consider meeting with the staff group, providing them with a copy of the proposal, talking them through it and then asking them to respond with comments in a timely manner. This engagement can also be followed up by individual meetings to discuss the proposal, again with the willingness to listen and be prepared to change your proposal document if appropriate. This would all be part of an effective engagement process.

Communication is critical. Refer to a communications checklist below, which was designed to help manage communications throughout the change process.

6.8 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 communication
Improving Morale	•As negatives occur, make sure they are anticipated and managed
Staff Engagement	•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 board 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

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The size and nature of your redesign will have an influence on who takes the lead. The communications plan for a large scale redesign will be governed by the Board and then produced by the management and communications team. If your redesign is quite discreet, for example, restructuring a small team/service then the communications plan will be convened by the manager/management team.

7. Phase Three – Creating the Design

Key Questions

- How do we get started?
- What do we do next?
- When have we completed the design?

Main Documents

- High-level project plans
- Detailed project plans

What needs to happen

- Appoint project manager
- Develop detailed project plans
- Assign team member's tasks

Phases one and two of the project, you have done the preparation and scoping work you need to do. The output of these phases is a well constructed business case for the change together with a scoping document.

Phase three starts when your sponsor has signed off your scoping document and when you have a communication plan that you have already started to implement. Now you task is to develop the work that these documents represent into first an outline design and then a series of detailed design plans.

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How do we get started?

First, constitute the design teams. Second instruct those you select to work on the project about their roles and responsibilities. Third, set up the project management structure. Fourth, develop a high level plan (if you have not already done this as part of your scoping exercise)

•   Set up two levels of design team: the first team comprises senior staff and stakeholders who have a good overview of what is going on in the organisation, and can judge how the overall design you shape will affect business performance. The second level of team works on the detail of the design. It is not usually one team but several small teams each working on a different aspect of the organisation.

•   Train all your team members to do the organisation design roles effectively.

•   Set up the project management structure.

•   Develop a high level plan with an outline timeline.

When the detail of the redesign has been developed an implementation plan will need to be agreed which identifies what needs to happen, by whom and by when. The project plan also needs to be devised which captures whether the project is progressing as planned and is driven by the Project Manager.

What do we do next?

The proposed changes may require public consultation.

Meet with Trade Union representatives on a regular basis

Continue Engagement, e.g. one-to-one meetings with staff. You may want to use a proforma to capture discussions/actions.

Request comments on options appraisal and make changes if appropriate

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8. Phase Four – Handling the Transition

Key Questions

- What are the people implications?

- Why are we getting bogged down?

- How do we keep things going?

Main Documents

- Project process reports on implementation

8.1. Implementation/Transition

Once you are clear on what the new service design is going to be you can start to progress to implementation phase. This phase concentrates on implementing the new design and managing the transition to the new service by a given date. The success of the project will largely depend on how you plan and implement people's transition from their current role to their new role.

What could this involve?

- Consultation meetings with staff to explain how the changes will affect them personally, as a team and as a service; An example of a Proforma can be viewed in appendix 17.

- Implementation changes to structures using the OCP, e.g. agreeing which posts will be ring fenced, which staff will be slotted in, using the 2/3 (66%) ruling, etc;

- Running competitive interviews for posts;

- Writing new job descriptions;

- Redeploying staff into suitable alternative posts, using the Redeployment Policy;

- During the transition phase the manager and HR practitioner need to consider how staff will react to the changes. The section below will help you understand the stages that staff go through and will therefore help you manage behaviours, reactions, etc.

8.2 Change Management and the impact on staff

Organisational change has been described as the process by which organisations move from their current state to some desired future state to increase their effectiveness.

The implementation stage is where things can go horribly wrong in the absence of strong leaders driving the change forward. This stage is most problematic because of the people element as it is difficult for some employees and stakeholders to grasp and therefore cope with change. How they behave is determined by how the change affects them personally and the fear of the unknown.

8.3. 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 (Kubler Ross), which shows the range of feelings and emotions people typically go through during the course of a change. The model recognises that people have to pass through **their own individual journey** of coming to terms with death and bereavement, etc., after which there is generally an acceptance of reality, which then enables the person to cope.

The model is perhaps a way of explaining how and why 'time heals', or how 'life goes on'. And as with any aspect of our own or other people's emotions, when we know more about what is happening, then dealing with it is usually made a little easier. Again, while Kübler-Ross's focus was on death and bereavement, the grief cycle model is a useful perspective for understanding our own and other people's emotional reaction to personal trauma and change, irrespective of cause.
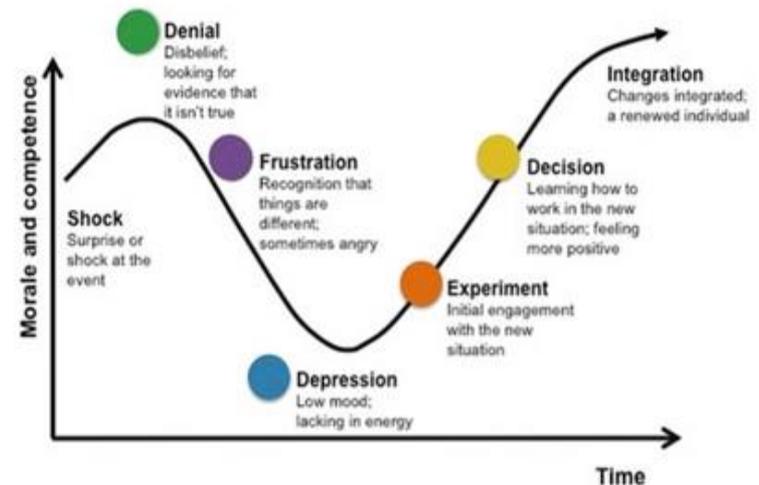
Shock or Denial

Denial is usually a temporary defence that gives us time to absorb news of change before moving on to other stages. It is the initial stage of numbness and shock. We don't want to believe that the change is happening. If we can pretend that the change is not happening, if we keep it at a distance, then maybe it will all go away. A bit like an ostrich sticking its head in the sand.
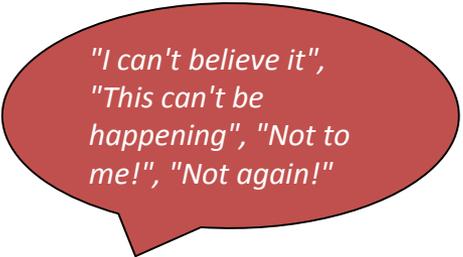
"I can't believe it", "This can't be happening", "Not to me!", "Not again!"

Anger

When we realise that the change is real and will affect us our denial usually turns to **anger**. Now we get angry and look to blame someone or something else for making this happen to us.

What's interesting is that our anger can be directed in many different directions. I've seen people angry with the boss, themselves, or even God. In these tough economic times it's often the economy that is blamed. It's the government, or top management's fault for not planning properly. You might find you are more irritable towards colleagues or family. You'll notice others finding fault with the smallest things.

"Why me? It's not fair!" "NO! I can't accept this!"

Bargaining

This is a natural reaction of those who are dying. It's an attempt to postpone what is inevitable. We often see the same sort of behaviour happening when people are facing change.

We start **bargaining** in order to put off the change or find a way out of the situation. Most of these bargains are secret deals with God, others, or life, where we say "If I promise to do this, then you make the change not happen to me". In a work situation someone might work harder and put in lots of overtime to prove themselves invaluable, in order to avoid retrenchment.
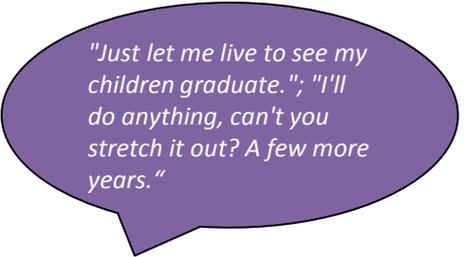
"Just let me live to see my children graduate."; "I'll do anything, can't you stretch it out? A few more years."

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Depression

When we realise that bargaining is not going to work the reality of the change sets in. At this point we become aware of the losses associated with the change, and what we have to leave behind. This has the potential to move people towards a sad state, feeling down and depressed with low energy.

The **depression** stage is often noticeable in other ways in the workplace.
People dealing with change at work may reach a point of feeling demotivated and uncertain about their future. I recently experienced a group of bank employees asking why they should continue to give of their best at work when they were unsure that their jobs were safe; and the bank was obviously not committed to them.
My experience is that there is an increase in absenteeism at this time as people use sick leave and take 'mental health' days.
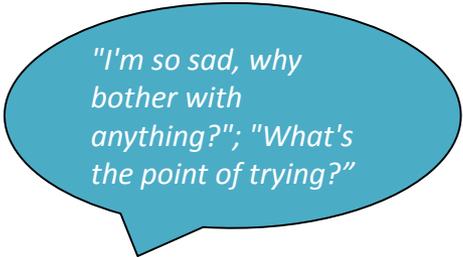
"I'm so sad, why bother with anything?"; "What's the point of trying?"

Acceptance

As people realise that fighting the change is not going to make it go away they move into a stage of **acceptance**.

It is not a happy space, but rather a resigned attitude towards the change, and a sense that they must get on with it. For the first time people might start considering their options. I think it's a bit like a train heading into a tunnel. "I don't know what's in there, I have to keep going on this track, I'm scared but have no option, I hope there's light at the end..."
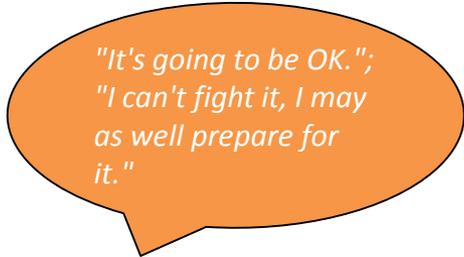
"It's going to be OK."; "I can't fight it, I may as well prepare for it."

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8.4 Virgina Satir Theory: The Change Journey for Groups
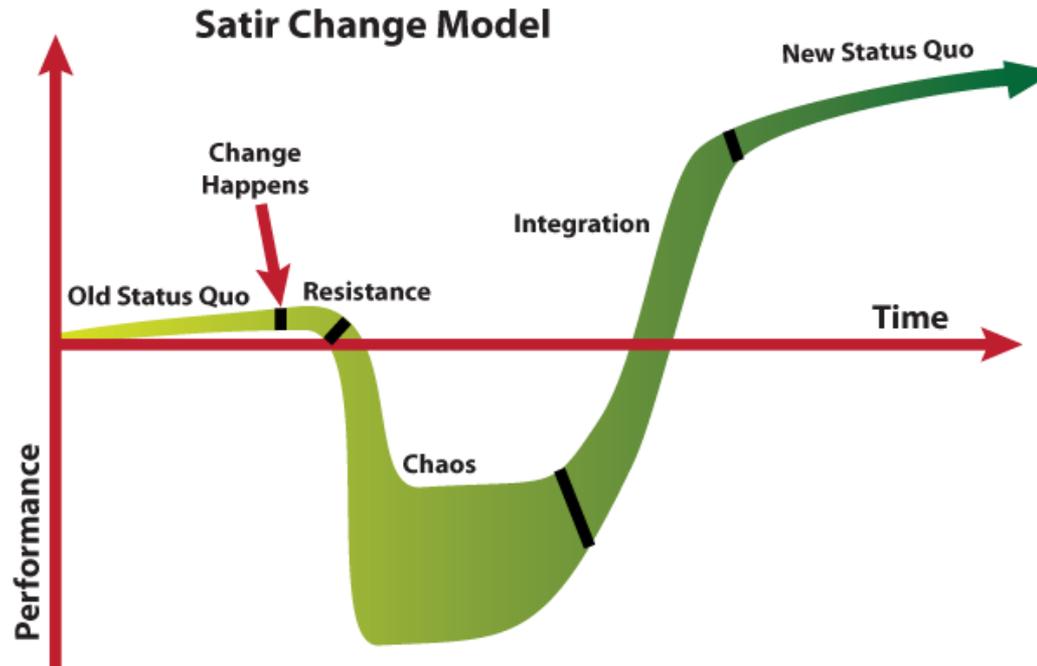
Stage 1: Old Status Quo

The group is at a familiar place. The performance pattern is consistent. Stable relationships give members a sense of belonging and identity. Members know what to expect, how to react, and how to behave. Late status quo describes a fairly stable system (individual or group) where occurrences are predictable, familiar and comfortable. This may mean things are working reasonably well, or it may mean that there are familiar solutions (better or worse) for common problems. For members, it does represent some level of success. While the system at this stage is balanced, different parts of the system pay different prices to maintain this balance.

This can be compared to the role played by some children who keep a family stable by acting out or repressing their feelings in particular ways. And, like with children, the impact of this maintenance on any particular part of the system may be indicated by the unhealthy symptoms revealed in it's functioning.

In an organizational context, late status quo generally refers to a system where things have stayed the same for a long time. Members of the system know 'what to do' and 'how to do it' and understand where they fit. They may or may not be satisfied with their place and activities, but they are comfortable. Depending on the specific circumstances, attitudes may range from general acceptance, to boredom to frustration and complaining (blaming and placating) as people find ways to get things done in a dysfunctional system). Some people may be looking for changes. Either from within or without, a foreign element that was not a part of the status quo appears, and threatens to shake up the status quo

Stage 2: Resistance

The group confronts a *foreign element* that requires a response. Often imported by a small minority seeking change, this element brings the members whose opinions count the most face to face with a crucial issue. In an organizational context, a foreign element can be generated internally, inspired by the desire to improve. This desire can come from management or from participants on the operational level; the change can be mandated or voluntary. How such desires are substantiated by which stakeholder will greatly affect the reaction to the foreign element. In both cases they are reactions.

In the case of an unwanted, unexpected or mandated change the people within the organisation (system) may try a number of strategies to neutralize the impact of the alien element. The system may reject and expel the foreign element; people may ignore it, use delaying tactics, or may try to encapsulate the foreign element within the "normal" ways of handling things, or they may try to find a scapegoat to attack and blame.

When mandated sequences of events are experienced a couple of times on the operational level, trust levels of operational people in management being able to lead, goes down quickly. People will anticipate more on potential future management blaming than by management desired changes. Whatever happens, people do learn to anticipate effectively! And a healthy balanced system accepts and investigates the foreign element mirrors received with care in mind, and integrates what is (re)useful.

Stage 3: Chaos

The group enters the unknown. Relationships shatter: Old expectations may no longer be valid; old reactions may cease to be effective; and old behaviors may not be possible.
If the foreign element (or its backers) is sufficiently powerful and persistent to create a critical mass of discomfort, the organization enters into chaos.

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From the Merriam Webster Dictionary: chaos is a state of things in which chance is supreme; it is a state of utter confusion; a confused mass or mixture. In this state, the system is disarranged; predictions no longer valid, expectations are not fulfilled; things seem to be totally out of control. People/systems may react to chaos in a number of different ways: by engaging in random behavior; by seeking stability at any cost, by trying to revert to earlier patterns of behavior, or by searching for magical, sweeping silver bullet solutions — anything, anything, to re-establish some form of normalcy will do (unless someone is skilled in surfing chaos).

- If chaos is perceived as some "death" of Old Status Quo … For more detailed "stuckness" we can use the following four preliminary stages of death that individuals can get stuck in (Elizabeth Kubler Ross): denial, bargaining, anger, or depression .

- When trying to manufacture the transforming idea as opposed to being aware and fully present during chaos. Obtaining and firing the latest silver bullet is a distracting temptation, one that needs to be avoided. Taoists say, "My barn having burned to the ground, I can now perceive the moon".

- If you try to avoid or control it you will prolong it. Best thing to do seems to be to relax, enjoy the ride, try a bite here of some thing new here, and of some there. Be like Alice in Wonderland, relax, have fun, enjoy and hold the space for the transforming idea. As facilitator, use an alpha state, but not without guard.

Stage 4: Integration

The members discover a *transforming idea* that shows how the foreign element can benefit them. The group becomes excited. New relationships emerge that offer the opportunity for identity and belonging. With practice, performance improves rapidly.

A transforming idea is an out-of-the-box idea that brings a system out of chaos (sometimes only for a short while). A transforming idea is like an "Aha Erlebnis", inspiration, a sudden awareness of an understanding of new possibilities. Now that we have keys, what remains is finding the doors for realizing transformation.

Entering the integration and practice stage, the system begins to try out the new possibilities. This can be likened to birth or to a honeymoon. It seems all problems have been resolved and things will be wonderful, and we're all very excited. At the same time, systems entering this stage are like children that are trying things for the first time — somewhat uncertain, needing time to learn and grow into the new state. And, with time, by the system practicing new ways of doing things, some effects begin to appear in substance. This state relates to theta state.

In an organization, this is the time when people are learning to use a new tool or work according to a new process or tasks within a new structure, and usually a period of reduced productivity — performance and outcomes may actually be worse than prior to the change

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There seem to be many factors that can lead to rejection of the change and return to chaos:

• Reactions of managers who expect results of the new 'whatever' immediately
• A culture where admitting mistakes is not acceptable – people believe they have to appear competent all the time.
• Time and schedule pressures inhibit the learning process
• Name it and it can take you back

Stage 5: New Status Quo

If the change is well conceived and assimilated, the group and its environment are in better accord and performance stabilizes at a higher level than in the Late Status Quo. During integration benefits of the new models become apparent and are experienced as useful. Gradually a new status quo is formed. What began as an idea becomes a normal state of affairs. A full cycle is completed. And, for a while, things will continue to get better … until our will becomes silent. The perfect time for another round.

Stage	Description	How to Help
1	Old Status Quo	Encourage people to seek improvement, information and concepts from outside the group
2	Resistance	Help people to open up, become aware, and overcome the reaction to deny, avoid or blame
3	Chaos	Help build a safe environment that enables people to focus on their feelings, acknowledge their fear, and use their support systems. Help management avoid any attempt to short circuit this stage with magical solutions
4	Integration	Offer reassurance and help finding new methods for coping with difficulties
5	New Status Quo	Help people feel safe so they can practice

8.5 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.

innovators	early majority	late majority	laggards
early adopters			
2.5% 13.5%	34%	34%	16%
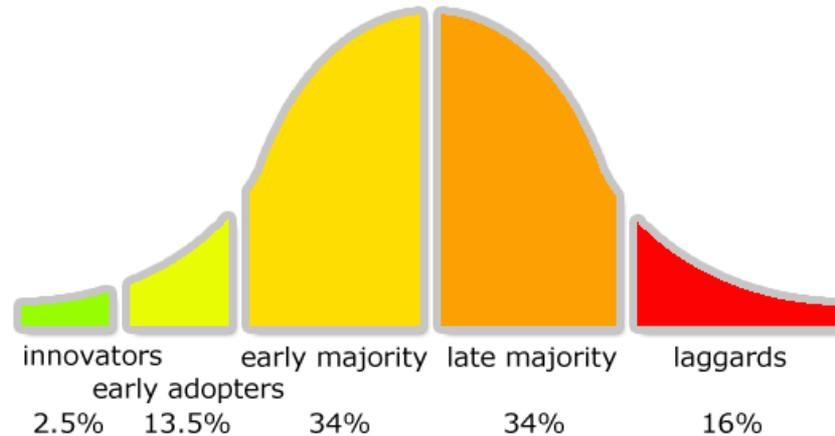
The following are characteristics of each adopter category:

- 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 organisation.

These illustrate of some of the general characteristics each category of adopters tends to exhibit when confronted with something that is different from the norm.

Innovators:	Early Adopters:	Early Majority:	Late Majority:	Laggards
• 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" • Not opinion leaders – may be thought of as weird/mavericks	• 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)	• 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	• 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.	• Rogers reports this group's point of reference is "in the past" • Swear by the "tried and true"

It is essential that the project and implementation plan are adhered to and any slippage in time accounted for. We have already heard that the implementation phase can be the most problematic. There is a need for the manager/management team and HR practitioner to present a unified front, acting as role models, being flexible and responsive

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9.0 Phase Five – Reviewing the design

Key Questions

- Why should we review?
- How should we go about it?
- What do we do as a result?

Main Documents

- Internal audit review and report

The final phase in the design is reviewing your organisation design which is often forgotten about in the project planning stages. The purpose of the review is to verify and validate that:

- You correctly identified the purpose of the project;
- The objectives set will deliver that purpose;
- The design chosen will achieve those objectives;
- The design will achieve its purpose within the boundaries and principles established;
- The information on which you based the design is reliable.

This can be a time where managers can reflect on what went well and look at any lessons learnt. It may also be an opportunity to review and adjust parts of the redesign that are not working as well as anticipated.

The organisation design can be evaluated by analysing the data for example from:

- Staff & patient/carer feedback (questionnaire, interviews, focus groups);
- Formal complaints;
- Informal Complaints;

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- Performance Dashboard looking at quality assurance and clinical governance;
- No's of inappropriate referrals;
- Length of patient stay;
- Increased activity in the community (caring for people in the community as opposed to in hospital);
- Re-admission rates;
- Waiting lists (e.g. Psychiatrist, Psychology).

It is best practice to undertake a formal evaluation 6-12 months following the redesign but obviously dealing immediately with aspects of the redesign that need attention.

10. Acknowledgements

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

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www.jgalbraith.com

www.robertsoncooper.com

Appendix 1 - Kotter's 8 Step Change Model and the OPTIMAL Organisation Design Approach

From the Harness Review Article Leading Change: *Why Transformation Efforts Fail* **by John P. Kotter**

Change initiatives are notoriously messy, and their reliance on soft skills makes most managers uneasy. But there is a framework that can help you avoid the most common mistakes that befall change efforts.

THE IDEA IN BRIEF

Why do so many transformation efforts produce only middling results? One overarching reason is that leaders typically fail to acknowledge that large-scale change can take years. Moreover, a successful change process goes through a series of eight distinct stages. These stages should be worked through in sequence. Skipping steps to try to accelerate the process invariably causes problems. And since the success of a given stage depends on the work done in prior stages, a critical mistake in any of the stages can have a devastating impact.

The eight stages are:

1. Establishing a sense of urgency

2. Forming a powerful guiding coalition

3. Creating a vision

4. Communicating the vision

5. Empowering others to act on the vision

6. Planning for and creating short-term wins

7. Consolidating improvements and producing more change

8. Institutionalizing new approaches

THE IDEA AT WORK

For each of the stages in a change process, there is a corresponding pitfall.

1. Not establishing a great enough sense of urgency. Half of all change efforts fail at the start. When is the urgency rate high enough? When 75% of management is genuinely convinced that the status quo is, in the words of The CEO of a European company, "more dangerous than launching into the unknown."

2. Not creating a powerful enough guiding coalition. In successful transformation efforts, the chairman or president or general manager of the division, plus another five to 50 others—including many, but not all, of the most influential people in the unit—develop a shared commitment to renewal.

3. Lacking a vision. Without a coherent and sensible vision, a change effort dissolves into a list of confusing and incompatible projects. If you can't communicate the vision in five minutes or less and get a reaction that indicates both understanding and interest, your work in this stage isn't done.

4. Undercommunicating the vision by a factor of ten. Use every existing communication vehicle to get the vision out. Incorporate the vision into routine discussions about business problems.

5. Not removing obstacles to the new vision. Renewal requires the removal of obstacles— systemic or human— to the vision. One company's transformation ground to a halt because the executive in charge of the largest division didn't change his own behavior, didn't reward the unconventional ideas called for in the vision, and left the human resource systems intact even though they were incompatible with the new ideals.

6. Not systematically planning for and creating short-term wins. Clearly recognizable victories within the first year or two of a change effort help convince doubters that the change effort is going to be worth all the trouble.

7. Declaring victory too soon. At this stage, it's fine to celebrate a short-term win, but it's catastrophic to declare the war over.

8. Not anchoring changes in the corporation's culture. If they are to stick, new behaviours must be rooted in the social norms and shared values of a corporation. To accomplish this, make a conscious attempt to show people that the new behaviors and approaches have improved performance. Also, make sure that the next generation of top management embodies the new approach.

The OPTIMAL Organisation Design Approach

- **O** Outline the Brief
- **p** Pull together the programme
- **t** Take stock of the change required
- **i** Identify the assessment criteria
- **m** Map the design options
- **a** Assess the alternatives
- **l** Lay out the way forward

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Vitally, the OPTIMAL Way is used to prompt engagement and dialogues between the design programme team and others. Designing is a creative process: stimulating ideas and conversations that enrich the quality of the outcomes. Ideas will move from an embryonic concept in the early steps to take shape as the design helps the organisation learn and reflect. Feedback gathered from the emerging outputs prompts further thoughts and refinement. Designing is a process of going through trial and error, testing and verification of the model until you get to the point where you have a number of alternative designs and insights into the routes for reaching them. The OPTIMAL Way allows for this: it is designed so that ideas can be explored, repeated, refined, practised, worked over, discarded, combined, where alternatives are sought and alternative possibilities explored. When you use it you will be able to produce the unique combination of elements to deliver your strategic intent.

When carrying out an organisation design process, it may help you to think of the progression in terms of a journey. At the point you start to look at carrying out an organisation design you will have already established some things. You know you are going somewhere, sometime (probably soon).

Overview of the steps in the OPTIMAL Organisation Design Approach

Outline the brief
Confirm the sponsorship of the design work, the context for change, the strategic intent and the capabilities required to deliver the change. Seek inspiration from other organisations. Set out the common understanding of this so there is a clear brief for the programme team who will carry out the organisation design work to follow. Confirm the go-ahead for a design programme.

Together these provide a firm foundation: the anticipation is energising.

Pull together the programme
Assemble the leadership and team. Confirm the design model, approach and the tools and techniques to be used; tailor them if necessary. Establish the programme infrastructure and other work streams; e.g. governance, management systems, environment, plans, change work stream. Ensure these are agreed and understood by the programme team and key stakeholders. Get formal approval for your chosen route.

The programme team is ready to go: shared enthusiasm now can become infectious.

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Take stock of the change required

Gather a body of evidence for use in design and implementation to understand more deeply the organisation's history, context and current state. Learn from other organisations. Establish what the future state organisation needs to look like to deliver its strategic intent and associated capabilities. What must be kept? What needs to change? Decide on the most important aspects of change required so that design effort can be focused on these. Get formal agreement to the direction and extent of the changes that are needed.

The programme team now knows where to target their efforts and how big a challenge there is: a clearer idea of the destination helps all concerned.

Map the design options

Seek alternatives and explore possibilities. Develop and refine a number of alternative design options for the organisation to choose from. First, at a concept level and then develop selected options into more detailed, design outlines. Explore ideas, work through them, repeat, refine, discard some and combine some.

This produces tangible images, descriptions and feelings to share and it is much less daunting once these are narrowed down to a few crafted choices.

Identify the assessment criteria

Put in place an evaluation scheme based on design principles and criteria that is impartial, balanced and aligned to the organisation's strategic direction.

There is a basis for assessing the optimal design option for the organisation that will reduce the politics and emotion from choices made later on: having the ground rules laid down can be comforting to all.

Assess the alternatives

Assess individual design options at design-concept and design-outline level using the criteria identified earlier. Compare the alternative options. Provide feedback on the results of the assessments and comparisons to improve the development of further iterations or lower levels of design. Get confirmation and buy-in by sharing the results.

It should be easy to see how closely the design options that are proposed meet the organisation's strategic intent. Sharing these more widely can extend the buy-in.

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Lay out the way forward
After the assessment of design outlines is complete, the optimal one is chosen. Finalise the high-level design work: turn the optimal design outline into a blueprint. Prepare for implementation: pass on the design team's knowledge and make a clean transition from design to implementation. Get agreement to take the design forward.

With a chosen destination point that has detail across many dimensions, there is transparency on the target and the change required. The organisation can move forward into implementation confidently.

Early Project Management Stages

Initiate → Plan → Execute →

OPTIMAL Organisation Design Approach → Implementation

OPTIMAL Organisation Design Approach	Implementation
Outline the Brief → Pull together the programme → Take stock of the change required	Consultation and Engagement
Identify the assessment criteria	Quadrant Implementation
Map the design options	Lower level design work
Assess the alternatives	Embedding
Lay out the way forward	Feedback and refinement

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Appendix 2 The Data Gathering Exercise

This involves you in taking the following steps:

1. Making the case for doing the case for data gathering. The data is gathered using Tool 1 presented in the 'Useful Tools' section. You will not always need to make a formal case. In fact it is more likely to be a suggestion that needs to be agreed to. You need to be clear why you think data gathering is a good thing to do as you are likely to counter opposition from those who have determined that they just want you to get on and design the organisation.

2. Considering the various ways that you could get the information you need. You need to involve a diagonal slice of the organisation and have a representative sample of people from each layer of the slice. However, you do not need to have large numbers involved as you are aiming for a sense of the situation rather than the detail of it. Some possibilities for getting involvement are:
   • Small focus groups
   • Larger workshops
   • Face-to-face interviews
   • Telephone interviews
   • On-line survey completion with a selected sample
   • A combination of these.
   Part of your design on what is the best method will depend on how much time you have available to do this piece of work. It can be done very quickly – for example you could hold a focus group a few days after making the decision to go ahead.

3. Involving people who are going to be indirectly impacted – other departments, suppliers, or customers. They all have a view of your organisation and it may be very different from yours. Having a number of perspectives is very useful and often gives otherwise hidden insights.

4. Assessing the risks of doing the data gathering. Any intervention of this nature sets hares running. You need to know how you are going to handle the informal side of the organisation and work with the inevitability that people are curious about what is going on and what the implications are for them.

5. Knowing how you are going to communicate the fact that this exercise is taking place. This is a crucial part of this stage of the process, as it will help to mitigate some of the risks of doing it and it sets the tone for the communication work you need to do as the OD project gathers pace.

6. Going for the 80/20 rule. You do not need to make an industry out of this stage. Your purpose is to get some baseline information to make a decision on whether formal re-design should be the focus of the change process or whether there should be some other start-point.

7. Analysing the results – again not in a heavy duty way. For example, if you have run a focus group, you will have a good grasp of the presenting issues and the interplay of the four elements which make up the six pairs described above. You simply need to be confident that this focus group is reliable and that their conclusions are valid and representative.

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DRAFT

PROJECT INITIATION DOCUMENT

1. Purpose of the document

To describe project management arrangements to.

2. Background

3. Aim

4. Approach

The approach will be built on best practice. To meet the aims and objectives the project will adopt a structured project management approach.

The project structure will allow means of monitoring the progress. The project will be clear on products expected and have means of identifying slippage and risks and will be able to agree actions to become 'back on track'.

Critical dates will be identified and products outlined within the Gantt chart (appendix 1) and product checklist (appendix 2).

The Project will comply with the seven principles of public life (The Nolan Principles) selflessness, integrity, objectivity, accountability, openness, honesty and leadership. In particular, there are three crucial public service values which underpin the work of the health service:

Accountability – everything done by those who work in the NHS in Wales must be able to stand the test of scrutiny by the Assembly, public judgements on propriety and professional codes of conduct;

Probity – there should be an absolute standard of honesty in dealing with the assets of the NHS in Wales;

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integrity should be the hallmark of all personal conduct in decisions affecting patients, staff and suppliers, and in the use of information acquired in the course of the NHS in Wales's duties;

Openness- there should be sufficient transparency about the NHS in Wales's activities to promote confidence between the NHS body and its staff, patients and the public.

5. Project Board details

Project Board	

6. Project scope

The project will
  .
The Project will not
  .

7. Key products

8. Stages

9. Project controls

2

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- Product checklists

10. Risk

The project needs to ensure that risks are identified and managed using the project process.

	RISK REGISTER	COUNTERMEASURES
1.		
2.		
3.		
4.		
5.		
6.		

11. Evaluation

12. Meeting schedule

GANTT CHART

APPENDIX

Issue	Apr	May	June	July	Aug	Sept	Oct	Apr

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PRODUCT CHECKLIST

Lead	Product	Start Date		Alert	Comments
		Planned	End date		

MONTHLY HIGHLIGHT REPORT

TITLE:					
Author:				Report no:	1
Date:		Period covered:		File reference:	

Decisions required:
-
-
-
-

Key Issues / Red Flags:
-
-
-
-
-

Project Update/ Progress against Plan:
-
-
-
-

Products Completed:

•	•
•	•
•	•
•	•
•	•

Critical Tasks for Coming Period: (must have's or essential: highly desirable or non essential)

Task	Owner	Due Date	% Complete	Forecast Date
Action plan				

Risk Update:

Ref	Risk	Owner	Due Date	Countermeasures	Prob/impact

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Appendix 4 – Mental Toughness

The MTQ48 Psychometric measure[1] includes 4 subscales called the **4Cs:**

- **Control**
- **Challenge**
- **Commitment**
- **Confidence**

Scores range between 1 (low) and 10 (high). Two of these scales (Control and Confidence) are further subdivided.

Control

Individuals who score highly on this scale tend to feel that they are in control of their life and the environment in which they work. They are capable of exerting more influence on their working environment and are more confident about working in complex or multi-tasked situations. This means for example, that individuals towards the higher scoring end of the scale are able to handle lots of things at the same time, whereas at the lower end, they may be comfortable in handling only one or two things at any one time.
Ongoing development of the MTQ48 tool has enabled this scale to be further subdivided into:

Control (Emotion) – individuals scoring higher are better able to control their emotions; they keep anxieties in check and are less likely to reveal their emotional state to other people.

Control (Life) – individuals scoring higher on this scale are more likely to believe that they are in control of their lives; they feel that their plans will not be thwarted and that they can make a difference.

Commitment

Sometimes described as "stickability", this describes the ability for an individual to carry out tasks successfully, despite any difficulties or obstacles that arise whilst working towards achieving their goal. The person who scores at the higher end of the scale will be more likely to handle and achieve tasks to tough unyielding deadlines; the person at the other end of the scale will be more likely to need to be free from those kind of demands in order to achieve their goals.

Challenge

This describes the extent to which individuals see problems as threats or opportunities. Some people will actively seek out challenge and change and will identify these as opportunities for personal development; others will perceive them as threats or problems. At the higher end of the scale, people will thrive in continually changing environments, whereas at the other end, people will prefer to minimise their exposure to change and the associated problems and prefer to operate in a more stable environment.

Confidence

Individuals with high confidence scores have the self belief to successfully complete tasks which may be considered too difficult by those with similar abilities, but lower confidence. Less confident people are also likely to be less persistent and to make more errors. Those at the higher end of the scale will be able to take set-backs (whether from outside or self generated) in their stride.

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They keep their heads when things go wrong and it may even strengthen their resolve to deal with the issue and sort it out. At the other end of the scale, people are more likely to feel unsettled and undermined by setbacks.

There are two subscales for Confidence:

Confidence (Abilities) – an individual with a high score on this scale is more likely to believe that they are a truly worthwhile person; they will be less dependent on external validation and generally be more optimistic about life.

Confidence (Interpersonal) – those with higher scores on this scale tend to be more assertive. They are less likely to be intimidated in social settings and are more likely to push themselves forward in groups. They are better able to cope with difficult or challenging people.

The Mental Toughness model and its associated measures have clear applications for anyone working in environments subject to pressure, challenge and stress. As leaders in the Welsh public service, these are conditions under which you and your teams are constantly operating. By gaining a better understanding of your own Mental Toughness, you will be better able to identify how to become more effective in key areas and to cope more effectively with the stressors impacting on your daily life. Having an improved level of self awareness can also ensure that your own behaviour as managers and leaders does not impact negatively on those around you who may be less resilient.

That greater self awareness and improved understanding of your situation, can lead to positive action and improved performance. Your report will contain ideas and suggestions for how to deal with some of the challenges you might be facing and how to move yourself forward and you can discuss these with your facilitator. You will be able to take away your report to reflect on it and decide whether you want to discuss it with someone else in helping you develop a personal strategy to address any issues that may have emerged.

Appendix 5- SWOT Analysis (organisation example)

| Strengths	Weaknesses
Strong leadership & management. Proven track record for effective delivery and redesign. Staff survey results – staff enjoy their work & are committed. Services are fully staffed Areas are functioning well. Assessment Ward newly refurbished, fit for purpose. Effective communication. Support from Board members/Exec Directors.	Ward ? & Ward ?, isolated environment, not fit for purpose = risk Qualified nursing establishment, numbers are inadequate Current overspend due to variance in staffing levels Community teams too small in size, low in numbers No critical mass as services are spread out over the geographic area Too many CHC beds
Opportunities	**Threats**
Ability to retain staff. Increase the size & function of community teams. Role redesign, e.g. introduce band 4's Reduce pay variance by reorganising the location of services.	Low staff turnover. Finance/funding. Public Consultations. Resistance to change. Absence, e.g. sickness. Medical cover. Political drivers. Social Expectations. Stakeholders – resisting. Increase in population, dementia.

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Appendix 6 -Force Field Analysis

Forces for Change	Plan	Forces Against Change
Predicted increase in older persons population & those suffering with mental illness.		Staff may resist change.
		Redesign may not be cost neutral.
Too many continuing assessment beds.		
		Negative public reaction, opinion.
Nursing establishment too low in areas. Bed shortages.		Disruption to service/patients.
2 million savings target		Board reputation.
Strategy to keep people out of hospital to be treated in their own home.		Current perception of service may be good, reducing understanding for change.
Community teams too small to prevent unnecessary admissions & to hope with future demand.		Existing pressures.
		Ward closure.
Resolve current risks, e.g., inappropriate clinical environments = staff injuries=sickness.		Staff may not want to move.
Better patient care/service.		Patient Care may deteriorate, costs spiral due to sickness.
Cost saving in the long term.		
		Some staff on Ward? may fear loss.
Clinical Director & Director supporting.		Transport.
Better working environments for staff.		Public oppose changes.
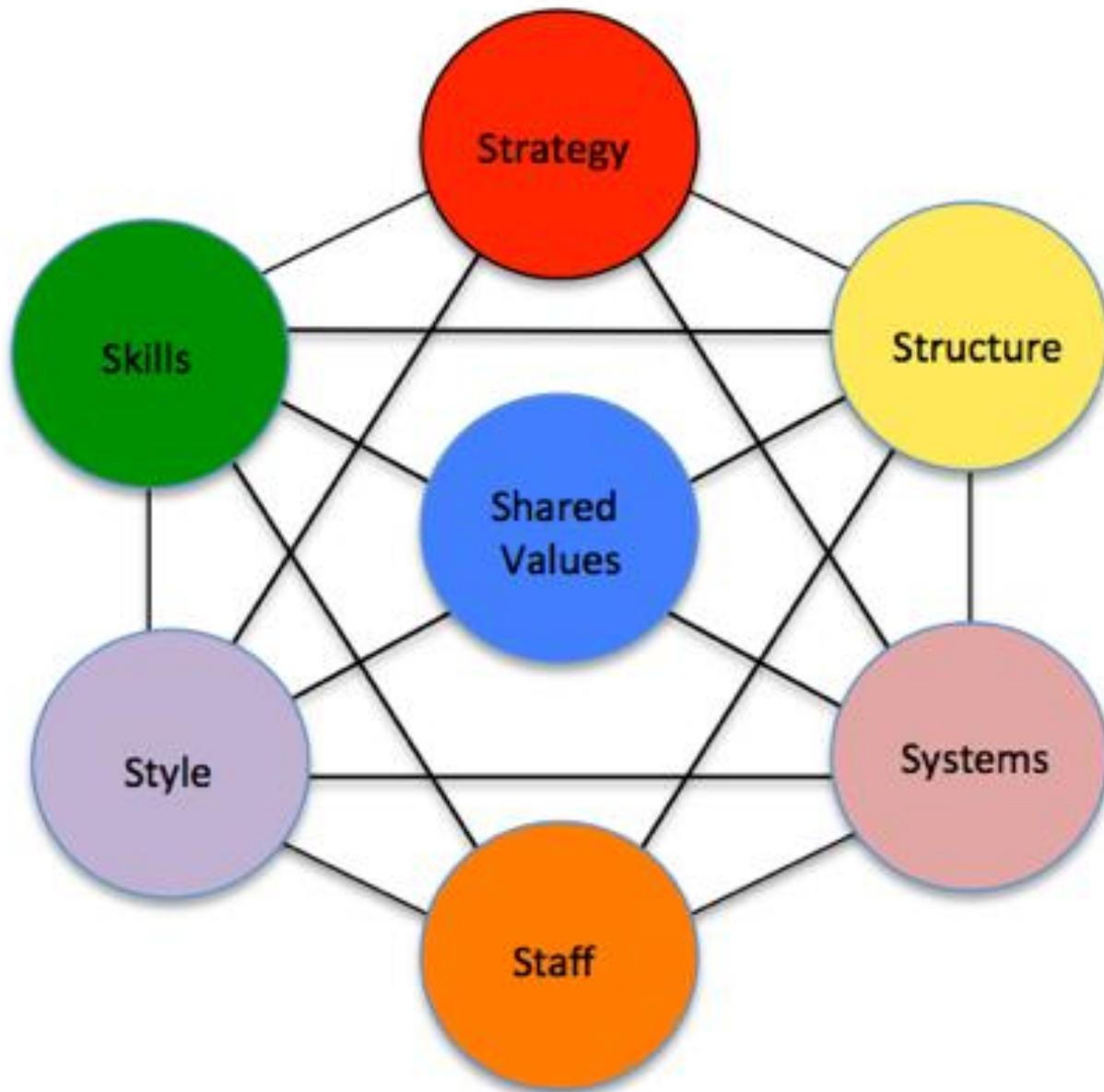
Appendix 8 - Organisation Design Compass

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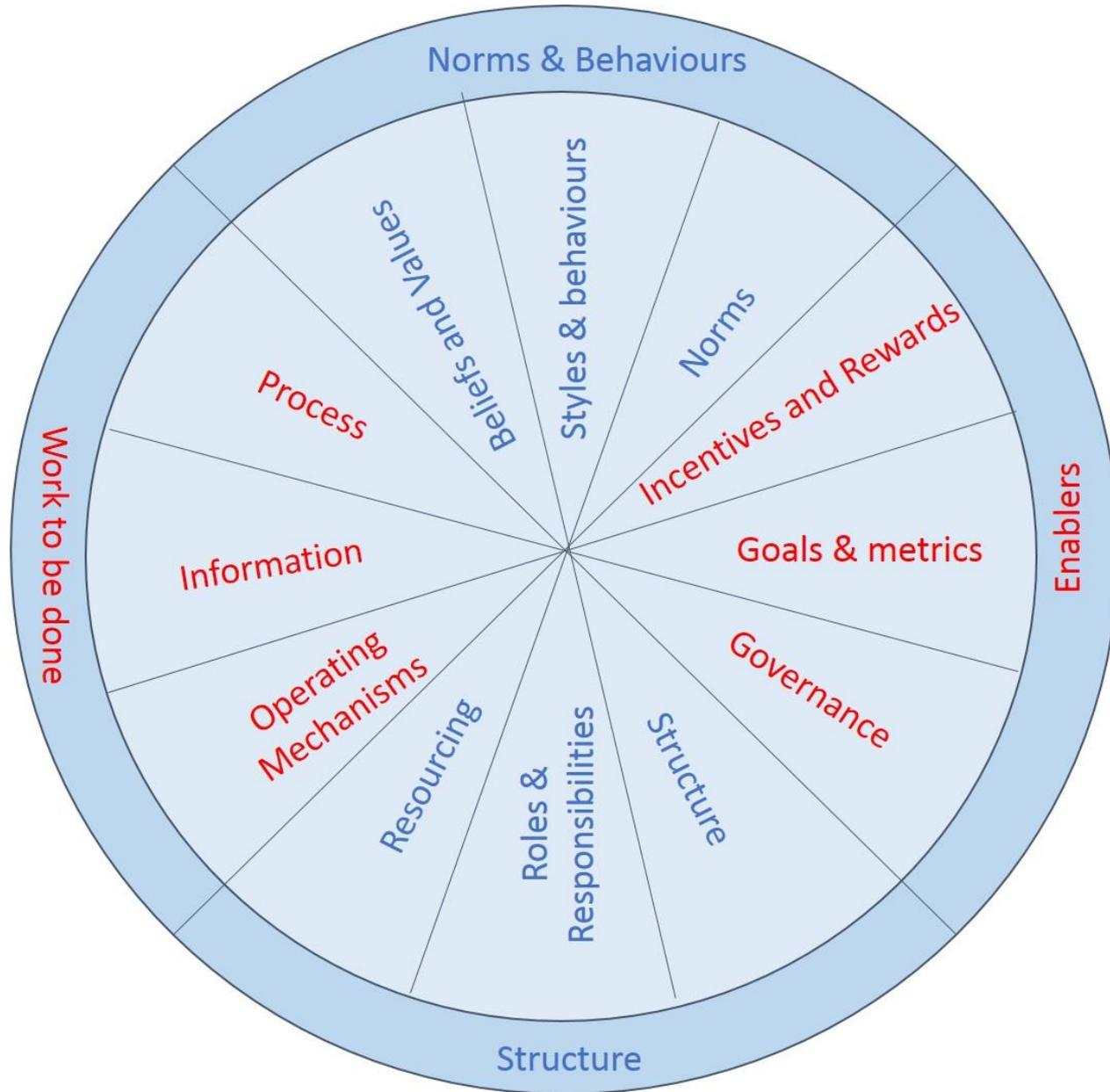
Appendix 9– Stakeholder Analysis (organisational example)

Power (High / Low) vs **Interest** (Low / High)

Involve (keep satisfied)
- Public/local community
- Senior Executives

Consult & work closely with (manage closely)
- Employees
- Trade Union representatives
- Patients & Carers
- Councillors/local AMs etc
- Local CHC

Monitor & keep on side (mimimum effort)
- Press
- Local GP Practices
- Other Ward Staff
- Nursing Homes

Inform (keep informed)
- Advocates
- Interest Groups
- Voluntary Sector
- Local Authority

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Appendix 10 - Communication and Involvement Map

This assesses how well one issue has been communicated to the different stakeholders. List the stakeholders down the vertical axis. For each stakeholder group rate a low, medium, or high level of:

Awareness - How well informed is the stakeholder group about the issue?
 Understanding - How well do people understand what the issue is and how it will affect them?
 Buy-in - To what extent is the stakeholder group committed to and enthusiastic about the issue?
 Ownership - How much real involvement and participation does the stakeholder group demonstrate?

Complete the map by filling in each box using different colours according to the level of awareness, etc. When completed you will have an at-a-glance view of the organisational effectiveness of your communication.

You can obtain the information to fill it out in various ways: 1:1 discussions, at a workshop by observation, etc.

Stakeholders	Awareness	Understanding	Buy-in	Ownership
Senior Managers				
Middle Managers				
Support Staff				
Customers				

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